

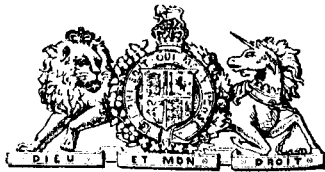
JOURNAL  
OF  
EDUCATION

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

NOVA SCOTIA

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APRIL, 1913.



Published by Order of the Legislature of Nova Scotia

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HALIFAX, NOVA SCOTIA, APRIL, 1913.

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

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for the half year ended, Jan. 31st, 1913.

	Number of Teaching Days employed.	Am't paid to Teach- ers from Provincial Treasury.		
Ruggles, Lenfest	100	105 00	Snow, Delma	103 60 00
Tanch, Jos. W.	100	105 00	Spinney, Theodore H.	100 58 25
Whitman, Elbert J.	100 $\frac{1}{2}$	58 54	Tibert, Walton K.	100 60 00
Bishop, Annetta C.	103	75 00	Troop, Alice M.	103 11 64
Armstrong, Cassie S.	103	60 00	Wade, Edna M.	20 54 16
Balcom, Irene C.	98	57 70	Walker, Charlotte E.	93 60 00
Banks, Beriah S.	103	60 00	Wambolt, Gertrude V.	103 60 00
Bznks, Wilford E.	102 $\frac{1}{2}$	59 70	Wheelock, Mildred E.	103 60 00
Bowlby, Jessie I.	102	59 41	Withers, Lulu B.	103 60 00
Brooks, Estella M.	103	60 00	Wood, Bernard G.	103 60 00
Bustin, Harry L.	94	54 74	Woodworth, B. May	103 60 00
Charlton, Mabel E.	103	60 00	Young, Margaret E.	103 45 00
Chivers, Gladys P.	98	57 07	Adams, Mildred L.	103 45 00
Chipman, Emma W.	98	57 07	Banks, Ida B.	103 44 56
Chute, Edith E.	94	54 74	Ennis, Hilda B.	102 21 84
Cochrane, Florence M.	94	54 74	Foster, L. Winnifred	50 45 00
Coffin, Eunice M.	103	60 00	Goodspeed, Claire V.	103 44 78
Coumans, Emily R.	103	60 00	Hall, Eunice A.	102 $\frac{1}{2}$ 42 80
Cox, Dora F.	103	60 00	Hebb, Maud G.	98 44 12
Davis, May T.	103	60 00	Hutchinson, Nina B.	101 44 78
Durling, Ina	103	60 00	Jackson, Annie L.	102 $\frac{1}{2}$ 45 00
Elliott, S. Primrose	103	60 00	Keans, Lena A.	103 45 00
Fancy, Lydia A.	98	57 07	Laird, Elizabeth H.	103 45 00
Fulton, Sarah M.	103	60 00	Letteney, Edith P.	103 22 27
Gesner, Agnes P.	52	30 28	Longley, Annie G.	51 45 00
Gormley, Katherine I.	103	60 00	MacKay, Hazel G.	103 45 00
Harris, C. Louise	98	57 07	Margeson, Hanna L.	103 44 56
Knowlton, Cassie O. R.	103	60 00	McBride, Bessie V.	102 45 00
Lloyd, Constance S.	94	54 74	Mills, Hattie G.	103 45 00
Longley, Hilda M.	103	60 00	Nauglar, Lilla M.	103 45 00
Longmire, Flora C.	103	60 00	Nicholas, Lola M.	103 29 70
McCormick, Albert E.	61	35 53	Patterson, Lula M.	68 45 00
McGinnis, Gladys R.	98	57 07	Phinney, Jennie D.	103 41 06
McLean, Bessie C.	103	60 00	Phinney, Mary S.	94 45 00
McMurtery, Haidee P.	92	53 58	Sawler, Pearl M.	103 45 00
McWhinnie, Elizabeth	103	60 00	Shortliffe, Nina M.	103 23 15
Morrison, Myrtle A.	103	60 00	Simpson, Lizzie M.	53 45 00
Palfrey, Mary M.	94	54 74	Trimper, Catherine R.	103 45 00
Phinney, M. Gwendoline	98	57 07	Troop, Bessie L.	103 45 00
Potter, Effie M.	103	60 00	Tupper, Frances C.	103 45 00
Ritcey, Adelaide M.	103	60 00	Whitman, Minnie C.	103 27 37
Ritcey, Mae T.	98	57 07	Whitman, Mary M.	94 30 00
Ruggles, Annie B.	103	60 00	Baker, Hallic J.	103 30 00
Ruggles, Florence L.	103	60 00	Bent, Rhoda M.	103 30 00
Smith, B. Evelyn	5	2 91	Calnek, Anna A.	103 29 85
			Coumans, Robt. G.	102 $\frac{1}{2}$ 17 17
			Danics, Gladys K.	59 30 00
			Elliott, Mabel I.	103 29 56
			Fairn, Henrietta M.	101 $\frac{1}{2}$ 5 38
			Freeman, Annie M.	18 $\frac{1}{2}$ 28 53
			Frost, Laura E.	98 30 00
			Gates, Lilla L.	103 26 79
			Gilliatt, Helen V.	92 25 91
			Hayes, Annie Viola	89 20 09
			Hines, Celia G.	69 29 41
			Hunt, Gladys M.	101 30 00
			Lambertson, Myrtle F.	103 12 81
			Long, Etta M.	44 30 00
			Messinger, Lizzie L.	103 25 62
			Munro, Ida M.	88 30 00
			Newcomb, Florence B.	103 30 00
			Phinney, Annie M.	103 28 53
			Ritchey, Florence M.	98 20 09
			Robbins, Mildred F.	69 30 00
			Schaffner, Margaret W.	103 23 00
			Slocomb, Louis W.	79 25 91
			Snow, Helen M.	89

Snow, Minnie L.	35	10 18
Tolan, Ruth P.	83	24 17
Tosh, Joy I. M.	84	24 46
Watson, Annie S.	89	25 91
Winchester, Dora M.	84	24 46
Wright, Hazel G.	88	25 62
Woodbury, Ada M.	103	30 00

**In Poor Sections.**

Acker, Beulah B.	102	39 08
Balcom, Hazel E.	98	37 56
Bayer, Oliva L.	97	37 18
Berry, Lottie B.	88	33 71
Buckler, Alma L.	103	39 47
Buckler, Kathleen R.	103	39 47
Covert, Stella M.	77	29 51
Dukeshire, Gladys M.	89	34 10
Eisenhaur, Hilda P.	88	33 71
Garber, Mildred E.	79	30 27
Hinds, Elsie L.	103	39 47
Kempton, Muriel V.	103	39 47
Mapplebeck Eliz. D.	69	26 45
Morrison, Florence H.	84	32 19
Nixon, Goldie M.	89	34 10
Outhouse, Hattie I.	59	22 61
Saunders, Ruth H.	77	29 51
Simpson, Esther M.	103	39 47
Todd, Mabel G.	98	37 56

**Annuitants.**

Schaffner, Samuel C.	198 53
Brown, Alfred D.	60 00
Munro, Henry	60 00
Richardson, Rebecca A.	60 00
Vidito, Helen A.	60 00
Jones, Watson C.	45 00
Sanders, Arthur W.	45 00
Crowe, Jos, C.	45 00

**ANTIGONISH.**

Boyd, Donald D.	81	70 74
Coady, Moses M.	82	71 62
Martin, Oscar McA.	103	90 00
Sister St. Thomas des Anges	103	75 00
Tompkins, J. J.	81	82 55
Cameron, Sarah	103	60 00
Chisholm, William J.	103	60 00
McAmis, Kate	103	60 00
MacDonald, Sadie	103	60 00
McGlashen Isabel	84	48 92
McLean, William	103	60 00
Somers, Alex. M.	103	60 00
Sister M. Leonora	103	60 00
Boyd, Effie Ann	103	45 00
Cameron, Agnes M.	103	45 00
Chisholm, Theresa B.	101	44 12
Danohoe, Catherine G.	103	45 00
Gillis, Margaret	103	45 00
LeBlanc, L. J.	103	45 00
Mullins, Annie J.	103	45 00
Morgan Edith	103	45 00

MacDonald, John	103	45 00
MacDonald, A. T.	92	40 18
MacDonald, Mrs. R. D.	96	41 93
MacDonald, Sadie E.	103	45 00
MacDonald, Mary J.	103	45 00
MacDonald, Anna B.	83	36 25
MacDougall, Hyacintha	94	41 06
McEachern, Elizabeth	98	42 80
McGillivray, A. J.	103	45 00
McGillivray, Rose	103	45 00
McIntosh, Margaret E.	103	45 00
McKenzie, Gertrude	103	45 00
Pettipas, Walter A.	103	45 00
Stewart, Catherine C.	103	45 00
Sister St. Hugh	103	45 00
Sister St. Waburga	103	45 00
Sister St. Nepomucene	103	45 00
Sister St. Mary Matilda	103	45 00
Sister St. Rose Ber'h'm'ns	103	45 00
Sister St. Mary Pelagia	103	45 00
Beaton, Janet	87	25 33
Chisholm, Mary C.	103	30 00
Chisholm, Sarah C.	89	25 91
Crispo, Sadie E.	88	25 62
Cruikshanks, Alice P.	103	30 00
Dunlavey, Jennie	98	28 53
Doucette, Adele S.	103	30 00
MacDonald, Sadie	103	30 00
MacDonald, Daniel A.	77	22 42
MacDonald, Mary	91	26 50
MacDonald, Henrietta	103	30 00
MacDonald, Laura B.	103	30 00
MacDonald, Rose M.	85	24 75
MacDougall, Mary A.	89	25 91
McGillivray, Margaret	101	29 41
McGillivray, Bessie A.	100	29 12
McInnis, Annie	89	25 91
McKcaugh, Mary	100	29 12
McLean, Josephine	91	26 50
McLeod, Christina	100	29 12
McMillan, Elizabeth C.	48	13 97
McPhie, Mabel	103	30 00
Purcell, Annie T.	89	25 91
Ross, Christina	101	29 41
Somers, Annie J.	59	17 17
Somers, Elizabeth C.	103	30 00
Sister St. Thomas de S.C.	103	30 00

**In Poor Sections.**

Bray, Margaret A.	89	34 56
Chisholm, Catherine M.	89	34 56
Chisholm, Margaret A.	103	40 00
Chisholm, Helen V.	92	35 72
Chisholm, Mary F.	103	40 00
MacDonald, Mary F.	89	34 56
MacDonald, Cassie	87	33 78
MacDonald, Mary A.	98	38 06
MacDonald, Mary T.	103	40 00
McGillivray, Mary A.	77	29 90
McIsaac, Louisa A.	87	33 78
McLean, Anna	85	33 00
McLellan Catherine E.	91	35 34
McPherson, Elizabeth	89	34 56
Watkins, Isabel	103	30 00
Consolidated School	103	30 00
Consolidated School	103	30 00

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Gillis, Angus	60	00	Hartigan, J. Helen	78	45	42
Boyd, Angus A.	45	00	Hennessey, Martha J.	103	60	00
Cameron, Wm. D.	45	00	Henry, Jessie E.	72	41	93
Fraser, William	45	00	Hulbert, Hazel D.	65	37	86
McPherson, Alexander	45	00	Johnston, Joan	98	57	07
MacDonald, Donald	30	00	Kay, Mary E.	103	60	00
			Kilpatrick, Harriett	103	60	00
			Kinley, Florence	96	55	91
			Knox, S. Edna	103	60	00
			MacDougall, Jean	98	57	07
			McIntosh, Anna B.	98	57	07
			MacIntosh, Grace	98	57	07
			McKenzie, Daniel A.	98	60	00
			MacKenzie, Josephine	103	60	00
			MacLean, Katherine	103	56	49
			McLean, S. Agnes	97	56	49
			MacLennan, Florence	97	57	07
			McLennan, Josephine	98	56	49
			McLeod, Katherine R.	97	60	00
			MacLeod, Roger S.	103	60	00
			MacMillan, Katherine	103	55	33
			MacMillan, Victoria K.	95	57	07
			MacNeil, Jennie E.	98	57	07
			MacNeil, Katie	98	60	00
			McPhee, Annie	103	22	41
			McWilliam, Janie	38 <sup>1</sup> / <sub>2</sub>	11	64
			Matheson, Maude H.	20	60	00
			Miller, Katherine F.	103	60	00
			Mingo, Irene E.	103	59	41
			Munn, Nina A.	102	60	00
			Munroe, Mary C.	103	71	33
			Oulton, Charles A.	98	46	01
			Reeves, Annie W.	79	56	78
			Robinson, Stewart I.	97 <sup>1</sup> / <sub>2</sub>	56	49
			Ryerson, Elizabeth	97	57	07
			Schurman, Sadie	98	60	00
			Simpson, A. Olive P.	103	56	49
			Sister Agnes Maria	97	59	41
			Sister M. Ambrosia	102	56	49
			Sister M. Andrea	97	56	49
			Sister M. Annette	97	56	49
			Sister M. Chrysostom	97	59	41
			Sister M. Clarissa	102	56	49
			Sister M. Cleophas	97	55	91
			Sister M. Josita	96	60	00
			Sister M. Lawrence	103	59	41
			Sister M. Margaret	102	59	41
			Sister M. Vincent	102	60	00
			Sister Rose Maria	103	60	00
			Sister Teresa Joseph	103	57	07
			Sister St Bernard	98	57	07
			Sister St. M. Aloysius	98	60	00
			Sister St. Mary Asc.	103	39	60
			Sister St. Prisca	68	47	76
			Smith, Jessie P.	82	56	49
			Stalker, Elizabeth J.	97	43	09
			Strachan, Katherine	74	60	00
			Stropole, Gladys	103	60	00
			Sullivan, Marie	103	56	20
			Sutherland, Mary	96 <sup>1</sup> / <sub>2</sub>	57	07
			Thurber, Ronald E.	98	60	00
			Townsend, Tillie F.	103	57	07
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			Weldon, Augusta	91	60	00
			Withrow, Helen H.	103	60	00
			Woodbury, Harold C.	103	60	00

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Bingay, James	97	98	86
Creechman, William A.	103	105	00
Davidson, Milton D.	103	105	00
Dodds, Agnes A.	98	71	33
Ellis, Russell	98	85	59
Haverstock, W. Ernest	103	105	00
Smith, Gertrude O.	102	89	12
Trask, J. Logan	98	85	59
Whyte, Earle F.	103	105	00
Douglas, Havelock G.	98	71	33
MacKinnon, Christine	98	71	33
Smith, Lenore	103	75	00
Aikins, Charles E.	103	60	00
Anderson, Isabel M. L.	97	56	49
Arsenault, M. Teresa	30	17	47
Bars, Muriel J.	103	60	00
Bown, Eleanor F.	103	60	00
Bruce, Bessie W.	103	60	00
Burke, Domotella M.	103	60	00
Burrill, Harold O.	102	59	41
Campbell, Lizzie M.	97	56	49
Cann, Lillian	103	60	00
Carson, Teresa B.	82	47	76
Chisholm, Jean	101	58	83
Courteen, Violet	103	60	00
Crowell, Annie E.	103	60	00
Curry, Delila Pearl	9	5	23
Donovan, Catherine	98	57	07
Donovan, Josie	98	57	07
Doyle, Cecilia J. M.	102	59	41
Edgecombe, Ethel L.	103	60	00
Egan, Carletta	103	60	00
Elderkin, A. Laura	98	57	07
Fife, Annie M.	103	60	00
Finnigan, Lindsay M.	101	58	83
Foley, Mary E.	102 <sup>1</sup> / <sub>2</sub>	59	70
Fownes, Grace M.	98	57	07
Fraser, Gertrude C.	103	60	00
Fraser, Greta B.	98	57	07
Fulton, Edith Irene	84	48	92
Fulton, Lillian M.	98	57	07
Fulton, M. Eurcella	100	58	25
Gannon, Mary J.	97	56	49
Gates, Lena M.	102	59	41
Gillis, Katherine	98	57	07
Gillis, Mary D.	103	60	00
Goode, Myrtle M.	97	56	49
Graham, Bessie F.	98	57	07
Grant, Jessie M.	87	50	66
Grant, Maria	98	57	07
Gray, Jennie V.	97	56	49
Greenwell, Bertha K.	103	60	00
Gunn, Annie	98	57	07



Woodill, Arthur W.	103	60 00	Morrison, Lottie M.	103	45 00
Bissett, Clarence	97	42 37	Morrison, Margaret	103	45 00
Boutillier, Alice	102	44 56	Mulcahey, Denis J.	98	42 80
Bown, Violet E.	103	45 00	Nicholson, Mary	103	45 00
Boyd, Laura E.	98	42 80	O'Connell, Mary A.	97	42 37
Broderick, Annie	103	45 00	O'Keefe, Margaret M.	97	42 37
Browner, Florence V.	98	42 80	Phalen, Annie J.	102	44 56
Chisholm, Margaret M.	72	31 44	Phoran, Alice	103	45 00
Chisholm Marguerite	98	42 80	Read, Pearl B.	30½	13 32
Coady, Sarah J.	97	42 37	Robinson, Hattie L.	98	42 80
Currie, Donald J.	94	41 06	Sampson, Mary E.	98	42 80
Currie, Michael D.	90	39 31	Simpson, Margaret J.	103	45 00
Currie, Teresa	96	41 93	Sister M. Ambrose	103	45 00
Curry, Alice B.	14	6 10	Sister M. Annina	102	44 56
Daly, Annie S.	98	42 80	Sister M. Camillus	97	42 37
Downing, Florence	96½	42 15	Sister M. Isidore	97	42 37
Egan, Anna M.	103	45 00	Sister M. Leocadia	103	45 00
Farquharson, Annie	98	42 80	Sister M. Leonard?	97	42 37
Fyfe, Magdalen M.	103	45 00	Sister M. Lucina	102	44 56
Gillis, Margaret	98	42 80	Sister M. Oswald	102	44 56
Gillis, Margaret	89	38 87	Sister M. Stephen	97	42 37
Gillis, Minnie	102	44 56	Sister M. Thomas	97	42 37
Goodwin, Leda M.	103	45 00	Sister M. Veronica	97	42 37
Hamilton, Agnes E.	97	42 37	Sister St. Aldric	98	42 80
Harris, Gladys E.	103	45 00	Sister St. Alexandra	103	45 00
Hartigan, Katherine L.	25	10 91	Sister St. Augustine	98	42 80
Holmes, Katherine M.	20	8 72	Sister St. Cassilda	98	42 80
Kavanagh, Eva C.	103	45 00	Sister St. Francis	98	42 80
Kelly, Amy R.	103	45 00	Sister St. Genevieve	98	42 80
Kerr, Annie F.	98	42 80	Sister St. Hemedine	103	45 00
King, Ada A.	13	5 67	Sister St. John C.	103	45 00
Kyte, Angela E.	98	42 80	Sister St. Marcella	68	29 70
Lamb, Leah M.	96	41 93	Sister St. Pancratius	98	42 80
Lewis, A. Dorothea	8	3 48	Sister St. Reginald	98	42 80
Leydon, Anastasia	103	45 00	Slaven, Elizabeth M.	103	45 00
McAulay, Ida H.	5	2 18	Vickers, Matilda M.	103	45 00
McCormick, Katherine	103	45 00	Watson, Ella M.	103	45 00
McDonald, Annie C.	97	42 37	Wentzell, Lois E. M.	97	42 37
McDonald, Ethel M.	98	42 80	White, Mary M.	97	42 37
McDonald, Genevieve	93	40 62	Barrigan, Lila	101	29 41
McDonald, Jean F.	98	42 80	Battersby, Ethel E.	103	30 00
McDonald, Joanna	98	42 80	Baxendale, Annie	98	28 53
McDonald, Katherine A.	97	42 37	Bond, Mary A.	62	18 05
McDonald, Mary	102	44 56	Boudreau, Claire L.	103	30 00
McDonald, Mary A.	102	44 56	Boyle, Emma	98	28 53
McDonald, Mary L.	97	42 37	Boyle, Frances M.	89	25 91
McDonald, Nellie	98	42 80	Brown, Sarah	87	25 33
McDonald, Sarah A.	98	42 80	Brownell, Viola E.	102	29 70
McDonald, Theresa	97	42 37	Campbell, Flo D.	90	26 21
McDougall, Mabel	97	42 37	Campbell, Florence M.	98	28 53
McIntyre, Mary E.	98	42 80	Campbell, Katie	100	29 12
MacIsaac, Agnes	83	36 25	Campbell, Margaret	98	28 53
MacIsaac, Margaret	98	42 80	Coady, Margaret A.	101	29 41
MacIsaac, Margaret	88	38 43	Currie, Jessie	94	27 37
MacIsaac, Mary C.	97	42 37	Currie, Mamie	101	29 41
MacKinnon, Jessie M.	98	42 80	Dillon, Agnes W.	97	28 24
MacKinnon, Sadie	83	36 25	Forbes, Florence	98	28 53
MacLean, Christine V.	96	41 93	Fraser, Josephine	56	16 30
MacLean, Dolena	103	45 00	Gillis, Laura C. A.	103	30 00
MacLean, Rachel I.	102	44 56	Gillis, Margaret E.	97	28 24
McLeod, Cecilia I.	103	45 00	Gillis, Mary E.	103	30 00
McLeod, Margaret	101	44 12	Gillis, Sadye	98	28 53
McLeod, Teresa	50	21 84	Gouthro, Lillian E.	98	28 53
McNeil, Annie L.	98	42 80	Hines, Margaret	35	10 18
McNeil, Florence	98	42 80	Holmes, Brenton M.	103	30 00
McNeil, Minnie A.	98	42 80	Hurst, Clare C.	103	30 00
Moore, Elizabeth	98	40 80	Ingraham, Grettie I.	103	30 00

Jameson, Ina M.	98	28 53	McDougall, Catherine B.	73	28 34
Jessome, Susie M.	88	25 62	MacKeigan, Christine	88	34 17
Johnston, Catherine	102	29 70	MacLennan, Roderick A.	89	34 56
Keats, Mary R.	103	30 00	McLeod, Christine	86	33 39
King, Alice B.	102	29 70	McMullin, Elizabeth A.	88	34 17
Leonard, Dollie	84	24 46	McPherson, Loretta	93	36 11
MacArthur, Janet	103	30 00	Morrison, Pearl T.	88	34 17
MacAulay, Annie F.	8	2 33	Reid, Annie E.	38	14 77
MacAulay, Nina	73	21 26	Scott, Christina	89	34 56
MacCormick, Mary	103	30 00			
McDaniel, Alice	103	30 00	<b>Consolidations.</b>		
MacDonald, Florence C.	55	16 01	The Meadows, 1 D.,	96	27 95
MacDonald, Margaret M.	75	21 84	Ocean, View 1 D.	89	25 91
MacDonald, Mary	72	20 97	East Bay, 3 D.	98	85 59
MacDonald, Mary A.	103	30 00	Eskasoni, 1 D.	94	27 37
MacDonald, Mary S.	97	28 24			
MacDonald, Nellie	18	5 23	<b>Annuitants.</b>		
MacDonald, Teresa B.	103	30 00	McDonald, Joseph	60 00	
McGillvray, Margaret	10	2 91	Garrett, Charles V.	45 00	
MacInnes, Margaret M.	102	29 70	McDougall, Philip	45 00	
MacIsaac, Margaret	95	27 66	McKenzie, Archibald J.	45 00	
MacKay, Georgina M.	97	28 24	McMillan, Fanny	30 00	
MacKonzie, Ethel C.	97	28 24			
MacKenzie, Margaret	100	29 12	<b>SOUTH COLCHESTER.</b>		
McKenzie, Mary	89	25 91	Davis, G. D.	103	105 00
MacKinnon, Helen E.	98	28 53	Archibald, G. G.	83	72 51
MacKinnon, Sadie M.	103	30 00	England, H. E.	103	90 00
McLellan, Mary	96½	28 10	Hibbart, T. M.	103	90 00
McLellan, Stella I.	98	28 53	Richardson, L. A.	103	75 00
McNeil, Katie J.	103	30 00	Coldwell, L. A.	103	75 00
McNeil, Loretta	97	28 24	Mosher, Amy	103	60 00
MacVicar, Annie	103	30 00	Doane, Margaret	103	60 00
Madower, Henrietta J.	96	27 95	Linton, Alice Audrey	103	60 00
Matheson, Flora C.	102	29 70	Bissett, Amy R.	103	60 00
Matheson, Sarah	103	30 00	Blackmore, Hortense	103	60 00
Meagher, Stella	98	28 53	Bryson, Myrtle M.	103	27 95
Nicholson, Katie	89	25 91	Cossett, Ethel	48	11 64
Nicholson, Mary A.	88	25 62	Creelman, Laura M.	20	60 00
Nickerson, Margaret	97	28 24	Dickson, Hattie	103	59 41
O'Handley, Joan	98	28 53	Dickie, Annie K.	102	59 41
Power, Elizabeth M.	103	30 00	Doyle, S. Mabel	102	60 00
Reid, Annie E.	103	30 00	Fitzrandolph, Mary F.	103	11 64
Roach, Mary A.	97	28 24	Fraser, Annie D.	20	60 00
Rose, Janet F.	99	28 82	Fulton, Beatrice O.	103	60 00
Sampson, Clara M.	97	28 24	Lawrence, Gladys	103	60 00
Sister Frances Paula	101	29 41	Lodge, Myrta C.	97	56 49
Sister M. Ursula	102	29 70	Lockhart, Edna C.	103	60 00
Sister St. Alexander C.	103	30 00	McDonald, Jean Carey	103	60 00
Sister St. Ann	98	28 53	McIntosh, Agnes	83	48 34
Sister St. Gregory	98	28 53	McKenzie, Agnes	103	60 00
Sister St. Mary	98	28 53	McLennan, Jennie	103	60 00
Smith, Mary A.	97	28 24	Ogilvie, Phoebe A.	27	15 72
Spencer, Mildred M.	101	29 41	Parker, Helen G.	102½	59 70
Sullivan, Kathryn	103	30 00	Pineo, Ida B.	103	60 00
Trask, Edith W.	94	27 37	Smith, Evelyn B.	15	8 73
McLeod, John C.	38	11 05	Smith, Jennie J.	103	60 00
			Stevens, Georgie	103	60 00
<b>Poor Sections.</b>			Turner, Ida DeT.	103	60 00
Bagnell, Viola M.	87	33 78	Waddell, Margaret D.	102½	59 70
Brown, Elizabeth C.	84	32 62	Whyte, Juanita M.	103	60 00
Gillis, Margaret	78	30 29	Wright, Jessie N.	103	29 12
Gillis, Neil J.	34	13 21	Linton, Alice Audrey	50	45 00
Gillis, Rose A.	87	33 78	(last term)	103	
Livingstone, Cassie M.	81	31 45	Archibald, Minnie E.		
McArthur, James E.	91	35 34			
MacDonald, Eva R.	81	31 45			
McDonald, John	89	34 56			

Archibald, Bertha Mary	103	45 00
Archibald, Bertha Inez	98	42 80
Bates, Edwina	103	45 00
Bishop, J. Margaret	103	45 00
Caddell, Ottie C.	102	44 56
Carter, Medora	103	45 00
Cox, Jean R.	103	45 00
Graham, Elfrida	98	42 80
Grant, Elizabeth R.	103	45 00
Jennison, Mary	75	32 75
Lindsay, Stella Lee	102	44 56
Meadows, Mary Pearl	82	35 81
Miller, Agnes M.	103	45 00
McCleave, H. A.	103	45 00
McKay, Beatrice	97	42 37
McNutt, Elsie M.	98	42 80
O'Brien, Miles A.	102	44 56
Roy, Beatrice A.	103	45 00
Robbins, Violet	76	33 19
Roode, Annie H.	74	32 31
Ross, Bessie B.	102	44 56
Shortt, Mary A.	103	45 00
Simpson, Elsie	35	15 28
Sutherland, Jessie C.	102	44 56
Terice, Samuel B.	20	8 72
Treen, Lulu B.	103	45 00
Turner, Josephine	103	45 00
Vance, Luella	103	45 00
Whidden, Carletta	103	45 00
Berry, Sadie L.	73	21 28
Blackmore, Evelyn	103	30 00
Bradley, Nina F.	103	30 00
Clarke, Edith	103	30 00
Cox, Amelia J.	78	22 71
Cooke, Myrtle Leon	89	25 91
Dickie, Ada B.	102	29 70
Erskine, Alexandra	103	30 00
Finlay, Ida M.	103	30 00
Fraser, Roxie May	103	30 00
Johnson, Hattie R.	102	29 70
Johnson, Hattie R.	102	29 70
Kelly, Jennie L.	103	30 00
Lynds, Carrie W.	103	30 00
McCurdy, Annie E.	85	24 75
McKay, Annie M.	79	23 00
McLeod, Susie	95	27 66
Stevens, Minerva	103	30 00
Swinhamer, Lila	103	30 00
Vance, Flora B.	103	30 00
Wright, Bertha A.	103	30 00

**Poor Sections.**

Blaikie, Florence	103	40 00
Cavanagh, Alice M.	79	30 58
Ellis, Marguerite	94	36 50
Foot, Marguerite	88	34 17
Hayman, Henrietta	58	22 52
Lockhart, Florence	103	40 00
Mason, Sarah J.	103	40 00
White, Bernice	68	26 40

**Annuitants.**

Callkin, J. B.		270 00
Archibald, Janet		45 00

**North.**

Burden, Isabel	5	2 91
McKay, Lena Annie	103	60 00
Thompson, Libbie May	103	60 00
Drysdale, Carrie M.	103	45 00
Gray, Mary Ethel	103	45 00
Gunn, Mamie A.	4	1 74
Harris, Mattie T.	103	45 00
Matheson, Georgie C.	103	45 00
McIntosh, Laura B.	103	45 00
McKay, Minnie	103	45 00
McKay, Marion	103	45 00
McRae, Roderick	98	42 80
Carter, Ralph H.	103	30 00
Currie, Marjorie	102	29 70
Forbes, Olive T.	103	30 00
Hamilton, Edythe	97	28 24
Jollymore, Agnes	102	29 70
Langille, Hazel E.	69	20 09
Little, Bertha	103	30 00
Munro, Harry W.	44	12 81
McKay, Janet A.	86	25 04
McLeod, Christina	103	30 00
McLeod, Marion	103	30 00
Nelson, Etta V.	103	30 00
Semple, Cecelia J.	103	30 00
Thompson, Ada W.	50	14 56

**Poor Sections.**

Cameron, Ethel E.	86	33 39
Mattatali, Greta M.	89	34 56
McKinnon, Margaret E.	103	40 00
McKay, Elizabeth M.	88	34 17
Roberts, Katherine	102½	39 80

**West.**

Brown, Bertha M.	103	60 00
Baizley, Abby B. L.	103	60 00
Brown, Delia	103	60 00
Davidson, Edna B.	103	60 00
Main, Mildred	103	60 00
Morse, E. P.	103	60 00
McGregor, Edith G.	103	60 00
Peppard, Ruth R.	103	60 00
Drysdale, Janet R.	103	45 00
Fulmore, Della M.	103	45 00
Grant, Etta W.	103	45 00
Lewis, Hattie B.	102	44 56
Morash, Isabel L.	103	45 00
Morrison, Ida M.	98	42 80
Mosher, Susie A.	14	6 10
Mosher, Susie A.	103	45 00
O'Connell, Mary I.	89	38 87
Ripley, Jennie C.	98	28 53
Barkhouse, J. A.	103	30 00
Brown, Rosie O.	87	25 33
Campbell, Margaret P.	103	30 00
Fisher, Marion	102	29 70
Grant, Sadie A.	103	30 00
Harrington, Lottie V.	103	30 00
Huntley, Ida M.	103	30 00
Johnson, Pearle	89	25 91
Morse, Fred. L.	89	25 91
McCully, Florence J.	103	30 00
McLellan, Rose Ann	84	24 46

McLellan, Ada Jean	55	16 01	Webb, Hattie	103	60 00
Patriquin, E. Muriel	103	30 00	Whitman, Carrie	103	60 00
Reid, Ida May	98	28 53	Baird, Jean	103	45 00
Smith, Alberta I.	103	30 00	Beaton, Margaret	103	45 00
Spencer, Robert A.	103	30 00	Brown, Mabel E.	73	31 88
Taggart, Lily M.	103	30 00	Brownell, Myrtle	103	45 00
Vance, E. M.	103	30 00	Brundage, Katherine	96	41 93
<b>Poor Sections.</b>			Clarke, Elizabeth J.	103	45 00
			Craig, Muriel E.	98	42 80
			Creelman, Jean	98	42 80
Boyd, Margaret Ethel	99	38 45	Crossman, Edna	103	45 00
Urquhart, Gertrude	77	29 90	Dawson, Nina E.	56	24 45
Wilson, Bertha M.	103	40 00	Fillmore, Bessie M.	103	45 00
<b>Consolidation.</b>			Fraser, Ida J.	103	45 00
			Freeman, Jennie	103	45 00
			Gallager, Adelaide	103	42 80
Great Village	103	30 00	Glennie, Edith	98	45 00
			Graham, Agnes G.	103	42 37
			Hall, Mabel	97	45 00
			Hennesey, Elva G.	103	45 00
<b>CUMBERLAND.</b>			Jeffers, Myrtle	103	45 00
Lay, E. J.	103	105 00	Langille, Annie M.	103	43 46
Logan, Bessie	98	85 59	Langille, Hilda B.	99 <sup>1</sup> / <sub>2</sub>	45 00
Morehouse, F. G.	98	85 59	Loakhart, Annie J.	103	42 80
Evans, Laura	98	71 32	MacDonald, Mary	98	42 80
Rafuse, Gertrude	98	71 32	Matheson, Mary C.	98	42 80
Atkinson, Florence	97	56 49	Matheson, Laura	98	45 00
Blanche, Julia	98	57 07	McCullum, Alberta M.	103	45 00
Boss, Maud	97	56 49	McEachren, Katherine	103	42 80
Brennan, V. E.	103	60 00	McGregor, Jean	98	42 80
Brownell, Grace	103	60 00	McIvor, Ethel J.	98	45 00
Campbell, Helen	103	60 00	McKim, Rachel	103	29 26
Carter, Lillian	103	60 00	McLeod, Georgina	67	42 80
Chandler, Isabella I.	97	56 49	McPhee, Teresa	98	45 00
Chapman, Myra	98	57 07	Millner, Mildred	103	40 62
Clarke, Adelia M.	88	51 24	Morcash, Georgina B.	93	45 00
Conway, Isabella	98	57 07	Morris, Annie F.	103	34 06
Craigie, A. W.	20	11 64	Mosher, Susie A.	78	42 37
Crawford, R. D.	98	57 07	Moss, Winnie	97	45 00
Custance, Sara	103	60 00	Murray, Christina	103	45 00
Giles, Estella	103	60 00	O'Brien, Agnes	103	45 00
Glennie, Emma	103	60 00	O'Brien, R. B.	103	42 37
Genn, Helen P.	102	59 41	O'Rourke, Mary	97	36 47
Harrison, Ruby	102	59 41	Pugsley, Mary L.	83 <sup>1</sup> / <sub>2</sub>	45 00
Harrison, Edna M.	98	57 07	Ripley, Ada E.	103	45 00
Hill, Clara	98	57 07	Roach, Bessie	103	45 00
Landella, Erina G.	103	60 00	Roach, Lena	102	44 56
Lay, Jean B.	42	24 46	Roberts, Minnie E.	103	45 00
Marston, Hazel	98	57 07	Slade, Almera F.	101	44 12
McCleave, R. D.	100	58 25	Smith, Mamie G.	103	45 00
McLean, Viola B.	103	60 00	Sproule, Kathleen	98	42 80
McNeil, Bessie	98	57 07	Stevenson, Dora I.	98	57 07
McPherson, Leona	97	56 49	Sutherland, Elaine	102	42 80
Moore, Ralph B.	103	60 00	Tabor, Clara	98	42 80
Murray, Alexandra	103	60 00	Tait, Nellie	98	16 15
Patton, Mary E.	85	49 50	Trerice, Ruth	37	42 37
Pugsley, P. A.	103	60 00	Watt, Daisy	97	18 91
Purdey, Pearl	103	60 00	Amos, Mabel	64	25 91
Reade, Elizabeth	98	57 07	Angus, Norman	89	24 46
Reynalds, Edmund J.	103	60 00	Archibald, Violet	84	30 00
Ring, V. M.	103	60 00	Ayer, Violet B.	103	30 00
Sinclair, Willena	98	57 07	Baillie, Mary J.	102	28 24
Spoule, Lottie	98	57 07	Beaton, Henrietta	97	30 00
Tanner, Gladys I.	103	60 00	Beattie, Jean	103	30 00
Francis, Agnes	98	57 07	Beche, Mary S.	103	28 53
Watt, Beatrice	98	57 07	Black, Grace A.	98	29 70
			Brenton, Florence	102	70

Brownell, Emma	103	30 00	Strong, Blanch	38	11 05
Brownell, Alice M.	93	27 08	Stette, Beatrice	52	15 14
Brownell, Etta	89	25 91	Stewart, Margaret	98	28 53
Campbell, Lulu	98	28 53	Tabor, Grace	89	25 91
Cameron, Mary I.	74	21 55	Taggart, Evelyn	103	30 00
Cameron, May M. D.	89	25 91	Thompson, Flora	103	30 00
Canning, Minnie C.	55	16 01	Welsh, Roxie	79	23 00
Canning, Helen B.	97	28 24			
Carter, Lulu	103	30 00	<b>Poor Aid.</b>		
Chapman, Annie	97	28 24	Brundage, Tresa A.	96	37 28
Chapman, Eva	89	25 91	Dauphinee, Margaret M.	101½	39 41
Christie, Stella S.	102	29 70	Gilroy, Ethel	94	36 50
Coulter, Annie M.	94	27 37	Gordon, Gaynelle	102	39 61
Crossman, Irene	102	30 00	Jeffers, Gussie	80	31 06
Crowley, Madeline H.	103	29 70	McDougall, Iva M.	102	39 61
Davidson, Enid K.	89	25 91	McLaughlin, Bertha E.	89	34 56
Davidson, Edith	72	20 97	McNutt, Lucy B.	89	34 56
DeMings, Isa C.	88	25 62	Patton, Lottie	89	34 56
Dench, Susie	91	26 50	Rogers, Leva B.	93	36 11
DeWolfe, Hazel	98	28 53	Yorke, Lillian E.	84	32 62
Dickinson, Carrie E.	102	29 70			
Dickson, Elva M.	88	25 62	<b>Parrsboro.</b>		
Donalds, Elizabeth	44	12 81	Foster, M. C.	103	105 00
Edgett, Minnie	103	30 00	Roy, Leda	102	74 26
Elderkin, Winnifred	101	29 41	Atkinson, Ruby E.	103	60 00
Fage, Lillie E.	103	30 00	Cameron, Emily W.	103	60 00
Farrell, Annie	98	28 53	Gallager, Violet L.	103	60 00
Fullerton, Sydney	80	23 30	Hemmeon, Elizabeth	103	60 00
Gray, A. Edna	103	30 00	Kennedy, Gladys B. M.	103	60 00
Harpell, Annie B.	103	30 00	Lavers, Winnifred G.	103	60 00
Harrison, Gwendolene	98	28 53	Leitch, Holly A.	103	60 00
Herrett, J. Leigh	103	30 00	O'Regan, Ellen A.	103	60 00
Hickey, Lizzie E.	103	30 00	O'Mullon, Mary E.	103	60 00
Hunter, Eva	74	21 55	Smith, Mamie K.	103	60 00
Hunter, Winnifred	103	30 00	Smith, Ada H.	103	60 00
Ienor, Cora B.	102	29 70	Titus, Lorne F.	103	60 00
Jarvis, Myrtle	36	16 47	Watton, Lillian	103	60 00
Keith, Ethelberta J.	89	25 91	Bird, Vera	103	45 00
Landels, Helen	103	30 00	Challen, Minnie V.	92	40 18
Lawson, Edith	98	28 53	Copp, Mary E.	103	45 00
Lorrimer, Minnie	98	28 53	Kerr, Minnie G.	103	45 00
Lowther, Anna H.	103	30 00	Marshall, Lettie	102½	44 78
Marsh, Edith G.	94	27 37	Patterson, Florence	96	41 93
Matheson, Maude	91	26 50	Salter, Vivian	103	45 00
Mattinson, Bertha	103	30 00	Ward, Cora B.	103	30 00
McDonald, Annie	98	28 53	Barteaux, Florence	77	23 00
McDougall, Margaret	100	29 12	Benjamin, Robert	92	26 79
McIntosh, Lulu M.	103	30 00	Berry, Ethel M.	20	5 82
McIvor, Edith P.	93	27 08	Bird, Elsie E.	83	24 17
McKeil, Linda B.	99	28 82	Blackhorn, Ethell	76	22 13
McLelan, Hazel	98	28 53	Canning, Fannie E.	94	27 37
McLeod, Fauletta	79	23 00	DeMille, Beulah M.	103	30 00
Miller, Lillian G.	103	30 00	Graham, Iva M.	103	30 00
Morris, Mayzod, B.	103	30 00	Knowlton, Rose E.	78½	22 85
Newcombe, Lauris J.	103	30 00	MacKay, Ethel A. M.	89	25 91
O'Brien, Lena J.	102	29 70	Newcombe, Kate	103	30 00
Parker, Hettie E.	102	29 70	Quinn, Dora M.	103	30 00
Paul, Susie	98	28 53	Roberts, Vivian A.	82	23 88
Paul, Gertrude	98	28 53	Patterson, Clare	102	29 70
Peacock, Jennie	83	24 17	Sutherland, Jean S.	101	29 41
Pettygrew, Ellen	98	28 53	Wood, Walter A.		
Rooney, Lottie	97	28 24			
Rose, Anna M.	103	30 00	<b>Poor Section.</b>		
Scott, Henrietta B.	84	24 46	Bowden, Rose E.	88½	34 36
Seaman, Mildred	84	24 46	Canning, Harold	103	40 00
Smith, Minerva G.	103	30 00	Slocum, Leah	79	30 58
Smith, Bessie K.	78	22 71	Ward, Neina C.	85	33 00

Annuitants.					
Charman, Mary E.	60	00	Sister M. Elise	103	45 00
Charman, Eliza G.	45	00	Sister M. Modesta	103	45 00
			Taylor, Addie D.	103	45 00
			Thimot, M. Elina	103	45 00
			Trask, Lizzie B.	103	45 00
			Walsh, Grace B.	103	30 00
			Andrews, Nina B.	103	30 00
			Blackford, Lillie D.	103	30 00
			Bourque, M. Marguerite	103	30 00
			Calnek, John M.	103	4 36
			Dentou, Helen A.	15	
			d'Entremont, Catherine W.	103	30 00
			Deveau, Ann Lea	103	30 00
			Deveau, Louise	103	29 70
			Harris, Lucy E.	102	28 53
			Hiltz, Livian M.	98	25 91
			Hutchinson, Welch R.	89	30 00
			Lanc, Evangeline	103	30 00
			LeBlanc, Madeline	103	30 00
			LeBlanc, Symphorien	103	27 66
			McCrae, Audrey A.	95	30 00
			McNeil, Sarah R.	103	29 41
			Melancon, Mary M.	101	29 56
			Melancon, Nellie M.	101 1/2	30 00
			Morehouse, Viola B.	103	2 91
			Mullen, Annie L.	10	30 00
			Powell, Salome E.	103	30 00
			Prine, Lenetta	103	25 91
			Pugh, Maud L.	89	30 00
			Rice, Olive A.	103	30 00
			Robicheau, Isabel	103	25 91
			Sabeau, Ina E.	89	30 00
			Savary, Laura B.	103	30 00
			Secley, Janet C.	103	30 00
			Smith, Marjory C.	103	30 00
			Snow, Lennie M.	103	30 00
			Southern, Lois B.	103	29 12
			Taylor, Sophia M.	100	30 00
			Therault, Symphorien	103	30 00
			Thibodeau, Catherine M.	103	25 91
			Thorne Helen L.	89	30 00
			Thurber, Bessie G.	103	30 00
			VanTassel, Bertha S.	103	30 00
			Wentzel, Harreit I.	103	28 53
			Wentzel, Mildred M.	98	
			<b>In Poor Section.</b>		
			Coleman, Lida L.	64	24 85
			Comeau., Nellie M.	103	40 00
			Hagan, Lula H. E.	84	32 62
			Hamilton, Ada J.	100	38 89
			Harris, Lillian B.	88	34 17
			Hines, Minnie L.	103	40 00
			Lane, Stella L.	75	29 12
			LeBlanc, Ann Elizabeth	94	36 50
			LeBlanc, M. Aimee	103	40 00
			Lewis, Minnie O.	103	40 00
			Morehouse, Avis R.	89	34 56
			Newcombe, Louisa K.	75	29 12
			Robicheaud, Eveline	102	39 61
			Thibault, Frances	85	33 00
			Thorne, Lillian M.	89	34 56
			Young, Alva J.	103	40 00

**Annuitants.**

Charman, Mary E. 60 00  
Charman, Eliza G. 45 00

**Consolidation.**

Wentworth 30 00  
Advocate 30 00  
Spencer's Island 6 40

**DIGBY.**

Coulter, Christina S. 98 85 59  
Belliveau, Marie Ana 102 59 41  
Bowlby, Lila M. 103 60 00  
Churchill, Gordon H. 103 60 00  
Chute, Flossie H. 103 60 00  
Crawford, Florence M. 91 53 00  
Crowell, Deborah C St. 103 60 00  
Dennis, Agnes M. 83 48 34  
d'Entremont, Hattie L. 103 60 00  
Franklin, Alma M. 103 60 00  
Gower, Ina L. 103 60 00  
Hayford, Albert C. 103 60 00  
Hicks, Blanche G. 103 60 00  
Hines, Bertha M. 103 60 00  
Hogg, Nathaniel W. 103 90 00  
Lent, Minnie C. 103 60 00  
Lent, Nellie I. 103 60 00  
Lombard, Marie A. 103 60 00  
Melancon, Frank E. 103 60 00  
Nichols, Harriet E. 98 57 07  
Parker, Lottie C. 102 59 41  
Payson, H. Franklin 9 5 23  
Robbins, Myrtle J. 99 57 66  
Sister M. Cecile 103 60 00  
Sister M. Madeline 103 60 00  
Sister M. Norbert 103 60 00  
Troupee, Winnifred G. 103 60 00  
Turnbull, Bessie B. 103 60 00  
Amirault, Ambrosine J. 103 45 00  
Amirault, M. Isabelle 103 45 00  
Belliveau, Antoinette 103 45 00  
Bishop, Josephine 103 45 00  
Bourneuf, M. Emma 103 45 00  
Bower, Elizabeth F. 103 45 00  
Comeau, M. Aimee 103 45 00  
Comeau, Eugenie M. 103 45 00  
Crowell, Iona M. 77 33 62  
Deveau, Mrs. Catherine 98 42 80  
Doucet, M. Adele 103 45 00  
Doucet, Jos. P. 102 44 56  
Doucet, M. Elizabeth 102 44 56  
Harris, Nellie M. 103 45 00  
LeBlanc, M. Sara 103 45 00  
McCarthy, Emma L. 98 42 80  
McNeil, Gertrude M. 89 38 87  
Melancon, Rose A. 103 45 00  
Nickerson, Nettie M. 103 45 00  
Nichols, Daisy E. 103 45 00  
Pearson, Ralph O. 103 45 00  
Robichaud, Marie M. 103 45 00  
Simpson, Lulu A. 76 33 19  
Sister M. Anthony 103 45 00

Sister M. Elise 103 45 00  
Sister M. Modesta 103 45 00  
Taylor, Addie D. 103 45 00  
Thimot, M. Elina 103 45 00  
Trask, Lizzie B. 103 45 00  
Walsh, Grace B. 103 30 00  
Andrews, Nina B. 103 30 00  
Blackford, Lillie D. 103 30 00  
Bourque, M. Marguerite 103 30 00  
Calnek, John M. 103 4 36  
Dentou, Helen A. 15  
d'Entremont, Catherine W. 103 30 00  
Deveau, Ann Lea 103 30 00  
Deveau, Louise 103 29 70  
Harris, Lucy E. 102 28 53  
Hiltz, Livian M. 98 25 91  
Hutchinson, Welch R. 89 30 00  
Lanc, Evangeline 103 30 00  
LeBlanc, Madeline 103 30 00  
LeBlanc, Symphorien 103 27 66  
McCrae, Audrey A. 95 30 00  
McNeil, Sarah R. 103 29 41  
Melancon, Mary M. 101 29 56  
Melancon, Nellie M. 101 1/2 30 00  
Morehouse, Viola B. 103 2 91  
Mullen, Annie L. 10 30 00  
Powell, Salome E. 103 30 00  
Prine, Lenetta 103 25 91  
Pugh, Maud L. 89 30 00  
Rice, Olive A. 103 30 00  
Robicheau, Isabel 103 25 91  
Sabeau, Ina E. 89 30 00  
Savary, Laura B. 103 30 00  
Secley, Janet C. 103 30 00  
Smith, Marjory C. 103 30 00  
Snow, Lennie M. 103 30 00  
Southern, Lois B. 103 29 12  
Taylor, Sophia M. 100 30 00  
Therault, Symphorien 103 30 00  
Thibodeau, Catherine M. 103 25 91  
Thorne Helen L. 89 30 00  
Thurber, Bessie G. 103 30 00  
VanTassel, Bertha S. 103 30 00  
Wentzel, Harreit I. 103 28 53  
Wentzel, Mildred M. 98

**In Poor Section.**

Coleman, Lida L. 64 24 85  
Comeau., Nellie M. 103 40 00  
Hagan, Lula H. E. 84 32 62  
Hamilton, Ada J. 100 38 89  
Harris, Lillian B. 88 34 17  
Hines, Minnie L. 103 40 00  
Lane, Stella L. 75 29 12  
LeBlanc, Ann Elizabeth 94 36 50  
LeBlanc, M. Aimee 103 40 00  
Lewis, Minnie O. 103 40 00  
Morehouse, Avis R. 89 34 56  
Newcombe, Louisa K. 75 29 12  
Robicheaud, Eveline 102 39 61  
Thibault, Frances 85 33 00  
Thorne, Lillian M. 89 34 56  
Young, Alva J. 103 40 00

**Annuitants.**

Goodwin, Emma M.	45	00
Sister M. Ursula	45	00
Hill, Dorcas A.	30	00
Smallie, Mary	30	00

**Assistant.**

Comeau, Annie Esther	78	15	40
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**GUYSBORO.**

Rudolph, A. Mary	103	105	00
Cossitt, Otto	103	60	00
Evans, Mary L.	20	11	64
Giffin, Annie A.	103	60	00
Hadley, Marion S.	103	60	00
Hadley, Agatha A.	83	48	34
Hurst, Blanche	103	60	00
Kavanagh, Florence E.	103	60	00
Maguire, Nita	103	60	00
McGillivray, Amelia	103	60	00
Melsaac, Margaret	103	60	00
Oxley, Gertrude O.	103	60	00
Ogilvie, Estella M.	99	57	66
Turner, Beatrice M.	83	48	34
Baudreau, Evangeline E.	94	41	06
Callahan, Maud H.	103	45	00
Cox, Josephine	103	45	00
Fisher, Sarah E.	103	45	00
Fox, Stella E.	103	45	00
Ferguson, Ida A.	103	45	00
Girioir, Beatrice E.	103	45	00
Howard, Ruth W.	103	45	00
Kennedy, Annie	80	34	94
Levandier, Marg. I.	101	44	12
Maguire, Gertrude J.	103	45	00
Mason, Erma F.	103	45	00
McEachern, Stella	103	45	00
Purcell, Hilda	103	45	00
Scott, Catherine	20	8	72
Samson, Annie E.	103	45	00
Worth, Marion S.	103	45	00
Atwater, Ethel H.	103	30	00
Bruce, Carrie L.	99	28	82
Campbell, Mary	103	30	00
Ehler, Minnie	80	23	30
Fogarty, Laura J.	103	30	00
Garland, Mary C.	95	27	66
Holloran, Mary C.	103	30	00
Irish, Helena G.	103	30	00
Jameson, Roberta	55	16	01
Kennedy, Lena	103	30	00
Kennedy, Margaret M.	86	25	04
Kelly, Mary	103	30	00
LeBlanc, Judith	98	28	53
Martin, Mabel B.	103	30	00
Morgan, Emma	103	30	00
Myers, Marion S.	103	30	00
Murphy, Annie D.	103	30	00
Mitchell, Britt	70	20	39
McLean, Catherine	101	29	41
McLean, Catherine A.	103	30	00
McLellan, Lavinia A.	94	27	37

O'Connor, Gladys	89	25	91
Reynolds, Cynthia	103	30	00
Stewart, Catherine J.	89	25	91
Smith, Eva I.	103	30	00
Tate, Catherine A.	103	30	00
Worth, Anna B.	103	30	00

**Poor Sections.**

Boyle, Catherine	88	34	17
Hattie, Viola J.	68	26	40
Horton, C. Myrtle	89	34	56
Hartt, Carrie M.	84	32	62
Jenkins, Cecelia F.	87	33	78
Kennedy, Mary T.	89	34	56
Luddington, Phoebe	89	34	56
Murphy, Elizabeth C.	87	33	78
Strahan, Mary A.	94	36	50
Wilson, H. F.	103	40	00

**Special Poor Section.**

Hugh McLean, Secy.	101	29	41
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**Annuitants.**

Hanifen, Maggie		30	00
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**ST. MARY'S.**

Irwin, Margaret J.	103	60	00
Langley, Albert Edward	103	60	00
Murray, Annie L.	102	59	41
McLeod, Gertha	82	47	76
Dechman, Clara E.	103	45	00
Hattie, John D.	45	19	65
Hewitt, Martha	102	44	56
McNaughton, D. P.	103	45	00
Pyc, Hazel W.	103	45	00
Steward, Sadie D.	97	42	37
Chisholm, Elizabeth K.	103	30	00
Cameron, Flora E. M.	95	27	66
Fenton, Annie M.	103	30	00
Hartling, Minnie F.	102	29	70
Hartling, Margaret H.	89	25	91
Jones, Clara M.	19	5	52
Jallotta, Edna May	103	30	00
Manson, Agnes K.	102	29	70
McGregor, Minnie	74	21	55
McKay, Catherine	88	25	62
Worth, Josie L.	103	30	00

**Poor Sections.**

Chisholm, Margaret J.	28	10	88
Cameron, Isabel	103	40	00
McConnell, Myrtle L.	94	36	50
Smith, Laura E.	101	39	22

**Special Poor Section.**

Soloman, Croft, Secy.	19	5	53
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## HALIFAX.

Stapleton, W. C.	103	105 00	Partridge, Ethel	103	45 00
Walker, Mabel R	102	74 26	Perry, Wm. Josphe	10	4 36
Balcom, Hilda	103	60 00	Roche, Mary	103	45 00
Bell, Mary F.	103	60 00	Siteman, Anna B.	83	36 25
Cameron, Sadie E.	103	60 00	Smith, Alice M.	102	44 56
Creighton, Frances G.	103	60 00	Smith, Isabella	101	44 12
Cunningham, Mary J.	90	52 42	Thomas, Bessie	103	45 00
Davis, Mabel Louise	102	59 41	Tolson, Elizabeth A.	103	45 00
DeVan, Nano	81	47 18	Turner, May	80	34 88
Dowell, Vera B.	101	58 83	Vaughan, Ethel M.	48	20 96
Elliott, Vera Elizabeth	103	60 00	Vaughan, Kathleen A.	49	21 40
Hamilton, Mary A.	103	60 00	Webber, Joyce, T. G.	103	45 00
Hiltz, Ethel M.	103	60 00	Weir, Amelia	85	37 12
Hiltz, Mary C.	103	60 00	Weir, Amelia	19	8 28
Miller, Florence M.	103	60 00	Archibald, Nellie	103	30 00
Moseley, Mabel C.	103	60 00	Balcombe, Rosa K.	100	29 12
Murchy, B. Alice	101	58 83	Beck, Estella M.	94	36 50
Ogilvie, Bessie R.	101	58 83	Benvie, Annie May	73½	28 53
Prescott, Alice	103	60 00	Blakney, Laura	81	23 59
Shaffelburg, Ada L.	103	60 00	Boutilier, Adelaide C.	103	30 00
Smith, Gladys May	103	60 00	Brady, Esther	98	30 00
Ahern, Mary E.	96	41 93	Brown, Jessie Margaret	103	29 70
Archibald, Gertrude J.	102	44 56	Burris, Annie	102	26 50
Balcombe, Florence C.	103	45 00	Campbell, Verna	91	30 00
Barron, Margaret	103	45 00	Christie, Margaret A.	103	30 00
Bates, Esther Scott	102	44 56	Conrad, Hazel B.	103	27 37
Bentley, Bessie C.	101½	44 34	Cooke, Annie Edith	94	30 00
Bruhm, Flora M.	78	34 06	Corner, Bessie	103	30 00
Clark, Janet G.	44	19 21	Cox, Blanche Edith	103	26 79
Cox, Jeannette	75	32. 75	Cruikshank, May	92	27 95
Cox, Sarah Elizabeth	103	45 00	Cruikshank, Mary	96	30 00
Cruikshank, Pearl E.	102	44 56	Curry, Emma	103	30 00
DeVan, Eileen Margaret	103	45 00	Dickie, Maude I.	103	30 00
Dickie, Gertrude	103	45 00	Drysdale, Annie	103	29 70
Dickie, Mabel B.	103	45 00	Etter, Florence	102	30 00
Fahie, Margaret	103	45 00	Fulton, Olivia Jean	103	29 70
Faulkner, Melissa A.	103	45 00	Goff, Flora M.	102	30 00
Findlay, Sadie	103	45 00	Gourley, Margaret J.	103	30 00
Foley, Ethel	85	37 12	Gray, Cecilia J. M.	103	24 75
Fraser, Ellen J.	71	31 00	Greenough, Sophia C.	85	30 00
Gallagher, Mildred	103	45 00	Guild, Ethel G.	103	16 88
Garrison, Vera Gertrude	103	45 00	Hagan, Inez E.	58	26 79
Gould, Ethel V.	98	42 80	Harpell, Cora May	92	29 12
Graham, Myrtle	103	45 00	Hawboldt, Ida E.	100	28 53
Hamilton, Janet	103	45 00	Hawes, Susan	98	29 70
Hume, Bessie	103	45 00	Hilchie, Stella B.	102	30 00
Hume, Mary Emma	103	45 00	Hubley, Minnie M.	103	22 71
Hurley, Kathleen V.	103	45 00	Isenor, Thelma A.	78	30 00
Laidlaw, Elizabeth	103	45 00	James, Cora Viola	103	23 88
Lawrence, Jessie L.	102	44 56	Jewers, Annie Mac	82	16 59
Lohnes, Charles Earle	112	48 92	Joscy, Ansel L.	57	30 00
Luscombe, Annie C.	101	44 12	Julian, Emma B.	103	28 53
Morash, Sarah M.	103	45 00	Keeler, Celia	98	28 53
Moseley, Ruth	102	44 56	Kennedy, Irene L.	98	23 00
Murray, B. F. J.	103	45 00	Kent, Adela	79	27 37
Myres, Jeanetta A.	93	40 62	Kent, C. Winnifred	94	29 41
Myres, Tillie A.	29	12 66	Killen, Marguerite E.	101	21 55
MacCarthy, Tena J.	102	44 56	Leslie, Esther	74	30 00
MacCarthy, Katherine	102	44 56	Lowe, Katherine M.	103	25 33
MacKay, Isabel	103	45 00	Lowndes, Vera E.	87	22 42
McKenzie, Margaret A.	103	45 00	Martin, Katie L.	77	25 91
McLeod, Beatrice	103	45 00	Mason, Guy	89	28 53
Noonan, Gertrude	101	44 12	Moren, Laura Bell	98	30 00
Park, Marion	102	44 56	Murphy, Clarence	103	25 91
Park, Nellie L.	98	42 80	Murphy, Edna	89	21 26
			Myers, Bertha F.	73	29 41
			Myers, Rosie Elizabeth	101	



MacKay, Katherine M.	103	30 00	Brunt, H. D.	103	90 00
MacIntosh, Mona B.	97	28 24	Butler, G. K.	103	90 00
McLeod, Ellen Jean	98	28 53	Cummings, E.	103	75 00
McPhail, Annie L.	103	30 00	Evaristus, Sister	103	90 00
McPhail, Margaret	103	30 00	Fitzgerald, Mme.	103	75 00
MacPherson, Gertrude	103	30 00	Gervase, Sister	103	75 00
Owen, Hilda T.	98	28 53	Haverstock, A. M.	103	75 00
Punch, Sarah K.	103	30 00	Huggins, G. M.	103	75 00
Ritcy, Augusta O.	103	30 00	Maria, Sister	103	75 00
Ritcy, Jean L.	103	30 00	Marshall, G. R.	103	90 00
Saulnier, Pauline	98	28 53	Matheson, D. J.	103	90 00
Schultz, Jessie E. M.	102	29 70	Matheson, D. M.	103	75 00
Shaw, Selena E.	79	23 00	Murray, Mme. E. M.	103	75 00
Sibley, Mary G.	24	6 98	O'Hearn, P.	103	90 00
Stoddard, Lena S.	103	30 00	Rosaire, Sister	103	75 00
Sutherland, Grace	103	30 00	Vincent, Sister M.	103	75 00
Thompson, Sadie	95	27 66	Agnes, Sister M.	103	60 00
Townsend, Dorothy	103	30 00	Agnita, Sister	103	60 00
Urquhart, Nellie	102	29 70	Allen, M. E.	103	60 00
White, Emma Louise	103	30 00	Archibald, S. M.	103	60 00
Yeadon, Ida M.	98	28 53	Armitage, H. D. A.	103	60 00
Yeadon, Vera M.	92	26 79	Berchmans, Sister	103	60 00

Poor Sections.

Campbell, Christena	97	37 67	Bowden, I. M.	103	60 00
Clattenburg, Melda	84	32 62	Bowden, L. J.	103	60 00
Corkum, Florence J.	93½	27 23	Brims, M. C.	103	60 00
Cornor, Ella	74	28 73	Brodie, I.	103	60 00
Elliot, Ruth E.	60	23 30	Brown, M. L.	103	60 00
Goodwin, Edith Louise	90½	35 14	Burgoynce, A. V.	103	60 00
Havill, Mary B.	20	7 77	Cecilia, Sister	103	60 00
Havill, Mary B.	108	41 94	Clark, L. G.	103	60 00
Hawkins, Florence A.	89	34 56	Concepta, Sister	103	60 00
Jones, M. Eleanor	92	35 72	Cunningham, A. M.	103	60 00
Josey, Leona Nancy	103	40 00	DeChantal, Sister F.	103	60 00
Keams, Mary E.	84	32 62	DeChantal, Sister M.	103	60 00
Lay, Marguerite	104	40 38	Delahanty, K.	103	60 00
MacDonald, Laura M.	94	27 37	Dempsey, I. B.	103	60 00
Parlee, Alwilda	102	39 61	Distant, M. L.	103	60 00
Scott, Annie Monica	54	20 97	Dolorita, Sister	103	60 00
Upshaw, Ethel I.	98	38 06	Dwyer, M. T.	103	60 00
Webber, Myrtle E.	103	30 00	Edwina, Sister	103	60 00
			Ernestine, Sister	103	60 00
			Ethelbert, Sister	103	60 00
			Ethelred, Sister	103	60 00
			Florence, Sister	103	60 00
			Flowers, E. M.	103	60 00
			Flowers, H. L.	103	60 00
			Francis, Sister	103	60 00
			Fraser, W. M.	103	60 00
			Fry, B. E.	103	60 00
			Greig, L. C.	103	60 00
			Harlow, A. O.	103	60 00
			Hazle, E. M.	103	60 00
			Hennigar, M.	52	80 28
			Ignatia, Sister	103	60 00
			Kelly, Mme.	103	60 00
			Kenny, M. B. D.	103	60 00
			Keirstead, D. F.	103	60 00
			Laracy, A. X.	103	60 00
			Leontine, Sister	103	60 00
			Lockward, G. E.	103	60 00
			Lohgeuil, E.	103	60 00
			Marshall, L. E.	103	60 00
			Mason, B. E.	103	60 00
			Morrison, E. J.	103	60 00
			Mosher, C. M.	103	60 00
			O'Brien, M. A.	103	60 00

Annuitants.

Miller, George J.		240 48
Herdman, W. C.		60 00
Sister Mary Anne		60 00
Bacon, Amelia		30 00
Gibbons, John		30 00

HALIFAX CITY.

McKay, A.	103	105 00
Morton, S. A.	103	90 00
Legan, J. W.	103	90 00
Mackintosh, S. K.	103	90 00
Trefry, J. H.	103	90 00
Bancroft, G. R.	103	90 00
Peters, F. A.	103	90 00
Freeman, I. C.	103	60 00
Macdonald, E. M.	97	28 24
Agnes, Sister	103	45 00
Sayer, H. M.	103	75 00
Blais, H. H.	103	75 00
	103	90 00

Palmer, G. L.	103	60 00	McDonnell, Mme	103	45 00
Peart, A. H.	103	60 00	McGill, F.	103	45 00
Phelan, M. F.	103	60 00	McGillivray, F. G.	103	20 08
Pius, Sister	103	60 00	McGregor, A.	46	45 00
Publicover, L. D.	103	60 00	Maclean, A.	103	45 00
Pye, E. C.	103	60 00	McManus, Mme.	103	45 00
Rankine, A. B.	78	45 42	Marryatt, I. M.	103	18 77
Ross, E. J.	103	60 00	Martin, M. I.	43	42 80
Saunders, A. C.	103	60 00	Mary, Sister	98	45 00
Sanders, K. O.	103	60 00	Maskell, E. A.	103	45 00
Shields, E. G.	103	60 00	Mitchell, L. E. J.	103	45 00
Shields, S. W.	103	60 00	Mooney, E. M.	103	45 00
Sims, S. A.	78	45 42	O'Donoghue, M. T. T.	103	45 00
Smith, S. B.	103	60 00	Perpetua, Sister	103	45 00
Spencer, E. M.	103	60 00	Phelan, F. J.	103	45 00
Sullivan, Mme.	103	60 00	Publicover, J. E.	103	42 80
Sylvester, G. M.	103	60 00	Putnam, A. F.	98	42 80
Theakston, H. S. F.	103	60 00	Remigius, Bro.	98	45 00
Thompson, F. M.	103	60 00	Rita, Sister	103	45 00
Tulloch, M. E.	103	60 00	Rockett, M. M.	103	45 00
Trefry, E. C.	103	60 00	Rose, Carrie E.	103	24 02
Tynan, J. C.	103	60 00	Smith, G. U.	55	45 00
Vincent, Sister T.	103	60 00	Strattan, E.	103	45 00
Wakeley, A. C.	193	60 00	Sullivan, M.	103	45 00
Wallace, E. M.	103	60 00	Sullivan, M. T.	103	45 00
Wickwire, A. L.	103	60 00	Sullivan, M. T. R.	103	45 00
Wiswell, I. M.	103	60 00	Theakston, S. E.	103	45 00
Wolfe, H. F.	103	60 00	Travis, A. A.	103	21 84
Woodrich, M. E.	103	60 00	Trivett, M. E.	103	45 00
Ackhurst, M. L.	103	45 00	Vaughan, E.	50	45 00
Angelorum, Sister	103	45 00	Vincent, Sister	103	45 00
Bayer, A. L.	103	45 00	Walsh, A. M.	103	45 00
Bernard, Sister	103	45 00	Warner, M. F.	103	45 00
Blakeney, E. M.	103	45 00	Wells, C.	103	45 00
Blois, E. H.	94	41 06	Wells, M. H.	103	40 62
Carmel, Sister	103	45 00	Willis, E. J.	93	30 00
Catherine, Sister	103	45 00	Jemmott, M. F.	103	30 00
Celestia, Sister	25½	11 13	Kennedy, W. M.	103	30 00
Christina, Sister	103	45 00	Patrick, Bro.	103	30 00
Clarke, E. M.	78	34 06	Sweeney, M.	103	30 00
Conrad, E. M.	36	15 71			
Cunningham, E. S.	103	45 00	<b>Assistants.</b>		14 27
Curren, E. M.	103	45 00	Phinney, E. C.	49	
DePazzi, Sister	103	45 00			
Delphine, Sister	103	45 00	<b>Annuitants.</b>		60 00
Devine, M. E.	103	45 00	Hall, H. McG.		45 00
Felix, Sister	103	45 00	Torrey, C. E.		30 00
Firm, Mme.	48	20 96	Gossip, C. M.		60 00
Gowen, M.	103	45 00	Creighton, I. M.		45 00
Gualbert, Sister	103	45 00	Johns, M. A.		60 00
Grierson, F.	103	45 00	Gaul, R. E.		45 00
Grierson, M. H.	103	45 00	Wier, Lewis.		45 00
Hamilton, H. H.	82	35 81	Hartigan, Catherine		45 00
Hartling, N.	103	45 00	Coleman, Hannah E.		45 00
Kealy, K. E.	103	45 00	Lyle, Emily R.		75 00
James, C. A.	103	45 00	Waddell, W. H.		
Jamieson, I. J.	103	45 00			
J. Baptist, Sister	103	45 00	<b>HANTS.</b>		105 00
Joseph, Sister M.	103	45 00	Dill, Geo. W.	103	90 00
Kennedy, M. C.	103	45 00	Patterson, Mabel G.	103	105 00
Leo, Sister	54	23 58	Smith, John A.	103	71 88
Logan, A.	103	45 00	Scott, Agnes B.	98	
Lyall, B. H.	103	45 00			
Lyons, M.	103	45 00			
Maxwell, J. M.	103	45 00			
McArthur, J. R.	103	45 00			
McDermott, Mme.	103	45 00			

East.

Angus, Edgar A.	5	2 91		
Black, Pearl McK.	103	60 00		
Crawford, C. Rac.	103	60 00	Logan, Jessie B.	103 75 00
Davies, Kathleen.	98	57 07	Beckwith, Florence	103 60 00
Davison, Biccio J.	98	57 07	Chase, Gertrude M.	103 60 00
Demmons, Mona	103	60 00	Fulton, Elsie L.	102 59 41
Dodge, Leila J.	98	57 07	Goodwin, Alberta	103 60 00
Lantz, Helena M.	103	60 00	Holesworth, Mabel	103 60 00
Lockhart, Bessie	98	57 07	Langille, Emory H.	103 60 00
Lockhart, Eva B.	103	60 00	McDougall, Myra	103 60 00
Morse, Sylvie	59	34 36	McKinnon, J. J.	103 60 00
Munro, Mary E.	99	57 66	O'Brien, Ellen J.	103 60 00
McCurdy, Helen	98	57 07	Weldon, Georgie	103 60 00
McClellan, Mary	98	57 07	Webster, Abbie R.	103 60 00
Nowlin, Elsie	103	60 00	Blois, Cassie	101 44 12
Nunn, May E.	103	60 00	Dowell, Helen G.	102 44 56
Simm, Ada	103	60 00	Fisher, Mildred L.	102 44 56
Baxter, Mabel	102½	44 78	Fox, Miriam	103 45 00
Bennett, Hannah	98	42 80	Longhead, Annie C.	98 42 80
Boyce, Harriett M.	103	45 00	McDougall, Edith	103 45 00
Burgoyne, Naomi	103	45 00	McDougall, Lorinc	103 45 00
Campbell, Margaret	103	45 00	McLellan, Annie	103 45 00
Caldwell, Melda	103	45 00	O'Brien, Hazel B.	102½ 44 78
Coldwell, Winnie B.	93	40 62	Phillips, Janet R.	103 45 00
Dimock, Annie A.	103	45 00	Shiple, Mary H.	103 45 00
Fraser, Daisy R.	98	42 80	Spares, Sadie J.	103 45 00
Goudey, Emily F.	98	42 80	Wallace, Ellen	89 38 87
Jenkins, Giralda	103	45 00	Weatherhead, Jessie	103 45 00
Kelly, Minnie	98	42 80	Withrow, Adelia	103 45 00
Lawrence, Lillie	103	45 00	Withrow, Mary	103 45 00
Lynch, Jessie A.	96	41 93	Withrow, Elsie M.	103 45 00
Mariette, Emma M.	91	39 75	Bradshaw, Janet	103 30 00
Marshall, Ida M.	103	45 00	Bradshaw, Isabel	89 25 91
Marshall, Mabel	103	45 00	Bryson, Sadie J.	96½ 28 10
Morrison, Alice R.	73	31 88	Cole, Lydia	103 30 00
McDonald, Katherine	102	44 56	Dechman, Marian	103 30 00
Palmer, Queenie	17	7 41	Fox, Evelyn V.	103 30 00
Parsons, Hattie	102	44 56	Harvey, Florence	101½ 29 56
Salter, Hattie M.	103	45 00	Isenor, Olive A.	103 30 00
Smith, Eva M.	103	45 00	Macdonald, Elizabeth	103 30 00
Sturk, John	55	24 02	Melvin, Wilhelmina	102 29 70
Sweet, Annie	96	41 93	McCulloch, Lucy	89 25 91
Underwood, Elizabeth	102	44 56	McDougall, Merle	83 24 17
Benedict, Lottie	9	2 62	McDonald, Jean B.	103 30 00
Card, Marjorie	63	18 34	McKenzie, Gertrude	97 28 24
Crouse, Mary G.	89	25 91	McLearn, Elizabeth	53½ 15 58
Davison, Rebecca	103	30 00	McNutt, Orpha	103 30 00
Duff, Jessie J.	103	30 00	McPhee, Rose	94 27 37
Hale, Sadie	102	29 70	Ogilvie, Gertrude	102 29 70
Haley, Edith M	103	30 00	Parker, Laura B.	101 29 41
Hanna, Ellen B.	103	30 00	Reid, Annie M.	89 25 91
Lantz, Elsie C.	103	30 00	Robinson, Sadie	33 9 60
Laws, Lillian	98	28 53	Sim, Jennie P.	103 30 00
McCallum, Mabel	103	30 00	Sinclair, Margaret	103 30 00
Platt, Gwladys	77	22 42	Wood, Muriel L.	102 29 70
Reynolds, Georgie	79	23 00		
Sanford, Grace	84	24 46		
Vaughan, Cora A.	103	30 00		

Poor Sections.

Ballou, Stella	50	19 41	Brown, Helen F.	84 32 62
Barrett, Evelyn	88	34 17	Coldwell, Helen	84 32 62
Brown, Sarah M.	103	40 00	Crowell, Gertrude	72 27 45
O'Donnell, Teresea	79	30 58	Etter, Gordon A.	62 24 07
Parpel, Mary	89	34 56	Moore, Bertha	102 39 61
Underwood, Emma	78	30 29	Parker, Inez M.	103 40 00
			Reynolds, Gertrude	102½ 39 80
			Sheehy, Earle J.	84 32 62
			Underwood, Josephine	88 34 17

**Annuitants.**

Goudey, Theodosia	60	00
Scott, Lily A.	60	00
Smith, Letson M.	60	00
Scott, Annie E.	45	00

**INVERNESS.**

**South.**

MacDonald, Pauline	103	105	00
Hennessey, Eva B.	103	60	00
Hirtle, Roy J. E.	102	59	41
MacLellan, Mary F.	103	60	00
Millett, R. Murray	103	60	00
Smyth, Nora	103	60	00
Sister St. Zephyrin	103	60	00
Titus, Lawrence L.	98	57	07
Grant, Bertha A.	103	45	00
Grant, Edith E.	103	45	00
Livingstone, Margaret	103	45	00
MacDonald, Jessie	103	45	00
MacDonald, Christina E.	79	34	50
MacDougall, Agnes	103	45	00
McLean, Edgar H.	80	34	94
Murphy, Mary M.	103	45	00
Sister St. Mary	103	45	00
Sister St. Olga	103	45	00
Sister St. Philip	103	45	00
Breen, Frances E.	98	28	53
Cameron, Mary I.	88	25	62
Cameron, Wm. J.	103	30	00
Campbell, Katherine	89	25	91
Campbell, Lucy I.	87	25	33
Campbell, Margaret	83	24	17
Forbes, William K.	103	30	00
Gillis, Mary B.	76	22	13
Gillis, Mary C.	103	30	00
Hennigar, Grace D.	100	29	12
Holland Catherine M.	64	18	63
Kennedy, Mary M. A.	87	25	33
Langley, Edna G.	56	16	30
Langley, Gertrude	103	30	00
MacDonald, A. Josephine	97	28	24
MacDonald, Flora Ellen	89	25	91
MacDonald, Mary B.	98	28	53
MacDonald, Hazel.	24	6	98
MacDonald, Alex	68	19	79
MacDonald, Katherine	99	28	82
MacDonald Mary C.	103	30	00
MacDonald, Margaret T.	98	28	53
MacDonald, Alexander	22	6	40
MacDonald, Mary Jane	99	28	82
MacDonald, Mary A.	88	25	62
MacDonald, Christina	100	29	12
McDougall, Mary C.	87	25	33
MacFadyen Flor. Mae	100	29	12
McGregor, Mary Annie	103	30	00
McIntosh, Catherine	91	26	50
MacKichan, Katherine	84	24	46
McKinnon, Katherine M.	103	30	00
McLean, Effie B.	62	18	05
McLellan, Johanna	102	29	70
McNeil, Mary A.	103	30	00
McNeil, Catherine	55	16	01

MacPhail, Ellen S.	85	24	75
McPherson, Sadie	88	25	62
MacQueen, Alice	103	30	00
Martin, Cassie A.	98	28	53
Matheson, Katie S.	103	30	00
Robertson, Mamie	103	30	00
Ross, Mary Belle	103	30	00
Sister St. Wilbrod	103	30	00
Watts, Ada Myrtle	103	30	00
Williams, Margaret	103	30	00

**In Poor Sections.**

Chisholm, Cassie	95	35	48
Chisholm, Mary	102	38	09
Forbes, Margaret I.	74	27	65
Jamieson, Beatrice M.	87	32	49
McDonald, Florence	103	33	48
McDonald, Anna M.	68	25	38
McDonnell, Catherine	89	33	23
MacKay, Sadie Belle	88	32	86
MacLean, Jessie Flora	86	32	12
McLeod, Annie Teresa	89	33	24
McPhail, Peter A.	74	27	64
Proctor, Nellie for 1911	41	15	32
Smyth, Philomena	90	33	61

**Annuitants.**

Chisholm, Duncan	60	00
McQuarrie, Angus	30	00

**North.**

Arseneau, Florence	103	60	00
Bishop, Emma E.	103	60	00
Boudreau, Anselm C.	103	60	00
Gillis, Malcolm H.	98	57	07
Gillis, James D.	103	60	00
LcBlanc, John J.	103	60	00
MacInnis, Robert J. ....	103	60	00
McLellan, Annie M.	103	60	00
Sister Mary St. Stephen	103	60	00
Sister St. Andrew	103	45	00
Aucoin, James Henry	103	45	00
Blanchard, Annie Jane	103	45	00
Cameron, Christena	103	45	00
Chiasson, Ephriam	81	35	37
Chisholm, Atch'd A.	103	45	00
Coady, Francis P.	100	43	68
Coady, Rebecca E.	5	2	18
DeCoste, Joseph A.	103	45	00
Doucet, Cecilia	103	45	00
Gillis, Katherine	94	41	06
Gillis, Michael	100	43	68
LeBlanc, Margaret Helen	103	45	00
LeBlanc, Mary	102	44	56
McDaniel, Sadie B.	103	45	00
MacDougall, Margaret	96	41	93
McDonald, Margaret	74	32	91
McDougall, Katherine	103	45	00
McKinnon, Mary Cassie	103	45	00
MacLellan, Ronald J.	103	45	00
McLellan, Mamie	103	45	00
Sister St. Mary Michael	103	45	00

Tompkins, Rose Ellen	98	42 80	Swanson, P. I.	103	105 00
Watson, Melissa	103	45 00	Webster, Winnifred	103	90 00
White, Margaret C.	29	12 66	Barrett, Lillian	103	75 00
Aucoin, Charles J.	56	16 30	Baker, Maude B.	103	60 00
Campbell, Edward W.	101	29 41	Benjamin, Harriett	102	59 41
Chisholm, Christena A.	89	25 91	Bligh, Annie	103	60 00
Chisholm, John A.	84	24 46	Chambers, Flora	98	57 07
Doucet, Delina	102	29 70	Coggins, Adelaide	98	57 07
Delaney, Matilda	103	30 00	Dennison, Gertrude	98	57 07
Forbes, Jessie A.	50	14 56	Faulkner, Ellen	101	58 83
Gillis, Ronald A.	53	15 43	Franey, Janet M.	98	57 07
Keenan, Katherine	103	30 00	Gesner, Phoebe	15	8 73
Kennedy, Murdoch D.	98	28 53	Gilliatt, Ruth	65	37 86
LeBlanc, Paul F.	103	30 00	Hall, Bradford	103	60 00
LeFort, Michael C.	103	30 00	Harvey, Bessie B.	103	60 00
LeVert, John	15	4 36	Healy, Lidy	103	60 00
MacGregor, Willina R.	103	30 00	Hird, Cassie B.	101	58 83
MacInnis, William H.	103	30 00	Jacques, Violet	103	60 00
MacInnis, William H. (Vacation School)	33	9 60	Kent, Alice M.	103	60 00
McIsaac, Bessie	80	23 30	Letson, Margaret	103	60 00
McKenzie, William D.	22	6 40	Lewis, Dora F.	103	60 00
McKinnon, Roderick A.	89	25 91	Lockhart, Lena M.	103	60 00
McLean, Duncan	103	30 00	Loomer, Estella	103	60 00
MacLellan, Mary C.	103	30 00	Lutz, Carrie M.	103	60 00
MacLellan, Sarah A.	98	28 53	Marchant, Laura	103	60 00
MacLellan, Charles R. F.	24	6 98	Margeson, Susie	103	60 00
McLeod, Mary A.	103	30 00	Martin, Clara M.	102	59 41
MacQuarrie, Annie	103	30 00	McRae, Alice	103	60 00
Miller, Christena J.	103	30 00	Neiley, Edith M.	98	57 07
Nicholson, Christena A.	87	25 33	O'Brien, Annie B.	103	60 00
Ross, Jennie Hilda	103	30 00	Ogilvie, Bertha	103	60 00
Sister, Margaret Mary	103	30 00	Purdy, Agnes	98	57 07
Smith, S. Lorena	103	30 00	Parker, Ida A.	103	60 00
			Reddy, Gertrude	98	57 07
			Robinson, Winnifred	103	60 00
			Shields, Dorinda	101	58 83
			Staples, Elsie L.	103	60 00
			Strong, May S.	102 <sup>1</sup> / <sub>2</sub>	59 70
			Trenholm, Olga	103	60 00
			VanBuskirk, J. L.	102	59 41
			Webster, Elsie	102	59 41
			West, Gladys	98	57 07
			Westcott, Eva B.	103	60 00
			Woodward, Grace	20	11 64
			Wright, Joanna J.	100	58 25
			Wylde, Sara B.	103	60 00
			Yould, Eva	78	45 42
			Bancroft, Helen	9	3 92
			Borden, Leah	101	44 12
			Brown, Mertie C.	103	45 00
			Boutillier, May	103	45 00
			Campbell, Lena B.	94	41 06
			Chesley, Ella M.	102	44 56
			Cochrane, Pearl A.	103	45 00
			Corkum, Prudence	21	9 16
			Dow, Margaret	98	42 80
			Eaton, Bertha M. L.	103	45 00
			Fairweather, Winnie	98	42 80
			Franey, Bertha	15	6 54
			Harris, Mary	103	45 00
			Harris, Mildred L.	98	42 80
			Jervess, Beatrice	103	45 00
			Kent, Bessie	103	45 00
			King, Mildred	102	44 56
			Lamont, Nancy	103	45 00
			Loomer, Elizabeth	103	45 00
			Mappleback, Idella	101 <sup>1</sup> / <sub>2</sub>	44 34

**In Poor Sections.**

Coady, Mary E.	89	33 24
Collins, Sadie K.	103	38 48
Doucet, Lucy F.	103	38 48
LeBlanc, Thomas	103	38 48
McDonald, Christena	35	13 07
McKenzie, William D.	74	27 65
McLenn, Malcolm H.	101	38 48
McLellan, Hugh	84	31 37
Mealing, Cyril Henry	89	33 24
Rankin, Mary J.	57	21 28

**Consolidation.**

Aberdeen, 1 D.	103	30 00
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**Annuitants.**

McLean, Donald E.	60 00
McDonald, Teresa	45 00
McDougall, Arch. S.	45 00
McKinnon, Malcolm	45 00
Nicholson, A. G.	45 00

**KING'S.**

Beattie, F. H.	98	75 00
Campbell, Jessie B.	103	105 00
Ford, Robie W.	98	99 87

Morse, Katie O.	103	45 00
Morrison, Madge A.	101	44 12
McCully, Laurel	102	44 56
McLeod, Ethel	98	42 80
Neary, Stella B.	103	45 00
Nicholson, M. Vance	87	37 99
Parker, Essie	102	44 56
Plant, Thomas W.	103	45 00
Quigley, Mary	98	42 80
Rand, Harriett	103	45 00
Rodgerson, Pearl	103	45 00
Robbins, Cecil	103	45 00
Sanford, Alida R.	98	42 80
Sawler, Merinda	103	45 00
Smith, Nellie A.	103	45 00
Spinney, Edith A.	103	45 00
Strong, Gertrude A.	103	45 00
Swindel, Charlotte	103	45 00
Wambolt, Ethel	103	45 00
Weaver, Mabel A.	103	45 00
Woodworth, Alfrida	103	45 00
Woodworth, Cora E.	103	45 00
Boylan, Olive C.	69	20 09
Blackburn, Laura V.	103	30 00
Congdon, Florence	89	25 91
Condon, Kathryn	103	30 00
Davison, Nellie L.	103	30 00
Downie, Helena G.	103	30 00
Henderson, Elizabeth	101	29 41
Hutchinson, Gladys	103	30 00
Illsley, Lila B.	95	27 66
Jameson, Genevieve	103	30 00
Kinnie, Mary	88	25 62
Levy, Addie G.	89	25 91
McMahon, Gertrude	94	27 37
Phillips, Winnie	89	25 91
Porter, Freda M.	89	25 91
Porter, Angie E.	83	24 17
Robinson, Ethel	98	28 53
Thorpe, Catherine	99	28 82
Ward, Edith R.	88	25 62

**Poor Sec5ions.**

Burgess, Emma	45	16 85
Colwell, Mary E.	75	28 09
Eaton, Laura J.	89	33 33
Hall, Ella C.	69	25 84
Hiltz, Muriel	89	33 33
Keddy, Annie	98	36 70
Kerr, Sarah E.	86	32 20
Lyons, Elizabeth	88	32 96
Lyons, Everett	40	14 98
Lonergan, Annie B.	40	14 98
Marshall, Nina	103	38 58
Mathews, Kathleen	48	17 97
Meek, Katherine	69	25 84
McDonald, Neva L.	97	36 33
Newcombe, Avery	97½	36 52
Perker, Maude S.	98	36 70
Power, Ina	88	32 96
Rafuse, Ruth	89	33 33
Ritchie, Hazel	89	33 33
Russell, Harriette	33	12 35
Sanford, Ida M.	88	32 96
Warr, Eva	103	38 58
Wickwire, Carrie V.	78	29 22

**Annuitants.**

Godfrey, John	192 88
Banks, Alonzo	60 00
Craig, James	45 00

**LUNENBURG.**

McKittrick, B.	103	105 00
Hewitt, M. C.	103	90 00
Bell, H. P.	103	75 00
Craigie, J. H.	103	75 00
Bailley, Hazel	98	57 07
Bruhnm, Muriel	103	60 00
Corkum, Inez	103	60 00
Creighton, Lucy	98	57 07
Ernst, Rhoda	103	60 00
Feindell Addie	98	57 07
Fraser, Margaret	98	57 07
Freeman, Winnie	103	60 00
Getson, Grace	98	60 00
Hebb, Bessie C.	103	60 00
Hines, Nora G.	103	60 00
Herman, Bertha	98	57 07
Millett, Susie	18	10 47
McLeod, Annie	103	60 00
Rafuse, Eva	103	60 00
Silver, Lottie	103	60 00
Veinotte, Alice	103	60 00
Wentzell, Mary P.	103	60 00
Whitney, Lois	103	60 00
Young, Helen	103	60 00
Young, Mary	103	45 00
Arenburg Grace	103	45 00
Bolivar, Alma	103	45 00
Bolivar, Minnie	103	13 10
Bowser, Mary	30	45 00
Brooks, Blanche	103	42 80
Countway, Blanche	98	42 80
Crawford, Florence	98	42 80
Croft, Margaret	103	45 00
Dauphinee, Tessie	99	43 24
Deal, Bernice	103	45 00
Dolliver, Olive	98	42 80
Fralic, Elsie	97	42 37
Gaul, Ethel	88	38 43
Greenlaw, Marion	103	45 00
Hanley, Ruth	101	44 12
Hawboldt, Gertrude	103	45 00
Hawsworth, Eva	98	42 80
Hebb, Arthur W.	103	45 00
Hebb, Jennie L.	103	45 00
Hirtle, Bertha	103	45 00
Hirtle, Ethel	103	45 00
Hirtle, Nora	103	45 00
Langille, Edith	103	45 00
Langille, Myrtle	103	45 00
Locke, Francis	102	44 56
Lohnes, Minnie A.	102	44 56
Lohnes, Stella	98	42 80
Mader, Bessie	103	42 80
Manning, Myra	98	42 80
Mason, Bessie	103	45 00
Millett, Sadie	98	42 80
MacIntsh, D. S.	98	42 80
Naugler, Agnes	103	45 00



Rafuse, Vera	103	30 00
Skerry, Clara M.	98	28 53
Skerry, Jessie B.	103	30 00
Stevens, Effie	103	30 00
Webber, Mamie	103	30 00

**In Poor Sections.**

Boylan, Frances	89	34 56
Gray, Nellie	103	40 00
Kilcup, Edith	97	37 67
Rafuse, Meta	71	27 57

**PICTOU.****East.**

McLeod, John T.	103	105 00
Baillie, A. G.	103	75 00
Morgan, S. Christie	103	75 00
Skinner, L. R.	103	75 00
Amos, R. Maud	103	60 00
Ballantyne, Esther	103	60 00
Ballantyne, Ina M.	98	57 07
Balcolm, L. S.	103	60 00
Baltzer, Adelaide	98	57 07
Chisholm, Christina	103	60 00
Douglas, Irene	96	55 91
Freeman, Dorothy	40	23 30
Fraser, Annie I.	103	60 00
Fraser, M. Louise	103	60 00
Grey, Maude A.	98	57 07
Grant, Clara	103	60 00
Guild, Lulu J.	103	60 00
Jacques, G. V.	96	55 91
Lent, F. I.	98	57 07
Lewis, Myrtle G.	103	60 00
MacLeod, Isabelle E.	103	60 00
MacLean, Jessie	95	55 33
MacLean, S. Eva	103	60 00
MacPherson, Eliza	103	60 00
Murray, Sadie	103	60 00
O'Brien, Bessie	95	55 33
Oulton, Millage	103	60 00
Patterson, Mary E.	103	60 00
Philip, B. Maude	103	60 00
Ross, Annie L.	98	57 07
Russell, Martha	103	60 00
Savage, Martha	103	60 00
Stropie, Stella M.	103	60 00
Thompson, Elizabeth	103	60 00
Walker, Jennie	103	60 00
Wright, Catherine	50	29 12
Young, Nettie	98	57 07
Archibald, Caroline	98	42 80
Archibald, Ann	96	41 93
Ballantyne, Jean	30	13 10
Brenton, Mabel	103	45 00
Cameron, Mary M.	103	45 00
Colquhoun, Christena	103	45 00
Crockett, Annie C.	103	45 00
Chisholm, Florence	103	45 00
Chisholm, Mary M.	98	42 80
Dawson, Agnes	53	23 15
Davies, Bertha H.	103	45 00
Elliott, A. Laura	103	45 00
Finlayson, D. K.	20	8 72

Inglis, Clara M.	103	45 00
Inglis, Alice F.	103	45 00
Keith, Sylvia	103	45 00
Kirk, Gertrude B.	103	45 00
MacDonald, Masie	102	44 56
MacDonald, Ada	103	45 00
MacGillvray, Jane R.	98	42 80
MacIntosh, Jennie	103	45 00
MacKay, Ethel J.	103	45 00
MacKay, Helen	97	42 37
MacKenzie, Charlotte	74	32 31
MacKnight, Jessie	103	45 00
MacLean, Margaret M.	101	44 12
MacQueen, Margaret J.	103	45 00
Maxwell, Bessie B.	98	42 80
Morton, Tessie	65	28 39
Meikle, Anna B.	103	45 00
Munro, Annie W.	103	45 00
O'Connell, Edith G.	98	42 80
O'Neil, Annie H.	98	42 80
Robertson, Susie	103	45 00
Robertson, Sarah E.	103	45 00
Ross, Annie M.	100	43 68
Smith, Clara M.	103	45 00
Smith, Isabel C.	101	44 12
Sylvester, Mary	103	45 00
Sutherland, Lexie	103	45 00
Sutherland, Mary M.	102	44 56
Sutherland, J. D.	92	40 18
Titus, Elva B.	95	41 49
Ballantyne, Elizabeth	89	25 91
Ballantyne, Agnes	102	25 91
Baylee, Susie	103	29 70
Butler, Katherine T.	87	30 00
Chisholm, Margaret J.	63	25 33
Christie, Ruth M.	102	25 33
Cameron, Hannah	103	18 34
Fraser, Alice E.	103	29 70
Grant, Ethel V.	89	30 00
Gunn, Jennie C.	88	30 00
MacDonald, Ella M.	103	25 91
MacDonald, M. Jessie	102	25 62
MacDonald, Annie M.	103	30 00
MacGregor, Margaret A.	53	30 00
MacKay, Margaret K.	102	15 43
MacKay, Ella	78	29 70
MacKenzie, Ethel	103	22 71
MacKenzie, N. W.	99	22 71
MacLean, Eva K.	97	30 00
MacLellan, Barbara	103	30 00
MacLeod, Dolenna J.	103	30 00
MacNeil, Mary A.	103	30 00
Mills, Martha	98	28 53
Muir, Jennie	96	27 95
Munroe, C. Tena	103	30 00
Reeves, Margaret	99	30 00
Ross, Isabella C.	98	28 82
Smith, Laura E.	89	28 53
Sutherland, Jean A.	89	25 91
Wilson, Jean	103	25 91

**Poor Sections.**

Fraser, Barbara	103	38 77
MacDonald, Eva B.	89	33 49
MacKinnon, Isabel F.	89	33 49
Mason, Annie M.	95	35 76



Matheson, Alex. M.	74	27 86	Sutherland, Mina	103	45 00
Munro, Catherine	102	38 39	Allen, Elizabeth	95	27 66
Munro, Dolena P.	68	25 58	Baillie, Isabel	87	25 33
Pushie, Janet L.	84	31 61	Beckwith, Lloyd	103	30 02
Stewart, Alex. D.	89	33 49	Bigney, Clara E.	88	25 61
Sutherland, Mary R.	89	33 49	Bickers, Ethel M.	89	25 90
Sutherland, Hattie	91	34 26	Clark, Mary O.	103	30 00
Sutherland, Elizabeth	83	31 25	Fullerton, Irene	101	29 41
Thompson, Mary B.	83	31 25	Graham, Margaret	89	25 91

**Special Poor Aid.**

Greenvale	25 00
Greens Brook	83 48 34
Black Brook	91 53 00

**Annuitants.**

Cameron, Jessie	45 00
Cruickshank, Jessie J.	45 00
Ross, Maggie	45 00

**Consolidation.**

Baileys Brook 3D.	90 00
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**West.**

Inglis, R. E.	94	95 80
Macdonald, J. Crerar	95	96 82
Maclellan, Robert	95	96 82
Mussells, H. H.	95	96 82
Dickson, Elsie B.	103	60 00
Dunn, Maude E.	103	60 00
Gunn, Jessie	98	57 07
Johnson, Amy	103	60 00
MacArthur, Olive	103	60 00
Murdoch, Louisa	103	60 00
Robinson, Sadie M.	103	60 00
Smith, M. Lois	103	60 00
Sutherland, Chris. A.	103	60 00
Stewart, Florence M.	103	60 00
Baillie, Jennie B.	102	44 56
Bryden, Myra	103	45 00
Campbell, Margaret	103	45 00
Christie, Margaret A.	103	45 00
Davies, E. Ross	103	45 00
Ferguson, Ruth R.	103	45 00
Fraser, Elsie C.	103	45 00
Gilchrist, Christina	103	45 00
Haley, Mary	103	45 00
Hamilton, Maty	103	45 00
Langille, J. A.	103	45 00
MacDonald, Fraser	103	45 00
MacKay, Janette	103	45 00
Mattatall, Lottie C.	103	45 00
MacBain, Ellen E.	103	45 00
MacBain, Jennie	103	45 00
MacQuarrie, Christena	98	42 80
McCunn, Isabel M.	98	42 80
Moran, Sadie	103	45 00
Mosher, Leona	101	44 12
Murray, Grace A.	103	45 00
Rogers, Marion	103	45 00
Rose, Jessie F.	103	45 00
Sellers, Annie F.	103	45 00

Fullerton, Irene	101	29 41
Graham, Margaret	89	25 91
Hamblen, Elsie	103	30 00
Johnson, Lillian	102	29 70
Langille, Agnes C.	103	30 00
MacCara, Mary I.	103	30 00
MacLean, Christianna	66	19 21
MacKay, Mary E.	103	30 00
MacLean, Lillian	102	29 70
McCoul, Sadie	69	20 09
McPhee, Martha C.	99	28 82
MacQueen, Susan R.	103	30 00
Matheson, Gladys	100	29 12
Morris, H. S.	101	29 41
Murray, Anna M.	89	25 91
Redmond, Annie M.	103	30 00
Reid, Catherine	103	30 00
Sutherland, Mary C.	103	30 00

**Poor Aid.**

Cotter, Chris. C.	88	33 11
Johnson, Mary E.	89	33 49
Langille, Cora	84	31 61
Langille, Clara	83	31 25
MacKay, Jennie M.	103	38 77
MacKenzie, Christena	86	32 35
Murray, Elizabeth	89	33 49

**Annuitants.**

Fraser, William	60 00
Gollan, John	60 00
MacArthur, Alex.	60 00
MacKay, John	60 00
MacDonald, D. W.	60 00

**QUEENS.**

**South.**

Morton, R. F.	103	10 00
Mullins, Jennie	103	90 00
Wetmore, R. H.	103	75 00
Baltzer, Mary H.	98	57 07
Chute, Frances	98	57 07
Dexter, Mattie	103	60 00
Eldridge, Jennie	62	36 11
Freeman, Dorothy	103	60 00
Freeman, Jessie E.	102	59 41
Ford, Gertrude	103	60 00
Harrington, E. B.	102	59 41
Mader, Annie A.	6	3 49
Parker, Lillian	103	60 00
Ritcey, Lillas A.	103	60 00
Wylde, Mary A.	102	44 78
Baxter, Mary I.	41	17 90
Bell, Marie R.		

Churchill, Gretchen	98	42 80
Freeman, Allene	103	45 00
Freeman, Juna	103	45 00
Freeman, Nellie B.	103	45 00
Godfrey, Bessie	102	44 51
Keddy, Elva M.	103	45 00
McGinty, Katherine	103	45 00
MacQuarrie, Gladys	103	45 00
Reinhardt, Mildred	101	44 12
Rhynard, Alma	103	45 00
Corkum, Ethel	85	24 75
Freeman, Grace D.	103	30 00
Harding, P. S.	83	24 17
Harlow, Jennie M.	103	30 00
Hiltz, Ella M.	103	30 00
Hupman, Effie R.	103	30 00
Mack, Winnifred	102	29 70
McGuire, Annie	103	30 00
MacKay, Gertrude	94	27 37
Rhynard, Gertrude	102	29 70
Smith, Henrietta	103	30 00

**Poor Sections.**

Colp, Mildred	102	39 61
Godfrey, Marion	103	40 00
Hupman, Iona	89	34 56
Latham, Hattie	103	40 00
MacKinnon, Marie	79	30 58

**North.**

Acker, Hattie	102	59 41
Armstrong, Georgie	103	60 00
Freeman, Nettie	103	60 00
Raney, J. Marie	103	60 00
Freeman, Blanche	101	44 12
Joudrey, Eva M.	103	45 00
Kempton, Abbie	103	45 00
Wharton, Zella M.	103	45 00
Baxter, Agnes	88	25 62
Crouse, Georgina	102	29 70
Crouse, Lettie	78 <sup>1</sup> / <sub>2</sub>	22 86
Hartlen, Maude	102	29 70
Kempton, Florence	103	30 00
Manthorn, Mildred	76	22 13
Rafuse, Lavinia	76	22 13

**Poor Sections.**

Awalt, Florence	98	38 06
Boland, Susie	84	32 62
Dukeshire, Elizabeth	93	36 11
Kaulback, Louise	103	40 00
Robinson, Eleanor	20	7 77
Snow, Florence	101	39 22

**RICHMOND.**

MacLeod, Jeannette	103	105 00
Bissett, Clara V.	103	60 00
Boyd, Chrisina	103	60 00
Grady, Alice M.	103	60 00
LeBlanc, Andrew A.	100	58 25
LeBlanc, Zabine Rose	103	60 00

Samson, Geo. F.	67	39 02
Sister M. St. Firmine	103	60 00
Burke, Eva May	103	45 00
Cameron, Janet F.	103	45 00
Coffey, Julia B.	101	44 12
Currie, Charlotte	103	45 00
Devereux, Charlotte M.	20	8 72
Forgeron, Eva May	103	45 00
Gagnon, Alfred G.	103	45 00
Jackson, Henrietta J.	103	45 00
Johnston, Agatha	103	45 00
Leslie, Alfreda M.	103	45 00
MacKillop, Ewen D.	103	45 00
MacLeod, Marie S.	78	34 06
MacLeod, Tena H.	103	45 00
McLeod, Catherine M.	100	29 12
Macneil, Minnie V.	103	45 00
Mauger, Lina	103	45 00
Murphy, Margaret A.	103	45 00
Mury, Simon	103	45 00
Nelson, J. Scott	103	45 00
Nicolle, Everette J.	103	45 00
Samson, Florence A.	103	45 00
Spanks, Elora J.	103	45 00
Barss, Lois E.	103	30 00
Bissett, Marjory	103	30 00
Boyd, Florence C.	102	29 70
Boyle, Lucy E.	94	27 37
Brymer, Lottie M.	103	30 00
Burke, Hattie	101	29 41
Burke, Peter A.	98	28 53
Cash, Elizabeth J.	74	21 55
Daigle, Joseph	103	30 00
DeRoche, Gertrude	103	30 00
Doucet, Alvena E.	103	30 00
Ferguson, Annie	89	25 91
Gillis, Annie	103	30 00
Jackson, Annie J.	101	29 41
Kemp, Annie	79	23 00
Kyte, M. Josephine	103	30 00
LeBlanc, Yvonne	103	30 00
McDonald, Christina	100	29 12
McKichan, Annie B.	103	29 12
MacLean, Lena	79	30 00
MacNeil, Mary Ella	103	30 00
McNeil, Martha	77	22 42
Martel, M. C.	103	30 00
Maynes, Grace Dorothy	82	23 88
Monbourquette, Clara D.	88	25 62
Morrison, Christy Ann	35	10 18
Morrison, Ella H.	103	30 00
Murphy, Gertrude	103	30 00
Poirier, Hortense	94	27 37
Poirier, Mabel	103	30 00
Sister Marie du Cenacle	103	30 00
Sister M. St. Yoland	103	30 00
Samson, Mary Louise	103	30 00
Samson, John W.	25	7 28

**Poor Sections.**

Boyle, Frances M.	14	5 44
Cameron, Katie A.	98	38 06
Fougere, Hattie J.	88	34 17
McDonald, Catherine M.	76	29 51
MacKay, Flora C.	76	29 51

McKenzie, Sadie A.	103	40 00	Hemeon, W. B.	96	37 28
MacLeod, Dan A.	74	28 73	Pierce, M. J.	103	40 00
McLeod, Wm. D.	89	34 56	Snowe, Mary E.	87	33 78
Mauger, Agnes J.	79	30 58			
Morrison, Gertrude C.	85	33 00			
Ross, Annie S.	87	33 78	<b>Annuitants.</b>		
Ross, Cassie A.	64	24 85	Goodick, J. D.		45 00
Sutherland, Donald A.	102	39 61	McMillan, Elizabeth		45 00
Thibeau, Peter	103	40 00			

**Annuitants.**

Boyle, Dougald R.	60 00
McLeod, Malcolm	60 00

**Barrington.**

Belliveau, Winnifred	101½	59 02
Brannen, Lottie G.	103	60 00
Denton, Mildred	55	32 03
Doane, Dorothy A.	100	58 25
Fox, A. D.	102½	59 70
Fraser, S. L.	103	60 00
Hall, H. E.	10	5 82
Perry, Emma F.	101	58 83
Reynolds, Avis E.	103	60 00
Sears, Louise F.	103	60 00
Atwood, Maude L.	94	41 06
Bethune, Annie B.	103	45 00
D'Entremont, E. J.	84	36 68
Freeman, Louise W.	103	45 00
Grant, Estella V.	100	43 68
Hopkins, Bella L.	103	45 00
Murphy, C. Helena	103	45 00
Nickerson, K. K.	103	45 00
Nickerson, M. D.	103	45 00
Smith, Elsie R.	102½	44 78
Thomas, Ida M.	102	44 56
Walsh, Margzret M.	88	38 43
Cameron, Mildred	90	26 21
Golden, Lola D.	103	30 00
Goodwin, B. A.	93	27 08
Goreham, Nettie A.	103	30 00
Herkins, H. M.	89	25 91
Killam, Gertrude A.	79	23 00
Knowles, Meda L.	103	30 00
MacKay, E. B.	89	25 91
McGuire, M. I.	103	30 00
Nickerson, Ruth M.	84	24 46
Porter, Herman L.	103	30 00
Smith, Nora E.	102	29 70
Thomas, G. B.	103	30 00
Whitman, G. R.	98	28 53
Wilson, Edna W.	102½	29 85
Wilson, Lois E.	88	25 62

**SHELBURNAE.**

McLeod, A. N.	103	105 00
Capstick, Grace	103	60 00
Freeman, Grace D.	103	60 00
McGill, Lizzie, P.	103	60 00
Ruggles, A. J.	103	60 00
Turner, Flora A.	103	60 00
Allen, Iscilda V.	103	45 00
Churchill, Allie	103	45 00
Decker, Bertha C.	103	45 00
Etherington, Lillian	103	45 00
Frellick, Myra M.	96	41 93
Goodick, J. B.	103	45 00
Hamilton, Mary A.	103	45 00
Kean, Evelyn S.	103	45 00
Lambertson, Minnie	103	45 00
MacKay, Nettie C.	103	45 00
McGinnis, A. H.	103	45 00
Pennington, J. G.	98	42 80
Shaw, M. C.	60	26 21
Smith, Myrtle L.	103	45 00
Webber, Ola B.	103	45 00
Bruce, A. A.	87	25 33
Crosby, F. B.	88	25 62
Decker, Nellie J.	89	25 91
Doty, F. G.	103	30 00
Fancey, E. A.	103	30 00
Gibbons, Miles	93½	27 23
Greenwood, M. B.	103	30 00
Hardy, Florence	84	24 46
Hogg, Laura	103	30 00
Jones, E. Dora	85	24 75
Laing, Isabel	103	30 00
MacDonald, K.	103	30 00
MacKay, Margaret	103	30 00
MacKay, Myrtle	103	30 00
McKenne, Lulu	103	30 00
McMillan, Bernice	89	25 91
Morton, Jean S.	89	25 91
Nickerson, Lelia F.	88	25 62
Rawlings, Isabel A.	103	30 00
Ross, Nora A.	103	30 00
Smith, Daisy W.	103	30 00
Swimm, Hazel O.	88	25 62

**Poor Sections.**

Black, Elsie C.	103	40 00
Bethell, Lucy A.	89	34 56
Swaine, Bessie H.	88½	34 36

**Annuitants.**

Matheson, W. H.		45 00
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**VICTORIA.**

Porter, Sadie E.	98	99 87
Bruce, Anna May	103	60 00
Caswell, Alice L.	98½	57 36
Hendersson, George H.	48	27 95

**Poor Sections.**

Decker, Isabel J.(1912)	20	7 77
Decker, N. D.	83½	32 42

McDonald, M. B.	103	60 00
MacLeod, Belle C.	103	60 00
Ritcey, Edith Alma	97	56 49
Sellon, Belle C.	103	60 00
Watson, Anna	103	60 00
Young, N. Ednar	103	60 00
Brennan, Maude E.	84	36 68
Macdonald, Louise	103	45 00
Mackenzie, Margaret M.	89	38 87
McLeod, John D.	103	45 00
Montgomery, Sadie C.	96	41 93
Smith, Mary C.	98½	43 02
Stropole, Janie Isabel	103	45 00
Anderson, Carrie G.	87	25 33
Buchanan, Margaret V.	103	30 00
Buchanan, Kenneth N.	99	28 82
Campbell, Jean E.	103	30 00
DeVeau, Lillian M.	86	25 04
Forrestal, Mary	25	7 28
Fraser, Archie C.	86	25 04
Horton, Annie	89	25 91
Ingraham, Carmita M.	102	29 70
LeBlanc, Hattie J.	74	21 55
MacAulay, Annie F.	96	27 95
MacDonald, Hannah C.	88	25 62
Macdonald, Mamie D.	88	25 62
MacGillivray, Mary A.	63	18 34
MacKenzie, Arabelle C.	103	30 00
McKenzie, Barbara	84	24 46
MacLennan, Jessie M.	103	30 00
MacLennan, Alfred	84	24 46
MacLennan, Margaret R.	88	25 62
McLeod, Roderick N.	103	30 00
MacLeod, Katherine	89	25 91
McNeil, Mary L.	100	29 12
MacRae, Mae D.	103	30 00
Matheson, Wilfred L.	55	16 01
Montgomery, Christene	87	25 33
Morrison, Joanna B.	94	27 37
Watson, Mary K.	103	30 00

**Consolidation.**

Kempt, Head, 1 D	90	26 21
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**Poor Sections.**

Ferguson, Jessie Helen	68	26 40
MacDonald, Annie C.	100	38 83
MacDermid, Rachael J.	103	40 00
MacGillivray, Mildred	91	35 34
MacIver, Annie	88	34 17
MacIver, Florence W.	89	34 56
MacIver, Annie Agnes	89	34 56
MacIver, Annie C.	88	34 17
McIver, Hannah C.	50	19 41
McKay, Jean	68	26 40
MacLachlan, Annie M.	103	40 00
McLean, Euphemia	44½	17 28
McLeod, Donald F.	72½	28 14
MacLeod, Malcolm	93	36 11
McNeil, Margaret	85	33 00
Sutherland, Andrew	62	24 07

**Special Poor Aid.**

Cains Mountain	40 00
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**YARMOUTH.**

Blackadar, G. D.	103	90 00
Horner, A. W.	103	90 00
Kempton, W. F.	103	105 00
McGray, M. W.	103	75 00
Tooker, Beatrice	16	11 62
Wyman, H. J.	103	90 00
Allen, E. C.	103	75 00
Hall, Florence B.	103	75 00
Spinney, Mary E.	87	63 32
Allen, S. B.	103	60 00
Allen, Georgie W.	103	60 00
Bond, Mary G.	103	60 00
Cameron, Margaret	103	58 83
Churchill, Nelson	101	60 00
Crocker, Nina B.	103	60 00
D'Eon, J. Octave	103	60 00
Durland, A. W.	103	60 00
Floyd, A. Pearle	103	60 00
Goodwin, Effie B.	103	60 00
Goudey, Alice A.	103	60 00
Grey, Eva I.	103	60 00
Grierson, J. E.	103	60 00
Hatfield, Lizzie V.	103	60 00
Hopkins, M. J.	103	60 00
Huestis, Hannah	103	60 00
Kinney, Laura	103	59 41
Maxner, M. O.	102	55 33
McGray, Jean D.	95	60 00
McLeod, A. J.	103	60 00
Moses, Della B.	103	60 00
Patten, Mabel E.	103	16 30
Platt, Bessie H.	28	53 00
Potts, Louise S.	91	60 00
Raymond, Luella	103	60 00
Scott, Margaret	103	60 00
Scott, Martha	103	60 00
Smith, Charlotte G.	103	60 00
Winter, Maude E.	103	45 00
Allan, Frances L.	103	45 00
Bain, Ethel M.	103	44 56
Brown, Maude S.	102	45 00
Bryant, Arletta	103	36 25
Chipman, Agnes J.	83	45 00
Corning, Nellie R.	103	45 00
Delamere, S. P.	103	45 00
Firth, Alice W.	103	45 00
Hopkins, A. W.	100	43 68
Hurlbert, Bessie R.	103	45 00
Kavanagh, E. A.	103	45 00
MacKay, Janet MacP.	103	45 00
Moses, Agnes	103	45 00
Platt, Ada M.	103	41 93
Porter, Florence H.	96	45 00
Reeves, F. D.	103	41 49
Roach, Florence L.	95	4 79
Seeley, Mary G.	11	45 00
Wyman, C. W.	103	23 74
Cann, Hazel O.	81½	21 26
Crocker, C. E.	73	29 70
Goodwin, Rosa P.	102	20 68
Higby, Helen D.	71	25 33
Horner, Norma B.	87	29 70
King, Fanny H.	102	30 00
Lambertson, P. E.	103	29 70
Pitman, Marion V.	102	

Pitman, Helen V.	103	30 00	Mius, Mary N.	103	45 00
Purney, Maria I.	103	30 00	Pottier, Luoise M.	103	45 00
Sabine, Ethel R.	102	29 70	Randall, Eva A.	102 <sup>1</sup> / <sub>2</sub>	44 78
Saunders, Luella M.	103	30 00	Raynard, K. S.	103	45 00
Spinney, Amy L.	103	30 00	Rose, Ivan M.	58	25 33
Westcott, A. P.	89	25 91	Sister Seraphia M.	103	45 00

**Poor Sections.**

Doane, Lavinia	103	40 00
Earle, Mildred	74	28 73
Robbins, F. W.	56	21 74
Robichaud, Emily	103	40 00
Taylor, Lillian	39	15 15
Taylor, Lillian	63	24 46
Trefry, Mamie G.	89	34 56

**Annuitants.**

Hilton, Mary M.	45 00
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**Argyle.**

Belliveau, Catherine	103	60 00
D'Entremont, R. M.	103	60 00
Frost, Isabel F.	102	59 41
Hall, H. E.	18	10 47
Locke, Helen C.	103	60 00
Sister M. Victoire	103	60 00
Amirault, Simon A.	103	45 00
Amirault, Edith S.	103	45 00
Babin, Mary T.	103	45 00
Belliveau, Mathilda	103	45 00
Bourque, Mary A.	103	45 00
Carver, Ida N.	81	35 37
D'Entremont, E. C.	103	45 00
D'Eon, Laura F.	103	45 00
Firth, Emily L.	103	45 00
Grant, Ellen E.	103	45 00
Hatfield, Emma M.	79	34 50
Hipson, Jessie G.	103	45 00

Sister M. Eugenie	103	45 00
Surette, Rose D.	103	45 00
Surette, Ada	103	45 00
Thibodeau, Beatrice	103	45 00
Amirault, C. M.	92	26 79
Amirault, M. A.	103	30 00
Amirault, Rose I.	94	27 37
Babin, Rose A.	103	30 00
Babin, Chantale	103	30 00
Baker, Genie A.	102	29 70
Belliveau, Mary S.	103	30 00
Bourque, M. E.	103	30 00
Bourque, Rosie	84	24 46
Cook, Belle J.	103	30 00
Cunningham, E. S.	93	27 08
D'Entremont, C. M.	103	30 00
Durkee, Marion	81	23 59
Gavel, W. B.	72	20 97
Hopkins, Jane W.	89	25 91
LcBlanc, John B.	93	27 08
Moode, Regina M.	103	30 00
Pothier, Martha	103	30 00
Pottier, Marguerite	103	30 00
Ricker, Annie L.	103	30 00
Sister M. Gonzaga	103	30 00
Surette, Anne E.	103	30 00
Surette, Mary	86	25 04

**Poor Sections.**

Babin, Bertha	103	40 00
Babin, Laura	69	26 79
Boudreau, R. M.	69	26 79
Reeves, Elaine W.	50	19 41
Travis, S. W.	89	34 56

## FOURTH LIST OF SIMPLIFIED SPELLING.

RECOMMENDED BY THE SIMPLIFIED SPELLING BOARD.

March 24th, 1913.

### INTRODUCTION.

The Simplified Spelling Board, with the approval of its Advisory Council, now recommends the additional simplifications of spelling contained in the following Fourth List.

The First List (the Three Hundred Words), published in 1906 (latest ed. 1907, Circular No. 15), was not a list of newly simplified forms, but a selection of simpler forms already in good use—namely, in three hundred out of more than three thousand words at that time commonly spelled in two or more ways. It was, in the greater part, a selection of the spellings preferred and used by the three principal American dictionaries, and already in majority use throughout the United States.

The Second List, published on January 28th, 1908 (Circular No. 18), contained a considerable number of simplified spellings that might be called "innovations." But the simplified forms it contained were strictly in accord with the existing rules and analogies of English spelling, and were for the most part restorations of simplifications formerly in high literary use. No new rule or analogy, and therefore, no real innovation, was introduced.

The wide acceptance of the Three Hundred Words and of the Second List, made it desirable to publish a more extensive list, including classes of words in which regulation was much demanded and could not be postponed. Accordingly the Board, with the approval of the Advisory Council, published the Third List, January 25th, 1909 (Circular No. 22). The three lists were then put together in one Alphabetical List, and published March 6, 1909, (Circular No. 23).

These lists have been circulated in several hundred thousand copies, and have been in effect a supplementary spelling-book or orthographic dictionary for more than one hundred thousand

persons. They have also been used by many business firms and corporations, who have instructed or permitted their clerks to use these simplified forms, or some of them, in their correspondence.

After publishing the Third List, the Board thought it would be well to withhold further recommendations until the practice of simplified spelling should spread more widely, and until the agitation in Great Britain and Canada should gain strength. Meantime, the Executive Committee, in co-operation with the members of the Board and the Advisory Council, undertook the formation of a provisional Vocabulary of Simplified Spellings, intended to include all the ordinary words of the English language that admit any simplification of spelling, according to the existing rules and analogies, and without increasing the present alphabet. The Vocabulary was formed; it has been repeatedly revised; and it is in condition to be published, when it shall appear that the supporters of the general cause are ready to accept it.

In preparation for the future it has appeared desirable to publish now a Fourth List of simplifications, which shall remove many minor irregularities and thus clear the ground for the work that remains to be done.

When the simplified forms of this Fourth List are printed in one alphabetic order with the preceding Alphabetic List (No. 23), the combined list will then form an important part of the proposed Vocabulary of Simplified Spellings, and will afford a large basis of agreement and adjustment among the bodies now engaged in the promotion of the general cause.

It should be distinctly understood that the proposed Vocabulary of Simplified Spellings can not present a complete and final rationalization of English spelling. Before that can be done, there must be a definite decision upon the alphabetic question. Meanwhile, however, much can be done with the alphabet as it is, with the rules and analogies as they are. We can define the limits of "simplified spelling," not for all time, but for the immediate future. We have drawn the minimum limits. By this Fourth List we extend the limits, not very far, but safely and surely. Some striking changes are made; but, for the most part, they are changes that most persons have recognized as at least theoretically desirable. The most determined opponents of simplified spelling have to admit that *k* is silent in *knack*, *knock*, and *knot*; that the *w* is silent in *wrath*, *wreath*, and *wrong*; that the final *d* is pronounced *t* in *advanced*, *danced*, *convinced*, etc.; and that the *gh* is pronounced *f* in *rough*,

*tough, cough, trough*, etc. That is to say, the opponents of improved spelling admit the bad conditions; they simply object to the improvement of those conditions.

In considering these new spellings, do not be too much influenst by the "od" appearance of the word. Any change must look od at first. Consider, rather, whether the change would bring a real gain, if the public should accept it. Consider whether the change is in the right direction--the direction of simplicity, economy, regularity, reason.

Consider also whether you hav had much personal experience of simplified spelling upon which to base a judgment. Those persons who hav actually used, in their publications, or in the circulars and catalogs of the institutions which they control, all the simplified forms recommended by the Board, hav not reported any case of failure, or any serious opposition. Ar you sure that you would be opposed? Ar you sure that you would be defeated? They who try ar apt to win.

In publishing this Fourth List, the Simplified Spelling Board and its Advisory Council and the many thousand professors, teachers, superintendents, clergymen, lawyers, fysicians, and other supporters for whom they speak, declare their desire to bring about an improvement in English spelling, in this way, in these words, here and now. Many of these influential persons wil be using these new spellings the rest of their lives. Some of them hav been using these spellings for years. And allowing for the necessary, and indeed desirable, proportion of criticism and dout which always accompanies new proposals, we may say that this great body of educated men and women, no matter in what degree they use the simplified spellings themselves, wil hereafter advise teachers to teach and children to use these new spellings.

It matters not that the use of new spellings wil be, in many cases, intermittent and variable. It is so in the application of all new ideas. It is no more important that any one shal be unvarying in his use of new spellings than in his use of old spellings. In a period of new action, uniformity is not to be expected or desired. Reform is not routine; and even in the routine of daily life it is variation that givs interest and life to the routine.

It wil be seen that some of these proposals, like previous proposals, involv a simplification of only a part of a word, as of a suffix at the end of many hundred words which may contain



in the middle various irrational digraphs or anomalous combinations of letters that can not, in the present state of opinion, be altered with any prospect of success.

To keep within limits, the rules and comments are brief, and the larger classes of words are represented only by characteristic examples. Let it be understood that the Board is prepared to state all the reasons, historic, filologic, and educational, for each rule, to give full lists of the words affected, and to cite authority for all the statements of fact. Any enquirer may get information by asking for it.

If no rule is found referring to a particular class of words, it will be understood that words of this class have been included in the rules of simplification heretofore adopted by the Board and are entered in the combined Alfabetic List (March, 1909), or else have not yet been simplified. The classes not yet acted upon constitute the problems of the future. But in the meantime certain undoubted simplifications which do not fall under the general rules, but which have been approved by the Board in the course of discussion, may be used without hesitation. Such are: Answer, friend, mortgage, yeoman, for *answer, friend, mortgage, yeoman*. Indeed, no discreet friend of progress need hesitate now to use other simplifications that are obviously in accord with the general policy of the Board.

All the rules for simplification herein or heretofore recommended by the Board are applied in this circular wherever the words affected occur. It will be seen that the rules, even when thus fully applied, do not greatly alter the appearance of the page. Let the reader judge whether these paragraphs cause for him any difficulty.

The rules are arranged in the alfabetic order of the letter or letters affected.

EXECUTIV COMMITTEE.

### ADDITIONAL RULES FOR SIMPLIFIED SPELLING.

March 24th, 1913.

The simplifications already adopted by the Simplified Spelling Society of Great Britain, according to its general scheme, are indicated by the letters "S. S. S."

1 **ch** pronounst **c** (chiefly in words of Greek origin). Ex. *Chameleon, chaos, character, chasm, chloride, chlorine, cholera, chord, chorus, chromatic, chrome, archaic, echo,*

etc. **RULE:** Drop **h**. Ex. Cameleon, caos, character, casm, clorid, clorin, colera, cord (in music), corus, cromatic, crome, cromo, cronic, cronicle, cronology, arcaic, arcangel, conc, distic, eco, epoc, escatology, hemistic, mecanic, melancoly, monarc, monocrome, monastic, saccarin, scolar, scolastic, scolium, scool, stomach, stricnin, synchronus, tecnic, tecnology, trocaic, etc. [S. S. S.]

*Ch* was a Latin notation of a single Greek consonant. In early and in late Latin the usual notation was *c*. The simple notation *c* was common in older English (*cameleon*, *character*, *crisolite*, *crisome*, *cristen*, *cronicle*, *ecco*, *scoler*, *scool*, etc.) and stil prevails in *camomile*, *card*, *cartography*, *cartulary*, *cord* (string), *cream*, *scar*, *acrostic*, *mastic*, etc. It was the normal notation in Old French and Middle Latin (for example, "*Magna Carta*"), and is the rule in modern Italian and Spanish.

But retain, for the present, *ch* before *e*, *i*, and *y*, where, by a conventional assumption, *c* suggests the sound of *s*. Ex. Chemic, chemist, chemistry, chirography, chyle, alchemy, archeology, architect, archives, bronchial, catechism, lichen, monarchy, orchestra, pachyderm, scheme, trochee, etc. [S. S. S. has *c* thruout.]

2 **-ck** pronounst **c**, after an unstrest vowel, in words of two or more syllables. Ex. *Bannock*, *barrack*, *bullock*, *cassock*, *charlock*, *derrick*, *haddock*, *hammock*, *hemlock*, *hillock*, *hummock*, *mattock*, *paddock*, *puttock*, *ruddock*, *tussock*, etc. **RULE:** Drop **k**, as our grandfathers did in most words of this class, namely, *alembick*, *almanack*, *antick*, *arithmetick*, *attick*, *bishoprick*, *cambrick*, *catholick*, *comick*, *domestick*, *forensick*, *frollick*, *garlick*, *havock*, *mimick*, *musick*, *publick*, *rhetorick*, *runick*, *traffick*, *zodiack*, etc., now *alembic*, *almanac*, *antic*, *arithmetic*, *attic*, *bishopric*, *cambric*, *catholic*, *comic*, *domestic*, *forensic*, *frollic*, *garlic*, *havoc*, *mimic*, *music*, *public*, *rhetoric*, *runic*, *traffic*, *zodiac*, etc. Ex. *Bannoc*, *barrac*, *bulloc*, *cammoc*, *cassoc*, *charloc*, *derric*, *haddoc*, *hammoc*, *hassoc*, *hemloc*, *hilloc*, *hummoc*, *mammoc*, *mattoc*, *paddoc*, *polloc*, *puttoc*, *ruddoc*, *rulloc*, *shamroc*, *tussoc*, *wedloc*, *bailiwic*, etc. So also: *Haversac*, *napsac*, *nicnac*, *ransac*, (where there is a secondary stress). *Cassocked*, *hummocked*, etc., become *cassoct*, *hummoct*, etc., like *mimict*, *picnict*, *traffict*, etc. [S. S. S.]

The Anglo-Saxon words of this group had the simple *c*: *bannuc, bulluc, cerlic, hymlic, mattoc, rud-doc, wedlac, biscoprice*, etc.

The simplification of the numerus monosyllables in *-ck* (of course after a strest vowel), like *back, deck pick, rock, duck*, etc., must be postponed until there is sufficient agreement upon a simplification of the derived forms in *-ed, -er*, and especially *-ing*, as *backed, decked, backer, decker, backing, decking, picking, rock-ing*, etc. Here, if a change is undertaken, a choice must be made of either *c* or *k*, either single or double. The alternatives are, for *backing*: (1) *backing*, (2) *bac-ing*, (3) *baking*, (4) *baccing*, (5) *bakking*. The Simplified Spelling Society proposes to use *c* thruout—"bac, bacward, bact, bacing, blac, blacbord, blac, inc, blacing, blac-jac," etc. So in ordinary use we hav *lac, sac, shellac, bric-a-brac, picnic*, etc., and some words which vary between *-ck* and *-c*, as *tick-tack, tick-tock, knick-knack*, also *tic-tac, tic-toc, nic-nac*, etc.; beside limited words like *hic* (hiccup), *chic* (smart), *sic* (so), *tic* (neuralgia), etc. The older words wer in Middle English *bak* and *bac, blak* and *blac*, etc. in Anglo-Saxon *baec, blaec, flocc, loc, locc, sacc, seoc* (sick), *stocc, pluccian, sticca*, etc.

3 -e final, silent, after a single consonant preceded by a short vowel, strest, or by any strest vowel whose sound is not conventionally associated with the silent final *-e*. Ex. *Bade, have, give, live, forgive, misgive; are, gone, were*. RULE: Drop *e*. Ex. *Bad, hav, giv, liv, forgiv, misgiv*, etc.: *ar, gon, wer*. [S. S. S.]

*Bad, ar, gon*, ar common in old literature.

The rule can not be applied to the unstrest syllables *-ace, -ade, -age, -ate*, until it shal be determind what letters shal be adopted to indicate the weak or "obscure" vowels in question. The unstrest syllables *-ile, -ine, -ise, -ite, -ive*, ar in previus recommendations of the Board (Second List, Circular No. 18, 1908; and Third List, Circular No. 22, 1909) reduced to *-il, -in, -is, -it, -iv*.

4 -ea- pronounst as long *a* before *r*. Ex. *Hearken, heart, hearten, hearth, hearty*. RULE: Drop *e*. Ex. *Harken, hart, harten, harth, harty*. [S. S. S.]

*Harken, hart, harth, harty*, ar normal old spellings.

The *-ear-* in *dearth*, *earth*, etc., is left until a settled notation is agreed upon. The S. S. S. adopted *-er-* and later *-ur-* (*durth*, *urth*, *furn*, *surch*, etc.).

- 5 *-ew* pronounst as long *u* after *l* or *r*, or *ch*. Ex. *Blew*, *clew*, *flew*, *sl w*, *brew*, *crew*, *drew*, *grew*, *screw*, *threw*, *chew*, etc. RULE: Change to *-u*. Ex. *Blu*, *clu*, *flu*, *slu*, *bru*, *cru*, *dru*, *gru*, *scru*, *thru*, *chu*, etc. [S. S. S. *-uu* or *-u*.] See 27.

Inflections: (1) *-ewed* becomes *-ued*. Ex. *Brued*, *chued*, *scrued*. (2) *-ews* becomes *-ues*. *Brues*, *chues*, *crues*, *scrues*. [S. S. S. *-uud*, *-uuz*.] See 27.

- 6 *-ey*, unstrest, pronounst like short final *y*. Ex. *Abbey*, *alley*, *attorney*, *barley*, *chimney*, *cockney*, *donkey*, *galley*, *hackney*, *honey*, *jersey*, *jockey*, *journey*, *kersey*, *kidney*, *lackey*, *lamprey*, *linsey-woolsey*, *medley*, *money*, *monkey*, *motley*, *parsley*, *parley*, *pulley*, *trolley*, *turkey*, *valley*, *volley*, *whiskey*, etc. RULE: Drop *e*. Ex. *Abby*, *ally*, *attorny*, *barly*, *chimny*, *cockny*, *donky*, *gally*, *hackny*, *hony*, *jersey*, *jocky*, *jury*, *kersy*, *kidny*, *lacky*, *lampry*, *linsy-woolsy*, *medly*, *mony*, *monky*, *motly*, *parly*, *parsly*, *pully*, *trolly*, *turky*, *vally*, *volly*, *whisky*. [S. S. S. *-y* or *-i*.]

Most of these words ar found in 17th and 18th century print with *-y*, and some ar stil seen with the plural in *-ies* (*monies*, *chimnies*, etc.). Many words now usually speld with *-y* wer formerly often speld with *-ey* (*jiffey*, *whimsey*, etc.).

- 7 *-ff* final, pronounst *f*. Ex. *Bluff*, *buff*, *chaff*, *chuff*, *cliff*, *cuff*, *doff*, *duff*, *gaff*, *gruff*, *huff*, *luff*, *miff*, *muff*, *ruff*, *sniff*, *snuff*, *staff*, *stiff*, *stuff*, *tiff*, *whiff*, etc.; *bailiff*, *caitiff*, *distaff*, *mastiff*, *midriff*, *tariff*, etc. RULE: Drop one *f*. Ex. *Bluf*, *buf*, *chaf*, *chuf*, *clif*, *cuf*, *dof*, *gaf*, *gruf*, *huf*, *luf*, *mif*, *muf*, *ruf*, *snif*, *snuf*, *staf*, *stif*, *stuf*, *tif*, *whif*, etc.; *bailif*, *caitif*, *distaf*, *mastif*, *midrif*, *plain-tif*, *pontif*, *sherif*, *tarif*, etc. [S. S. S.] Retain *off*. See the general rule, paragraf 30.

The oldest of these words had originally a single *f* (A.-S. *ceaf*, *clif*, *staef*, *stif*, *of*), and most of the rest ar often so speld in former print; *buf*, *chaf*, etc. Everybody is content with *if* (A.-S. *gif*), and one *f* is used in words from modern French (*clef*, *motif*, etc.).

Medial *-ff-* is retaind, as in *buffing*, *chaffing*, etc. And so in *coffing*, *troffing*, *ruffing*, etc., for *coughing*, *troughing*, *roughing*, etc. See 8.

8 -**gh** pronounst **f**, in *-augh*, *-aught*, or *-ough*. Ex. *Draught*, *laugh*, *laughter*, *chough*, *clough*, *cough*, *enough*, *rough*, *slough*, *tough*, *trough*, etc. RULE: Change to **-f** (changing also **au** to **a**, and **ou** to **o** or **u**). Ex. *Draft*, *laf*, *laf-ter*, *chuf*, *cluf*, *cof*, *enuf*, *ruf*, *sluf*, *tuf*, *trof*, etc.; and hence *laffing*, *coffing*, *sluffing*, *ruffen*, *tuffen*, *ruffer*, *tuffer*, etc. [S. S. B. First List, as to *draught*, *draft*. S. S. S.]

The rule is applied by everybody as to *dwarf* (formerly speld *dwargh*, *dwergh*) and (in some senses) *chuff* and *draft*. The spellings *ruff* and *tuff* wer formerly common. Shakespeare wrote of "many unruffe youths" (*Macbeth*, 5: 2: 10, 1623, facsim. [5]: 148), and Sir Thomas Herbert (1665) wrote of "ruff seas." And *ruff* is establisht in some uses not now recognized as connected with *rough*. Noah Webster used *ruf* in his "Collection of Essays" (1790). *Duff*, in *plum-duff*, is a simplified spelling of *dough* in a common dialect pronunciation. *Enough* was formerly often spelt *enuff* (Cowley), *enuf*, *anuf*, *anufe*, *anoufe*, etc. Shakespeare, (first folio, 1623) has *coffe* and *loff* (for *laugh*) (*M. N. D.* 2: 1: 54, facsim. [1]: 148), and *coffing* twice (*L. L. L.* 5: 2: 932, facsim. [1]: 144; *R. and J.* 3: 1: 25, facsim. [5]: 64). Some surnames hav *ff* or *f* for earlier *gh*. Ex. *Bruff*, *Goff*, *Huff*, *Muff*, *Huffam*, *Laffin*, *Lofin*, *Coffey*, etc.

9 -**gh** silent. (1) In *-aught*. Ex. *Aught*, *caught*, *daughter*, *distraught*, *fraught*, *haughty*, *slaughter*, *taught*, etc. (2) In *-ought* pronounst like *out*. Ex. *Drought*. RULE: Drop **gh**. Ex. *Aut*, *caut*, *dauter*, *distraut*, *fraut*, *hauty*, *slauter* *taut*, etc.; *drout*. [S. S. S.]

*Haughty* and the poetic *haught* ar modern misspellings of the original *hauty* and *haut* (French *haut*, from Latin *altus*, high). Shakespeare (first folio, 1623) has *frantage* (*Tr. and Cr.*, prol.):

*Drought* is the only word ending in *-ought* pronounst in literary English in rime with *out*. *Bought* (a bend, a turn) has alredey been simplified to *bout*.

In literary English all the other words in *-ought* have *ou* pronounst like *o* in *form*, etc., namely, *bought*, *brought*, *fought*, *nought*, *ought*, *sought*, *thought*, *wrought*, *besought*, *bethought*, *methought*. These words await a settled simplification. Omission would produce

-out or -ot. The forms *bot* and *brot*, or *bo't* and *bro't*, hav long been in minor use, and ar often seen, with *thot* or *tho't*, in letters and in print, and ar in daily use by bookkeepers—the *o* being sounded, of course, as in *cloth*, *cross*, etc., and not as in the recent pronunciation of *clot*, *lot*, etc.

In -ight, as in *bright*, *night*, etc., some would change to the simpler -ite (or to -iet, as proposed by the S. S.), until a fonetic notation is adopted for the difthong concern'd. The common fonetic notation is *ai* (as in *aisle*, *kaiser*, etc.): *brait*, *nait*, etc.

- 10 **gn-** pronounst **n.** Ex. *Gnarl*, *gnarled*, *gnarly*, *gnash*, *gnat*, *gnaw*, *gneiss*, *gnome*, *gnomic*, *gnomon*, *gnostic*, etc. RULE: Drop **g**. Ex. *Narl*, *narld*, *narly*, *nash*, *nat*, *naw*, *neis*, *nome*, *nomic*, *nomon*, *nostic*, etc. See **kn-** [S. S.].

The earlier Latin initial *gn-* became *n-*. If the Romans had kept the spelling *gn-*, we should now, perhaps, be riting *gnarrate*, *gnatal*, *gnation*, *gnotion*, etc. *Narle* and *narly* ar recorded (1787 Grose).

- 11 **-gn** in -eign pronounst like *ein* in *vein*, *skein*, *seine*, *feint*. Ex. *Deign*, *feign*, *reign*. RULE: Drop **g**. Ex. *Dein*, *fein*, *rein*. *Foreign* and *sovereign*, with -eign unstrest, hav been simplified to foren and soveren (Second List). **h** silent. See **ph**, **rh-**, **-rrh-**.

- 12 **kn-** pronounst **n.** Ex. *Knack*, *knag*, *knap*, *knapsack*, *knave*, *knead*, *knee*, *kneel*, *kneeling*, *knell*, *knelt*, *knick*, *knack*, *knife*, *knit*, *knitting*, *knob*, *knock*, *knocker*, *knop*, *knoll*, *knot*, *knotting*, *know*, *knowing*, *knowledge*, *known*, *knuckle*, *knurl*, *knurled*, etc. RULE: Drop **k**. Ex. *Nack*, *nag*, *nap*, *napsac*, *nave*, *nead*, *nee*, *neel*, *neeling*, *nel*, *nelt*, *nicnac*, *nife*, *nit*, *nitting*, *nob*, *nock*, *nocker*, *nocking*, *nop*, *noll*, *not*, *notting*, *nuckle*, *nurl*, *nurld*, etc. [S. S. S.]  
Keep **k** in *kno* (*know*) and *knoledge* (*knowledge*) (see 20).

Such simple forms ar to be seen in authentic literature, as *nack* (Allan Ramsay, Richardson), *nacky* (Miss Ferrier), *nicknacks* (Cobbett, Irving), *knacks* (Douglas Jerrold), *nick-* *nackerries* (Thomas Moore), *nick-nackets* (Burns), *nock-* *a clock* (Reade), *notting* (Jane Austen), etc. *Nurl* and *nurled* ar common in trade use.

The change of *kn-* to *n-* has been accepted, unwittingly, in various uses of some words that formerly had initial *kn-*, as in *nab*, *nick*, *nob*, *nobby*, *nub*, *nubbin*, etc. The simple forms in *n-* abound in dialect literature, and are used by every boy and girl until 'teacher' interferes with the course of nature and reason. In the parallel notation *hn-* (Anglo-Saxon), the *h*, when it became silent, was dropped in all cases, as in *nap* (to sleep lightly), *neck*, *neigh*, *nit*, *nod*, *noll* (the top of the head), *nut*, etc. In like wise an original initial *h* has been dropped from *ladder*, *lade*, *laugh*, *lean*, v., *lean*, adj., *lank*, *leap*, *lee* (shelter), *lew*, *lid*, *linch*, (rising ground), *link*<sup>1</sup> (=linch), *link*<sup>2</sup> (of a chain), *lord*, *lot*, *loud*, *low*, v., *rail* (dress), *rare* (half-cooked), *rather*, *raven*, *raw*, *rear* (=rare), *reed*, *reel*, *rick*, *ridge*, *rime* (frost), *ring* (circle), *rook*, *roof*, *roost*, *rue*, etc. See **gn-** and **wr-**.

13 -ll final, after a short stressed vowel. Ex. *Bell*, *bill*, *doll*, *full*, *pull*, *null*, etc. RULE: Drop one *l*. Ex. *Shal*, *bel*, *cel*, *del*, *dwel*, *el*, *fel*, *hel*, *sel*, *shel*, *smel*, *spel*, *swel*, *tel*, *wel*, *bil*, *chil*, *dil*, *dril*, *fil*, *fril*, *gil*, *gril*, *hil*, *kil*, *mil*, *pil*, *quil*, *ril*, *shril*, *sil*, *skil*, *spil*, *squil*, *stil*, *swil*, *thil*, *thril*, *til*, *wil*, *dol*, *bul*, *ful*, *pul*, *cul*, *dul*, *gul*, *hul*, *mul*, *nul*, *skul*, etc. Also, of course, forms like *distil*, *fulfil*, *instil*, and derivatives like *skillful*, *wilful*, *dulness*, *fulness*, etc., which are by rule and in fact the normal spellings (like *annul*, *compel*, *dispel*, *expel*, *impel*, *rebel*, *repel*, *until*), are in accepted use, and are included in the First List. [S. S. S.] See the general rule, paragraph 30.

We find also *nil* (nothing), *Sol* (the sun), and, in non-literary use, *fal-lal*, *gal*, *pal*, *Ilal*, *Sal*, *Val*, *fol-de-rol*, *tol-de-rol*, *Sol* (Solomon). In Johnson's Dictionary (1755) we find *uphill*, but *downhil* (that is easier!); *muckhill*, but *dunghil*; *instill*, but *distil*, etc.

Words of this class were once normally spelled with single *-l* (parallel with *set*, *sit*, *lad*, *lid*, *pan*, *pen*, etc.). But because of the great frequency of *ll* in French and in Latin, it was always frequent in English, and it finally prevailed over the normal English spelling *-l*. The spellings *shal*, *wil*, *wel*, *til*, etc., abound in the Authorized Version of the Bible (1611, 1613, and later editions), and in Coverdale, Spenser, Shakespeare, Sylvester, Hooker, Jonson, Coke, Milton, Vaughan, Gale, Howell, etc., and are the rule in Walton's 'Compleat Angler' (1653).

When the preceding vowel is long, retain the common spelling. Ex. *All, ball, call, fall, small, tall,* etc., *boll, droll, poll, roll, toll,* etc. The double *l* does not, of course, in itself indicate a long vowel. Spellings like *appal, enthral, instal, recal,* etc., wer formerly common and regular and ar still often seen, and *control, enrol, extol,* ar in common use. Johnson's Dictionary (1755) givs *miscal, downfal, overfal, waterfal, bethral, enthral* (under *disenthral*), *headstal, thumbstal, reinstal,* along with *windfall, inthrall, install, enroll,* etc. Walker (1775) givs *downfal, overfal, waterfal, windfal,* along with *windfall.* Even in monosyllables the spellings *al, cal, smal,* etc., wer once common (Latimer, Hooker, Walton, etc.).

- 14 **-nced**, after a strest vowel, pronounst likne **nst.** Ex. *Advanced, chanced, danced, glanced, lanced, commenced, fenced,* etc. RULE: Change to **-nst.** Ex. *Advanst, chanst, danst, glanst, lanst, pranst, transt, enhanst, commenst, fenst, convinst, evinst, minst, winst, bounst, flounst, pounst, trounst, announst, denounst, enounst, pronounst, renounst,* etc. [S. S. S.] These forms ar in accord with *condenst, incenst, rinst,* etc. (for *condensed,* etc.) as recommended in the Second List. Spellings like *advanst, danst, winst, bounst,* wer formerly common. The change of *-nced* to *-nst* is obviously a gain in economy.

It has been proposed to change the spelling of the present tense of these verbs, and the spelling of the corresponding nouns and of other words with *-nce* after a strest vowel, from *-nce* to *-nse*, thus: *Advanse, chanse, danse, fense, pense, minse,* etc., and also *hense, thense, whense, prinse, sinse,* etc. This would be in accord with English rules and analogies (for example, *dense, tense, rinse,* etc.), and with historic facts. But some advocates of change would at the same time drop the final *-e*, producing forms like *chans, dans, fens, pens,* etc. Others then object that such forms look like plurals. The plural *-s* after *n* in the conventional spelling is always pronounst like *z.* The final *-e* in *-nse, -rse* (*dense, sense, purse,* etc.), has the effect of a diacritic and it would seem expedient to retain it for the present. But owing to the divided state of opinion, no recommendation of any change is made here.

- 15 **-nced**, after an unstrest vowel, pronounst like **nst.** Ex. *Balanced, circumstanced, distanced, evidenced, experienced, influenced, instanced,* etc. RULE: Change to **-nst.** Ex.



Balanst, circumstanced, distanst, evidenst, experienst  
influenst, instanst, etc. [S. S. S.] See remark under 14.

- 16 **-oe** pronounst **o**. Ex. *Doe, floe, foe, hoe, roe, sloe, toe, woe*, etc., RULE: Drop **e**. Ex. *Do, flo, fo, ho, ro, slo, to, wo*, etc. [S. S. S.] Inflections: Retain **-oed, -oes**. Ex. *Hoed, hoes, toes, woes*, etc. [S. S. S. **-oed, -oez**. ]
- 17 **-ou-** pronounst like *u* in *but*. Ex. *Country, couple, cousin, double, joust, touch, trouble, young, younker; chough, clough, rough, tough*. RULE: Drop **o**. Ex. *Cuntry, just, tuch, yung, yunker; chuf, cluf, ruf, tuf* (see paragraf 8). [S. S. S.] But *couple, cousin, double, trouble* ar left unchanged. For unstrest **-ou-** see **-ous**.
- 18 **-ou-** before *r*, pronounst like **u** in *burn*. Ex. *Adjourn, courage, courteous, courtesy, encourage, flourish, journal, journey, nourish, sojourn, tournament, tourney*. RULE: Drop **o**. Ex. *Adjurn, curteus, curtesy, jurnal, jurny, sojurn, turnament, turny*. [S. S. S.] But *courage, flourish, nourish*, ar left unchanged.
- ough**. See 8. **-ought**. See 9.
- 19 **-ous**, unstrest, pronounst like **-us** unstrest. Ex. *Bilious, callous, devious, famous, glorious, serious, various*, etc. RULE: Change to **-us**. Ex. *Acrimonius, amfibius, anomalus, auriferus, bilius, bituminus, callus, commodius, coniferus, credulus, cutaneus, devius, enormus, envious, famus, felonius, frivolus, frugivorus, glorius, graminivorus, grievus, harmonius, herbivorus, hideus, illustrius, imperius, industrius, infamus, invidius, jelus, joyus, luminus, malarius, multifarius, mischievus, odius, odorus, parsimonius, plenteus, porus, ravenus, rebellius, resinus, ridiculus, rigorus, serius, spontaneus, tedijs, vaporus, varius, vigorus, villanus, voluminus*, etc. Also many words in **-ceous** and **-cious**, and **-uous**, which now take the forms **-ceus, -cius, -uus**. Ex. *Cretaceus, farinaceus, rosaceus*, etc.; *audacius, fallacius, gracius*, etc.; *arduus, impetuous, sinuus, strenuus*, etc. [S. S. S.]
- 20 **-ow**, strest or unstrest, pronounst like **o**, long (o) or short (o). Ex. *Blow, bow, crow, flow, glow, grow, know, low, mow, row, show, slow, snow, sow, stow, strow, throw, tow*, etc.; *below, bestow*, etc.; *bellow, billow, fellow, furrow, hallow, hollow*, etc. RULE: Change to **-o**. Ex. *Blo, bo, cro, flo, glo, gro, kno, lo, mo, ro, sho, slo, sno, so, stro, thro, to*, etc.; *belo, besto*, etc.; *bello, billo, fello, furro, hallo, hollo, mello, pillo, sallo, willo*, etc. [S. S. S.]

Inflections: (1) **-owed** becomes **-oed**. Ex. Croed, floed, gloed, moed, roed, soed, belloed, folloed, furroed, etc. [S. S. S. **-oed**.] (2) **-ows** becomes **-oes**. Ex. Bloes, croes, floes, gloes, groes, moes, roes, soes, toes, belloes, felloes, halloes, etc. [S. S. S. **-oed**.] (3) **-own** remains. The alternativs ar **-one** and **-oen**. [S. S. S. **-oen**.]

*Crow* is thus simplified in *Cro'nest*, *Croly* (= *Crowley*, *Crawley*), *Croford* and *Crofut* (= *Crawford*). For *kno*, see also paragraf 12. In the first folio of Shakespeare (1623, [2] :78) *know*, in a crowded line (2 Hen. 4, 1.3:1), is printed *kno*. *Knolege* and *knollege* wer in former use (after 1538), beside *knoledge* and *knolledg* (1593, 1571, Queen Elizabeth), etc. Foote (1754) has *knoledg*. *Knowlege* was common (as late as 1672 Gale, 1744 Young, 1765 Blackstone, 1771 Pennant, 1784 Mitford, 1790 Noah Webster, 1806 Hannah More).

- 21 **ph** pronounst **f**. Ex. *Phantasm*, *phantom*, *philosophy*, etc. (a multitude of words). RULE: Change to **f**. Ex. Fantasm, fantasmagoria, fantasy, fantom, farmacy, fenix, fesant, filology, filosophy, flem, flox, fosforus, fotograf, fotosfere, frase, fraseology, frenology, fysic, fysics, fysician, fysiologie, etc.: alfabet, diafram, pamflet, autograf, paragraf, telegraf, bibliografy, biografy, fonetic, telefone; afèresis, atmosfere, blasfeme, cenotaf, chirografy, diafanus, dolfin, elefant, emfasis, emfatic, esofagus, geografy, grafic, hemisfere, hieroglyf, homofone, homograf, hyfen, mefitic, metamorfosis, morfia, morfology, nymf, orfan, parafrafe, periphery, porfyry, profet, profetic, sarcofagus, sfere, sferic, sfinx, sofist, sophisticate, strofe, tyfoid, tyfus, etc.; also (*ph* not of Greek origin), lymf, lymfatic, triumf, trofy, etc.; calif, cifer, gofer, etc. [S. S. B. First List, as to fantasm, fantasy, etc., sulfur, etc. Second List, as to alfabet, diafram, pamflet, autograf, fotograf, telegraf, etc. S. S. S.]

The spelling with *f* is ancient and honorable, tru to fact and history, and to European usage. It is the regular spelling in Italian, in Spanish, and, by recent official action, in Portuguese. It is also the regular spelling in Swedish and Danish, Polish and Bohemian. The spellings *fenix*, *fesant*, *filosofie*, *fisike*, *fisician*, *flegmatike frase*, *pamflet*, ar common in older English literature. Among the words which hav in the present spelling *f* or *ff* for an original *ph* ar: *Coffer*, *coffin*, *daffodil*, *fancy*, *fantastic*, *fantasy*, *faro*, *frantic*,

*frenzy, frieze* (in architecture). *graft, graft, griffin*. See the statements and examples of *ph* and *f*, in the Second List, 1908, p. 4,5.

22 **-rced** pronounst like **rst**. Ex. *Amerced, forced, pierced*, etc. RULE: Change to **-rst**. Ex. *Amerst. forst, enforst, pierst*, etc. See **-nced**. [S. S. S.] Such spellings wer once common (Spenser, Lodge, Raleigh, etc.).

23 **rh-** pronounst like **r** (**h** silent). Ex. *Rhapsody, rhetoric, rheum, rheumatism, rhinoceros, rhizome, rhododendron, rhomboid, rhombus, rhubarb, rhyme, rhythm*, etc. RULE: Drop **h**. Ex. *Rapsody, retoric, reum, reumatism, rinoceros, rizome, rododendron, romboid, rombus, rubarb, rime, rythm*, etc. [S. S. S.]

24 **-rrh-** medial, pronounst like **r** (**h** silent). Ex. *Catarrhal, diarrhea, hemmorrhage*, etc. RULE: Change to **-rr-** after a strest vowel, to **-r-** after an unstrest vowel. Ex. *Catarral, diarea, hemorage*, etc. [S. S. S. **-r-**] Everybody writes *cataract* (Latin *cataracta, cataractes*), and not *catarrhact* (Latin *catarractes, \*catarrhactes*).

25 **-some** pronounst like *-sum*. Ex. *Adventuresome, blithesome, buxom, (buxome, bucksome), handsome, winsome*, etc. RULE: Change to **-sum**. Ex. *Adventuresum, blithesum, burdensum, buxum, (bucsum), cumbersum, darksum, dolesum, frolicsum, fulsum, gamesum, gladsum, handsum, irksun, lightsum, loathsum, lonesum, longsum, meddlesum, mettlesum, noisum, quarrelsum, tiresum, toilsum, toothsum, troublesum, wearisum, winsum*, etc. [S. S. S.]

This restores the older spelling (M. E. *-sum, -som*, A.-S. *-sum*, as in *lufsum, wynsum*, etc.).

26 **-ss** final, in monosyllables, pronounst like **s**. Ex. *Bass, class, bless, press, bliss, miss, boss, cross, buss*, etc. RULE: Drop one **s**. Ex. *Bas, bras, clas, cras, glas, gras, las, mass, pas, bles, ches, cres, dres, les, mes, pres, stres, tres, blis, his, kis, mis, bos, cros, dros, flos, gros, los, mos, tos, bus, fus, mus, pus, trus*, etc. [S. S. S.] Compare *gas, bus* (omnibus), *pus, this, thus*. Anglo-Saxon had *braes, glaes, graes*, etc. See the general rule, paragraf 30.

The rule applies to final *-ss* in monosyllables, but not in words of two or more syllables ending in *-ss* after *-e*, especially those having the suffix *-ess, -less*,

or *-ness*, where the single *-s*, after *-e-*, would, amid conventional spellings, look doubtful—as if it wer a plural ending (thus: *Actres*, *needles*, *greatnes*, etc.; *congres*, *ogres*, etc.). When the vowel before *-s* is not *e*, there is no ambiguity—*atlas*, *bias*, *genus*, *opus*; etc. Hence *canvass*, *compass*, *cutlass*, *harass*, *trespass*, *windlass*, become *canvas*, *compas*, *cutlas*, *haras*, *trespas*, *windlas*.

- 27 **-ue** final, after *l* or *r*, pronounst like long **u**. Ex. *Blue*, *clue*, *flue*, *glue*, etc.; *rue*, *true*, etc.; *accrue*, *construe*, *imbrue*. RULE: Change to **-u**. Ex. *Blu*, *clu*, *flu*, *glu*, etc.; *ru*, *tru*, etc.; *accru*, *constru*, *imbru*. Compare *bluing*, *gluing*, *truly*, *cruel*, *cruet*, etc. [S. S. S.] Inflections unchanged: *Blued*, *blues*, *glued*, etc. [S. S. S. **uu.**] See 5.

This rule does not apply to *-ue* pronounst as a difthong (*iu* or *yu*), as in *cue*, *due*, etc.

- 28 **wr-** with **w** silent. Ex. *Wrack*, *wraith*, *wrangle*, *wrap*, *wrath*, *wreak*, *wreath*, *wreathe*, *wreck*, *wren*, *wrench*, *wretch*, *wretched*, *wriggle*, *wright* *wring*. *wrinkle*, *wrist*, *write*, *writhe*, *wrong*, *wroth*, *wrought*, *wrung*, etc. RULE: Drop **w**. Ex. *Rack*, *raith*, *rangle*, *rap*, *rath*, *reak*, *reath*, *reathe*, *reck*, *ren*, *rench*, *rest*, *restle*, *retch*, *retched*, *riggle*, *right*, *ring*, *rinkle*, *rist*, *rite*, *riter*, *rithe*, *riting*, *ritten*, *rong*, *roth*, *rought*, *rung*, etc. [S. S. S.] But *wr-* may be kept where one wishes to avoid an apparent conflict with similar words, as in *write*, *wright*, *wring*, etc.

The cognate words in Icelandic and German hav lost the original initial *w-*. In *wright* and *wrought* the *wr-* is not original, but arose from a metathesis of the root of *work*.

This change has taken place in *root*, v. (to grub), formerly *wroot*. A.S. *wrotan*, and more remotely in the allied noun *root*, radix. It has also taken place in *rack* for *wrack*; and in surnames the *Ray* for *Wray*; *Thackray*, *Thackeray*, for *Thackwray*; *Dockray*, *Dockery*, for *Dockwray*; *Rigley* for *Wrigley*; *Risley* for *Wrisley*. And the *w* has no place in "the three R's," namely, "Reading, Riting and Rithmetic."

- 29 **-zz** final. Ex. *Buzz*, *fizz*, *frizz*, *sizz*, *whizz*. RULE: Drop one **z**. Ex. *Buz*, *fiz*, *friz*, *siz*, *whiz*. [S. S. S.] See 30.

30 Double consonant, final, namely, **-bb, -dd, -ff, -gg, -ll, -nn, -rr, -ss, -tt, -zz**. Ex. *Ebb, add, odd, cuff, egg, ell, bunn, err, burr, whirr, bass, boss, press, nett, sett, buzz,* etc. RULE: Use a single consonant. Ex. *Eb, ad, od, cuf, eg, el, er, bur, whir, bas, bos, pres, net, set, buz,* etc. [S. S. B. First and Second List as to bur and eg. [S. S. S.]

Spellings like *eb, eg, el, fel, wel, wil, buz,* etc., abound in former print.

This is a general rule. See the main divisions, with fuller lists, under **-ff, -ll, -ss, -zz**. The double consonant remains, when medial, before a pronounst vowel in inflections, as *ebbing, adding, egging, erring, netting,* etc.

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## THE PREVENTION OF TUBERCULOSIS.

by

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The disease known as Tuberculosis, Phthisis, or Consumption, altho a very grave one, is certainly a preventable one. Nearly everybody knows that if taken early it is curable, but what I want to impress on my readers at present is that it is preventable. It is a disease which can be prevented from fixing upon people—usually young people—in a way which it is not possible to do, as regards prevention, in the case of a great many other infectious diseases, for Tuberculosis or Phthisis, is certainly infectious. Thus one cannot prevent measles, chicken-pox or cancer in the same certain way in which we can prevent or ward off Tuberculosis. This immense achievement has only comparatively lately been put within our power: for hundreds of years the disease was thought to be hereditary and practically incurable. Only quite recently have we known how to protect ourselves from the Tuberculosis because only recently have we learned the actual cause, the definite source, of the infection of Tuberculosis. Nothing about it is hereditary except a predisposition to be infected. It was a great day for suffering humanity when the late Professor Robert Koch in Germany found in the year 1881 that the true cause or origin of the infection known as Phthisis was the growth within our bodies of a very minute vegetable parasite or microscopic fungus, thenceforth called the *Bacillus tuberculosis*. In popular language this is the "germ" or "microbe" of Phthisis.

Before we go any further, we might clear up the names given to this disease. Phthisis is derived from the Greek word meaning "to waste away", the Latin equivalent of which is consumption, since a wasting away of the flesh is a sign of the late stages of this affliction. Tuberculosis comes from a Latin word meaning, a little lump, because when the disease is well established we can find little masses or tumors of damaged and no longer living tissue crowded with millions of living *bacilli*.

"Lupus" is the medical name for that variety of tuberculosis which attacks the skin, and "scrofula" is a more or less chronic (long drawn out) form of Tuberculosis where the infection is working very slowly in glands and bones.

So long as we did not know the cause or origin of the disease, we could not possibly avoid anything in particular as likely to produce it. But since Koch's discovery, we know that a special kind of bacillus, gaining entrance into our bodies, lives there and sets free in them a chemical substance, the poison of Tuberculosis (tuberculin) which, circulating in the blood, saps the strength and reduces the vitality of the person or animal infected. For some of the lower animals can take Tuberculosis even more easily than human beings; the monkey, cow, rabbit, and guinea-pig can all have it severely. This fact, as regards the cow, is evidently very important, because we eat the flesh of cows and drink their milk, and it is therefore possible, in both ways to take into our bodies large numbers of tubercular bacilli.

### The Avenues of Entrance.

Broadly speaking, the bacilli can invade us thru the skin, thru the mucous membrane of the stomach and intestines and the lungs. Now Tuberculosis of the skin (Lupus) is entirely a dirt disease. That is, only unwashed and neglected skins can be infected: in a sense it ought never to be seen. Washing the skin sufficiently prevents Lupus.

We cannot quite so simply protect ourselves from being attacked thru the alimentary canal. Meat containing tubercular bacilli would certainly in the ordinary course of events be cooked before being eaten, the heat kills the bacilli if not their spores; but this does not apply to milk because so much milk is taken uncooked. Since cow's milk is the food of nearly every infant, we can see that infants run a great risk of intestinal infection if fed on the raw milk of tubercular cows. Clearly this mode of infection may be prevented only by our being sure that the cow is not yielding tubercular milk. To be sure of this is possible only to the expert called a bacteriologist, so that people nowadays usually assume that there are bacilli in the milk and proceed to "pasteurize" it, as it is called, that is, warm it to such a temperature (160° F.) that its bacilli will be killed and yet the milk not be altered in taste. Altho certain objections can be alleged against pasteurized milk, yet the rarity of its defects is not to be compared with the value of its virtues in protecting infants from having their intestines infected with the tubercular bacilli of milk. It is perfectly certain that in the past, immense numbers of infants have been so infected and there

fore handicapped in the struggle for existence. According to Dr Philip of Edinburgh, 75% of infants become tubercular in one way or another; obviously also a large number are cured later on.

But the commonest and gravest form of tubercular infection is by the lungs, which important organs become directly infected by bacilli floating in the air.

Now whereas we can wash our skin and cook our food, it is quite impossible to avoid breathing bacilli carried in the air entering our lungs. For these bacilli are practically in all places where men do congregate, but not in the air of the open country, or mountains, or over the ocean. The bacilli are more numerous according as the air of the room or building is the less frequently changed. Unventilated rooms, that is, rooms where the air is unchanged, changed every rarely, or very slowly, contain myriads of bacilli, a large proportion of which are tubercular. The ordinary dust of rooms swarms with them. Sunless rooms always have more of them than sunny ones. Damp places always have more of them than dry places.

There is, then, little difficulty in seeing to what this knowledge is leading us. We shall take into our lungs fewer tubercular bacilli the more perfectly the air is filtered as it passes into the lungs, the more we live out of doors, the more perfectly the air of our houses is changed, the more we live in the sunshine, and the drier the air is around us. But how can we escape dust? It is inevitable that it accumulate around us. Dust is composed of particles of soil and sand, of wood, clothing, carpets, curtains, rugs and all manner of materials made of animal and vegetable fibre along with epidermal scales from our skins.

Now no domestic process is more familiar to us than "dusting," which in its usual form consists of the dust on the carpet being thrown up into the air by means of a switch or broom. Falling out of the air in due time it settles on the furniture, ornaments, etc., from which it is removed by a "duster" or dry cloth and thus thrown back on to the floor again. Some that adheres to the cloth may be carried from the room that has just been "dusted." Hygienically, dust lying undisturbed is better than dust floating in the air. The ideal of a dustless room and therefore of dustless air is, outside of a surgical and operating theater, unattainable. The old domestic device of throwing wet tea-leaves on to the carpet, or wet saw-dust on to floors (as in the case of schools, halls, etc.) certainly lessens the dust-raising nuisance by making the dust adhere to the wet particles. Science has, however, provided us with a covered, rotary brush



which collects the dust instead of driving it up into the air, and still more lately there has been devised the method of extracting dust by suction—the “vacuum” method—from all sorts of materials.

Such dust as lies on hard surfaces which would not be injured by being wetted, ought to be removed by a wet sponge which, of course, can quite easily be cleaned. It need only be wrung out of water: a bacillus wet, not merely in damp air, is a bacillus imprisoned.

Out-of-doors dust is by no means blameless in the spreading of disease; there is the London sore throat caused by the bacilli in the dust blown up from the wood-paving blocks of the streets. In dry weather in the country a septic sore throat prevails when the wind blows over manure-covered fields in Spring. Recently several diseases of children have been traced to road dust raised by the draughts of motor-cars. There is a tendency now to use wall-papers, for instance, of such a smooth surface that they can be washed without being destroyed. Rough soft papers should always be avoided as able to harbor much dust and germs. But even in a room, dustless so far as the eye is concerned, a person could be made tubercular provided the air was never changed and it never got any sun.

An indoor life is much more liable to lead to tubercular infection than an out-door one; in fact, we can put it positively and say that those who live in the open air do not contract Phthisis, and that if persons who are already tubercular live in the open air they will almost certainly be cured, unless indeed their cases have entered on the incurable stage.

It is to be remarked that aboriginal tribes—Red Indians for instance—living a wholly out-of-doors life do not contract Phthisis, but not from any special immunity therefrom, for, as soon as they begin to live in the badly ventilated houses of cities they contract Phthisis more readily than the civilized dwellers.

As every one knows, tubercular patients are nowadays treated by the open-air cure which simply consists in their breathing as much previously unbreathed air as possible: the Sanatorium is the modern representative of the cave or open air dwelling of our prehistoric ancestors who spent their days under the expanse of heaven surrounded by ozone and bathed by the sun.

"Overcrowding" is the great cause of tuberculosis in cities, and overcrowding really means, (1) too many people for the available space, (2) poverty and (3) its attendant imperfect nutrition. It is this low nutrition and depressed vitality that is the so-called predisposing cause of Phthisis.

No doubt it is true that the microscopic bacillus is the real or physical cause of the infection, but there is the susceptibility to be infected, the constitutional weakness or predisposition.

The predisposing cause—lowered vitality—is a real thing; for vitality is a real thing, and in this connection it means power to resist infection, therefore reduced vitality means lessened power to resist infection.

Certainly we have to recognize the kind of soil as well as the kind of seed. But as acorns will give rise only to oaks, so the bacillus tuberculosis will give rise only to Tuberculosis; and just as acorns will not germinate on a dry rock, neither will the bacilli of Phthisis multiply in perfectly healthy and, therefore resistant tissues.

It is this factor of resistance to disease which is so exceedingly important; healthy tissues are resistant to, refractive or inert towards the bacilli of Tuberculosis: were this not so, we should all be tubercular in very early youth.

Some of us inherit constitutions more resistant than others; but supposing that our inherited susceptibilities were all equally slight, those who lived out of doors would strengthen and those who lived indoors would weaken the natural resistance toward the bacilli of this disease. Of course, out-of-doors the chances of infection are infinitely small as compared with those indoors.

There seems to be no doubt at all that tubercular bacilli flourish best in air which has been breathed over and over again, that is, has practically not been changed. Ventilation consists in the coming in of fresh air and the going out of impure air without causing a draught, and a draught is the carrying off of one's bodily heat by moving air at such a rate as to be unpleasant and, it may be, injurious to the health.

When a couple of thinly clad, over-heated dancers leave the ball-room and stand on the door-step on a frosty night they do not complain of a draught, and if they do not stand there too long they will not get any harm; but if a person who was not at all hot were to stand beside them in equally thin clothing he would almost at once complain of a draught and say he was being

"chilled to the bone." He has far less heat to lose than those who have been exercising themselves. Now a draught by taking away heat lowers the resisting powers of the tissues to any kind of infection. A draught is local cold produced by cold moving air; but local cold produced in any fashion would lower vitality just the same.

Pasteur proved in a very interesting fashion that local cold could predispose to a general infection. He had a certain strain of the microbes of fowl-cholera of such lessened virulence that they did not affect a healthy bird, but if he inoculated them into a healthy bird whose feet had been kept for some time in cold water, it took the disease in quite a serious form. Cold, in all except quite slight degrees, depresses vitality. It is cold that mankind wishes to avoid. People do not prefer bad air to good, but they do prefer warm air to cold—however much "hatless brigades" and other schools of cheerful sufferers desire to persuade us to the contrary. If it comes to a choice between bad, warm air and good, cold air, the former is almost always preferred. Thus it happens that Tuberculosis is exceedingly common in such windswept but cold places as the Islands of the Scottish Hebrides and Newfoundland, where the fisher-folk in the winter shut themselves up in cottages tightly closed to "keep out the cold." Here they live quite warm in air continually re-breathed and otherwise polluted in which the bacilli of Tuberculosis multiply exceedingly. Altho, then, the inhabitants of these and similar places are surrounded by the purest air on the globe, they are suffering from Phthisis to an extent truly deplorable.

All windows should be made to open from the top, and the upper sashes should be accessible by means of rope-pulleys. If there is a fireplace in the room it should never be blocked by any obstruction—sack, "damper" or any other device emanating from below. An open chimney ventilates a room even when no fire is burning, and, of course, more in windy than in still weather. No one should ever sleep in a room which does not in some way or other communicate with the open air. Architects should be implored to give a little more attention to the ventilation of private dwellings. The problem of the ventilation of large buildings seems solved, if we may judge by the admirable system installed in the Chateau Laurier Hotel at Ottawa.

Now not only cold, (exposure), but insufficient food, (poverty), great fatigue, mental worry, or debilitating emotions and the having had certain other infections, notably Influenza and Pneumonia, all predispose to tubercular infection.

Hence persons who have been under-fed, children imperfectly fed, persons who have undergone prolonged strains—nursing for instance—or who have just had a severe illness are sent into the country to get plenty good food, complete rest and fresh air and sunshine.

The good food fortifies the natural resistance to Tuberculosis, the fresh air gives the ozone which cannot be got indoors, the rest re-vitalizes the nervous system and that of itself increases one's resistance to infection, and finally the sunshine is an antiseptic or destroyer of germs.

One exceedingly important precaution against tubercular infection is to avoid being a mouth-breather. By mouth breathing we short-circuit the germ laden air into the throat and tonsils, voice-box and lungs, a very fruitful source of infection of these parts. In normal breathing the germ-laden air has to travel over the moist, warm, mucous lining of the nasal chambers, on which it deposits its dust and bacteria and where it is warmed to the temperature of the body.

In consequence of the infection of the tonsils and throat, the lymph-glands in the neck become involved ("strumous" glands) and when they break down they have to be cut out, which leaves an ugly scar in the neck.

Now some one may say: "Well, this is all very unfortunate, but could it not be avoided if we could destroy all the tubercular bacilli around us?" Quite true; no matter how susceptible to Tuberculosis people were, they would not get infected if there were no bacilli; but seeing that these are omnipresent it is a practical impossibility to kill them all off.

Luckily we can, however, control some of the sources of supply of these micro-organisms. In paved cities one source of supply is the drying of the sputum from infected persons, sputum expectorated on to the stones which has dried and allowed its bacilli to be wafted about by every wind that blows. Until floating in the air, the bacillus is powerless for evil. The sputum of all persons suffering from pulmonary consumption should be received in some sort of receptacle which can be burned in a fire or furnace. Nothing short of complete cremation can put an end to tubercular bacilli; hence the corpses of persons and lower animals dying of Tuberculosis had better be burned; at least this is best in the interests of the living. Indeed, we might put an end by fire to very much more of useless, dirty, worn-out material than we do. It is far too much the habit of the lower orders, in England at any rate, to wear

the cast-off clothes of the upper classes rather than a costume suited to their occupation and surroundings. They begin in fact with dirty clothes and make them dirtier: clothes made of strong and washable material adapted to the requirements of working people would be very much better.

We are now in a position to summarize what we have learned about Tuberculosis and its prevention.

The disease, which may be chronic or acute, and may attack every organ of the body, has, as its physical cause, an extremely minute vegetable, a parasite fungus, which can live in the tissues of man, provided they are susceptible or debilitated.

The most resistant constitution can be made susceptible by underfeeding, improper feeding, feeding it with milk containing the bacilli, living in sunless, ozoneless rooms, sleeping in unventilated rooms, working in imperfectly ventilated factories, etc., or by having had a serious illness. "Overcrowding" is the term given to the disadvantageous social conditions just named.

The sources of supply of the bacillus tuberculosis are—the milk and flesh of tubercular cows, the corpses of all animals and persons dead of Phthisis, and the dried sputum of tubercular patients.

The distribution of the responsibility in the precautions which may be taken against this so called "white plague" may be stated under the following headings.

### **Personal or Individual, Domestic, Municipal and National.**

The most important *personal* precautions are general cleanliness and breathing thru the nose.

As regards *Domestic* precautions, we could mention covering all our milk and cream, if necessary "pasteurizing" milk, dusting either by some wet method or by covered brushes or by the vacuum method. Under the domestic heading would also come, opening windows from the top, seeing that no fire-place or chimney is closed, and always sleeping in a room which communicates with the outer air.

*Municipal.* The inspection of all food-stuffs especially of milk, the seizure and cremation of all tubercular meat, the

keeping of cows, horses, etc., in well ventilated, well lighted, clean places; the inspection of schools, public halls, churches and railway carriages; the enforcing of regulations against spitting in the streets, etc., the provision in hospitals for cremating all tubercular sputum.

The Municipality would have to permit the erection of no buildings which were not efficiently ventilated and heated.

*National.* The subject of hygiene to be made a subject of instruction in Secondary Education, children to be got to understand that air is as real a thing and as easily contaminated as food or drink. The Nation would have to ensure that architects during their training were compelled to study the problems of ventilating and heating all sorts of buildings, small private houses as well as schools, halls, theaters, and churches.

The erecting of Sanatoria either as a municipal or national matter is, of course, more a curative than a precautionary measure. Fewer Sanatoria would be needed were more intelligent precautions taken individually, domestically, municipally, nationally.

19th April, 1913.

## EDUCATIONAL OPINION.

### **The Presbytery of Wallace, Amherst, 23rd March, 1912.**

As a Presbytery and as individual representatives of the Presbyterian Church, we view with alarm the grave falling off of the numbers in our public schools studying the classical languages, especially Greek. This presents a state of affairs that affects most intimately the numbers and standing of our ministry. We would therefore urge that more facility and encouragement be given for the study of these branches in the High Schools and Academies. The regulations of our Church require a knowledge of Latin and Greek for entrance to our Seminaries that train young men for the ministry. The University where he is prepared for the Seminary, naturally does not afford opportunity to a student to begin these studies. The place for him to begin them is in the secondary school. Our church is therefore most deeply interested in the question of securing a larger place for these studies in these schools of the Province.

If permitted, we should like to say further, that, viewing the matter without regard to our Church, the classical languages as the basis of a liberal education should, in our judgment, have more attention paid to them than is the case in the public schools of our Province at present.

### **The Advisory Board of Education, N. S.**

The Board wishes to express itself as in perfect accord with the views stated in the above communication. It is but right however, to say, that while there has been a lamentable falling off in the number of students in our high schools who, according to our educational statistics, study Greek, there has been a gratifying increase in the number who take Latin. The study of Greek does not appear to be receiving in some of our Academies and High Schools the attention which the position of these schools and the importance and value of this study to certain class of our students demand. The advantage to be derived from the severe training which the study of Greek affords should not be denied to those who are capable of benefiting by it; and in the case of those who intend to take up this subject, the acquiring of the elements of the language should not be put off until the student comes to College, for then his mind should be free for the prosecution of more advanced study.

**From the Education Gazette, Capetown, 14th Dec., 1911.**

Professor Hoernle, in his attempt to reach an unprejudiced estimate of the place and value of classics in practical and modern education, takes up the following points: "(1) in what lies the educational value of Classics at their best? (2) Does the amount and manner of what goes at present under the name of "Classics" in our schools and colleges secure a profitable proportion of this educational value? (3) If not, must we discard Classics altogether, or is there a better way of teaching them so as to retain them as a valuable element in education?"

He reaches the following as his main theses:

(1) That the real educational value of the Classics lies in the thoro knowledge and enjoyment of ancient philosophy, history, literature and art.

(2) That the linguistic studies have little value except as a preliminary to this appreciation of the masterpieces of the ancient mind.

(3) That all who never get beyond the linguistic stage, or whose classical education remains mainly within the linguistic stage, miss all that makes a classical education worth having.

The paper well deserves the attention of teachers, the writer's attitude being illustrated by many new and freshly stated arguments. He recognizes that we have to readjust our view of the subject and our methods of teaching the classics to the needs and ideals of modern invention and discovery—in a word to the progress of science. These factors have necessarily brought about great changes and in education have made great inroads on the students' time and energy. He maintains, therefore, that it is necessary to give up the classical languages in order that we may re-introduce classical culture; and he asks: "Can we retain the substance and sacrifice the languages?" This he believes is possible; and to his mind the proof is that our religion rests on a translation, the original of which not one in a hundred Christians can read.

In conclusion Professor Hoernle offers his remedy for classical education in the following words: "Let us drop the languages, but let us continue and increase the study of the masterpieces of Greek and Roman writers in the best translations which our scholars can furnish. Let us add the study, in picture or cast, of works of art, and, above all, the study of the history and thought of Greece and Rome, taught so as to make clear their significance for the general world-history, and their living influence on present-day civilization."



## SECONDARY EDUCATION IN ENGLAND.

From "Everyman," October 25th, 1912.—By the Editor.

Amongst the many problems which force themselves on the attention of EVERYMAN, that of Secondary Education Reform is entitled to a front place. There are few national activities in which drastic changes are more urgently needed. There are few subjects about which it is necessary to clear up our thoughts and to speak out the truth.

And there is probably no man living better qualified than Mr. A. C. Benson to open a discussion. The eminent son of an illustrious father, who was himself a headmaster of Eaton before he became a Primate of England, Mr. A. C. Benson, also a former master in the same school, and at present a tutor and lecturer in Magdalen College, Cambridge, has a personal and intimate knowledge of the educational organization. That a man who has thus inherited the public school tradition, who has been imbued from childhood with the classical spirit, and who is pre-eminently a man of balanced judgment and of Conservative instinct, should rise in rebellion against the old system, is indeed a sign of the times.

From the first to the last, Mr. Benson's Introductory paper is a protest against the monopoly of the Classical Languages, against the system of classical compulsory feeding, which forces Greek and Latin down the throats of reluctant and refractory schoolboys. He convincingly shows how the present tyranny sacrifices the vital needs of an overwhelming majority to the literary luxuries of a few chosen prize boys. He shows how, as an ultimate result, the present conditions deaden the intellectual curiosity of the average boy, and how they inevitably transform the public school into mere athletic gymnasia and into fashionable boarding-schools.

To put an end to an effete system, Mr. Benson suggests the substitution of a civic education by the State. Most reformers will agree with him that there lies the true remedy. For what is wrong in the public schools is not only what they teach or what they fail to teach; what is wrong is the spirit and the atmosphere of the schools themselves. What is wrong is that they are not really, as they call themselves, "public schools," but "private" schools, the schools of a caste, controlled by a "Trade Union", schools which are an appendage of the Anglican hierarchy and of the squirearchy.

There is no reason why in the schools of the future the study of the classics should be abandoned for the study of purely utilitarian subjects. Indeed, I am convinced that classical culture is the first to suffer from the classical monopoly; in the reformed education of to-morrow, the ancient humanities will

be better taught than in the present-day public schools. Mr. Rouse, in the suggestive paper which follows up Mr. Benson, shows how the classics could be taught without detriment to modern subjects, and could be brought into relation to present day life.

## THE BANKRUPTCY OF SECONDARY EDUCATION, (ENGLAND).

By A. C. Benson.

### I.

I have often thought that of all the unfortunate names for harmless and necessary things the title of Secondary Education is the worst; it overwhelms the mind with a sense both of dullness and unimportance. As a matter of fact, it is not a name for a definite thing at all; it is simply a kind of *et cetera*, a rough designation for all education that cannot be defined as Primary.

It is this weltering mass of curricula, utilitarian aims, intellectual ideals, traditions, authorities, monopolies, that need organizing and co-ordinating. It is not a Augean stable at all, but it is a scene of misunderstanding, futile collision, dull obstruction, reactionary prejudice. It is time for the State to lay down a plan of *civic education* for that is what the absurd confusion is aiming at; to say what the average citizen is to be taught, and at the same time carefully to safeguard and foster special aptitudes and intellectual abilities.

### II.

Now, in the present chaos, intellectual ability is very fairly provided for, and the rest of secondary education is ruthlessly sacrificed to provide for that. The victims of secondary education, the boys who come off badly, are the average boys. They, as a rule, are put to work at things only suited for boys of special ability; and the excuse is made that it is necessary to maintain a high ideal of intellectual culture. Secondary education is, in fact, a monopoly, and it is in the hands of what is really a Trades' Union, which is none the less tyrannical in its exercise of powers because that power is not consciously applied. The teachers are drawn from the men who have been brought up under the old system, and they are naturally only capable of teaching the subjects they have learned. Thus the system gets automatically perpetuated, because there is no organized pressure to make the teachers reform their aims and methods. This pressure can only be applied by the State, because the parents who have themselves suffered under the established system have no clear idea what they want, altho they have a very clear idea that they have been inefficiently taught.

If we track the evil to its source, it is probably the older universities which are responsible for the worst of the confusion. They impose on the public schools a certain curriculum by maintaining compulsory classics; that affects the public schools, and the other schools to a great extent follow suit. A classical education is a thing for specialists. Boys of real literary and linguistic ability can be effectively trained in the classics, though even so the best classical education is a very incomplete thing, even from the classical point of view, and leaves wide tracts of literature unexplored. But for the average boys, the classics, taught grammatically and on literary lines, provide a very elaborate and wasteful method of taking up the time of boys, obliterating their intellectual curiosity, and leaving them with no residue of efficiency or interest.

The ordinary man, when he comes to take his place in the ranks of wage-earners, ought to be able to write and spell his own language accurately, and to be able to express himself clearly in English; he ought to know something of our great national literature, including the Bible. He ought to be able to calculate in arithmetic rapidly and correctly; he ought, if possible, to be able to read easy French, and even to write it; he ought to know something of the world's history, and of its present conditions; to have a good knowledge of modern geography, and of popular science. He would then be a soundly educated man.

### III.

How much of this is attained by secondary education? Very little, indeed, it must be confessed. It is an ample curriculum for ordinary minds, and if, at all firmly grasped it would produce a thoroly efficient man.

But the effect of the curriculum, as it is administered, is to produce a certain number of able boys, and to leave the mass both inefficient and uninterested. The real deficiency is the total lack of acquaintance with modern conditions, ideas and problems; and if we are to hold our own in the competition of nations, if we are to retain a foremost place, we must bring up our citizens to be efficient, and to know what is going on. We cannot allow a classical ideal of culture, not understood or felt or attained by most of its victims, to thrust all these urgent and complicated questions into the background.

Of course, it is true that much depends upon the personality of teachers; a good teacher can do more with a bad curriculum to make minds active and alert, than a bad teacher can do with the best curriculum. It is the effect of our many good teachers, trained in numerous instances on classical lines, which conceal

from us how ill adapted the whole system is to educate ordinary minds. But if the universities would set the example of modernising the curriculum, giving more alternatives and higher standards, good teachers, trained on modern lines would very soon be forthcoming.

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### HOW TO SAVE THE CLASSICS.

[By W. H. D. Rouse, Perse School, Cambridge, England.]

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#### II.

My own idea of what is wanted is a scheme which shall include, as far as possible, all faculties of body and mind; the scheme as a whole, and each part of it, beginning with bodily action, and leading up to mental action, moral habits being formed at the same time by the process. I would include not only natural science, of such kinds as are suited to the young, but a large proportion of literary training, and this for two reasons: first, because this alone teaches how to express what is in oneself, and secondly, because this alone reveals to us the best thoughts of others. And I would include not only modern languages, as the gate to knowledge of our fellow creatures, and sympathy with them, but ancient languages, as the key to the past on which our present is built up.

Foreign languages, indeed, are indispensable, if we are to learn to see what our thoughts really are; and Greek and Latin are indispensable, because modern languages are too like our own to give the searching analysis which is necessary to full knowledge. The practice of expression in Greek or Latin is indeed invaluable, because these languages are so direct and simple that we must say exactly what we think, whereas modern languages are all cumbered with verbiage and dead metaphors which obscure thought. But to attain this end, Greek and Latin must be taught naturally, both by speech and writing, so that the learner may truly express his own thoughts; and by this means he will naturally attain to an understanding of ancient literature, which contains, in compact form, stores of wisdom and close observation of human nature.

#### III.

It is here that I venture to differ from Mr. Benson. I agree fully that the end is not attained by the common grammar and case-exercise grind; but I know that it is attained by the natural method of speech. And so taught, they are accessible not only to the clever boy, but to those of moderate ability.

Hence I plead for classical study, but I ask only for a very moderate allowance of time, which will leave enough for English modern languages, and natural science, those modern subjects so dear to this generation. This study is, indeed, peculiarly needed now, in an age of materialism and sentiment, for they represent the ideal, and they deal with real human feeling, not with sentiment or humbug.

### SIR W. OSLER ON CLASSICAL EDUCATION.

[From the Journal of Education, London, Nov. 1st, 1912.]

Sir William Osler, in his speech at the opening of the new Science School at Bradfield College, discussed classical education from the point of view of the scientist interested in the training of future students of science. He believes in Latin and Greek for such boys and thinks they ought to be able to get as far in the study of those languages as they need go by fifteen or sixteen. They might then devote themselves mainly to science for the remaining two years of their school life. This seems to us very much like laying a foundation with the intention of building nothing on it. Such boys would give up the study of the ancients just as they were reaching the most fruitful part of the course. They would toil thru the mists at the bottom of the mountain with no hope of ever breathing the invigorating air of the summit. Only the ablest would ever attain to Plato or Thucydides; most would only drudge thru Caesar and the "Anabasis." A classical course which ends at sixteen is a trunk without leaves or fruit. Of modern languages for budding scientists the speaker said nothing.

### From the Educational News, England.

[November 1st, 1912.]

*"Going, Going—Almost Gone."*

So may we paraphrase the recently issued Report prepared by a Committee of the Scottish Classical Association on the teaching of Greek. Statistics have been obtained which prove that there is a decrease of 38 per cent. in the number of pupils beginning Greek within the last five years; also within the same period there is a decrease of 40 per cent. in the number of pupils studying Greek. Such facts may be a real cause of despondency to the members of the Classical Association, but not necessarily to others who are eye to eye with the Department when it insists upon science and drawing for all its intermediate curriculum. A generation of examinations has produced, as perhaps many of our readers know to their cost, a severely

practical race which will undertake nothing without a clear end in view, usually an end to material advantage. Can we blame candidates when cognizant of the equalizing marks given for Greek with those of French and German in the competition for bursaries, they turn their attention to either of the living in place of the dead language? And why should it be so? Because in languages as in much else the living counts for more than the dead. The paralytic touch of the grammarian has done much to kill the life of the study of the Classics—especially Greek. Poetry is too often studied for grammar's sake, and for meter's sake, whilst the poetry and the poet have hardly a glance.

### FROM THE CHEMIST AND DRUGGIST.

[London, England, 8th July, 1911.]

Greek has gone and Latin is going. A generation ago no self-respecting University granted the degree of M. D., unless the candidate had a knowledge of Greek, to-day Greek is rarely heard of, it was quietly elbowed out many years ago. Latin will soon go the same road, and a generation hence our successors will simply smile when they read of the years during which pharmaceutical students "swotted" in their efforts to pass a stiff examination in a dead language that was of little practical use to them. Very few prescriptions are written in Latin to-day (I refer especially to the direction for use), but even if they were all written in that language, a few months grind would be ample to get up all that is required to translate the "dog Latin" that has always been characteristic of pharmacy. There would be some sense in making the study of Greek compulsory, for 99 per cent. of new technical and scientific words are taken from that language, but no such excuse exists for learning Latin, which is as extinct as the dodo. Mr. Gilmour need not blame the Scottish Education Department, for in taking Latin out of the elementary school curriculum that body is simply following the inevitable tendency. There is practically no demand for Latin, and sooner or later it will follow Greek in being made an optional subject in preliminary examinations, just as it now is in most of the modern Universities.

### PUBLIC SCHOOLS AND SCIENCE.

[From the Journal of Education, London, Nov., 1912.]

THE MORNING POST devoted a column recently to the revised time-table at Harrow. We see many changes of undoubted importance and value—e. g. increased attention to English literature—but either the writer of the article or the

new curriculum shows a failure to realize the legitimate claim of science to contribute to the intellectual life of boys and men of the present century. We hope that the neglect of scientific studies is more apparent than real, otherwise the nation will continue to suffer from the inability of Cabinet Ministers and Permanent Secretaries to undersand modern civilization.

### IN SOUTH AND CENTRAL AMERICA.

(From U. S. Bureau of Education, Bulletin, 1912: No. 30. pp. 132-4).

In general it may be stated that the study of ancient languages in Spanish America has been eliminated. The few exceptions, which will be considered later, do no more than emphasize the rule. At first thought it is a subject of wonder that nations whose common speech is descended in direct and unmixed line from the Latin, the great learned language of Europe during so many centuries, should have relinquished this together with the remote classic tongues of antiquity. One would suppose that racial pride, to say nothing of philological reasons, would have constrained the Neo-Latins of the New World to retain the subject very generally, and even to foster it more jealously than is done by Anglo-Saxon and Germanic nations. School tradition, too, should have aided the cause of Latin, to say nothing of Greek. Custom is almost as dominating in the school as law and religion, and Iberian tradition was and continues to be strong in favor of the retention of the ancient classical languages. But notwithstanding reasons of kinship of speech, pride of race, and scholastic tradition, Latin, as well as Greek, has almost wholly disappeared from the curricula of South and Central American educational institutions.

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The outcome of the struggle was the entire elimination of Latin from State-supported and subsidized schools, and when it was no longer required, or even "credited" for the baccalaureate—a State conferred degree—it naturally disappeared from the private schools as well. Latin is not included in the curricula of secondary schools, much less in primary, in any of the following countries: Argentina, Bolivia, Chile, Costa Rica, Cuba, Ecuador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Salvador, and Uruguay. Haiti and Colombia maintain two classes of secondary schools, the classical and the modern. In his last report the Minister of public instruction of Colombia, although agreeing to the retention of the classical school, urges further development of the

modern. Some Venezuelan high schools offer courses in Latin, but the studies are elementary, embracing only the rudiments of the grammar and simple translation. In some countries it is positively forbidden by law to teach the subject in schools. Exception is always made of the *seminarios* for the education of priests. The disappearance of the classic language was not always effected without a contest. Aside from the clerical influence many educators trained under the old system recognized the value of the subject in any scheme of education and fought valiantly for its retention. Some States wavered in their policy: under one regime it was abolished; under another, restored; only to be cast out again when its opponents returned to power. Argentina fluctuated many years in her policy; Uruguay but recently discarded the subject.

### FOREIGN LANGUAGES AND SCIENCE.

[From an address delivered at the opening of the new engineering laboratories of the Municipal Technical Institute, Belfast, on November 24th, by Prof. John Perry, F. R. S., of the Imperial College of Science and Technology, London, England.]

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Do you know why those clever experienced National Scholars and others of which I spoke just now—do you know why they come to us in London? It is because the Royal College of Science is the only college of high rank in Great Britain where these men can pursue their studies. If they can write a decent letter; if they can write in fair English an account of anything they have done or seen, that is enough to secure admission. We give them chances of learning French or German free of cost, but they can get the highest honors which the college has to give without a knowledge of these languages.

There is not one college of university rank in Great Britain which these students can enter unless for a time they cease the studies they love, to work up Latin and French or German merely for the purpose of passing a matriculation examination. Now just as there are great classical scholars who cannot comprehend Euclid, so many of the men who most incline to the study of natural science hate Latin and Greek, and indeed, all other languages than their own, and the study of these languages ought not to be forced upon them.

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In a university there are always many schools, and every student ought to pass an entrance examination. Now I wish to direct attention to the fact that the authorities of modern universities have forgotten the object of entrance examination. It is simply to test whether a man is likely to benefit by any of the courses of study. Four hundred years ago all lectures were in Latin, all books were in Latin; unless a man knew Latin he could not benefit by any of the courses of study, and it was right to reject him; there was a commendable custom at some Oxford colleges that if a student spoke one word of any other language he was fined. Then at the Renaissance Greek was made obligatory, and geometry for students who had to follow certain courses of study.

And now, when all lectures are in English, when our English literature is greater (if we include translations) than any other literature that has ever been, we still make a knowledge of Latin and Greek compulsory.

The Queen's University of Belfast is intended for the education of men who intend to enter professions connected with politics, divinity, law, education, medicine and surgery, economics, literature, and engineering. In almost all cases a knowledge of Latin, and in many cases a knowledge of Greek or of one or more modern languages, and above all a university degree are essential for professional qualification.

No one, therefore, can object to obligatory Latin and other philological subjects being required from the greater number of the existing students of Queen's University, which has been so eminently successful in preparing men for some of the above professions. It has been so successful that people forget that the general higher education of the community is being altogether neglected, the general culture of professional men is being neglected; and in the case of professions involving applications of physical science, the numerous branches of engineering, useless obligatory subjects are insisted upon, so that for these professions the university is a harmful institution.

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The greatest of your professional men passed thru school and entered college with the smallest possible acquaintance with natural science; their university course involved very little study of natural science; that course was so narrow that, although we hear such men talk of their love for literature they take no pleasure in reading Skakespeare or Jane Austin or Goldsmith or Dickens, and they take no interest in those applications of science which are transforming the world. Now I con-

sider with Sir Norman Lockyer that the study of natural science is as important a line of defense of the British Empire as our Army and Navy.

And yet all the most expensively educated clever men are ignorant of natural science. In several papers and speeches I have pointed out the great loss which the country feels on account of this and the absence of breadth of culture and mental power which are due to it. However harmful the present university standard may be to clever men, it is even worse for the average man, because all our secondary schools train boys as if they were going to a classical university. The average boy represents more than 90 per cent. of all the boys in the higher schools. I say that he is capable of the highest kind of training; you may make him fond of books, and he will then educate himself until he dies. You can put him in the way of being fond of English literature, of writing good English; of easy computation; of recognising the significance of scientific discovery; of being proud of himself; of having confidence in his reasoning powers. He will not then readily let his emotions be played upon by an eloquent foolish speaker, and he will not easily be deceived by a quack of any kind. You can make him a well-educated man, fit to be a citizen of Belfast, to take scientific charge of a business that he likes; but, once for all, understand that it is not thru Latin or Greek or academic mathematics that you will develop his mental powers. At present Latin is the curse of his young life.

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I have been during my life several times all over the globe, and wherever I have gone I have found numbers of *average English public-school boys* who were fitted by their training for no job but that of a hewer of wood and a drawer of water; children of Gibeon they are, and so they must remain. The last time I was in Winnipeg I had strong evidence of the poor reputation of the numerous gentlemanly young Englishmen who were trying to make a living in Canada and the United States; whereas the sons of poor parents coming from schools where they were taught only English subjects and how to compute were thought to be starting on brilliant careers.

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Training in natural science, laboratory work in drawing and in computation, is the very best method of development of the reasoning faculties. It is good for the boy who is called clever; it is the only possible method for the average boy. The civil engineer has but little theory; he needs but little knowledge of mathematics; but of all men he ought to be most intimately acquainted with the fundamental principles of science. He has few formulae or fixed rules; judgment and experience

enable him to see his way to the solution of problems of great complexity, so that he needs to have his reasoning powers developed more even than the electrical or mechanical engineer, who has very definite rules to guide him in his professional work.

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There are now quite a number of secondary schools in England and Scotland which provide science colleges with just such intelligent students as they want. Our unscientific rulers have given an Intermediate Board to Ireland which takes care that there shall be no such schools here. Nearly all the great English public schools have made a vigorous attempt to give the kind of education which is needed, but unfortunately the movement languished because it is opposed to all the traditions of such schools, and there are things like Latin which no school-master will part with. This is the reason why the modern sides of the English public schools are such failures.

### REAL EDUCATION—AND NO HOLIDAYS.

[Extract from English "Review of Reviews" July, 1912.]

"But what will the impatient school boys and girls think of the next feature?"

One of the most important articles of the creed is the recommendation of the twelve months' school system to the attention of the taxpayers and other educators. Mr. Wright refers to our present system as a traditional survival from the days when our forebears required the help of the boys and girls in the farm during the summer season. To-day the growing demand for vacation schools proves that no real need exists for the long idle summer vacation. In our own day, when the school is no longer regarded as a preparation for life, but is recognized as being life itself, the long gaps of time seem entirely superfluous, and the misguided undirected vacation a real loss. School is no longer a mere grind over texts, but a replete with incentives to activity. It is the child's social center, harmonized to meet the developing needs of his own nature wherein he lives among his peers in his own little world. In these schools the discipline practically takes care of itself. It is his natural environment in which everything has been arranged on a basis of appeal to his native tendencies. The dawn of every instinct has become the creation of the child's real world, wherein everything is his own tangible, appreciative possession. It is the goal to which he turns instinctively in the morning and to which he goes eagerly and earnestly. His attitude towards it, in these schools, is a revelation to the visitor who watches his absorbed interest in every detail of

his work, which he approaches almost reverentially and without coercion of any kind. Is there any excuse for turning him out of this environment during three months of the year? Moreover, three months vacation means that thruout a twelve years' course grade and high school, the child loses thirty-six months or three full years of the most valuable time of his life.

### OHIO'S LARGEST CONSOLIDATED SCHOOL.

From the *Farmer's Advocate*, London, Ont, 31st Oct., 1912.

Jackson Township, Pickaway County, boasts of being the largest centralized school district in the State, comprising as it does an area of over sixty square miles. A new school building, costing over \$30,000 was recently dedicated by the people of the township. It has eight rooms, an auditorium, a chemical and physical library, and an office for the superintendent. Scientific apparatus and books for the library have been purchased to the amount of \$500.00. The building is equipped with running water and all other modern conveniences, including sanitary drinking fountains. A gasoline engine is used to pump the water supply. Eleven schools in the township have been closed by centralization. The buildings have already been sold at auction, as the people have no idea of ever returning to the old system. Two hundred and twenty-five pupils are already enrolled in the school, thirty of which are in the high school. Ten waggons are used to haul the pupils to and from school. Excluding the cost of the high school, the expenses are less than under the old plan. J. H. Cook, Jr., is the superintendent.

### SUGGESTIONS

as to what the schools should teach respecting the different races of mankind.

1. The School could point out that a peculiar skin color and uncommon features have no relation to character or to intelligence, and it could encourage its pupils to be courteous and respectful towards members and the customs of all races.
2. The School could point out that difference in civilization does not, as is often supposed, necessarily connote either inferiority or superiority.
3. The School could point out the irreconcilability of the contention prevalent among the various peoples of the world that *their* customs, *their* civilization, and *their* physique are superior to those of other peoples.
4. The school could point out that each people should study sympathetically the customs and civilizations of other peoples; that even the lowliest civilizations have much to teach and that every civilization should be revered as having deep historic roots.

5. The School could point out that the customs and ideals of members of other races are as dear to them as ours are to us, and that they deserve as much respect from us as we should like to claim for ours.

6. Finally, the School could emphasize the solidarity and inter-dependence of mankind and the beauty and duty of a fraternal attitude towards all human beings.

### LEST WE FORGET.

#### TO THE EDITOR OF SCIENCE:

The new administration, with democratic majorities in both house and senate, was entrusted with power in the belief that it will be responsive to the needs and demands of the people. But in the various programs suggested for the amelioration of present-day abuses nowhere has any mention been made of the early adoption of the metric system as an obligatory system in this country, accompanied by the destruction of the old systems. The writer has reached that second childhood when, at the request of his children for aid in doing their "sums," he must again wade thru the chapters in the arithmetic devoted to the various tables of hodge-podge units, and he realizes, as never before, the truth of the statement that the whole thing is "a wickedly brain-destroying piece of bondage under which we suffer."

To see young minds eager for the study of live subjects forced to work hundreds of useless problems in this treadmill of heterogeneous dead and dying units is enough to rouse the ire of anyone against those selfish interests which are blocking the way to reform.

When we consider the situation candidly we must acknowledge that the matter is one of extreme importance. A great part of the under-weight and false-measure frauds are directly due to our confused system of units, and on the adoption of the metric system under such protective regulations as are in force in Germany, for example, a tremendous saving would be effected in the cost of living to wage earners especially. Can not all scientists, who understand so well the merits of the metric system, rouse themselves and make a strong effort to have the bill passed which has been before congress for many years, backed by the various government bureaus and reform leagues? It took thirty years to obtain the parcel post; must we wait that long? Or can we not make a long pull, a strong pull, and a pull altogether, and get it thru next winter.

**A. H. Patterson**, University North Carolina,  
Chapel Hill.

From Science, New York, March 28th, 1913.

## The Cadet System in Schools.

There are Canadians who object to the introduction of cadet drill into the schools because they think it develops a spirit of militarism. Experience has proved that this view is incorrect. Boys thoroly enjoy cadet work without any direct consciousness of its relationship to war. The boy thinks only of the immediate effort, the immediate discipline, and the immediate enjoyment, and not of any ultimate and distant possibility. This well known psychological principle has a most important bearing on the whole question of the desirability of introducing cadet work into the schools.

It should be remembered in this connection that soldiers do not cause war. Grave dissentsions between nations result from differences between the political and financial leaders of different countries, not from anything the soldiers of the rival countries say or do. The soldier is not the war-monger. He is more likely to become the war-victim.

There are men who attack those who advocate cadet work in the schools, and who charge them with approving of "conscription." This charge has absolutely no foundation. The cadet system is a rational substitute for conscription. It avoids all the evils of conscription, and it developes the best elements of human power and character, while at the same time it secures all the supposed advantages of conscription in the most natural and the most thoroly effective way. Those who attack the principle of universal training are evidently not aware of the fact that the law of Canada now recognizes the principle that all men, with comparatively few exceptions, are responsible for the defense of their country. Between the ages of eighteen and forty-five, inclusive, men are now, by law, liable to be called upon when necessary to do military service in the defense of their country. There is no logical basis for good citizenship but the one that recognizes a man's duties to his country. There is no proper system of training in citizenship that does not make all children—girls as well as boys—conscious of their responsibilities as individual units in their country. Boys should understand that they will become responsible for the defense of their homes and their country when they reach the age of eighteen. They should be trained to use their influence to avoid war; but the fundamental principle is that they are liable by law to give their services to defend their country when necessary in return for the privileges they enjoy as citizens.

It is an indefensible moral ideal that a man should enjoy the many rights of citizenship without recognizing his responsibility for the duties of citizenship.

The advocates of a Cadet System do not wish any change in the law which makes every man between the ages of eighteen and forty-five years responsible for the defence of his country. They do, however, regard it as a grievous mistake to make all men within these age limits liable for military service, as the law now does, without providing in some way for their training in order that they may be able to render efficient service without the terrible sacrifice of life that would naturally result from the vain attempts of masses of untrained men to perform the duty required of them.

Universal liability for defense service is unquestionably right. This being true, it clearly follows that all men should, in some way, be prepared to perform the duty laid upon them by their country. The country that demands universal service without providing some adequate system of universal training for the men on whom it properly lays the duty is culpably negligent.

The question to be solved really is: What is the most effective and most economical system for giving universal training?

The Cadet System has the following merits from the national standpoint:—

1. It is given at a time when lessons learned by operative processes are never forgotten. Drill is an operative process. Operative processes are not recorded in the memories, but in the lives of students.
2. It costs the country less to train the coming citizens in the schools than in any other way.
3. It interferes with the ordinary duties of men less than any other possible plan to have the foundation of military drill given in the schools.
4. It qualifies the men of the country for more complete military training in much shorter time than it would take to train them without cadet training in the schools. Men in later years will find their training in military drill to be mainly reviewing the work they did in school instead of having to learn the whole work at maturity.

5. Boys like military drill. From twelve to sixteen years of age, they generally like it better than baseball or lacrosse, and because of this fact, it may be used so as to produce the most beneficial effects upon character.

6. A Cadet is not a soldier. He takes no oath of military service. He is a boy who, for his own good and the good of his country, is disciplined thru wholesome exercises, some of which have had a military origin, and some have not. Any possible objection to a Cadet Corps applies with equal force to a Boys' Brigade.

The following are the general advantages of Cadet training to the Cadets themselves:—

1. It provides an excellent setting-up drill for boys physically. Boys whose teachers, parents and physicians have tried earnestly to train to sit and to stand properly without success, in most cases respond at once to drill and become new physical types. Drill exercises are good for the general physical development of a boy, but they produce better effects than additional strength and improved health. They give a more dignified bearing, a more graceful carriage of the body and a more definite step.

It is not possible to train a boy so that thruout his life he will stand erect and walk with more grace and dignity without at the same time, influencing him morally for good. The physical, the intellectual and the moral natures react on each other. They should be trained in harmony, in order that each individual may reach his best development in the three departments of his nature.

Every parent in Canada who has had sons at the Royal Military College, and every man who has met boys before and after their course there, has recognized the extraordinary improvement in health, strength, stature and physique which has followed the course.

Every man, whatever his party politics, who has seen the military training in Germany or in Sweden or Switzerzland, testifies to the improvement in health, strength, bearing and self-respect which has attended it.

2. It trains boys to be promptly, definitely, intelligently and cheerfully obedient. There can be no diversity of opinion in regard to a training that develops prompt, definite, intelligent and cheerful obedience to regularly constituted authority.



There is no other school process that develops these types of obedience in a boy's character so naturally, so effectively and so permanently as drill.

3. It reveals law to a boy, not as a restraining force merely, but as a guiding force, by enabling him to achieve much more perfect results under law than he could possibly achieve without law. Without the laws that govern its movements, a Company or a Regiment would be an unrelated mass of individuals or a mob; under law, it is a perfect organization, capable of executing a very complicated series of movements accurately and unitedly, not as individuals but as an organic unity. One of the most essential elements of true moral training is reverence for law as a guiding force. To understand "the perfect law of liberty," and have a true consciousness of what is meant by "liberty under law," is one of the strongest foundations of character. This recognition of law gives a man a deeper and broader conception of his true attitude to his fellowmen and to his duty.

4. It develops a boy's genuine patriotism; not an arrogant or offensive consciousness of national importance, but a genuine faith in himself and his country. Such a faith is one of the basic elements of a strong and balanced moral character. In many parts of Canada, a great many foreign boys are making a new home. There is no other process by which they can be made proud of their King, their new country, their flag, and the institutions it represents so quickly and so thoroughly as by wearing the King's uniform, and keeping step to patriotic British-Canadian music behind the Union Jack as part of a patriotic organization, along with British-Canadian boys. In this way a patriotic spirit enters a boy's heart and life.

5. Drill does more than develop the spirit of patriotism. It reveals to a boy his value as a citizen, and, therefore, his responsibility for the performance of his duties as a citizen not merely in defense of his country, but in the highest development of his country in all departments of national life.

6. Cadet drill helps to make a boy executive, and executive training is the training that gives real practical value to all other kinds of training. One of the greatest causes of failure in the schools of the past was the lack of executive training.

7. All modern advances in education are based on a reverent recognition of the value of the individual soul, and of the supreme need of its development. Drill gives a boy an opportunity to learn the value of individual training and of

individual effort by experience, better than any other school work except organized play, or organized work in Manual Training or some other form of employment. Each boy knows from the first that the standing of the Company depends on the work of each individual boy. He knows also that his failure brings discredit on his Company. This knowledge will, in due time, reveal to him the need of his life work to aid his community and his country to their highest development.

8. Drill defines in a boy's mind the need of active co-operation with his fellows—boys and men. It is very important that each man shall become conscious of the value of his own individuality. It is much more important that he learn his supreme value as a social unit, as one working with and for humanity. The true ideals of social unity and social relationship cannot be communicated vitally to children or to adults by words alone. They must be defined by action; by united effort under directive law for the achievement of a common purpose. There is no other form of co-operative activity that so clearly reveals to a boy the need of putting forth his best efforts in harmony with his comrades as drill.

9. Drill trains a boy to be careful of his language and manners, and to value neatness and cleanliness in his clothing and person, and thus develops a conscious personal dignity, which is an important element in character.

That our system of government is democratic quadruples the force of arguments in favor of military drill in schools; for the system tends to a disregard for authority, a due respect for which is restored by a reasonable system of universal military training. The training is therefore beneficial, even desirable, in itself intrinsically and subjectively, quite apart from any outbreak of war, or any need for putting it into practise literally, and it is not discredited or rendered useless tho the last and worst occasion for it never arise.

(Rev.) Nathaniel Burwash, M. A., D. D.,  
*Chancellor, Victoria University, Toronto.*

(Very Rev.) D. Miner Gordon, M. A., D. D.,  
*Principal and Vice-Chancellor, Queen's University,  
Kingston, Ont.*

A. H. MacKay, B. A., B. Sc., LL. D., F. R. S. C.,  
*Supt. Of Eeducation, Nova Scotia.*

(Rev.) Canon G. Dauth,  
*Vice-Rector, Laval University, Montreal.*

- (Rev.) H. J. Cody, D. D., LL. D.,  
*Ven. Archdeacon, Toronto.*
- (Rev.) J. W. MacMillan, D. D.,  
*Pastor, Presbyterian Church, Halifax.*
- (Rev.) Solomon Jacobs,  
*Rabbi, Holy Blossom Synagogue, Toronto.*
- (Rev.) T. Crawford Brown, M. A.,  
*Pastor, New St. Andrew's Presbyterian Church,  
Toronto.*
- (Rev.) L. Minehan,  
*Pastor, St. Peter's Church, Toronto.*
- Maurice Hutton, M. A.,  
*Principal, University College, Toronto.*
- Walter James Brown,  
*Aylmer, Ont.*
- John A. Cooper, M. A.,  
*Toronto.*
- James L. Huges,  
*Chief Inspector of Schools, Toronto, Chairman.*

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### MILITARY TRAINING.

The Education Department of this Province entered into an Agreement in 1908 with the Department of Militia and Defence at Ottawa, in which, in consideration of assistance given by the Military authorities in the Physical education of all school children, this Department agreed to encourage the organization of Cadet Corps in all schools having sufficient boys of cadet age. Many schools have availed themselves of their opportunities in this connexion, but quite a few still fail to appreciate this privilege, and so make it impossible to implement this bargain fully. That Military drill is of great cultural value, apart from its technical use, is shewn by the fact that Academies and High Schools having active Cadet Corps usually stand highest also in the Provincial Examination tests.

#### Cadet Instructors Course.

A six weeks course to qualify male teachers as Cadet Instructors will be held in Halifax, N. S., commencing about July 1st, 1913.

Free transportation will be granted to the place of training and return transportation to those who obtain a certificate. The usual pay and allowances will be given those in attendance.

### Applications.

As only a limited number can take the course, preference will be given to those most likely to be of some value in the Corps of School Cadet Instructors. Only those candidates who express their intention to teach in Canada, and their determination to establish a Cadet Corps in any school where it is possible, will be accepted.

Applications, in the subjoined form, shewing full name and Militia rank (if any) of the candidate, together with the name and address of the school in which the applicant is now engaged, should be sent to the Superintendent of Education thru the Inspector of the Division, not later than June 1st. The Inspector will forward the application with a minute as to the probable value of the applicant for Cadet work, having regard to his ability as a teacher.

### FORM OF APPLICATION.

Place.....  
Date.....

To The Superintendent of Education,

Province of Nova Scotia.  
Halifax.

Sir,

I hereby make application to attend the Cadet Instructor's Course to be held at Halifax, N. S., during July and August, 1913.

(a) I am in possession of a Grade "B" Physical Training certificate No.....

(b) Or I am undergoing a Physical Training Course at .....

I intend to engage in teaching within the Dominion of Canada; and if granted a certificate, will endeavor to organize and instruct a Cadet Corps in my school, whenever sufficient boys are available.

Transport will be required from .....

I have the honor to be, sir,

Your obedient servant,

2. ....

I recommend the above applicant as a person likely to prove valuable as a Cadet Instructor.

*Inspector of Schools for* .....

**The Course.**

The Course will include:—

- (a) The Syllabus of training for Lieutenants (Infantry).
- (b) Scouting, (The Canadian Boy Scout).
- (c) Physical Training for Schools.
- (d) An elementary knowledge of Signalling.
- (e) Ability to instruct in the use of the Sub-target Gun.

No application for this course will be considered unless the applicant already holds a Grade "B" Physical Training Certificate.

**School of Musketry.**

A three weeks course in Musketry for Militia Officers and qualified Cadet Instructors will be held in Halifax, commencing about Aug. 1st. Should a large number of applications be received, preference will be given to those Cadet Instructors who are actually engaged in instructing a Cadet Corps. Free transport to Halifax will be given to those who attend the course and return transport to those who obtain certificates. The usual pay and subsistence allowances will be given those who attend.

Applications for this course should reach the Superintendent of Education, Halifax, not later than June 12th, 1913.

### Cadet Camp.

A six day Cadet Camp for cadets and school boys of Cadet age (12 to 18 years) in the Atlantic Provinces, will be held during the Midsummer vacation, under similar conditions to those of last year. Some of these conditions are:—

1. Each body of cadets or party of school boys must be accompanied by a Cadet Instructor or other responsible person.
2. No boy of known vicious habits to be brought into camp.
3. The use of bad language prohibited.
4. Smoking prohibited within the Cadet Lines.
5. Intoxicating liquors not permitted to be sold or used in the Camp.

Further particulars with regard to this camp may be obtained from the *Organizer and Inspector Cadet Corps "The Armouries," Halifax.*

### Corps of School Cadet Instructors.

Teachers who qualify as Cadet Instructors and who are actually instructing a *bona-fide* organized and gazetted Cadet Corps, will be appointed to the Corps of School Cadet Instructors with the rank of a Lieutenant in the Militia. The mere fact of holding a Cadet Instructor's certificate, will not, however, be considered sufficient qualification for according Militia rank.

A Lieutenant in the Corps of School Cadet Instructors after having for three years successfully instructed a Cadet Corps, may be permitted to attend a Military School of Instruction in order to qualify for the rank of Captain, and to receive the same pay and allowances as qualified Lieutenants of the Militia for similar attendance.

A Lieutenant in the Corps of School Cadet Instructors may be promoted to the rank of Captain, after having been a Lieutenant in the Corps for five years, and having for five successive years satisfactorily instructed a Cadet Corps, provided he has passed the qualifying course required for promotion to Captain in the Active Militia and qualified at the Canadian School of Musketry.

### Uniform for Corps of School Cadet Instructors.

**JACKET.**—Reefer of double breasted pattern of blue black cloth or serge, of ordinary civilian sack coat length; fastened in front by two rows of four buttons each, of Canadian Militia pattern.

Sleeves to be plain, with two small buttons of Canadian Militia pattern at bottom of back seam. Shoulder straps, blue cloth, with gilt metal rank badges.

**TROUSERS.**—Of serge to match color of jacket; no stripe at seams.

**CAP.**—Forage, N. P.

Uniform and equipment to be provided by the officers of the corps, as is done by other officers.

### Allowances to Cadet Instructors.

For the training of a Cadet Corps during the school year, subject to the certificate of a Military Inspecting officer that the Cadet Corps has been well instructed in the course of military training laid down for it, allowances may be paid to qualified Cadet Corps instructors as follows:

(a) To a school teacher possessing a Cadet Instructor's certificate, or its equivalent, as may be determined by Militia Headquarters, who is a Lieutenant in the Corps of School Cadet Instructors or a member of some other Corps of the Active Militia, and who instructs a Cadet Corps affiliated with his school:—

\$1.00 per Cadet up to a maximum of 50.  
 .75 per Cadet over 50 and up to 100.  
 .50 per cadet over 100.

(b) A Captain in the Corps of School Cadet Instructors will receive the allowance he would be entitled to as a Lieutenant in the Corps of School Cadet Instructors, under the above regulations, plus an increase of 50 per cent.

### Sub-Target Gun Machines.

(1) It is the desire of the Militia Department to place sub-target gun machines in those educational institutions which may have a teacher qualified as a military instructor.

(2) The space required in which to set up a sub-target rifle machine is 61 1-2 feet from the centre of the base of the target, plus 5 or 10 feet for the recruits and instructor.

In many cases this accommodation is not available and it is suggested that these machines might be usefully employed in smaller space by,

(a) placing the target at the prescribed distance outside the building and aiming thru a window;

(b) by placing the target beside or behind the machine and aiming at the reflection of the target in a mirror placed on the wall at half the prescribed distance.

(3) Forms for application for these machines may be obtained from the Organizer and Inspector, Cadet Corps, Halifax, N. S.

(4) When sub-target gun machines are out of working order, and the instructor is not able to make the repairs, a report to this effect should be made to the Senior Ordnance Officer, Halifax, N. S., so that an expert may be sent to place the machine in working order.

### MILITARY TRAINING CERTIFICATES.

List of those who passed successful examination at course held in Halifax, July 10th, 1912, to 13th August 1912, for Cadet Instructors Certificate (Grade "A").

23474—Mr. H. P. Bell.  
 23475—Mr. H. Bourgeois.  
 23476—Mr. H. A. Creighton.  
 23477—Mr. A. W. Craigie.  
 23480—Mr. W. Eisenhaur.  
 23482—Mr. W. L. Fraser.  
 23483—Mr. W. K. Forbes.  
 23484—Mr. C. B. Faulkner.  
 23485—Mr. A. D. Good.  
 23486—Mr. G. V. Jacques.  
 23489—Mr. G. H. Keeler.  
 23491—Mr. R. J. Leslie.  
 23492—Mr. E. C. Lohnes.  
 23493—Mr. E. C. Leslie.  
 23496—Mr. F. H. Mosely.  
 23498—Mr. J. J. Murray.

23500—Mr. R. M. Moore.  
 23501—Mr. D. J. Mulcahy.  
 23508—Mr. P. McDonald.  
 23509—Mr. C. A. MacKay.  
 23510—Mr. M. W. McKinnon.  
 23512—Mr. M. McLean.  
 23516—Mr. D. J. McGillivray.  
 23520—Mr. R. O. Pearson.  
 23521—Mr. C. W. Robinson.  
 23522—Mr. R. S. Ripley.  
 23524—Mr. G. F. Sampson.  
 23527—Mr. J. D. Sutherland.  
 23528—Mr. E. W. Saltman.  
 23529—Mr. H. R. Smeltzer.  
 23530—Mr. G. Sylvester.  
 23534—Mr. B. S. Walters.

List of those who qualified for the rank of Captain at the course held at Halifax, July 12th to August 11th, 1912.

23421—Lieut. E. J. Ross, C. S. C. I. | 23423—Lieut. J. H. Lawley, C. S. C. I.  
 23422—Lieut. J. H. Trefry, C. S. C. I. | 23424—Lieut. W.A. Creelman, C.S.C.I.



## FROM THE EDUCATION REPORT OF 1912.

In some of the high schools and academies, such as in Sydney, Halifax, Yarmouth and Truro, the Cadet Corps organizations are producing a splendid type of young men, as distinguished in their bearing, manners and self-control as in their scholarship. The cadet drill is proving to be one of the most valuable single subjects of the curriculum. There is no suggestion anywhere of the mope, the clown or the rowdy, when these schools are on exhibition. The effect on the discipline, morals, and even the health and scholarship of the students is quite marked.

A cadet corps camp was held for five days at Aldershot, in August, where 1300 boys enjoyed an outing under a discipline which did more for the morals as well as the manners of many of them than could be effected in the school-room without such a demonstration. The censorship of irregular conduct, strict disobedience, improper language, smoking, etc., proved to many young people, that notwithstanding the habits of people of high social position at home, so often antagonistic to the humble teaching in school, every one in the great army had to be always temperate, proper and prompt, or go promptly home never to return. The camp has therefore had a very profound effect in upholding the standard of morals and manners prescribed for instruction in the public schools.

The Nova Scotian select team of 14 cadets competed at Toronto in August, against the other provinces of the Empire, and won the King's cup for the best shooting. They were under the capable command of Captain J. W. Logan, M. A., classical master in the Halifax Academy.

The contingent received an enthusiastic welcome on its return to Halifax. Commemorative medals were later awarded to each member by the Canadian National Exhibition of 1912. These were presented at the close of the Friday afternoon parade of the Halifax Cadet Battalion, on the 18th of April, at the Armouries, by Major W. E. Outhit, Organizer and Inspector, Cadet Corps, 6th Division.

### CADET UNIFORMS.

The authorized Cadet Uniform consists of Felt Hat, Jacket, Service pattern of Khaki Serge or Olive Green Denim; Breeches, semi-riding; Serge Puttees or Khaki Stockings. Hats and Belts are furnished by the Department of Militia and Defence. Jackets, Breeches and Puttees or Stockings are purchased by the Cadet Corps or individual members of the Corps. Suits cost from \$2.75 to \$4.35 according to size and quality. Puttees 45 cents per pair, Stockings 35 cents per pair.

The Department of Militia and Defence gave a Bonus of \$1.00 for each cadet who attended Camp last year in a smart and serviceable uniform, to assist in paying for it. As it is proposed to continue this grant it will be seen that practically the total cost of a uniform will be paid in three years, if the corps remains efficient. This illustration is from a photo of the Sealed Pattern furnished Messrs. Clayton & Sons of Halifax, N. S., by the Militia Department.



### SERVICE UNIFORM FOR THE CANADIAN CADET CORPS.

This cut is a photograph of the sealed pattern submitted by us and adopted by the Militia Council, Headquarters, Ottawa as notified us by the Adjutant-General, Canadian Militia under date March 10th, 1913.

The following is a copy of official regulations respecting service uniform:—

**JACKET.**—of Khaki or Olive Green material, full in chest, cut with broad back, slits in sides, 5 brown leather buttons down the front, length to suit size, but just clear saddle, when seated; two breast patch pockets outside— $5\frac{3}{4}$  inches wide, 7 inches deep for large size, and 5 inches x 6 inches small size, the top edge of pocket in line with the 2nd button from the top, with a flap fastened by small brown leather buttons; shoulder straps of same material, fastened with small brown leather button.

Stand-up collar, 1 inch to  $1\frac{1}{4}$  inches high. Sleeves with cuff  $3\frac{1}{2}$  inches high. Sleeve also to be left  $2\frac{1}{2}$  inches under cuff, to allow for sleeves being let down.

**PANTALOONS.**—of same material, cut loose from hip to knee, coming half way between the knee and the ankle, and fitted close to the leg below the knee, fastened with tape around leg, or by means of stockinette.

**PUTTEES.**—of Serge material to match 4 inches wide, 9 feet long, cut on the bias.

Enclosed please find samples of materials recommended by said Militia Council, namely Militia Khaki Denim No. 11173 and Khaki Serge 11549.

While the Cadet Corps are at liberty to choose either of these materials, the Department desires that the make-up of the uniforms should be the same throughout the Cadet Service and the regulations for making must be strictly adhered to.

The following are the lowest cash prices and the sizes:

	26-32 inches Breast	33-35 inches Breast	36-42 inches Breast
Denim 11173			
Tunic	\$1.95	\$2.25	\$2.60
Semi Riding Breeches	.90	1.00	1.10
Complete Suit	\$2.75	\$3.15	\$3.60
Serge 11549			
Tunic	\$2.50	\$2.80	\$3.15
Semi Riding Breeches	1.10	1.20	1.30
Complete Suit	\$3.50	\$3.90	\$4.35
Puttees 11549	45 cents a pair.		

Khaki Stockings, if preferred to Puttees, 35 cents a pair all sizes from 7 to 10

**Terms: cash to accompany all orders.**

In measuring a Cadet the following measurements should be given, to enable us to fill the order as near to requirements as possible.

**TUNIC:** Breast measure, length of coat from collar seam, length of sleeve from center of back to wrist with elbow bent and the size of collar worn.

**SEMI-RIDING BREECHES:** Waist measure, seat measure, inside leg from crotch to just below knee and also from crotch to top of boots, and a snug measure around leg just below knee.

Mail all orders to us.

CLAYTON & SONS, Halifax.

(REGULATIONS OF C. P. I., APRIL, 1913.)

## RURAL SCIENCE TEACHERS AND SCHOOLS.

91. (1) Teachers who have been regularly admitted to the Provincial Rural Science School, and have satisfactorily completed during any session any one third of the whole course, may be awarded additional provincial aid, not to exceed fifteen dollars per annum at the close of the school year following, provided the teacher's work, the character of the pupils' work on the school grounds or home garden, the school library and the general improvement of school conditions will enable the inspector to recommend the extra grant as clearly merited by the teacher's success in advancing rural science education.

(2) Teachers who hold a Rural Science diploma regularly awarded by the Provincial Rural Science school, may be awarded additional provincial aid, of respectively, \$30, \$60 or \$90 per annum, as limited by section 72 (1) of the Education Act, at the close of the school year, according as the Inspector reports the Rural Science work as "fair," "good," or "superior," the conditions of which are as follows:—

- (a) For the rank "fair" qualifying for the \$30 extra per annum, the school house, grounds, apparatus and library must indicate creditable effort on the part of all concerned to do well the general and special work of the school. There should be proper facilities for the growth and germination of seed, and for study of plant life history. The school must have a garden or window-boxes; or the pupils must cultivate plots in their gardens at home, of which plans on a uniform scale shall be kept in the school room to enable them to show from week to week the progress of the home work. Nature lessons must be of special excellence and the library must have good nature-study books and interesting books on any possible local industries, such as the farm, the garden, the forest, etc. The municipal school garden grant shall not exceed fifteen dollars.
- (b) For the rank "good" qualifying for the \$60 extra per annum, the school and grounds must be well equipped and kept in good form; the school garden should be at least about one-eighth of an acre with 4x10 feet plots for each pupil, in addition to a large general experimental

plot, flowers and shrubbery; the rural school library at least of the five dollar grant standard, adapted generously to nature study and rural industrial literature. The municipal school garden grant shall not exceed twenty dollars.

- (c) For the rank "Superior" qualifying for the \$90 extra grant, there must be at least two teachers in the school, the equipment and up-keep of which must be superior in all respects; the school garden should be about a quarter of an acre with 4x10 feet plots for each pupil, with a large general experimental plot, flowers, shrubbery and trees; the rural school library at least of the ten dollar grant standard, generously adapted to rural science and industry. The municipal school garden grant shall not exceed twenty-five dollars.

If the two teachers have the Rural Science diploma, the grant of \$90, may be divided into \$60 and \$30 or \$45 and \$45 according to the work of each teacher, to be decided in case of doubt by the Inspector.

(3) Inspectors should not recommend a municipal school garden grant without clear evidence that the necessary annual outlay of heavy labor and fertilizers supplied by the school board is at least as great as the grant. Initial equipment must be entirely at the cost of the section. The labor of teachers and pupils are school duties and work. Inspectors may have to consult with each other, and perhaps exchange visits to the schools of each inspectorate, in order to be sure that the same standards of classification are maintained in each inspectorial division. The same conditions hold with respect to the inspection of Manual Training and Superior schools generally. Notice of competition for school garden grants must be given to the Inspector at the opening of the school each year, and should be signed by the *Secretary* as well as the teacher.

(4) A small shed for the garden tools, with a projection, glass-roofed, facing the sun, to serve as a miniature hot-house for forcing plants in spring, is an important part of a good standard garden, a very cheap structure sufficing, especially for the "small" garden. The size, number and management of plots specified above are merely given as general directions when teachers or school boards have no other scheme which they deem superior. Any other arrangements approximating these conditions, but demonstrating novel or special advantages, or improvements, are not only allowable, but will be specially commended after a successful test.

(5) If the teacher, an assistant or the secretary of the school board record under oath the attendance of pupils during the holidays in weeding and observing the school garden, such time may be substituted equitably, according to agreement with the Inspector, for an equivalent number of holidays during the winter or stormy weather of the school year following; or the "days attendance" may be added to that of the following half yearly "return."

(6) The course of study for the Rural Science diploma shall be as defined from year to year in the Rural Science School Course of Study.

### PROVINCIAL EXAMINATION OF HIGH SCHOOL STUDENTS.

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

93. 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 Program, to be known also as Grades IX, X, XI and XII respectively of the Public Schools.

94. The examinations shall be held during the last seven days of June, according to the time tables published for Grades XII, XI, X, and IX, and the "Minimum Professional Qualification" of public school teachers, at each of the following stations, viz:—  
 1, Advocate; 2, Amherst; 3, Annapolis; 4, Antigonish; 5, Arichat; 6, Baddeck; 7, Barrington; 8, Bear River; 9, Berwick; 10, Bridgetown; 11, Bridgewater; 12, Canning; 13, Canso; 14, Chester; 15, Cheticamp; 16, Church Point; 17, Digby; 18, East River, St. Mary's; 19, Glace Bay; 20, Great Village; 21, Guysboro; 22, Halifax; 23, Inverness; 24, Kentville; 25, Liverpool; 26, Lockeport; 27, Lunenburg; 28, Mahone; 29, Maitland; 30, Margaree Forks; 31, Middle Musquodoboit; 32, Middleton; 33, New Glasgow; 34, North Sydney; 35, Oxford; 36, Parrsboro; 37, Pictou; 38, Port Hawkesbury; 39, Port Hood; 40, Pugwash; 41, River John; 42, Sheet Harbor; 43, Shelburne; 44, Sherbrooke; 45, Springhill; 46, Stellarton; 47, St. Peter's; 48, Sydney; 49, Sydney Mines; 50, Tatamagouche; 51, Truro; 52, Upper Stewiacke; 53, Westport; 54, Westville; 55, Windsor; 56, Wolfville; 57, Wood's Harbor; 58, Yarmouth.

95. (a) Application for admission to the Provincial High School examination must be made on the prescribed form to the Inspector within whose division the examination station to be attended is situated, not later than the 24th day of May.
- (b) Candidates applying for the Grade IX examination, or for the next grade above the one already successfully passed by them, shall be admitted free. But a candidate who has not passed Grade IX must have his application for X accompanied by a fee of one dollar; if he has passed neither IX nor X the application for XI must be accompanied by two dollars; and if he has passed neither IX, X nor XI the application for XII must be accompanied by three dollars. The candidates who are entitled to free examination are only those who pass the different grade examinations in consecutive order.
- (c) For the Teachers' Minimum Professional Qualification Examination a fee of two dollars is required except from those writing *only* the first *three* papers qualifying for third rank, who shall be admitted free; but this fee should not be forwarded with the application, for it has been found more convenient to have it paid to the Deputy-Examiner on the Saturday when the candidate presents himself for examination. The Deputy-Examiner shall transmit the same to the Superintendent with his report.
- (d) The prescribed form of application, which can be obtained free from the Education Department thru 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 fully and plainly written out on the application.
- (e) When a candidate presents himself for examination, and his name is not found on the official list as having made regular application in due time, the Deputy-Examiner may admit him to the examination provisionally on his written statement that application was regularly made in due time, which with a fee of one dollar, is to be transmitted with the Deputy's report to the Superintendent. If such candidate's statement is verified the dollar shall be returned. Providing there is sufficient accommodation, the Deputy-Examiner may admit any candidate on the payment of one dollar for any Grade in addition to the regular fees required under Reg.
- 95 (b).

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

96. Each Inspector shall forward to the Superintendent of Education, *not later than June 1st*, a list of the applications received for each grade of examination at each station within his division, on the prescribed form supplied from the Education Office. The said forms properly filled in, together with all fees duly credited, shall be promptly forwarded to the Education Office.

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

98. The Superintendent of Education shall cause to be prepared and printed suitable examination questions for each examination in accordance with the regulations of the Council, and shall forward to each Deputy-Examiner a sufficient supply of the same together with copies of such rules and instructions as may be necessary for the due conduct of the examination.

99. The maximum value of each paper shall be 100; the questions being made as nearly as possible equal in value. Should the *values* of questions be unequal, they shall be stated near the margin of each question.

100. 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, placing the sum of the marks on the back of the folded sheet. From this sum the number of misspelled or obscurely written words is to be deducted to show the net value of the paper; provided, however, that from one to three may be added by the Examiner for specially good writing.

101. The "High School Pass" on all grades shall be as defined under the "High School Program" from year to year.

102. The "Teachers' Pass" shall be as defined under the "High School Program" from year to year.

103. (a) Candidates failing to make a High School pass in the grade applied for shall be ranked as making a High School pass in the next grade below, provided an average of 40 per cent with no mark below 25 be made; and as making a pass on the grade second below, provided an average of 30 per cent. be made.

(b) Candidates failing to make a Teachers' Pass in the grade applied for shall be ranked as making a Teachers' Pass in the next grade below, provided an average of 50 per cent. be made with no mark below 30 and as making a teacher's pass on the grade second below, provided an average of 40 per cent. be made.

(c) No appeal from the examination of a candidate's answer paper at the Provincial High School examination shall be entertained by the Superintendent unless it is accompanied by a fee of fifty cents for each paper to cover the minimum expense, and not even then unless a responsible person vouches for the good standing of the appellant.

104. Each candidate, provided no irregularity has been reported, shall receive from the Superintendent of Education a certificate containing the examination record in each subject. If the candidate has made a "High School Pass," the certificate will bear the title "High School Certificate," and show the grade passed under the arms of the Educational Department; but candidates failing to pass shall receive an equally detailed statement of their examination record on the various subjects if there is no irregularity.

105. Candidates passing the various grades in consecutive order shall be admitted free to the regular Provincial High School Examinations, provided their application and procedure have been regular. For all other cases a scale of fees as given in 95 (b) and (e) has been fixed to cover the cost of examination and extra labor likely to be incurred.

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

### Provincial Examination Rules.

107. No envelopes shall be used to enclose papers. *Two* hours is the time allowed for writing each paper, except in the case of the M. P. Q. examinations, where the time allowed for each paper shall be one hour. The following rules must be exactly observed:—

(1) Candidates shall present themselves at the examination room punctually half an hour before the time set for the



first paper of the grade for which they are to write, at which time the deputy examiner shall give each candidate a seat. The candidate's name shall be represented by a number which must therefore be neither forgotten nor changed. Candidates who *present* themselves shall be numbered from 1 onwards in consecutive order (without hiatus for absent applicants, who cannot be admitted after the numbering), beginning with grade XII, then coming to XI, X and IX in order. Candidates for "Supplementary" examinations need not present themselves until the hour fixed for their papers in the regular time table, provided they have sent in their applications and the titles of the papers on which they intend to write.

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

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

(4) Candidates may write upon both sides of their paper. When more sheets than one are used they must be fastened together. Each sheet should bear the Candidate's grade and number. In order to secure high values from examiners neat writing and clear concise answers are much more important than extent of space covered or the number of words used.

(5) Each such paper must be *exactly* folded: First, by doubling, bottom to top of page, pressing the fold (paper now 6 1-2 by 8 inches); next, by doubling again in the same direction, pressing the fold flat so as to give the size of 3 1-4 by 8 inches.

(6) Finally the paper must be exactly indorsed as follows:—A neat line should be drawn across the end of the folded paper one-half inch from its upper margin. Within this space, 3 1-4 inches by 1-2 inch, there must be written in very distinct characters, 1st, the Roman letters indicating the grade; 2nd, a vacant parenthesis of at least one inch within which the deputy examiner shall afterwards place the private symbol indicating the station; 3rd, the candidate's number. 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 Grade XI on Algebra should endorse his paper as shown below:—

XI (       ) 18	Algebra.
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(7) The subject, title, grade and candidate's number 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 and 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 to the deputy examiner will hold up the hand. Communications 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 thru the deputy examiner only.

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

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

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

**Certificate.**

Examination Station.....Date.....June, 191....

Candidate's No. (            )

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

(Name in full *without any contraction in any of its parts.*)

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

108.

## (a) TIME TABLE.

**County Academy Entrance Examination, June, 1913.**

Date.	Time.	Subject.
Tuesday, 24th June.	9 to 11 a. m.	2. English Language.
	2 to 3.30 p. m.	3. Drawing and Book-keeping
	3.30 to 5 p. m.	4. Geography and History.
Wed., 25 June.	9 to 11 a. m.	5. Mathematics.
	2 to 3.30	6. General Knowledge.

1. **Reading** to be examined at the end of each session, or whenever found most convenient by the Principal.

## (b) TIME TABLE.

**Regular Provincial High School Examination, June, 1913.**

Day of Week	Grade.	Examinations 9 a. m., to 11 a. m.	Examinations 11 a. m., to 1 p. m.	Examinations 3 p. m., to 5 p. m.
Tuesday, 24 June.	XII. XI. X. IX.	English (a) English English English	Greek (b) Greek Greek	French. French. French. French.

Wednesday 25th June.	XII. XI. X. IX.	Geometry Geometry Geometry Drawing	Ancient History	Physics. General History. English History. Geography.
Thursday 26th June.	XII. XI. X. IX.	Algebra Algebra Algebra Algebra	Latin (a)	Botany. Physics. Chemistry. Science.
Friday 27th June.	XII. XI. X. IX.	Latin (b) Latin Latin Latin	English (b)	Trigonometry. Prac. Math. Arithmetic. Arithmetic.
Monday 30th June.	XII. XI. X.	German German German	Greek (a)	Chemistry.

(c) TIME TABLE.

M. P. Q. Examination, July, 1913.

Saturday, 28th June.

Time a. m.	Subject.	Time p.m.	Subject.
9.00 to 10.00	1. School Law and Forms.	2.00 to 3.00	4. School Management.
10.10 to 11.10	2. Theory and Practise.	3.10 to 4.10	5. History of Education.
11.20 to 12.20	3. Hygiene and Temperance.	4.20 to 5.20	6. Pedagogy.

### 109. TIME TABLE UNIVERSITY GRADUATES' EXAMINATION.

At the Normal College, Truro, 24th to 30th June, 1913.

[*Minor* and one-half *Major* \*Examinations].

Tuesday,	9 a. m.,	English,	2 p. m.,	Greek.
Wednesday,	9 a. m.,	Latin,	2 p. m.,	German.
Thursday,	9 a. m.,	French,	2 p. m.,	Geology.
Friday,	9 a. m.,	Mathematics,	2 p. m.,	Biology.
Saturday,	9 a. m.,	Physics,	2 p. m.,	Chemistry.

[Higher halves of *Major* Examinations].

Monday 9 a. m., Higher *Major* Examinations.

\*One of the examination papers in the *Major* subject shall be the same as the *Minor* paper in the same subject.

### LICENSING OF TEACHERS.

110. No person can be a teacher in a public school entitled to draw public money without a License from the Council of Public Instruction. Before obtaining a license a candidate must obtain, *first*, a certificate of the prescribed **Grade** of Scholarship; *second*, the prescribed certificate of professional **Rank** as a teacher, either from the Provincial M. P. Q. Examination (which must be supplemented for all classes higher than *third class*, by the prescribed certificate of ability to give effective physical training to pupils), or from the Provincial Normal College; *third*, the prescribed certificate of age and character from a minister of religion or two Justices of the Peace; and *fourth*, a certificate of health. The value of a license is distinguished by the term **Class**; of scholarship by the term **Grade**; of professional skill by the term **Rank**. Full information as to the licensing will be found in Regulations 111 to 124 inclusive, but the following collocation of the terms used will help to explain their general significance and relation:—

Generally,		(1)	(2)	(3)
		"Teacher's Pass Scholarship."	Normal Diplomas, Age & Character.	
Academic Head Master	...	University Graduation	Academic Rank	22 years.
Class A	requires	Grade XII	Superior First	20 years, etc.
Class B	"	Grade XI	First Rank	19 years, etc.
Class C	"	Grade X	Second Rank	18 years, etc.
Class D	"	Grade IX	Third Rank	17 years, etc.
Class D (Temp.)	"	Grade IX	(M. P. Q.)	16 years, etc.

111. No diploma of the Provincial Normal College shall be awarded any candidate who is found defective (below 40%) in the scholarship of any of the subjects of the Provincial Program in the corresponding grade, until the Faculty is satisfied that creditable proficiency has been made in each subject.

112. When a candidate obtains a teacher's license without graduation from a Teachers' Training College, it can be only of a *class* one degree lower than the "teachers' pass" *grade* of scholarship.

Graduation from the Provincial Normal College will include the prescribed certificate for Physical Training. No permanent license higher than third class shall be awarded without this qualification after 1908.

113. 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;—

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

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

Academic Class—Academic Headmaster.

Class A—Superior First Class.

Class B—First Class.

Class C—Second Class.

Class D.—Third Class.

115. The certificate of professional qualification of skill shall be (a) the academic, superior first, first, second or third **Rank** classification by the Normal College, or (b) the *minimum* (which shall rank one degree lower than the *normal*), and shall be the superior first, first, second or third rank pass on the following papers:

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MINIMUM PROFESSIONAL QUALIFICATION  
EXAMINATION.

116. The questions set for the minimum professional qualification examinations shall be on the following syllabus and may require free hand drawing in any question when desirable:—

1. *School Law and Forms.*

(a) The Acts of the Legislature and Regulations of the Council of Public Instruction bearing on public education, with their latest amendments, and a knowledge of the way in which the law is to be administered.

(b) The proper keeping of the School Register, the making out of neat and accurate School Returns, and a knowledge of all the ordinary forms required by school boards in administering the affairs of the section.

2. *Theory and Practise of Teaching.*

As in Calkin's "Notes on Education," or any equivalent.

3. *Hygiene and Temperance.*

As in Lyster's "School Hygiene," (Univ. Tutorial Press), the Education Act and Regulations, and the text books prescribed for the public schools.

4. *School Management.*

As in *Lectures on Teaching*, by Sir Joshua Fitch.

5. *History of Education.*

As in Monroe's "Brief Course" (MacMillan Co.)

6. *Pedagogy.*

As in Bagley's *The Educative Process*.

For *Third Rank M. P. Q.*—An aggregate of 150 on 1, 2 and 3, with no subject below 40 per cent.

For *Second Rank M. P. Q.*—An aggregate of 200 on 1, 2, 3 and 4, with no subject below 45 per cent.



For *First Rank M. P. Q.*—An aggregate of 300, on 1, 2, 3, 4, and 5, with no subject below 50 per cent.

For *Superior First Rank M. P. Q.*—An aggregate of 360 on 1, 2, 3, 4, 5, and 6, with no subject below 55 per cent.

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

In the case of candidates whose course of professional training had been completed before the grade of scholarship necessary for the class of license afterwards applied for was obtained, no license shall be issued until after the lapse of a year from the date of the certificate of high school grade required for the said license, except in the case of the promotion of trained *first* class teachers.

118. 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, thru the Inspectors or the Principal of the Normal College:—

**Form of Application For a Teacher's License.**

To.....

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

I hereby beg leave thru 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, character and health hereto attached, which I affirm to be true.

II. My certificate of high school grade.....ob-  
tained at.....Examination Station as No....., in  
the year 191....(Further information below).

III. My certificate of professional qualification of.....  
Rank No.....obtained at.....191.....  
in the month of.....

IV. The prescribed certificate for Physical Training,  
No.....obtained at.....date.....

(Name in full).....

(Post Office address).....

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

**Certificate of Age, Character and Health.**

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

That I believe the said candidate.....(name  
in full), was born on the .....day of.....  
in the year.....and is apparently in good health  
and physically fitted for effective teaching; and

That I believe the moral character of the said candidate  
is good, and such as to justify the Council of Public Instruc-  
tion 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" should be cancelled by a stroke of the pen.)

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

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

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

**Further Information From Applicant.**

1. Class of license already held . . . . . No . . . . . Year . . . . .

2. University Degrees, Scholarship, Professional Training, experience, or any other information candidate may wish to state.

.....

.....

3. Provincial Examinations taken in addition to that specified in II above, whether a "High School Pass" certificate was obtained or not.

Recognized University Work at Examination Station . . . . .	No . . . . .	Year . . . . .
On. Grade XII	" " . . . . .	" " . . . . .
" XI.	" " . . . . .	" " . . . . .
" X.	" " . . . . .	" " . . . . .
" IX.	" " . . . . .	" " . . . . .

**General or Special Indorsation or Remarks by Inspector (or Principal of Normal College.)**

.....

.....

..... Inspector.

Place and Date. ....

## ACADEMIC LICENSE.

119. For an Academic License, the following are the requirements:—

- (1) A certificate of moral character signed by a Minister of Religion or two Justices of the Peace, as in the prescribed form, to the effect that the candidate is of the full age of twenty-two years, and presumably likely to perform the duties required by law.
- (2) A recognized degree from a recognized University (no degree or University shall be recognized unless the course is proven to be one of at least four years following the Provincial high school pass of grade XII, or a matriculation standard shown to be its virtual equivalent); and a pass on the post-graduate examination of University grade.
- (3) A certificate of Academic rank from the Provincial Normal College. In the awarding of this certificate, the Faculty of the Provincial Normal College may accept at their true value the certificates of the Normal training schools, of the Education Faculties of Universities, and of Inspectors, in lieu of a portion of the minimum attendance prescribed by the Council, provided (i) the candidate has made an Academic pass on the M. P. Q. syllabus, (ii) has obtained the prescribed Physical Training certificate, (iii) has taught successfully for at least two years, one of which must be as a full teacher in a department of high school grade, and (iv) has demonstrated satisfactory professional proficiency in the art of teaching before the Normal College Faculty by whom the candidate shall also be examined *viva voce*.

120. For a Class A (Superior First) License the following are the requirements; (1) A certificate of the full age of twenty years, and moral character as in the foregoing regulation. (2) A pass certificate of grade XII. (3) A certificate of superior first rank professional qualification from the Normal College; or a university post-graduate certificate with a superior first rank M. P. Q. and the prescribed Physical Training certificate.

121. For a Class B (First Class) License, the following conditions are necessary: (1) A certificate of the full age of nineteen years and moral character as in the foregoing regulation. (2) A teacher's pass certificate of grade XI. (3) A

teacher's certificate of first rank professional qualification from the Normal College; or a teacher's pass certificate of grade XII, with a first rank M. P. Q., and the prescribed Physical Training certificate.

122. For a Class C (Second Class) License the following conditions are necessary:—(1) A certificate of the full age of eighteen years and moral character as in the foregoing regulation. (2) A teacher's pass certificate of grade X. (3) A certificate of second rank professional qualification from the Normal College; or a teacher's pass certificate of grade XI, with second rank M. P. Q., and the prescribed Physical Training certificate.

123. For a Class D (Third Class) License the following conditions are necessary:—(1) A certificate of the full age of seventeen years and moral character as in the foregoing regulation. (2) A teacher's pass certificate of grade IX. (3) A certificate of third rank professional qualification from the Normal College; or a "teacher's pass" certificate of grade X with third rank M. P. Q.

#### Temporary and Special Licenses.

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

(b) On the recommendation of the Normal College at Truro, the Council of Public Instruction may award Kindergarten Diplomas of *first* or *second* rank to ap-

proved candidates who have respectively the scholarship qualifications of *first* or *second* class teachers, and who have successfully taken a full year course in the Truro Kindergarten affiliated with the Provincial Normal College; and such diplomas shall be taken by the Superintendent of Education as the equivalents respectively of *first* and *second* class licenses in the distribution of the provincial aid to the teachers holding them.

(c) On the recommendation of the Superintendent of Education and the Principal of the Provincial Normal College, normal-trained teachers from any part of the British Empire may be awarded a temporary license for one year, of a class as high as the scholarship and professional training of the candidate may warrant. On the advance of the candidate's qualifications according to the Nova Scotia regulations, and on the inspector's recommendation, the license may be continued for a subsequent year until a permanent license is qualified for.

Application for such temporary license should be made to the Superintendent with (1) a certificate of good standing in the profession at date from the chief educational authority of the province or country which granted the license, and (2) certificates and programs proving in detail the character of the scholarship, professional training and experience of the candidate.

(d) Should arrangements be made for the exchange of teachers for one year from any portion of the Empire or from France or Germany, the council may on the recommendation of the Superintendent and Principal of the Normal College, award a provisional license of the same class to the foreign substitute.

#### VACATION AND HOLIDAYS.

125. (a) The summer vacation shall be in the months of July and August, as intimated from time to time in the **Journal of Education**.

(b) But school trustees with the consent of their inspectors may take the same length of time as vacation in January and February, and continue school during the summer vacation term, for which a separate return must be made, and of which intimation should be endorsed on the regular term return sent in to the in-

spector during the first week of July. The money grants payable for services during the summer vacation term shall be payable at the next following regular time of payment of the respective public grants.

(c) In departments of the public schools in which all the pupils are of full high school grade, two hundred days shall constitute a full school year on the certification of the principal and the secretary approved by the inspector.

126. The following days shall also be holidays in all the public schools: Sundays, Saturdays (except as herein-after provided), Victoria Day, the King's Birthday, Good Friday, Dominion Day, Labor Day, any day proclaimed by the Governor-General or the Lieutenant-Governor, and two weeks at Christmas, according to the following scheme:

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

127. 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.

128. 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.

129. 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, provided the following regulation is not violated.

130. 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, except as authorized by the inspector to adjust local conditions to the Provincial examinations.

131. If a school is closed by order of a board of health or a duly registered physician to prevent a serious and otherwise unpreventable epidemic of contagious or infectious disease, the teacher will be entitled to receive provincial aid for as many as twenty days, and the trustees the municipal fund due to the employment of the teacher for the same time, provided the inspector approves the said order for the closing of the school, to the "return" of which the said order must be attached.

But no municipal fund shall be paid on account of the attendance of pupils while the school was closed.

132. The hours of teaching shall not exceed six each day, exclusive of the time 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.

## 222.—COUNTY ACADEMY ENTRANCE EXAMINATION.

The regular mode of admission into county academies shall be by an entrance examination in the last week of the school term in June, mainly on the subjects of Grade VIII. There shall be six subjects of examination as follows, the questions being sent out from the education office;—(1) *Reading*—to be tested by the examiners on the Grade VIII reading (*Third series* for 1914). *Music*: Candidates known from individual or class exercises, or from reliable certificates, to be able to sing, especially when they have a practical acquaintance with any system of musical notation, may receive an extra mark as a bonus under this head at the option of the examiner, providing the *Reading* is passable. (2) *Language*. (3) *Drawing and Bookkeeping*. (4) *Geography and History*—specially the Geography of Asia, Africa, Oceania, in detail, with a review of Canada and *History of Canada* as in Hay or Calkin. (5) *General Knowledge*: including (a) The five families, Crowfoot, Rose, Heath, Violet and Lily; with the important native trees and the common weeds and insects injurious to agriculture.



(b) The common rocks and minerals of Nova Scotia. (c) A few of the common birds. (d) *Health Readers*. (*Mechanic* or *Domestic* or *Rural Science*, or *Music* as in Regulations and *Physical Training*). (6) *Mathematics*.

For a pass, 60% will henceforward be required on the English and Arithmetic. Dictation of memorized literature and correct writing of a list of commonly misspelled words, will be required.

### 223.—HIGH SCHOOL PROMOTIONS.

(1) Description by drawing as well as by writing may be required in any question, and should always be used when brevity or clearness may be gained.

(2) Generally the "High School Pass" in all grades shall be an average of 50% with no mark below 30% on a group of six *subjects* for grades IX, X and XI; and a group of nine papers for grade XII.

(3) Generally the "Teachers' Pass" shall be an average of 60% on a group of six *subjects* in grades IX, X and XI, and on a group of nine papers for grade XII, with no subject below 40%. 50% however must be made on *English* in each grade for a "Teachers' Pass."

(4) Candidates may write on more than the *six* subjects or *nine* papers indicated in (2) and (3). In such cases the "pass" shall be determined by the group including the *highest* six subjects or the *highest* nine papers, as the case may be. A "pass" requires the fulfilment of all conditions specified in special regulations which refer to it elsewhere, as well as the general regulations above.

(5) Two hours shall be given at examination for each paper which shall contain eight questions.

(6) When a candidate wishes to raise a "High School Pass" to a "Teachers' Pass," he shall be required to make an average of at least 60% on each subject not previously up to this standard. That is, a "Teachers' Pass" by partial examinations will require at least sixty per cent. on every subject. This can be necessary only when a candidate is not writing for a higher grade, and therefore all such supplementaries can be taken on the papers of the regular examination.

(7) The "High School Pass" admits to the corresponding class in the Provincial Normal College, whose faculty can raise

it to the "Teachers' Pass" on evidence of improved scholarship, without which the Normal diploma cannot be awarded.

(8) Candidates for Grade XII certificates (High School Pass) who fail on account of being too low in not more than two subjects, but who have made the High School average pass on the other subjects, and 60% on English, shall have the privilege of completing the pass at a subsequent examination by making at least 50% on each of the nine papers not previously up to this standard.

(9) Candidates for Grade XII certificates (Teachers' Pass) who fail on account of being too low in not more than two subjects, but who have made a high school average pass on the other subjects shall have the privilege of completing the pass at a subsequent examination by making at least 65% on English, and 60% on each of the nine papers not previously up to this standard.

(10) From one to three points may be added by the examiner for specially good writing. Bad writers have no right to be admitted to an examination except on certificate of physical defects, and if examined, the papers are subject to a deduction of marks. One point shall be deducted for every misspelled word.

(11) The High School subjects to be taught in a rural, or incompletely graded high school, shall be determined by the school board in agreement with the principal, with an appeal to the Inspector and from him to the Council, in case of disagreement or dissatisfaction.

(12) Any subject deemed to be of importance in any community, may be put on the program of a school by the school board with the consent of the Education Department.

(13) No school is advised to undertake the work of Grade XII with less than a staff of four regularly employed high school teachers.

(14) A candidate who has taken Latin in Grade IX, may take the IX French paper instead of the regular one in Grade X, and the X French paper in Grade XI, provided a 60 or 50 per cent. mark is made respectively for a Teachers' or a High School pass in each case. But the substitution of a lower grade work for that of a higher will be allowed under no other conditions than specified above. The candidate should state this fact in his final examination statement so as to allow of its verification.

(15) Teachers are required to make themselves acquainted with the probable future requirements of pupils by consultation with them and their parents or guardians, before advising in the selection of the optional subjects. Those who are likely to attend the universities, etc., should select the subjects required for matriculation in them. The same policy will apply to other vocations.

(Note.—The prices given below are taken by the Advisory Board from the publisher's price list.)

## 224.—HIGH SCHOOL PROGRAM.

### Grade IX.

(English and any *five* other subjects imperative.)

#### 1. English:—

(a) **Literature**:—*High School Prose Book*, Part II, by O. J. Stevenson, (Macmillan, Toronto), limp cloth, \$0.15. Macaulay's *Lays of Ancient Rome* by J. C. Saul, (Macmillan, Toronto), limp cloth, 15 cents, with critical study, word analysis, prosody and recitations. English Composition as in *Sykes*, to page 101, or an equivalent in the hands of the teacher, with essays, abstracts and general correspondence so as to develop the power of fluent and correct expression in writing. [For 1914-15 Dickens' *Christmas Carol*, and Scott's *Lay of the Last Minstrel*.]

(b) As in **Grammar**:—(except notes and appendix) with easy exercises in parsing and analysis.

2. **Latin**:—As in *Collar and Daniell's First Latin Book*, to end of chapter L., or any equivalent grammar, with easy translation and composition exercises. [The *Roman* (phonetic) pronunciation of Latin to be used in all grades]. [For 1914-15, *First Year Latin* by Collar and Daniell (Ginn, Boston), Lesson I to end of LIII].

3. **French**:—Bertenshaw's *Grammar*, Part I., and *First Reader* to page 56 (each 1/-, Longmans).

4. **Geography**:—Physical and Astronomical, General Geography of continents and British Empire in detail as in Calkin.

5. **Arithmetic**:—As in the *Academic* to page 63.

6. **Algebra**:—As in Hall and Knight's *Elementary* to end of Chapter XVI.

### 7. **Drawing**:—

(a) As in Morton's *Mechanical Drawing*, with the construction of the figures in Euclid, Book I.

(b) High School Drawing Course, No. I, with model and object drawing and *Manual Training* No. 2.

8. **Science**:—Botany (5 Q.). *Beginners' Botany* by L. H. Bailey and the study of the Wild Plants of the Phenological Observations, with Pteris, Aspidium, Asplenium, Onoclea, and Osmunda in detail. (*Spotton's Botany* contains the most concise flora yet published for the use of students).

Physics—(3 Q.). As in Primer or equivalent (winter months). Text to be used only as an aid to the study of the subject.

### Grade X.

(English and any other five subjects imperative).

#### 1. **English**:—

(a) Same subjects as in previous grade, but more advanced scholarship required. Composition as in *Sykes*, or an equivalent in the hands of the teacher, with special attention to the development of readiness and accuracy in written narrative, description, exposition and general correspondence. For outside reading and theme writing: Kingsley's *Water Babies* (In Ward, Lock & Co.'s, Continuous Readers' Series, 1/-). [For 1914-15, Dickens' *Tale of Two Cities*. (Longmans, 25 cents).]

(b) As in **Grammar**:—Text book complete.

2. **Latin**:—As in *Collar and Daniell's First Latin Book* [1915-16, *First Year Latin* complete, and "*Caesar's Invasion of Britain*," by Welch and Duffield.]

3. **Greek**:—As in *White's First Greek Book*, lessons 1 to end of XL.

Or **French**:—*Bertenshaw's Grammar*, Part 11, (Longmans, 1/-) and *Souvestre's "Le Chevrier de Lorraine."*

Or **German**:—As in *Joynes Meissner's Grammar*, first 25 exercises, with *Buchheim's Modern German Reader*, Part I., first division only.

4. **History**:—Review of British History as in "Outlines" of British History; and oral lessons by teachers based on "Canadian Civics" (three questions).

5. **Chemistry**:—Inorganic, as in Waddell.

6. **Arithmetic**:—Text book complete.

7. **Algebra**:—As in *Hall & Knight's Elementary* to end of Chapter XXVII.

I. 8. **Geometry**:—*Hall & Stevens' School Geometry*, Part  
Grade XI.

(English and any other five subjects imperative).

1. **English**:—Lamb's *Essays of Elia*, selections by H. J. Robins (Macmillan Co., Toronto) 25 cents; Shakespeare's *Merchant of Venice* by Verity (Copp Clark Co., Toronto) 25 cents [For 1914-15 Tennyson's *Princess*, (Longmans, 25 cents); and Shakespeare's *Julius Caesar* (Longmans, 25 cents).] For outside reading and theme writing: Parkman's *Oregon Trail* by O. B. Sperlin (Longmans, 25 cents). [For 1914-15, Goldsmith's *Vicar of Wakefield* (Longmans, 25 cents).]

2. **Latin**:—Grammar and easy composition partly based on prose author read.

(a) *Caesar's De Bell, Gall.*, Book 1. (b) *Vergil's Aeneid*, Book 1, with grammatical and critical questions.

(c) *First Exercise in Latin Prose Composition* by E. A. Wells (Geo. Bell & Sons, London).

3. **Greek**:—Grammar and easy composition based partly on author read; and White's *First Greek Book* to end of Chapter LIX. *Xenophon's Anabasis*, Book I, with grammatical and critical questions.

Or **French**:—Berthon's *Specimens of Modern French Prose*, omitting IV, VI, IX and X.

*Fraser and Squair's Grammar*, sections 227 to 344, with the corresponding exercises, pages 343 to 371; or a thoro review of *Bertenshaw's Grammar*, parts I and II, with exercises complete. [1914-15, Ontario *High School French Grammar* by Fraser and Squair, lesson 1-LX (Copp, Clark, Toronto), 75 cents].

Or **German**:—As in *Joynes Meissner* to lesson 44, with *Buchheim's Modern Reader*, Part I, complete. Review of Grade X German.

4. **History**:—General History, as in *Swinton*. [For 1914-15, Myer's *A Short History of Ancient Times* (Ginn, Boston), \$1.10].

5. **Physics**:—The Chapters on either (a) *Light and Sound* or (b) *Electricity*, to be taken with the rest of the text, alternative questions to be given on (a) and (b), as in *Gage's Physical Science*. [For 1914-15, *Ontario High School Physics*, Parts I, II, III, IV, and VI, (Copp, Clark, Toronto), 90 cents. The Laboratory Manual, 35 cents, in the teachers' hands only].

6. **Practical Mathematics**:—To be known as *Trigonometry and Mensuration*. As in Murray's *Essentials of Trigonometry and Mensuration*, excepting Chapter XI.

7. **Algebra**:—As in *Hall & Knight's Elementary Algebra* to end of Chapter XL., except Chapter XXIX to end of XXIXd.

8. **Geometry**:—*Hall & Stevens' School Geometry*, Parts II, III and IV, omitting pages 207 to 219.

### Grade XII.

(Leaving Examination).

[Nine papers out of fifteen on the following twelve subjects constitute a full course. The following subjects are imperative:—English, two foreign languages, one mathematical and one scientific subject; except that those who take both Latin and Greek may omit the scientific subject, and those who make an average of 70 (Teacher's Pass) or 60 (H. S. pass) on English, may omit foreign languages].

1. **English** (Two Papers)—(a) *Lounsbury's English Language*, (Bell, London), 5/-, or *Bradley's The Making of English*, (Macmillan, Toronto), \$1.00. *History of English Literature* as in *Gwynn's Masters of English Literature* (Macmillan, Toronto), 90 cents.

(b) *Shakespeare's Macbeth* by Verity (Copp, Clark Co.), 25 cents; *Tennyson's Princess* by Woodbury (Longmans), 25 cents; *Shakespeare's Merchant of Venice*, (Longmans, \$0.25); *Palgrave's Golden Treasury*, Book II complete, (edited by Bates, Longmans) \$0.25; [For 1914-15, *Shakespeare's Merchant of Venice* (Longmans) 25 cents; *Palgrave's Golden Treasury*, Book II, complete, (Bates, Longmans) 25 cents, and *Burke's speech on Conciliation with America* (Longmans), 25 cents].

With the following books for outside reading and theme writing:—Scott's *Quentin Durward* by Adams (Longmans), 25 cents; Palgrave's *Golden Treasury*, Book III by Bates (Longmans), 25 cents. [For 1914-15 Stevenson's *Master of Ballantrae* (Macmillan), 25 cents; Jeffries' *Longer Narrative Poems* (Macmillan), 15 cents; Carlyle's *Essay on Burns* (Longmans), 25 cents.]

2. **Latin**:—(Two Papers); (a) Bennett's *Latin Grammar* or equivalent; Bradley's Arnold's *Latin Prose Composition* to end of exercise XXII; Sight Translation.

(b) Caesar's *De Bell. Gall.*, II, III, and IV, Vergil's *Aeneid*, Books II and III.

3. **Greek**:—(Two papers); (a) White's "*First Greek Book*," complete and reviewed. Sight Translation; *Easy Composition* partly based on the prose author read.

(b) *Xenophon's Anabasis*, Books II, III and IV.

4. **French**:—Sandeau's *Sacs et Parchemins* (edited by Pellissier, Macmillan, Toronto, \$0.90); Corneille's *Polyeucte* (Edited by Brauholtz, Pitt Press Series 2/0; Angier & Sandeau's *Le Gendre de M. Poirier* (Edited by Preston, Blackie & Son, 0/8); with questions upon grammar and composition as in Fraser and Squair's *Grammar*, sections 345 to 461, with the *Composition* exercises from page 371 to page 394. [For 1914-15, *Ontario High School Grammar* complete].

5. **German**:—Buchheim's *Modern German Reader*, Part II to end of selection 10, second division; and Schiller's *Wilhelm Tell*, Acts I, II, III and IV (edited by Carruth, Macmillan, \$0.60). *Grammar and Composition* as in Joynes-Meissner.

6. **Algebra**:—As in *Hall & Knight's Senior Matriculation Algebra*, (Macmillan, \$0.90). (A reprint of the first 19 chapters of the old and larger text).

7. **Geometry**:—Hall and Stevens' *School Geometry*, the whole book—six parts.

8. **Trigonometry**:—(a) *Plane* as in Murray's *Plane and Spherical*. (b) *Spherical* as in Murray's *Plane and Spherical*, Chapters I, II, III and IV.

9. **Physics**:—As in Goodspeed's Gage's *Principles of Physics*. [For 1914-15, *Ontario High School Physics* complete (Copp, Clark, Toronto), 90 cents].

10. **Botany**:—As in Bergen and Davis' *Principles of Botany*.

11. **Chemistry**:—As in Smith's "General Chemistry for Colleges."

12. **History**:—Myer's *Ancient History* (revised edition), Parts I, II and III. [For 1914-15, Myer's *A Short History of Medieval and Modern Times* (Ginn, Boston), \$1.10. The two volumes for grades XI and XII bound in one volume, \$1.50].

### 232. TEXT BOOKS FOR PUBLIC SCHOOLS.

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

Instructors and teachers are reminded—

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

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

(3) Under section 81 (e) of the Education Act, school sections can vote money for the purchase of prescribed school books; and school trustees are free to arrange to obtain them at wholesale rates from publishers, or with the regular trade discounts from booksellers, and to arrange to distribute them at *reduced price*, or *free*, to all pupils of their schools, or to pupils who cannot afford to buy them.

(4) For the full information of school boards the regular (a) *retail price*, and (b) *dozen lot cash price* of each is given according to the trade usages followed by the leading book dealers, Halifax. The following list gives merely in a general way the price of the book when bought (a) singly and (b) in small lots. The terms in detail can be obtained exactly from the dealer.



(5) Price of Books for Common School Grades.

	Per one	Per dozen
Acadian Reader No. 1, Part 1 (Nelson, Edinburgh)	\$ 0.07	5 $\frac{1}{4}$
Acadian Reader No. 1, Part 2 (Nelson, Edinburgh)	0.07	5 $\frac{1}{4}$
Acadian Reader No. 1, Complete (Nelson, Edinburgh)	.20	.15
Acadian Reader No. 2, Complete (Nelson, Edinburgh)	.30	22 $\frac{1}{2}$
Acadian Reader No. 3, Complete (Nelson, Edinburgh)	.35	26 $\frac{1}{2}$
Acadian Reader, No. 4, Complete (Nelson, Edinburgh)	.40	.30
Nova Scotia Reader No. 1 (Morang, Toronto)	.15	.12
Nova Scotia Reader No. 2 (Morang, Toronto)	.20	.16
Nova Scotia Reader No. 3 (Morang, Toronto)	.25	.20
Nova Scotia Reader No. 4 (Nelson, Edinburgh)	.25	18 $\frac{3}{4}$
Nova Scotia Reader No. 5 (Nelson, Edinburgh)	.30	22 $\frac{1}{2}$
Nova Scotia Reader No. 6 (Nelson, Edinburgh)	.30	22 $\frac{1}{2}$
Reading for VII and VIII [Series 1, 2, 3] Mackinlay and Allen, Boards	.19	15 $\frac{1}{2}$
Lessons in English [Grammar and Composition] Boards	.23	18 $\frac{1}{2}$
History of Canada [Calkin's Brief Mackinlay]	.25	18 $\frac{1}{2}$
History of Canada [Hay's, (Copp, Clark)]	.20	.17
Brief History of England (Nelson)	.15	.12
Geography [Calkin's Junior, (Mackinlay)]	.60	.45
Royal Crown Copy Books (Mackinlay)	.03	02 $\frac{1}{2}$
Prang's Drawing Books (Mackinlay) or	.12	.096
Augsburg's Drawing Books	.12	.096
Ontario School Hygiene (Copp, Clarke, Toronto)	*.20	*.16
Ontario P. S. Arithmetic (Simpson, Toronto)	.18	.15

(6) Price of Books for High School Grades.

Nova Scotia English Grammar (Mackinlay) Boards	.23	18.4
Outlines of British History (MacKinnlay)	.35	.28
Canadian Civics [N. S. Edition] (Copp, Clarke, Toronto)	*.35	*.28
Geography [Calkin's Advanced] (Mackinlay)	.90	.72
Morton's Mechanical Drawing (Allen)	.40	.32
Collar & Daniel's Latin Book (Ginn & Co., U. S. A.)	1.00	.85
White's First Greek Book (Ginn & Co., U. S. A.)	1.25	1.00
Waddell's Chemistry (Macmillan)	*.80	*.64
Bailey's Botany for Beginners (Macmillan)	.55	.44 $\frac{1}{2}$
Hall & Knight's Algebra (Macmillan)	.75	.56 $\frac{1}{2}$
Hall & Stevens' School Geometry, I-VI (Macmillan)	*.75	*.60
Academic Arithmetic (Allen)	.30	.24

\*Price at Toronto.

Most of the other books used in the high school grades have their retail prices specified in the high school program and the wholesale prices are generally in the same ratio as indicated above.

Books at Wholesale Prices.

(7) The school law of Nova Scotia enables school sections to assess themselves for their school books, and obtain them at wholesale prices. This is being done in many sections of the province, some of which supply the books free to the pupils. They can equally well be sold at cost; so that a school section which once voted the money, could have it recouped annually, and thus without any more cost continue to supply books at wholesale cost forever.

The school trustees are the proper parties to take charge of the supply of books; for they are in continual and close touch with the school. They can allow those who desire to own their books to have them at wholesale prices; and the deserving indigent can be supplied free. There can be both oversight and economy under the management of the local trustees.

## PHYSICAL TRAINING.

**Strathcona Physical Training Prizes, 1913.**

The present twelve inspectorates of the Province are the Provincial sub-divisions for supervision of, and competition in, Physical Training for the Strathcona prizes which will be apportioned for 1912-1913 to each inspectorate in proportion to the annual school enrolment of the previous year, as follows:

Division No.	1	Inspector	Creighton.....	\$116.90
"	"	"	MacIntosh.....	71.19
"	"	"	Bruce.....	59.11
"	"	"	Morse.....	63.49
"	"	"	Robinson.....	66.89
"	"	"	MacDonald.....	46.33
"	"	"	MacNeil.....	37.35
"	"	"	MacKinnon.....	36.79
"	"	"	Armstrong.....	48.51
"	"	"	Craig.....	70.65
"	"	"	Phelan (including bal.)..	141.10
"	"	"	Campbell.....	40.57
				\$798.88

The inspector shall award the prizes for physical training within his own inspectorial division. The total amount of each prize shall be paid to the teacher who shall apply *one third*, with the approval of the inspector and trustees, to some appropriate object to be permanently displayed in the school room as a memento. The following competition sub-divisions of each inspectorial division are intimated, for the present year, 1912-1913.

No. 1. Total amount to be divided into four equal sums each for (1) Halifax City, (2) West Halifax, (3) East Halifax, and (4) rural Halifax. First, second, third and fourth prizes in each respectively, in the ratio of 9, 8, 7, 6.

No. 2. Two prizes, respectively, to each of the following three sub-divisions of the inspectorate, sections having organized Cadet Corps, being excluded from the competition—(a) Lunenburg County, East of the LaHave River, (b) Lunenburg County, West of the LaHave River, and (c) Queens County.

No. 3. One prize to each of the following four sub-divisions, (a) Yarmouth, (b) Argyle, (c) Barrington, and (d) Shelburne. Sections having a Cadet Corps to be excluded.

No. 4. A first and second prize to each of the four sub-divisions of the inspectorate, (a) Annapolis East, (b) Annapo-

lis West, (c) Digby and (d) Clare. Two third prizes, one for Annapolis Co., and one for Digby Co. Sections having Cadet Corps to be excluded from the competition.

No. 5. One prize in each of the four following subdivisions of the inspectorate, (a) Hants East, (b) Hants West, (c) Kings East, (including Kentville, Blue Mt., Lake Mills, Alton, Pine Woods, Steam Mill, Centreville, and East Halls Harbor), and (d) Kings West. Sections with Cadet Corps excluded.

No. 6. Three prizes, first, second and third to each of the Districts of Antigonish and Guysboro; and two, a first and second, to the District of St. Mary.

No. 7. Two prizes in the ratio of 3 to 2 to South Inverness-District, and two similar prizes to Richmond District.

No. 8. Two prizes each for (a) Inverness South, south of the Margaree River, and (b) Inverness North, north of the Margaree. (c) Three prizes for Victoria Co. Sections with Cadet Corps excluded.

No. 9. Three prizes of equal value for (a) West Pictou and, (b) East Pictou. Sections with Cadet Corps excluded.

No. 10. Five prizes of equal value. Two for the incorporated towns, one of which will be for Grades I to V inclusive, the other Grades VI to XI.

One prize to the graded schools not included in the above. Two prizes to the rural schools.

No. 11. Two-thirds of the total amount to be awarded to the graded schools of the Division in ten prizes in the proportion of 19, 18, 17, 16, 15, 14, 13, 12, 11, and 10; and one-third of the total amount to be awarded to the ungraded schools of the Division in six prizes in the proportion of 15, 14, 13, 12, 11, and 10.

Departments, any of whose pupils belong to cadet corps, to be excluded.

No. 12. North Colchester two prizes. West Colchester two prizes. South Colchester three prizes. Sections having a Cadet Corps will not be eligible for competitions.

### **Physical Training Imperative in all Schools.**

Altho Third class teachers are not required to have a certificate of qualification to give physical training in school

as it should be given, they are nevertheless required to qualify as far as possible, and to give the most suitable exercises to the conditions of the school from the prescribed text. This is one of the health precautions imperative in every school.

Every teacher of class higher than third must satisfy the Inspector that the exercises suitable to the conditions of the school are being regularly given to the pupils according to the prescribed text. Neglect or inefficiency in this respect on the report of the Inspector will render the teacher liable to a reduction of Provincial Aid to the next lower class.

To assist the Inspectors in making the allotment of Prizes for Physical Training from the Strathcona Trust, a report in the subjoined form should be sent by each Principal (or Teacher in case of ungraded schools) to the Inspector on or before the 1st of June.

Report of Physical Training in.....school,  
 Section No.....District of.....for school year  
 beginning August, 191.....

Name of Teacher.	No of lessons in P. T. per week.	No. of minutes per week given to recreation exercises.	Remarks.

.....Principal.

**Note.**—Column 2 “lesson” means the period of 20 minutes or more, devoted to teaching a Table of exercise.

Column 3, “Recreative Exercise” is the short break in each long period during which the pupils are vigorously put thru one or more familiar exercises.

**Physical Training Text Books.**

In all the Schools of the Province, the Physical Training will follow the “Syllabus of Physical Exercises for Schools.”

Canadian edition, 1911, published by the Executive Council, Strathcona Trust.

It is designed to furnish a uniform standard of training in this subject thruout the Dominion and is practically a reprint of the Syllabus authorized by the British Board of Education.

The following amendments in the prescribed text should be noted:—

Table 30, group 5,—The detail of this exercise is as follows: Arms forward—*Raise*: Arms upward—*Swing*: Arms forward—*Lower*: Arms backward—*Swing*.

Table 64, Group 1, (b).—“With Turning Feet—Change” is performed in four motions.

The explanatory Note should read “First the Left Foot is brought back, then the usual Right Turn is made in two motions; the Right Foot then lunges outward on the fourth motion.”

Wherever the expression “Half Right (or Left) Turn” occurs, as in Table 64 and following, Substitute “Right (or Left) *In-cline*.”

### Physical Training Courses.

Physical Training Courses for teachers will be conducted at the Rural Science School, Truro, N. S., and at the Atlantic Summer School of Science, Halifax, N. S., during the Mid-summer vacation. At least two hours drill per day will be required in these courses.

Candidates in these courses as well as at the Normal College next session, will be required to furnish themselves with gymnasium shoes and clothing appropriate to the work. Ladies who take the course will find that a one-piece dress which allows freedom of movement, will add greatly to the comfort of the pupil and success of the instruction.

## PHYSICAL TRAINING CERTIFICATES OF GRADE "B."

Awarded under the Dominion Department of Militia and Defense.

At Normal College, Truro, 29th January, 1913.

5796—Mary Ellen MacDonald.  
 6555—Jessie May Aalders.  
 6556—Matilda Arseneau.  
 6557—Margaret May Comeau.  
 6558—Edith Amelia Crittenden.  
 6559—Hilda Gertrude Crooks.  
 6560—Isabel Jean Decker.  
 6561—Anna Evelyn Glawson.  
 6562—Gertrude Florence Greene.  
 6563—Viva Evelyn Halfpenny.  
 6564—Mary Anne Laurie.  
 6565—Helena Jane Levandier.  
 6566—Lizzie May McIntosh.  
 6567—Agnes May MacKay.  
 6568—Carrie Estelle Villa MacKenzie.  
 6569—Sarah Mary MacFadyen.  
 6570—Sadie May McLellan.  
 6571—Mary Elizabeth Miller.

6572—Josie Anne Morrison.  
 6573—Edith Frances Somers.  
 6574—Kathleen Georgiana Spanks.  
 6575—Rucy Elizabeth Teed.  
 6576—Mary Elise Thimot.  
 6577—Ruth Underwood.  
 6578—Margaret Walters.  
 6579—Sadie Belle Zinck.

4th February, 1913.

6580—Mary Isabella Davidson.  
 6581—Ella Geraldine Holder.  
 6582—Christine McKinnon.  
 6583—Edith May Blackie.  
 6584—Bernice Curry Wilson.  
 6585—Annie Isabel Rettie.  
 6586—S. B. Trerice.

## GRADE "C" PHYSICAL TRAINING CERTIFICATES.

88—Isabella Rogers.

89—Christine McInnis.

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.

(To be sent in to the Inspector with the Returns in February and July).

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

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

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

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

These schedules should be sent in to the Inspector with the school returns in July and February, containing the observations made during the Spring (January to June) and the Fall (June to December respectively).

The new register has a page for a duplicate of such records.

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

By the aid of the table given at the top of pages 3 and 4, the date, such as the 24th of May for instance, can be readily and accurately converted into the *annual* date, "the 144th day of the year," by adding the day of the month given to the annual date of the last day of the preceding month (April in this case), thus:  $24 + 120 = 144$ . The annual date can be briefly recorded, and it is the only kind of dating which can be conveniently averaged in 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.  
(1913 Schedule).

(For the months July to December, 19 ; or the months January to June 19 ).  
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

Nova Scotian Phenochrons, year

(Wild Plants, etc.—Nomenclature as in "Spotton" or "Gray's Manual").

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



PHENOLOGICAL OBSERVATIONS—(Continued).

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

PHENOLOGICAL OBSERVATIONS—(Continued).

69. Shearing of Sheep.....	(a)	(b)		
70. Hay Cutting.....				
71. Grain Cutting.....				
72. Potato Digging.....				
<b>(Meteorological Phenomena).</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, etc., (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).....				

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

Going North  
or coming  
in Spring

Going South  
or leaving  
in Fall.

[For Leap years increase each number except that for January by 1]

**(Migration of Birds, etc.)**

81. Wild Duck migrating.....	(a)	(b)
82. Wild Geese migrating.....		
83. Song Sparrow ( <i>Melospiza fasciata</i> ).....		
84. American Robin ( <i>Turdus migratorius</i> ).....		
85. Slate coloured Snow Bird ( <i>Junco hiemalis</i> ).....		
86. Spotted Sand Piper ( <i>Actitis macularia</i> ).....		
87. Meadow Lark ( <i>Sturnella magna</i> ).....		
88. Kingfisher ( <i>Ceryle Alcyon</i> ).....		
89. Yellow Crowned Warbler ( <i>Dendroeca coronata</i> ).....		
90. Summer Yellow Bird ( <i>Dendroeca aestiva</i> ).....		
91. White Throated Sparrow ( <i>Zonotrichia alba</i> ).....		
92. Humming Bird ( <i>Trochilus Colubris</i> ).....		
93. King Bird ( <i>Tyrannus Carolinensis</i> ).....		
94. Bobolink ( <i>Dolichonyx oryzivorous</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 or Remarks).**

101. *Senecio Jacobaea* (St. James Ragwort); Is it found within the school section?  
If so, to what extent? etc.
102. The Brown Tail Moth, etc.

PHENOLOGICAL OBSERVATIONS.

List of Schools Sending in Schedules of Local Observations for the School Term ended July, 1911.

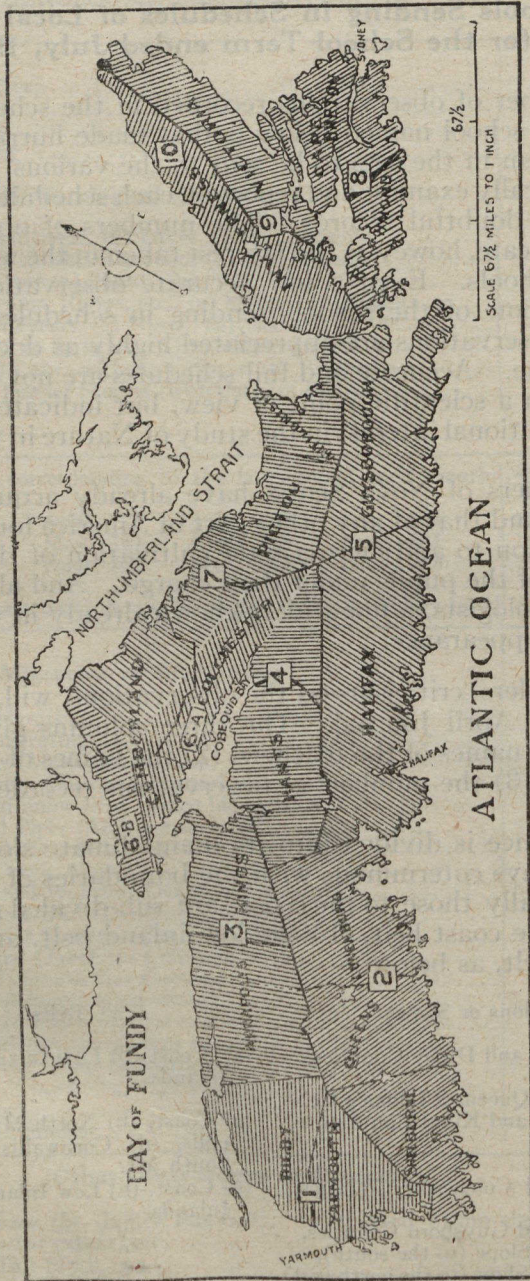
The number of observations recorded in the schedules sent in from each school named below is that made hurriedly while arranging them in the sets to be sent to the various compilers, who will critically examine and report on each schedule to eliminate errors or doubtful records. The numbers of observations generally indicate, however, the interest taken in the work by the respective schools. Even a few accurate observations are of value; and some of the schools sending in schedules of a low number of observations are appreciated highly as documents of scientific value. Accurate and full schedules are not only more valuable from a scientific point of view, but indicate generally a strong educational interest in the study of Nature in the school.

The teachers of Nova Scotia have already acquired a reputation beyond that of any other part of America for their voluntary devotion to and success in the cultivation of the observing faculties of the pupils under their charge. And already our first line of biologists, a few widely known already in the world, has made its appearance.

The compilers' criticisms on the observations, will, as usual appear in the April Journal. The three columns give respectively, (1) the names of the teachers, (2) the names of the school sections, and (3) the numbers of observations recorded.

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

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



THE TEN PHENOLOGICAL REGIONS OF NOVA SCOTIA.

## NOTICE.

**Change of Dates for the Phenological Schedules.**

It is decided to have the schedules of observations henceforward sent in twice a year (with the semi-annual returns). This arrangement will enable the Education Department more easily to compile the information in periods of the *Calendar* year so as to be more readily comparable with phenological observations in other countries, and with the voluminous meteorological statistics collected, compiled and published by the Dominion.

The schedule sent in at the end of the first half of the school year is intended to cover the time from the 1st of July to the end of December—thus completing the *Calendar* year.

The schedule sent in at the end of the school year in July is intended to cover the observations from the 1st January to the end of June.

Where the same teacher is employed in the section during the *whole* calendar year, the schedule sent in during the first week of February is commended to cover the whole calendar year, from the 1st of January to the 31st of December. Such a schedule will be complete in itself for the whole calendar year, and the fact of its repeating the contents of the June schedule will be no inconvenience to the compilers, while it will reflect favorably on the teacher.

This course should be followed by a teacher new to the section, provided the previous teacher left the record on file or in the register. *Whenever the observations for the **Calendar** year can be given complete, there is an advantage in giving it **Complete** in the schedule sent in with the February returns.*

A schedule without the half year or year which it covers being entered in the *first* line of the second page, or without the compiler's name and address must be rejected—no matter how good the observations may appear.

## RURAL SCIENCES SCHOOL, TRURO.

This school has been organized for the purpose of improving the qualifications of teachers of elementary science in its application to the common school and especially to the rural school as a diffuser of knowledge and efficiency among the young people of agricultural districts.

The curriculum of studies is pursued at the Provincial Normal and Agricultural Colleges thru one, two, or three summer terms of about four weeks each; and, at successive stages in the completion of the same, the student may be granted a certificate qualifying him for a special Provincial grant varying from fifteen to ninety dollars a year. On the completion of the course, the candidate is granted a Rural Science diploma qualifying for the highest special grants to Rural Science teachers, as set forth in the new Manual of School Law, page 137.

In view of the greatly increased federal subsidy promised to agricultural education, the special grants to teachers of elementary agriculture and horticulture who hold certificates or diplomas of the Rural Science School are likely to be considerably increased.

The next session of the Rural Science School will be held in Truro from July 9th to August 8th, 1912. Exceptionally good facilities are afforded. The teaching staff comprizes the several science-teachers of the Provincial Normal and Agricultural Colleges, assisted by Mr. C. L. Moore, B. A., professor of biology in Dalhousie University; and the laboratories and other equipments of the two provincial institutions at Truro are placed at the disposal of the faculty and students.

Tuition is free. Railways grant single-fare tickets on the "Standard Certificate" plan, and students are recouped the actual amount of their traveling expenses.

An extra vacation of one week may be obtained by teachers in attendance, section 145 of the new Manual of School Law having been amended to permit this.

Applicants for admission to the courses leading to Rural Science diploma must hold a provincial high-school certificate of grade XI or a higher grade.

During the present and subsequent sessions of the Normal College arrangements are made for a continuous course of training leading to Rural Science diploma. Students of the "B" and "A" classes of the Normal College possessed of exceptional general ability, of previous knowledge of the natural sciences, and of aptitude for science teaching, may at the beginning of April enrol as candidates for the Rural Science diploma as well as for the diploma of the Normal College. Such candidates are released from their regular studies in the Normal College and are permitted to devote themselves to the work of the Rural Science School, remaining in attendance until the closing of its classes in August, at which time they may hope to be awarded the full diploma in Rural Science.

For further information concerning the courses of study, consult the new Manual of School Law, pages 270 to 277. For information regarding boarding-houses in Truro, apply to Mr. E. W. Connolly, Normal College, Truro, N. S.

### PHYSICAL TRAINING.

Concurrently with the Rural Science courses, instruction will be offered in physical training. Classes will be conducted by an instructor detailed to the work by the Department of Militia and Defense, and students in attendance on rural science classes, as well as others, may qualify for the Military "B" certificate now required of candidates for license.

### CLASSES FOR BILINGUAL TEACHERS.

Classes in language methods for bilingual teachers in Acadian Schools will open on July 9th and continue till August 8th. Applications for admission should be sent as early as possible to the principal of the Provincial Normal College, Truro.

Bilingual teachers should take notice that the new French Readers cannot legally be used in Acadian Schools unless the teachers using them are competent to teach English colloquially and effectively. Teachers in attendance may take classes in physical training, or in Rural Science, or in both, and may thus partially qualify for a Rural Science grant.

Minimum traveling expenses will be paid to students who are regularly employed teachers in Acadian communities and who speak both languages with fair fluency.

For particulars respecting the Bilingual Classes apply to The Principal, Normal College, Truro, N. S.  
Or, to the Instructor, Mr. Louis A. d'Entremont, West Pubnico, Yarmouth Co.

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

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The next session of the Summer School of Science will be held in Halifax, from Tuesday, July 8th, to Tuesday, July 29th. This School has been established for the purpose of affording teachers and others the opportunity of combining the study of some specialty with the rest and recreation of a delightful and inexpensive outing.

The Summer School of Science has the endorsement and support of the Education Departments of the Atlantic Provinces. The course of study extends over two sessions and embraces all the subjects required to be taught by Nature Study teachers. In addition to which admirable courses in English Literature and Drawing have been provided for.

There are three classes of subjects taught,—Physical Sciences, embracing Physics, Chemistry, Geology, and Mineralogy; Biological Sciences, including Botany, Zoology, Physiology and Entomology; Miscellaneous, including Literature, Agriculture, Drawing, Manual Training and Physical Training.

Additional courses will be provided in Music, Elocution, French, German, Psychology, Child Study and Play Ground Supervision, provided that not fewer than twenty (20) persons make application for the same to the Secretary not later than June 1st.

Nova Scotia teachers who are preparing for the Rural Science Diploma will be allowed credit for work done by them at the Summer School of Science.

Instructors in Physical Training will be provided by the Department of Militia and Defense so that attending students may qualify for the grade "B" certificate.

The Faculty of the Summer School of Science include the foremost Educationalists in the Atlantic Provinces, as a perusal of the list will convince any one:



Agriculture, taught by Prof. W. H. Hamilton, Ph. D., of the Macdonald College at Ste Anne de Bellevue.

Botany, by G. D. Reid, M. A., of Harvard University, Cambridge, Mass.

Chemistry, by Prof. H. E. Bigelow, Ph. D., of Mount Allison University, Sackville, N. B.

Drawing, by Prof. H. H. Hagerman, M. A., of the Provincial Normal School, Fredericton, N. B.

Geology, by Prof. D. S. MacIntosh, M. Sc., of Dalhousie University, Halifax, N. S.

Literature, by S. A. Starratt, B. Sc., of Boston, Mass.

Manual Training, by L. N. Seaman, M. A., Director of

Manual Training in Halifax Public Schools.

Physics, by Prof. I. G. M. Allen, Ph. D., Cincinnati, Ohio.

Physiology, by S. A. Starratt, B. Sc., Boston, Mass.

Zoology, by Prof. H. G. Perry, M. A., of Acadia University, Wolfville, N. S.

A large number of scholarships is being offered for competition.

For information regarding board apply to the local Secretary, George R. Bancroft, B. A., 55½ LeMarchant St., Halifax, N. S.

Drop a postal to the Secretary, J. D. Seaman, 63 Bayfield Street, Charlottetown, Prince Edward Island, for a copy of the Calendar of the School.

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### THE ACADIAN INSTITUTE

meets this year at West Pubnico on the 4th, 5th and 6th of June, 1913.

**S. A. Amirault,**

*Secy.-Treasurer.*

Wedgeport, N. S.

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### THE DOMINION EDUCATIONAL ASSOCIATION

is likely to meet in Ottawa after the middle of August. The delay in having the Report of the Royal Commission on Industrial and Technical Education printed and brought before the Dominion Parliament, is responsible for the late date, we infer. The President of the Association is also Chairman of the Commission. The Report should be in the hands of the public as soon as the Convention is called or the program framed.

## THE NATIONAL EDUCATION ASSOCIATION

of the United States will meet in Salt Lake City, Utah, 7th and 11th July, 1913.

**D. W. Springer,**  
*Secretary, N. E. A.,*

Ann Arbor,  
Michigan, U. S. A.

## THE TEACHERS' NORMAL INSTITUTE

for the six eastern Counties of Nova Scotia will meet during the last week before the Christmas Vacation in December next, at Port Hawkesbury.

**James MacKinnon,**  
*Secretary.*

Baddeck, N. S., 23rd April, 1913.

## THE DAUGHTERS OF THE EMPIRE

have been issuing suggestions in the form of *Patriotic Programs* for schools. Each lesson refers to an Empire builder with an appropriate practical extract, several suggestive questions and two readings.

The Secretary is Miss Collet, Dominion Bank Chambers, 238 Bloor St. East, Toronto.

## THE LEAGUE OF THE EMPIRE

is planning to hold a convention of teachers from all parts of the Empire annually. As London, the center of the Empire, is also the center of the world more than any other city, there will always be crowds from all parts of the world going thru it. Among those, henceforward, will be the teachers who want to see the world.

The **Convention of teachers** this year will be open on the **19th of July** in **Caxton Hall, Westminster, London,** to be followed by a reception.

Teachers from Nova Scotia visiting Europe should take advantage of such opportunities.

### PUPIL'S SCHOOL CORRESPONDENCE.

Teachers who wish to have their pupils linked in correspondence with pupils in other parts of the empire, can be put in the way of doing so by communicating with

Mrs. E. M. Ord Marshall, Hon. Secretary "League of the Empire,"

Caxton Hall, Victoria St., Westminster, S. W.,  
London, England.

The League of the Empire is the most convenient institution thru which to get into touch with other schools for general school correspondence, nature study correspondence, etc., as intimated in previous *Journals*.

*The Federal Magazine* is published monthly by the League, and makes a specialty of communication with the schools of all parts of the Empire. In every school with more than one teacher, one at least should obtain this magazine for the teachers' reading club or library.

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### FOURTH INTERNATIONAL CONGRESS ON SCHOOL HYGIENE

will meet at Buffalo, New York, U. S. A., August 25th to 30th, 1913.

The Secretary-General is Dr. Thomas A. Storey, Professor of Hygiene, College of the City of New York.

New York City,

U. S. A.

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### GLAMORGAN SUMMER SCHOOL

meets at the County Schools, Barry, Wales, from the 5th to the 30th August, 1913. Wide range of subjects. Applications for splendid calendar and forms for admission may be made to

The Chief Educational Official,

County Hall,

Cardiff,

Great Britain.



# JOURNAL OF EDUCATION.

APRIL, 1913.

## OFFICIAL NOTICES.

The full number of legal teaching days in the half school year ended February was 103; and in the half school year to the end of June is 103. School year 206 teaching days.

### *Summer Calendar, 1913.*

April	14	Fourth Quarter of the School year began.
May	2	Arbor Day.
May	23	Empire Day.
"	24	Victoria Day (Holiday, 30th June).
"	24	Last day for applications for examinations.
June	1	Last day to apply for Admission to Military School.
"	3	King's Birthday (Holiday).
"	21	Applications Admission Rural Science School, Truro.
"	23	Normal College Closes.
"	24	Provincial Examinations begin.
"	27	Last authorized teaching day of school year.
"	30	Last day of Provincial Examinations.
"	30	Annual meeting of school sections.
July	1	Dominion Day.
"	2	Military School, Halifax, opens.
"	8	Summer School of Science at Halifax, opens.
"	9	Rural Science School at Truro, opens.
"	29	Summer School of Science closes.
Aug.	8	Rural Science School closes.
"		Dominion Educational Association, Ottawa.
"	25	First Quarter begins. Schools open.
Sept.	1	Labor Day (holiday).

**SPECIAL STATISTICS FOR 1913.**

The blank columns 150a, 150b and 150c in the *Register* and *Annual Return* are to filled in as follows this year:

150a. No. pupils in high school grades taking *one* foreign language only.

150b. No. of pupils in high school grades taking *two* foreign languages.

150c. No. in high school taking more than *two* foreign languages.

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

- (a) **Halifax East**—Thursday, May 8th.
- (b) **Halifax Rural**—Thursday, May 15th.
- Halifax West**—Wednesday, June 18th.
- Lunenburg**—Wednesday, May 7th.
- Chester**—Thursday, June 5th.
- Queens South**—Thursday, May 15th.
- Queens North**—Friday, May 9th.
- Barrington**—Tuesday, May 6th.
- Shelburne**—Friday, May 16th.
- Argyle**—Thursday, May 1st.
- Yarmouth**—Tuesday, June 3rd.
- Annapolis West**—Monday, June 9th.
- Annapolis East**—Tuesday, June 10th.
- Digby**—Friday, June 13th.
- Clare**—Tuesday, June 17th.
- (c) **Hants East**—Tuesday, April 29th.
- (d) **Hants West**—Friday, May 9th.
- (e) **Kings**—Tuesday, May 13th.
- (f) **Colchester South**—Saturday, April 19th.
- (g) **Colchester West**—Thursday, May 1st.
- (h) **Colchester North**—Tuesday, May 6th.
- Cumberland**—Friday, May 23rd.
- Parrsboro**—Thursday, May 1st.
- (i) **Pictou East**—Monday, May 12th.
- (j) **Pictou West**—Tuesday, May 13th.
- Guysboro**—Wednesday, May 14th.
- Antigonish**—Wednesday, May 21st.
- St. Mary**—Wednesday, May 28th.
- Cape Breton**—Tuesday, May 20th.

- Inverness North**—Thursday, May 29th.  
**Victoria**—Tuesday, June 3rd.  
 (k) **Inverness South**—Wednesday, June 4th.  
 (l) **Richmond**—Wednesday, July 2nd.

(a) At Sheet Harbor; (b) Middle Musquodoboit;  
 (c) Elmsdale; (d) Windsor; (e) Kentville; (f) Truro;  
 (g) Great Village; (h) Tatamagouche; (i) New Glasgow;  
 (j) Pictou; (k) Port Hood; (l) Arichat.

### DISTRICT SCHOOL COMMISSIONERS.

(Appointed 25th May, 1912).

**Cape Breton**:—Rev. John H. Nicholson, Lingan.

**Cumberland**:—Rev. E. H. Ramsay, Amherst.

J. C. Purdy, Amherst.

W. E. Lockhart, Hansford.

C. C. McNeil, Oxford.

H. S. Terris, Springhill.

M. Y. Boss, Rodney.

Samuel Freeman, West Amherst.

Kent Howard, Middleboro.

Allan McKenzie, Stake Road, Malagash.

Henry Anderson, Northport.

**Parrsboro**:—W. R. Barner, Advocate.

A. W. Atkinson, Advocate.

Geo. W. Smith, Apple River.

Charles E. McCabe, Diligent River.

Burton Fulton, Half Way River.

**St. Mary**:—Rev. N. M. Purdy, Sherbrooke.

(Appointed May 1st, 1913).

**Clare**:—Jean Pierre Comeau, Meteghan Center.

Elisee Robichau, Meteghan Center.

**Victoria**:—Farquhar Buchanan, Baddeck Forks.

### SECTIONS PLACED ON THE SECOND SCHEDULE.

**Colchester South**:—Green's Creek, No. 31.  
 (June 14th, 1912.)

**Hants West**:—Three Mile Plain, No. 4.  
 (November 19th, 1912.)

**Kings**:—Halls Harbor, No. 32.  
 (April 9th, 1913.)

**Antigonish:**—Marydale, No. 36.  
(April 9th, 1913).

**Pictou West:**—Lovat, No. 43.  
(April 9th, 1913).

Sundridge, No. 52.  
(April 9th, 1913).

**Cape Breton:**—Ball's Bridge, No. 41.  
(May 1st, 1913).

Irish Vale, No. 98.  
(May 1st, 1913).

**SECTIONS HAVING ANNUAL MEETING.  
FIRST MONDAY IN MARCH.**

**Halifax West:**—Hackett's Cove, No. 10.  
(November 19th, 1912).

**Inverness North:**—Little River, No. 4.  
(12th February, 1913).

Cheticamp Chapel, No. 7.  
(February 12th, 1913).

**Shelburne:**—Gunning Cove, No. 34.  
(February 12th, 1913).

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**Omitted from October 'Journal', 1912, page 98.**

Hilda Marion Vaughan, Chester Station, Grade X, Pass  
List.

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**THE NEW REGISTER FOR 1913.**

Teachers should notice that the statistics in the new *Register* have been changed in order to obtain statistics on medical inspection, defectives, incorrigibles, etc., which are now of importance. Great care should be taken to have every answer as accurate as possible. The principal of the schools of the section is held responsible for the accuracy of the different items and their totals from the section, as well as the subordinate teacher who may be the original in error.

## SCHOOL ENGAGEMENTS.

Teachers will be careful to observe the following regulations which are found to be necessary to enable Inspectors to have the schools filled. No item of information required should be omitted; otherwise the briefer the notice the better.

35 (1) Every teacher, assistant or substitute *as soon as engaged* to teach in any school, shall mail or otherwise directly send a written notice to the inspector of the division intimating the *engagement*, the *class* of license held, its *year* and *number*, the *name and address* of the secretary, and the *name* of the school section where last engaged. This shall be followed by a notice of the opening of school mailed not later than the day following the said opening day of the teacher's service.

(2) If any school should be closed temporarily on an authorized teaching day, it shall be reported promptly by mail to the inspector, in advance whenever possible, with the reason. Should this be neglected, the loss of the day cannot be made up by teaching on the substitute days otherwise allowed by regulation.

(3) These intimations shall be kept on file in the inspector's office, to regulate his movements and his efforts in providing teachers for vacant schools; and any delay on the part of teachers in giving these notices shall render them liable to the loss of Provincial Aid.

36 A teacher intending to compete (1) for superior classification as an Academic, class "A", or a rural science teacher, or (2) for a school library grant, or (3) for an inspector's certificate for promotion, or (4) for any other special consideration provided for in the school laws, shall give due information thereof to the inspector in writing as early as possible, but not later than the last day of September.

## REGULATION 26.

The sectional rate roll shall be made out and posted by the trustees on or before the last day of September, and shall be collected as promptly as possible so as to provide for the quarterly payment of salaries and other accounts due.

## RECOMMENDATION OF ADVISORY BOARD.

The Advisory Board recommends that every high school pupil should take at least one foreign language during each year of the high school course and where more than one foreign language is taken, the Board recommends that one of these languages be Latin. The Board considers that a knowledge of Latin and another foreign language by all teachers is highly desirable.

## CHANGE OF REGULATION.

In order to prevent no one who has obtained a pass certificate without taking the science subjects of the high school course, from enjoying the advantage of entering the Normal College next September, the Council on the recommendation



of the Advisory Board will not require the supplementary examination in the sciences specified in Regulation IV of the last Calendar.

It will be to the advantage of such candidates, however, who may have omitted either the mathematics, sciences, drawing or geography and history in their high school courses, to rectify any omission by working up the subjects during the vacation. Splendid opportunities in the case of the sciences will be afforded in the Summer Science school at Halifax, and the Rural Science school at Truro.

Examination week shall henceforward be the last seven days of June. School rooms needed for the examinations on the request of the Inspector may be closed, the time and average attendance for the days being allowed to teachers and trustees. Inspectors can also, if there is good reason for it, allow the same consideration in the case of a school room where the teacher is writing the examination, if the school trustees support the teacher's application.

### AN ACT TO AMEND CHAPTER 2, ACTS OF 1911, "THE EDUCATION ACT."

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

1. Section 81 of Chapter 2 of the Acts of 1911, "The Education Act," is amended by adding thereto the following sub-section.

(k) And also any sum which may be necessary to secure the proper tuition of all the pupils of the section in the school of an adjoining or other sections, if the payment of such tuition should be deemed desirable by the ratepayers in lieu of supporting a local school.

### EDITORIAL COMMENT.

There are now *fifty-eight* high school examination stations according to the revised regulation, No. 94, page 85 preceding.

On page 46 will be found an article written expressly for the teachers of the public schools on **Tuberculosis** by one of our most eminent medical authorities. Inspectors will please note teachers who have not made themselves familiar with it.

The municipality of Cumberland is the first to honor itself by taking advantage of the new law to raise the municipal School fund from 35 cents per head to 50 cents. It is to be hoped that Cumberland may have no lack of teachers this coming year. It has done at least something to deserve the good will of the teaching profession.

Inspectors complain of some teachers who in notifying them of their engagements, do not give all the facts specified in the Regulations. These are necessary in order to enable the Inspector to keep in full touch with the schools and the Education Department.

If school trustees should make any agreements with unlicensed teachers instead of advertising for licensed teachers in good time—in July or August at the latest—they will have acted improperly.

Any person without a license who can be shown to have encouraged the trustees of a school directly or indirectly to neglect active efforts in securing a licensed teacher with the object of being granted a temporary license herself or himself to teach in the section, will thereby become disqualified for a "permissive" license.

Graduates of the Normal College who have not fulfilled their obligations to the Province before migrating into another Province, lose their professional standing. To avoid so serious an accident, a certificate should be received from the Superintendent of Education before leaving the province. This will be given free if three years service after graduation is put in evidence.

The *School Libraries* qualifying for the \$5 and \$10 grants are not increasing very fast. No teacher is entitled to this grant unless the Accession Book, the Card System, etc., are certified by the Inspector to be properly kept. The Rural School Library system is virtually that of the rural libraries of the State of New York, the leading public library system in the world, probably. It is a good training for any teacher, apart from the money grant, to operate the system properly in any school.

The following Scale of salaries should be approached as far as possible by school boards if they desire to keep their good teachers at home:

Academic	(Men)	\$1200	to	\$2000	per annum.
"	(Women)	\$1000	to	\$1500	" "
Superior First	(Men)	\$1000	to	\$1500	" "
"	(Women)	\$ 800	to	\$1200	" "
First	(Men)	\$ 700	to	\$1000	" "
"	(Women)	\$ 600	to	\$ 900	" "
Second	(Men)	\$ 500	to	\$ 800	" "
"	(Women)	\$ 400	to	\$ 700	" "
Third	(Men)	\$ 400	to	\$ 500	" "
"	(Women)	\$ 300	to	\$400	" "

Women if equally capable should be paid the same as men  
The figures above merely represent their average comparative values by school boards to day.

### SIR ISAAC PITMAN'S CENTENARY.

On the fourth of January last the anniversary of the birth of Sir Isaac Pitman was celebrated in Britain and America, and also in some foreign countries, as the inventor of the most practical form of stenography—Phonography or "sound writing." In 1837 "stenographic sound hand" was published. In 1842 the "Manual of Phonography" appeared. The Royal Society of Arts, England, included phonography in its examination system in 1864. He was at the same time the leader of the "reformed spelling" movement which has now extended from England to America and the Antipodes. The Editor-in-Chief of the *Montreal Witness* is a strong advocate of the Pitman phonetic spelling system. But most of the reformers deem it too radical for immediate adoption by the general public.

He was Knighted by Queen Victoria at Windsor Castle on the 18th of July, 1894. His last appearance on the platform in advocacy of spelling Reform was on the 28th June 1896. He died on the 22nd January, 1897, in his 85th year. Of the numerous modifications of his system, (some two or three hundred), none on the whole are improvements; and none have a chance to become the Universal or world system. Sir Isaac Pitman's is the only one in the race; and that is one reason for encouraging no other in order to hasten the use of shorthand in general correspondence.

#### There Must Be Reform In Our Schools.

[NEWS ITEM FOR PUBLICATION furnished by the Fourth International Congress on School Hygiene, office of the Secretary-General. Address Dr. Thomas A. Storey College of the City of New York, New York City.]

Not the least important part of the program of the International Congress on School Hygiene to be held at Buffalo, August 25-30, will be given over to papers and discussions calling public attention to the urgent need of extending medical inspection thruout the individual communities of the United States and Canada.

This need of reform, according to educators, is based upon the finding made by recent medical inspection in schools which show:

- That of all pupils, 26 per cent. suffer from eye strain.
- That 6 to 12 per cent, suffer from enlarged tonsils.
- That 12 to 24 per cent. suffer from nasal obstruction.
- That 2 to 5 per cent. suffer from defective hearing.
- That 50 to 75 per cent. suffer from decayed teeth.
- That 10 to 30 per cent. suffer from nervous disorders.
- That 5 to 20 per cent. suffer from some deformity.
- That 1 to 15 per cent. suffer from skia diseases.
- That 1 to 67 per cent. suffer from pediculosis of the scalp.

Laws providing for medical inspection are needed, says a report of the Sage Foundation, because experience has demonstrated that efficient medical inspection betters health conditions among school children, safeguards them from disease, and renders them healthier, happier and more vigorous.

"Every such law should make provision for frequent inspections of children by duly qualified school physicians to detect and exclude cases of contagious disease," continues the report. "It should provide for examination of all the children by school doctors, to detect any physical defects which may prevent the children from receiving the full benefit of their school work, or which may require that the work be modified to avoid injury to the child. It should empower school physicians to conduct examinations of teachers and janitors, and make regular inspections of buildings, premises, and drinking water, to insure their sanitary conditions. School nurses should be provided for in each law, because they are the most valuable adjunct of medical inspection, and the most efficient possible link between the schools and the homes."

## HUMANE EDUCATION.

It is the duty of teachers to cultivate the humane sentiments of their pupils so that there may be none who would tolerate the infliction of unnecessary pain or even discomfort on any living creature, however small and helpless. There is a substratum of savage instincts discoverable in the majority if not in all people. The function of the teacher is to educate this native disposition by reflection, reason and sympathy into the idealized application of the golden rule to all sentient beings—animals as well as fellow man. In fact, the creation of this disposition towards animal pets, and the beautiful but weak kinds of animal life, develops the same disposition to our fellow beings. We should grow so as to shrink from causing unnecessary pain to any person or thing—even to the noxious animals whom it may be our duty to destroy.

The instruction in school can often be given as a part of a nature lesson—incidentally. But often it may be easy to form a Band of Mercy, which gives the pupils an interesting organization to train themselves to do business in an orderly

way, as well as to give exercise in literary and educative work. We give here, therefore, the names and addresses of some of the leading societies, and their officers, as well as of their publications; so that teachers or even pupils may obtain information or aid by correspondence.

The Royal Society for the Prevention of Cruelty to Animals, known for short as the R. S. P. C. A. has for its *Secretary* Edward G. Fairholme, 105 Jermyn Street, London, S. W., England.

The Band of Mercy movement which commenced in 1875, became united to the R. S. P. C. A., in 1883. Mr. Fairholme is secretary of the United organizations, and can supply gratis "The Band of Mercy Movement," a pamphlet describing the origin and object of the movement, where cards of application, and cards of membership can be cheaply obtained, song books, music, literature, members' medals, lantern slides, and the like.

The Band of Mercy Song-Book, is only one penny in London. "The Band of Mercy" is a little eight page illustrated monthly price one half-penny per number. "The Animal World" is a large monthly of over 40 pages, well illustrated.

The Royal Society is perhaps the best organization to affiliate with.

"The Massachusetts Society for the Prevention of Cruelty to Animals, publishes "Our Dumb Animals"—a fine monthly now in its 45th year, one dollar per year, in clubs of over five, 50 cents each, to teachers 40 cents.

"The American Humane Association publishes at Albany, New York State, "The National Humane Review" of 24 pages, also well illustrated.

The office of these last two societies and their publications is in Boston, Mass. Communications should be addressed to the "Editor, 45 Milk Street, Boston, Mass., U. S. A."

#### King Sivi of Swat.

A remarkable steatite relief acquired by the British Museum from the Swat Valley, on the north-west Indian frontier represents in a most artistic way the famous story of King Sivi, who saved a pigeon from a hawk, and to compensate the pursuer cut off pieces of his own flesh equal in weight to the pigeon. It has been pointed out that this story has also been localized in the Indus Valley; and being imported into Europe was possibly the origin of the legend of the "pound of flesh" incident in the Merchant of Venice.

King Sivi of Swat should make the most ideal hero for even the most extreme altruists of the societies for the prevention of cruelty to animals.

# Journal of Education.

Published at Halifax, Nova Scotia, 7th May, 1913.

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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.

(To be sent in to the Inspector with the Returns in February and July).

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

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

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

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

These schedules should be sent in to the Inspector with the school returns in July and February, containing the observations made during the Spring (January to June) and the Fall (June to December respectively).

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

By the aid of the table given at the top of pages 3 and 4, the date, such as the 24th of May for instance, can be readily and accurately converted into the *annual date*, "the 144th day of the year," by adding the day of the month given to the annual date of the date 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 in 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.  
(1913 Schedule).

(For the months July to December, 19 ; or the months January to June 19 ).  
 Province ..... County ..... District .....  
 Locality or School Section ..... No. ....

{The estimated length and breadth of the locality within which the following obser-  
 vations were made..... X ..... miles. Estimated distance from the sea  
 coast..... miles. Estimated altitude above the sea level.....  
 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 intervale?..... 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

**Nova Scotian Phenochrons, year**

(Wild Plants, etc.—Nomenclature as in "Spotton" or  
 "Gray's Manual").

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



PHENOLOGICAL OBSERVATIONS—(Continued).

Day of year corresponding to the last day of each month.					When First Seen	When Becoming Common
Jan.	31	April 120	July 212	Oct. 304		
Feb.	59	May 151	Aug. 243	Nov. 334		
March 90		June 181	Sept. 273	Dec. 365		

If for Leap years increase each number except that for January by 1

- 28. Pigeon Berry (*Cornus Canadensis*), fruit ripe .....
- 29. Star Flower (*Trientalis Americana*), flowering .....
- 30. Clintonia (*Clintonia borealis*), flowering .....
- 31. Marsh Calla (*Calla palustris*), flowering .....
- 32. Lady's Slipper (*Cypripedium acaule*), flowering .....
- 33. Blue-eyed Grass (*Sisyrinchium ang.*), flowering .....
- 34. Twinflower (*Linnaea borealis*), " .....
- 35. Pale Laurel (*Kalmia glauca*), flowering .....
- 36. Lambkill (*Kalmia angustifolia*), " .....
- 37. English Hawthorn (*Crataegus oxyacantha*), flowering .....
- 38. Scarlet fruited Thorn (*Crataegus coccinea*), " .....
- 39. Blue Flag (*Iris versicolor*), flowering .....
- 40. Ox-eye Daisy (*Chrysanthemum Leucanthemum*), flowering .....
- 41. Yellow Pond Lily (*Nuphar advena*), flowering .....
- 42. Raspberry (*Rubus strigosus*), flowering .....
- 43. " " fruit ripe .....
- 44. Yellow Rattle (*Rhinanthus Crista-galli*), flowering .....
- 45. High Blackberry (*Rubus villosus*), flowering .....
- 46. " " fruit ripe .....
- 47. Pitcher Plant (*Sarracenia purpurea*), flowering .....
- 48. Heal-All (*Brunella vulgaris*), " .....
- 49. Common Wild Rose (*Rosa lucida*), " .....
- 50. Fall Dandelion (*Leontodon autumnale*), " .....
- 51. Butter-and-Eggs (*Linaria vulgaris*), " .....
- 52. Expanding leaves in spring made trees appear green—(a) first tree, (b) leafing trees generally .....

(Cultivated Plants, etc.)

- 53. Red Currant (*Ribes rubrum*), flowering .....
- 54. " " fruit ripe .....
- 55. Black Currant (*Ribes nigrum*), flowering .....
- 56. " " fruit ripe .....
- 57. Cherry (*Prunus Cerasus*), flowering .....
- 58. " " fruit ripe .....
- 59. Plum (*Prunus domestica*), flowering .....
- 60. Apple (*Pyrus Malus*), flowering .....
- 61. Lilac (*Syringa vulgaris*), flowering .....
- 62. White Clover (*Trifolium repens*), flowering .....
- 63. Red Clover (*Trifolium pratense*), " .....
- 64. Timothy (*Phleum pratense*), " .....
- 65. Potato (*Solanum tuberosum*), " .....

(Farming Operations, etc.)

- 66. Plowing begun .....
- 67. Sowing .....
- 68. Planting of Potatoes begun .....

PHENOLOGICAL OBSERVATIONS—(Continued).

- 69. Shearing of Sheep .....
- 70. Hay Cutting .....
- 71. Grain Cutting .....
- 72. Potato Digging .....

(a)

(b)

(Meteorological Phenomena).

- 73. Opening of (a) Rivers, (b) Lakes without currents .....
- 74. Last Snow (a) to whiten ground, (b) to fly in air .....
- 75. Last Spring Frost (a) "hard" (b) "hoar" .....
- 76. Water in Streams, Rivers, etc., (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) .....

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

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

[For Leap years increase each number except that for January by 1]

Going North  
or coming  
in Spring

Going South  
or leaving  
in Fall.

(Migration of Birds, etc.)

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

(Other Observations or Remarks).

- 101. *Senecio Jacobaea* (St. James Ragwort); Is it found within the school section?  
If so, to what extent? etc.
- 102. The Brown Tail Moth, etc.