

8

JOURNAL

OF

EDUCATION

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

NOVA SCOTIA

R.P.
V.L.E.

APRIL, 1915.



Published by Order of the Legislature of Nova Scotia.

HALIFAX, N. S.:
COMMISSIONER PUBLIC WORKS AND MINES,
KING'S PRINTER.
1915.

PRINTED BY WM. MACNAB AND SON, 7-9-11 BEDFORD ROW, HALIFAX, N. S.

JOURNAL OF EDUCATION.



THIRD SERIES, Vol. VIII. No. 3—(Total No. 147.)

SECOND SERIES: October, 1878, to August, 1892; XII Vols.,
29 Nos.

FIRST SERIES: September, 1866, to August, 1877; 73 Nos.

HALIFAX, NOVA SCOTIA, APRIL, 1913.

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To Teachers employed in the Public Schools for the half year ended, 31st January, 1915.

| | Number of Teaching Days employed. | Am't paid to Teachers from Provincial Treasury | | |
|-------------------------|-----------------------------------|--|--------------------------|------------|
| Murray, Annie L. | 93 | 81 26 | Buckler, Alma M. | 103 45 00 |
| Ruggles, Lenfest | 103 | 105 00 | Burke, Mrs. Mary S. | 103 45 00 |
| Tanch, Jos. W. | 93 | 94 80 | Connell, Mary M. | 103 45 00 |
| Moore, Jamesina | 103 | 75 00 | Covert, Stella M. | 103 45 00 |
| Woodbury, Ada M. | 103 | 75 00 | DeLong, Minnie E. | 101 44 12 |
| Armstrong, Georgia E. | 103 | 60 00 | Gaul, Ethel | 103 45 00 |
| Banks, Beriah S. | 102 | 59 41 | Harris, Lillian B. | 103 45 00 |
| Banks Wilford E. | 103 | 60 00 | Hiltz, Nellie M. | 51 22 27 |
| Baxter, Mary I. | 103 | 60 00 | Hutchinson, Nina B. | 99 43 24 |
| Brooks, Estella M. | 103 | 60 00 | Knox, Perry McG. | 103 45 00 |
| Buckler, Kathleen R. | 93 | 54 16 | Lane, Stella L. | 48 20 96 |
| Chute, Frances LeV. | 103 | 60 00 | Laird, Elizabeth H | 103 45 00 |
| Cossett, Ethel J. | 98 | 57 07 | Leck, Leah M. | 102 44 56 |
| Dodge, Leilah J. | 103 | 60 00 | Longley Annie G. | 52 22 71 |
| Eaton, Vera H. | 103 | 60 00 | Longmire, Rosa T. | 101 44 12 |
| Elliott, S. E. Primrose | 102 | 59 41 | Mapplebeck, Elizabeth D. | 103 45 00 |
| Fulmer, Vola M. | 103 | 60 00 | Margeson, Mrs. Hannah | 93 40 62 |
| Gesner, P. Agnes | 103 | 60 00 | McCullum, Alberta M. | 20 8 72 |
| Graves, Laura H. | 103 | 60 00 | Mills, Hattie G. | 103 45 00 |
| Harris, C. Louise | 98 | 57 07 | Morton, Tessie | 78 34 06 |
| Hilsley, Lucy A. | 103 | 60 00 | Mussells, Dora R. | 103 45 00 |
| Jackson, Gladys M. | 103 | 60 00 | Naugler, Lilla M. | 103 45 00 |
| Jacques, Violet D. | 103 | 60 00 | Pentz, Harriet M. | 103 45 00 |
| Lent, M. Claire | 103 | 60 00 | Phinney, Mary S. | 103 45 00 |
| Longley, Annie M. | 103 | 60 00 | Porter, Florence H. | 103 45 00 |
| Longley, Hilda M. | 103 | 60 00 | Spurr, Annie M. W. | 103 45 00 |
| Longmire, Flora C. | 103 | 60 00 | Starratt, Mildred M. | 94 41 06 |
| Lutz, Carrie M. | 103 | 60 00 | Trimper, Catherine R. | 102½ 44 78 |
| McCormick, A. E. | 103 | 60 00 | Whitman, Minnie C. | 103 45 00 |
| McGill, Flora M. | 103 | 60 00 | Zwicker, Lulu deB. | 103 45 00 |
| Mills, Emily J. | 103 | 60 00 | Balcom, Hazel E. | 103 30 00 |
| Palfrey, Mary M. | 103 | 60 00 | Banks, Josephine M. | 103 30 00 |
| Pineo, Ida B. | 103 | 60 00 | Bent, Rhoda M. | 103 30 00 |
| Potter, Mary E. | 103 | 60 00 | Berry, Lottie B. | 67 19 50 |
| Ritcey, Adelaide M. | 103 | 60 00 | Bezanson, Annie A. | 103 30 00 |
| Ritcey, Mae T. | 103 | 60 00 | Bowlby, Idaline | 87 25 33 |
| Roney, Annie I. | 101 | 58 83 | Buddle, Frances L. | 103 30 00 |
| Ruggles, Florence L. | 103 | 60 00 | Crawford, Annie M. | 103 30 00 |
| Smith, Mary B. | 103 | 60 00 | Eisenhaur, Hilda P. | 88 25 62 |
| Spinney, Theodore H. | 103 | 60 00 | Gilliatt, Robie C. | 103 30 00 |
| Sproule, Anna D. | 93 | 54 16 | Hayes, Annie V. | 93 27 08 |
| Staples, Elsie L. | 103 | 60 00 | Hinds, Elsie L. | 103 30 00 |
| Tibert, Walton K. | 103 | 60 00 | Hines, Celia G. | 88 25 62 |
| Tompkins, Grace V. | 103 | 60 00 | Hunt, Gladys | 103 30 00 |
| Tosh, Ivy I. M. | 102½ 59 70 | | Jacques, Winifred E. | 103 30 00 |
| Wheelock, Mildred E. | 103 | 60 00 | Jackson, L. May | 101 29 41 |
| Armstrong, Mary M. | 103 | 45 00 | Kelly, Laura S. | 103 30 00 |
| Banks, Ida B. | 103 | 45 00 | Lantz, Grace M. | 99 28 82 |
| | | | McAloney E. Kathleen | 103 30 00 |
| | | | McFadden, Pearl N. | 103 30 00 |
| | | | Morgan, Elizabeth | 102 29 70 |
| | | | Ogilvie, Gertrude S. | 93 27 08 |
| | | | Oickle, Sadie P. | 103 30 00 |
| | | | Payson, Laura M. | 103 30 00 |
| | | | Phinney, Annie M. | 103 30 00 |
| | | | Phinney, M. Vivian | 103 30 00 |
| | | | Potter, Alice L. | 88 25 62 |
| | | | Reinhardt, Gladys M. | 103 30 00 |
| | | | Sanford, Grace A. | 88 25 62 |
| | | | Slocomb, Vera M. | 86 25 04 |
| | | | Snow, Helen M. | 10 2 91 |
| | | | Snow, Minnie L. | 103 30 00 |
| | | | Tanch, Robert S. | 103 30 00 |
| | | | Thorpe, Katherine V. | 88 25 62 |
| | | | Todd, Mabel G. | 103 30 00 |
| | | | Watson, Annie S. | 103 30 00 |

| | | | |
|-------------------|-----|----|----|
| Whitman, Laura B. | 103 | 30 | 00 |
| Wood Ruby A. | 103 | 30 | 00 |
| Wodbury, Hazel M. | 103 | 30 | 00 |
| Young, Ruth E. | 88 | 25 | 62 |

Poor Sections.

| | | | |
|----------------------|-----|----|----|
| Banks, Flora L. | 79½ | 30 | 67 |
| Berry, Mrs. Ella M. | 103 | 39 | 76 |
| Buckler, Laura J. | 88 | 33 | 95 |
| Buckler, Nellie M. | 88 | 33 | 95 |
| DeLap, L. Marguerite | 88 | 33 | 95 |
| Germain, Clyde A. | 64 | 24 | 69 |
| Gillis, Josephine | 88 | 33 | 95 |
| Goodwin, Mary E. | 103 | 39 | 76 |
| Hayes, Gladys M. | 84 | 32 | 40 |
| Long, Etta M. | 49 | 18 | 70 |
| Marshall, Carrie O. | 53 | 20 | 55 |
| McBride, Beulah | 93 | 35 | 89 |
| Mosher, Margaret A. | 84 | 32 | 42 |
| Parker, M. Alexandra | 87 | 33 | 57 |
| Reynolds, E. Avora | 78 | 30 | 11 |
| Roach, Dorothy M. | 103 | 39 | 76 |
| Saunders, Ruth H. | 73 | 28 | 28 |
| Simpson, Isabelle E. | 88 | 33 | 95 |
| West, Blanche L. | 88 | 33 | 95 |

Assistant.

| | | | |
|----------------------|----|----|----|
| Burditt, E. Gertrude | 65 | 12 | 61 |
|----------------------|----|----|----|

Annuitants.

| | | | |
|-----------------------------|-----|----|--|
| Shaffner, Samuel C. | 198 | 53 | |
| Brown, Alfred D. | 60 | 00 | |
| McGill, George B. | 60 | 00 | |
| Munro, Henry | 60 | 00 | |
| Richardson, Mrs. Rebecca A. | 60 | 00 | |
| Vidito, Helen A. | 60 | 00 | |
| Jones, Watson C. | 45 | 00 | |
| Sanders, Arthur W. | 45 | 00 | |

ANTIGONISH.

| | | | |
|--------------------------|-----|----|----|
| Boyle, James | 84 | 73 | 40 |
| Doane, William A. | 102 | 74 | 27 |
| Tompkins, J. J. | 84 | 85 | 63 |
| Sister St. Thomas des A. | 103 | 90 | 00 |
| Cameron, Sarah | 103 | 60 | 00 |
| McAmis, Kate | 103 | 60 | 00 |
| Macdonald, Sadie | 103 | 60 | 00 |
| Macdonald, Cassie | 96 | 55 | 91 |
| Macdonald, Mary | 102 | 59 | 41 |
| McInnis, Annie | 99 | 57 | 66 |
| Somers, Alex. M. | 103 | 60 | 00 |
| Strople, Janie I. | 98 | 57 | 07 |
| Sister St. Margaret | 101 | 58 | 83 |
| Sister Mary Florence | 103 | 60 | 00 |
| Sister St. Leonora | 103 | 60 | 00 |
| Carver, Ida N. | 103 | 45 | 00 |
| Chisholm, Theresa M. | 90 | 39 | 31 |
| Chisholm, Sadie | 103 | 45 | 00 |
| Chisholm, Mary C. | 103 | 45 | 00 |
| Chisholm, Florence | 103 | 45 | 00 |

| | | | |
|--------------------------|-----|----|----|
| Cameron, Agnes M. | 103 | 45 | 00 |
| Cameron, Christina | 103 | 45 | 00 |
| Dunn, Florence C. | 92 | 40 | 18 |
| Fisher, Sarah E. | 102 | 44 | 56 |
| Homer, Catherine C. | 103 | 45 | 00 |
| Kinney, Georgina | 103 | 45 | 00 |
| Le Blanc, Leo J. | 103 | 45 | 00 |
| Mullins, Annie J. | 103 | 45 | 00 |
| Macdonald, Cassie | 100 | 43 | 68 |
| Macdonald, Mary Ann | 103 | 45 | 00 |
| Macdonald, Mary | 103 | 45 | 00 |
| Macdonald, John | 103 | 45 | 00 |
| Macdougall, Hyacintha | 100 | 43 | 68 |
| Macdougall, Mary Agnes | 103 | 45 | 00 |
| McEachern, Penelope | 103 | 45 | 00 |
| McKenzie, Gertrude | 103 | 45 | 00 |
| Petipas, W. Ambrose | 103 | 45 | 00 |
| Sister St. Walburga | 103 | 45 | 00 |
| Sister St. Hugh | 103 | 45 | 00 |
| Sister St. Mary Matilda | 103 | 45 | 00 |
| Sister Rose Berchmans | 103 | 45 | 00 |
| Sister M. Pelagia | 103 | 45 | 00 |
| Cameron, Annie T. | 103 | 30 | 00 |
| Campbell, Mary | 103 | 30 | 00 |
| Chisholm, Helen V. | 103 | 30 | 00 |
| Chisholm, Margaret Ann | 103 | 30 | 00 |
| Crispo, Sadie E. | 103 | 30 | 00 |
| Delaney, Tillie | 103 | 30 | 00 |
| Fitzgerald, Annie | 103 | 30 | 00 |
| Galvin, Grace | 103 | 30 | 00 |
| Macdonald, Annie M. | 102 | 29 | 70 |
| Macdonald, Margaret F. | 88 | 25 | 62 |
| Macdonald, Mary F. | 103 | 30 | 00 |
| Macdonald, Annie | 103 | 30 | 00 |
| Macdonald, Vernie | 103 | 30 | 00 |
| Macdonald, Sarah | 82 | 23 | 88 |
| Macdonald, Flora K. | 97 | 28 | 24 |
| Macdonald, Mary E. | 103 | 30 | 00 |
| Macdonald, Mary M. | 103 | 30 | 00 |
| Macdonald, Annie Belle | 97 | 28 | 24 |
| Macdonnell, Carrie Agnes | 102 | 29 | 70 |
| McGillivray, Mary M. | 102 | 29 | 70 |
| McGillivray, Margaret | 103 | 30 | 00 |
| McGillivray, Margaret A. | 103 | 30 | 00 |
| McGillivray, Selina | 98 | 28 | 58 |
| McIsaac, Florence M. | 80 | 23 | 30 |
| McLellan, Sadie M. | 100 | 29 | 12 |
| McLean, Hugh R. | 88 | 25 | 62 |
| Somers, Elizabeth | 93 | 27 | 08 |
| Tate, Catherine A. | 95 | 27 | 66 |

Poor Sections.

| | | | |
|------------------------|-----|----|----|
| Cameron, Sadie C. | 86 | 38 | 89 |
| Floyd, Alice | 85 | 38 | 00 |
| Gillis, Ida | 89 | 34 | 56 |
| Murphy, Gertrude L. | 103 | 40 | 00 |
| Macdaniel, Mary J. | 86 | 33 | 89 |
| Macdonald, Florence C. | 103 | 40 | 00 |
| Macdonald, Mary C. | 103 | 40 | 00 |
| Macdonald, Laura Belle | 93 | 36 | 11 |
| Macdonald, Alex. F. | 68 | 26 | 40 |
| McGillivray, Theresa | 100 | 38 | 88 |
| McInnis, Mabel C. | 88 | 34 | 11 |
| McIsaac, Louise A. | 102 | 39 | 61 |

Special Poor Section.

Col. Grant, J. Wadden, sec. 80 23 30

Consolidation.

West River, 2D. 103 60 00

Assistants..

Connolly, C. J. 84 32 62
 Macdonald, Angus L. 84 24 45
 Sister St. Mary Paula 98 28 54

Annuitants.

Gillis, Angus 60 00
 Boyd, Angus A. 45 00
 Cameron, Wm. D. 45 00
 Chisholm, Dan. M. 45 00
 Fraser, William 45 00
 Macdonald, Donald 30 00

CAPE BRETON.

Archibald, John T. 101 88 25
 Bingay, James 98 99 90
 Creelman, William A. 103 105 00
 Davidson, Milton D. 103 105 00
 Dodds, Agnes A 98 85 63
 Ellis, Russell 98 85 63
 Haverstock, W. Ernest 98 99 90
 Smith, Gertrude O. 96 83 88
 Traak, J. Logan 98 85 63
 Brehaut, Charlotte E. 98 71 36
 Ellis, Mary A. 98 71 36
 Fownes, Ella M. 84 61 16
 MacKay, Georgina M. 96 69 90
 McKinnon, Christine 103 75 00
 MacKinnon, Christine A. 103 75 00
 Oulton, Charles A. 98 71 36
 Sister M. Vincent 103 75 00
 Spencer, Charles W. 96 69 90
 Stephens, Gladys G. 98 71 36
 Anderson, Isabel M. 96 55 91
 AuCoin, Lucy 86 50 08
 Bissett, Clara V. 96 55 91
 Bown, Eleanor F. 103 60 00
 Bown, Violet E. 103 60 00
 Boyd, Christina 96 55 91
 Bruce, Anna M. 97 56 49
 Bruce, Bessie W. 88 51 24
 Burke, Domatilla 98 57 07
 Cameron, Janet F. 102 59 41
 Campbell, Flo. D. 96 55 91
 Campbell, Lizzie M. 96 55 91
 Cann, Lillian B 98 57 07
 Chisholm, Jean 98 57 07
 Chisholm, William J. 96 55 91
 Crowell, Annie E. 98 57 07
 Crowell, Wilfred Roy 96 55 91
 Davis, Kathleen 98 57 07
 Donovan, Catherine 98 57 07
 Doucett, Alma M. 103 60 00

Edgecombe, Ethel L. 103 60 00
 Egan, Anna M. 98 57 07
 Elderkin, A. Laura 27 15 72
 Eldridge, Jennie B. 103 60 00
 Etienne, George W. 84 48 92
 Fife, Annie M. 103 60 00
 Fraser, Annie D. 98 57 07
 Fraser, Greta B. 98 57 07
 Fulton, Elora A. 98 57 07
 Gannon, Mary J. 96 55 91
 Gates, Lena M. 103 60 00
 Gillis, Katherine 5 2 91
 Gillis, Mary D. 103 60 00
 Goode, Myrtle M. 98 57 07
 Grant, Maria 85 49 50
 Greenwell, Bertha L. 98 57 07
 Gunn, Annie 98 57 07
 Hadley, A. Agatha 98 57 07
 Harvey, Orpah 98 57 07
 Hayford, Albert C. 90 52 42
 Howard, Clarence E. 98 57 07
 Ingraham, Grettie I. 103 60 00
 Johnston, Edith J. 19 11 05
 Johnston, Joan 97 56 49
 Johnston, Mabel 98 57 07
 Kay, Mary E. 98 57 07
 Knox, S. Edna 98 57 07
 Lawley, James H. 103 60 00
 Lent, F. Eugene 103 60 00
 Le Vatte, Myrtle H. 98 57 07
 Macaulay, Katherine 96 55 91
 McDonald, Annie C. 96 55 91
 Macdougall, Jean 98 57 07
 McDonald, Margaret K. 98 57 07
 Macintosh, Anna B. 98 57 07
 MacIntosh, Grace A. 103 60 00
 MacIntyre, Mary E. 98 57 07
 McKenzie, Ethel 94 54 74
 MacKenzie, Josephine 98 57 07
 MacLean, Christina 98 57 07
 McLean, Dolena 98 57 07
 McLean, S. Agnes' 96 55 91
 MacLellan, Stella I. 102 59 41
 McLennan, A. Josephine 98 57 07
 MacLennan, Florence B. 98 57 07
 McLeod, Christena M. 97 56 49
 MacLeod, Roger S. 103 60 00
 Macmillan, Katherine 96 55 91
 MacNeil, Jennie E. 98 57 07
 MacNeil, Katie 98 57 07
 Madower, Henrietta J. 103 60 00
 Maguire, Gertrude J. 88 51 24
 Matheson, Maude H. 96 55 91
 Munn, Ella M. 96 55 91
 Munn, Nina A. 96 55 91
 Munroe, Mary C. 103 60 00
 Nicholson, Mary 103 60 00
 O'Keefe, Margaret M. 96 55 91
 Patterson, Mary E. 103 60 00
 Phillips, Otto B. 98 57 07
 Ritcey, Edith A. 103 60 00
 Ritcey, Geraldine O. 96 55 91
 Sister Agnes Maria 94 54 74
 Sister M. Ambrosia 103 60 00
 Sister M. Andrea 96 55 91
 Sister M. Annette 94 54 74

| | | | | | | | |
|------------------------|-----|----|----|-----------------------|------|----|----|
| Sister M. Camilla | 96 | 55 | 91 | Johnston, Ethel | 99 | 43 | 24 |
| Sister M. Chrysostom | 96 | 55 | 91 | Kavanagh, Eva C. | 98 | 42 | 80 |
| Sister M. Clarissa | 103 | 60 | 00 | Kerr, Annie F. | 98 | 42 | 80 |
| Sister M. Cleophas | 96 | 55 | 91 | Kyte, Angela E. | 98 | 42 | 80 |
| Sister M. Josita | 96 | 55 | 91 | Le Vatte, Emily J. E. | 103 | 45 | 00 |
| Sister M. Lawrence | 93 | 54 | 16 | Leydon, Anastasia | 102 | 44 | 56 |
| Sister M. Margaret | 103 | 60 | 00 | MacAulay, Ida | 96 | 41 | 93 |
| Sister St. Bernard | 98 | 57 | 07 | MacAulay, Nina J. | 98 | 42 | 80 |
| Sister St. John N. | 98 | 57 | 07 | McCormich, Katherine | 98 | 42 | 80 |
| Sister St. Mary Asc. | 98 | 57 | 07 | Macdonald, Florence | 97 | 42 | 37 |
| Sister St. M. Michael | 102 | 59 | 41 | McDonald, Genevieve | 96 | 41 | 93 |
| Sister St. Osmond | 98 | 57 | 07 | McDonald, Jean | 98 | 42 | 80 |
| Sister Teresa Joseph | 103 | 60 | 00 | McDonald, Joanna | 98 | 42 | 80 |
| Schurman, Sadie M. | 98 | 57 | 07 | McDonald, Loretta | 98 | 42 | 80 |
| Stalker, Elizabeth J. | 98 | 57 | 07 | McDonald, Mary | 92 | 40 | 18 |
| Strachan, Katherine | 103 | 60 | 00 | McDonald, Mary A. | 100½ | 43 | 90 |
| Stropole, Gwladys | 103 | 60 | 00 | Macdonald, Nellie | 96 | 41 | 93 |
| Stropole, Stella M. | 103 | 60 | 00 | MacDonald, Norman | 85 | 37 | 12 |
| Sullivan, Marie | 98 | 57 | 07 | Macdonald, Sarah | 98 | 42 | 80 |
| Sutherland, Mary | 95 | 55 | 33 | MacDonald, Sarah C. | 59 | 25 | 77 |
| Vickers, Matilda M. | 98 | 57 | 07 | Macdonald, Theresa | 96 | 41 | 93 |
| Woodbury, Harold C. | 103 | 60 | 00 | MacDougall, Agnes | 102 | 44 | 56 |
| Woodill, Arthur W. | 103 | 60 | 00 | McDougall, Mabel | 92 | 40 | 18 |
| Young, N. Edgar | 94 | 54 | 74 | McIntosh, Margaret | 97 | 42 | 37 |
| Young, William H. | 103 | 60 | 00 | MacIsaac, Agnes | 91 | 39 | 75 |
| Anderson, Barbara S. | 96 | 41 | 93 | MacIsaac, Margaret | 98 | 42 | 80 |
| Baxendale, Annie | 98 | 42 | 80 | McIsaac, Margaret | 10 | 4 | 36 |
| Bird, A. Vera | 103 | 45 | 00 | McIsaac, M. Catherine | 34 | 14 | 34 |
| Boutillier, Alice R. | 103 | 45 | 00 | MacKay, Ethel J. | 20 | 8 | 72 |
| Boyd, Effie A. | 83 | 36 | 25 | MacKeigan, Christine | 103 | 45 | 00 |
| Boyle, Emma | 98 | 42 | 80 | MacKenzie, Jessie | 103 | 45 | 00 |
| Boyle, Mary J. | 103 | 45 | 00 | MacKinnon, Jessie M. | 98 | 42 | 80 |
| Broderick, Annie | 86 | 37 | 55 | MacKinnon, Katie | 98 | 42 | 80 |
| Brown, Elizabeth C. | 95 | 41 | 49 | McKinnon, Mary A. | 102 | 44 | 56 |
| Brown, Sarah | 98 | 42 | 80 | McKinnon, Mary C. | 68 | 29 | 70 |
| Browner, Florence V. | 92 | 40 | 18 | McKinnon, Sayde E. | 93 | 40 | 62 |
| Brennan, Maude E. | 103 | 45 | 00 | MacLean, Christine V. | 97½ | 42 | 65 |
| Burke, Helena B. | 92 | 40 | 18 | MacLean, Josephine | 34 | 14 | 84 |
| Cameron, Hazel | 96 | 41 | 93 | MacLean, Rachael I. | 103 | 45 | 00 |
| Cash, Elizabeth J. | 103 | 45 | 00 | McLeod, Cecilia I. | 103 | 45 | 00 |
| Chisholm, Catherine M. | 103 | 45 | 00 | McLeod, Margaret | 98 | 42 | 80 |
| Chisholm, Christine | 97 | 42 | 37 | MacLeod, Teresa | 97 | 42 | 37 |
| Chisholm, Margaret M. | 98 | 42 | 80 | McNeil, Annie L. | 93 | 40 | 62 |
| Chisholm, Marguerite | 98 | 42 | 80 | MacNeil, Florence | 98 | 42 | 80 |
| Chisholm, Sarah C. | 103 | 45 | 00 | MacNeill, Loretto | 95½ | 41 | 71 |
| Cochrane, Dara M. | 8 | 3 | 48 | McNeil, Mary C. | 96 | 41 | 93 |
| Costello, Georgina | 102 | 44 | 56 | MacNeil, Minnie A. | 97 | 42 | 37 |
| Currie, Michael D. | 70 | 30 | 57 | McNeil, Sarah Ann | 96 | 41 | 93 |
| Currie, Teresa | 96 | 41 | 93 | Martin, Katherine C. | 102 | 44 | 56 |
| Curry, Alice B. | 64 | 27 | 95 | Moore, Elizabeth | 98 | 42 | 80 |
| Daley, Annie S. | 98 | 42 | 80 | Morrison, Lottie M. | 98 | 42 | 80 |
| Dorsay, Sadie A. | 98 | 42 | 80 | Morrison, Margaret | 98 | 42 | 80 |
| Drillio, Edith M. | 92 | 41 | 08 | Nicholson, Mary V. | 9 | 3 | 92 |
| Farquharson, Annie | 98 | 42 | 80 | O'Connell, Mary A. | 96 | 41 | 93 |
| Ferguson, Lillian M. | 98 | 42 | 80 | Outhouse, Hattie I. | 98 | 42 | 80 |
| Foster, Lillian | 98 | 42 | 80 | Phalen, Annie J. | 103 | 45 | 00 |
| Fyfe, Magdalen M. | 98 | 42 | 80 | Read, Pearl B. | 98 | 42 | 80 |
| Gillis, Katherine | 101 | 44 | 12 | Robinson, Hattie L. | 103 | 45 | 00 |
| Gillis, Margaret | 98 | 42 | 80 | Simpson, Margaret J. | 79 | 34 | 50 |
| Gouthro, Lillian E. | 97 | 42 | 37 | Sister M. Ambrose | 103 | 45 | 00 |
| Grant, Bertha A. | 87 | 37 | 99 | Sister M. Bernadine | 10 | 4 | 36 |
| Grant, Edith E. | 48 | 20 | 96 | Sister M. Camillus | 96 | 41 | 93 |
| Hamilton, Agnes E. | 103 | 45 | 00 | Sister M. Dionysia | 103 | 45 | 00 |
| Holmes, Jessie K. | 96 | 41 | 93 | Sister M. Eulalia | 103 | 45 | 00 |
| Howard, Ruth W. | 98 | 42 | 80 | Sister M. Isidore | 96 | 41 | 93 |
| Johnston, Bertha E. | 103 | 45 | 00 | Sister M. Lucina | 103 | 45 | 00 |

Annuitants.

| | | |
|------------------|-----|----|
| Calkin, J. B. | 300 | 00 |
| Archibald, Janet | 45 | 00 |

COLCHESTER NORTH.

| | | | |
|------------------------|------|----|----|
| Bishop, Joanna M. | 98 | 71 | 36 |
| Thompson, Libbie May. | 103 | 60 | 00 |
| Langille, Cora E. | 103 | 45 | 00 |
| Miller, Agnes C. | 103 | 45 | 00 |
| Murray, Pauline C. | 102 | 44 | 56 |
| McDonald, Annie J. | 103 | 45 | 00 |
| McKay, Minnie | 103 | 45 | 00 |
| McKinnon, Isabel | 102 | 44 | 56 |
| McLeod, Jessie A. | 103 | 45 | 00 |
| McNutt, Elsie M. | 103 | 45 | 00 |
| Nelson, Wm. M. | 103 | 45 | 00 |
| Nelson, Nancy | 98 | 42 | 80 |
| Harris, Mattie T. | 102½ | 44 | 78 |
| Sutherland, Laura | 103 | 45 | 00 |
| Thompson, Ada W. | 103 | 45 | 00 |
| Hickey, Lizzie E. | 103 | 30 | 00 |
| McIntosh, Annie J. | 103 | 30 | 00 |
| McKay, Jean Ethel | 103 | 30 | 00 |
| McKay, Janetta | 103 | 30 | 00 |
| McKay, Elizabeth Mary | 103 | 30 | 00 |
| McLean, Sybil | 103 | 30 | 00 |
| Nelson, Etta V. | 102½ | 29 | 84 |
| Sutherland, Lillian M. | 103 | 30 | 00 |

Poor Sections.

| | | | |
|---------------------|-----|----|----|
| Laurie, Reta M. | 103 | 40 | 00 |
| Robertson, Irene C. | 99 | 38 | 45 |
| Nelson, Edith S. | 96 | 37 | 28 |

COLCHESTER WEST.

| | | | |
|-----------------------|------|----|----|
| Caddell, Otilie | 103 | 75 | 00 |
| Archibald, Annie F. | 102 | 59 | 41 |
| Brown, Bertha M. | 103 | 60 | 00 |
| Carter, Elverena | 103 | 60 | 00 |
| Fraser, Stanley L. | 103 | 60 | 00 |
| Fulton, Elsie | 103 | 60 | 00 |
| Morse, E. P. | 103 | 60 | 00 |
| Weldon, Georgie | 103 | 60 | 00 |
| Copeland, Clifford C. | 103 | 45 | 00 |
| Graham, Laura L. | 97 | 42 | 37 |
| Crowe, Adelaide G. | 19 | 8 | 28 |
| Fisher, Marion | 103 | 45 | 00 |
| Lewis, Alice E. | 103 | 45 | 00 |
| Lynch, Marion E. | 103 | 45 | 00 |
| Lynds, Carrie W. | 103 | 45 | 00 |
| Morrison, Ida M. | 103 | 45 | 00 |
| Morash, Isabel | 103 | 45 | 00 |
| McKinnon, Margaret | 102½ | 44 | 78 |
| North, Marjorie | 101 | 44 | 12 |
| O'Connell, Mary J. | 103 | 45 | 00 |
| Ross, Allister | 103 | 45 | 00 |
| Roberts, Susie | 103 | 45 | 00 |
| Smith, Ada E. | 102 | 44 | 56 |

| | | | |
|-----------------------|-----|----|----|
| Brown, Rosie D. | 73 | 21 | 26 |
| Bulmer, Marjorie F. | 103 | 30 | 00 |
| Broderick, Myrna | 73 | 21 | 26 |
| Bryson, Seldon C. | 103 | 30 | 00 |
| Crittenden, Edith | 103 | 30 | 00 |
| Cavanagh, Muriel | 103 | 30 | 00 |
| Clarke, Edith | 69 | 20 | 09 |
| Langille, Minnie | 71 | 20 | 68 |
| Lindsay, Grace | 24 | 6 | 98 |
| Morrison, Clara | 103 | 30 | 00 |
| McLellan, Phoebe M. | 103 | 30 | 00 |
| McLellan, Reta | 103 | 30 | 00 |
| McCulley, Florence J. | 103 | 30 | 00 |
| Ogilvie, Seldon H. | 103 | 30 | 00 |
| Stevens, Minerva | 15 | 4 | 36 |

Poor Sections.

| | | | |
|------------------|-----|----|----|
| Campbell, Herman | 84 | 32 | 62 |
| McLellan, Ada J. | 102 | 39 | 61 |

CUMBERLAND.

| | | | |
|----------------------|-----|-----|----|
| Campbell, Jessie B. | 103 | 90 | 00 |
| Lay, E. J. | 103 | 105 | 00 |
| Morehouse, F. G. | 98 | 85 | 63 |
| Muise, J. B. | 98 | 85 | 63 |
| MacCabe, J. M. S. | 98 | 71 | 36 |
| MacInnis, Edith | 98 | 71 | 36 |
| MacLelan, Hazel | 98 | 71 | 36 |
| MacMillan, Leona | 98 | 71 | 36 |
| Matheson, Laura | 98 | 71 | 36 |
| Barteaux, Florence | 98 | 57 | 07 |
| Blanche, Julia | 98 | 57 | 07 |
| Boss, Maud | 97 | 56 | 49 |
| Brannen, W. E. | 103 | 60 | 00 |
| Brownell, Grace | 103 | 60 | 00 |
| Campbell, Helen J. | 96 | 55 | 91 |
| Carter, Lillian | 103 | 60 | 00 |
| Chandler, Ida I. | 98 | 57 | 07 |
| Chapman, Annie | 98 | 57 | 07 |
| Chisholm, Florence | 100 | 58 | 25 |
| Clarke, Mae E. | 103 | 60 | 00 |
| Clarke, Delia M. | 102 | 59 | 41 |
| Conway, Isabella | 103 | 60 | 00 |
| Corkum, Mildred L. | 103 | 60 | 00 |
| Cossitt, Otto von B. | 92 | 53 | 58 |
| Craig, Jean E. | 103 | 60 | 00 |
| Crowe, Pauline M. | 102 | 59 | 41 |
| Fraser, Lulu | 98 | 57 | 07 |
| Freeman, Jennie | 103 | 60 | 00 |
| Giles, Estella | 103 | 60 | 00 |
| Glennie, Edith | 103 | 60 | 00 |
| Gray, Maud A. | 102 | 59 | 41 |
| Harrison, Ruby | 98 | 57 | 07 |
| Hennigar, Bertie | 103 | 60 | 00 |
| Hill, Esther D. | 103 | 60 | 00 |
| Kelley, Vera | 103 | 60 | 00 |
| Landells, Helen I. | 103 | 60 | 00 |
| Lavers, Winnifred G. | 98 | 57 | 07 |
| Lent, Irene | 93 | 54 | 16 |
| Lent, Melbourne | 103 | 60 | 00 |
| Mahoney, Gertrude R. | 103 | 60 | 00 |
| Mattenson, Bertha | 100 | 58 | 25 |

| | | | | | | | |
|--------------------------|------|----|----|-----------------------|------|----|----|
| MacDonald, Jean B. | 103 | 60 | 00 | Roach, Bessie H. | 102½ | 44 | 78 |
| MacDonald, Hilda | 103 | 60 | 00 | Roach, Lena L. | 103 | 45 | 00 |
| MacGinnis, Gladys | 98 | 57 | 07 | Roberts, Katharine B. | 103 | 45 | 00 |
| MacNutt, Lucy D. | 103 | 60 | 00 | Purdy, Amy C. | 100 | 43 | 68 |
| MacPherson, Leona | 98 | 57 | 07 | Smith, Mamie G. | 102 | 44 | 56 |
| MacSavaney, Annie | 98 | 57 | 07 | Tabor, Gladys H. | 103 | 45 | 00 |
| Morris, Annie | 20 | 11 | 64 | Tabor, Clara M. | 98 | 42 | 80 |
| Moss, Winnie | 98 | 57 | 07 | Thompson, Sadie A. | 103 | 45 | 00 |
| Mott, Effie T. | 98 | 57 | 07 | Vance, Stiles | 103 | 45 | 00 |
| Murray, Lexie V. | 98 | 57 | 07 | Ward, Nema | 97 | 42 | 37 |
| Newman, Carolyn | 97 | 56 | 49 | Watt, Daisy | 98 | 42 | 80 |
| Noiles, Alfretta | 98 | 57 | 07 | Anderson, Ella | 76 | 22 | 13 |
| O'Rourke, Mary | 98 | 57 | 07 | Angevine, Katharine | 101 | 29 | 41 |
| Patton, Mary E. | 103 | 60 | 00 | Archibald, Violet | 102 | 29 | 70 |
| Pearson, Ralph O. | 103 | 60 | 00 | Austin, Florence J. | 103 | 30 | 00 |
| Reynolds, Edmund J. | 101 | 58 | 83 | Baker, Sadie G. | 102 | 29 | 70 |
| Sampson, Elsie | 103 | 60 | 00 | Beattie, Barbara | 103 | 30 | 00 |
| Sinclair, Willena | 103 | 60 | 00 | Berry, Ella G. | 103 | 30 | 00 |
| Spoule, Lottie L. | 98 | 57 | 07 | Blenkhorn, Ida | 98 | 28 | 53 |
| Suthergreen, Elaine | 103 | 60 | 00 | Brown, Rose L. | 103 | 30 | 00 |
| Tait, Sadie | 98 | 57 | 07 | Brownell, Alice | 101 | 29 | 41 |
| Tait, Nellie | 98 | 57 | 07 | Brownell, Etta | 103 | 30 | 00 |
| Taggart, Evelyn | 98 | 57 | 07 | Cameron, Mary D. | 98 | 28 | 53 |
| Trerice, Ruth | 98 | 57 | 07 | Campbell, Lulu H. | 98 | 28 | 53 |
| Webb, Hattie | 103 | 60 | 00 | Canning, Minnie C. | 103 | 30 | 00 |
| Whitman, Carrie | 103 | 60 | 00 | Chapman, Emma | 103 | 30 | 00 |
| Wright, Catherine V. | 93 | 54 | 16 | Clarke, Helen M. | 103 | 30 | 00 |
| Beaton, Henrietta | 98 | 42 | 80 | Coates, Anna A. | 101 | 29 | 41 |
| Berry, Ethel | 85 | 37 | 12 | Coates, Hazel | 102 | 29 | 70 |
| Berry, S. L. | 103 | 45 | 00 | Cox, Leta | 103 | 30 | 00 |
| Blenkhorn, Ethel | 103 | 45 | 00 | Crowley, Stella | 74 | 21 | 55 |
| Brundage, Kate | 92 | 40 | 18 | Dickinson, Carrie E. | 102 | 29 | 70 |
| Campbell, Lena B. | 103 | 45 | 00 | Dickinson, Ida M. | 82 | 23 | 88 |
| Clarke, Elizabeth I. | 103 | 45 | 00 | Daw, Alta | 103 | 30 | 00 |
| Coulter, Annie M. | 103 | 45 | 00 | Farrell, Annie | 98 | 28 | 53 |
| Davison, Nina E. | 103 | 45 | 00 | Fage, Lillie L. | 102 | 29 | 70 |
| DeMings, Isa C. | 102 | 44 | 56 | Gibbons, Chester | 103 | 30 | 00 |
| DeWolfe, Hazel R. | 103 | 45 | 00 | Gilbert, Mary D. | 92 | 26 | 79 |
| Donkin, Gertrude | 78 | 34 | 06 | Gilroy, Jennie | 93 | 27 | 08 |
| Faulds, Lulu P. | 98 | 42 | 80 | Hall, Susie | 98 | 28 | 53 |
| Fullerton, Irene | 103 | 45 | 00 | Harrington, Ada W. | 103 | 30 | 00 |
| Gallager, Adelaide | 84 | 36 | 68 | Hartling, Lottie T. | 102½ | 29 | 84 |
| Gilroy, Ethel | 103 | 45 | 00 | Herrett, J. Leigh | 101½ | 29 | 55 |
| Gray, Ethel | 98 | 42 | 80 | Kennedy, Lavina | 102½ | 29 | 84 |
| Harrington, Lottie V. | 103 | 45 | 00 | Keith, Ethel | 103 | 30 | 00 |
| Hennese, Elva G. | 103 | 45 | 00 | Lawson, Edith | 98 | 28 | 53 |
| Hunter, Augusta M. | 103 | 45 | 00 | Layton, Fannie M. | 103 | 30 | 00 |
| Jeffers, Myrtle R. | 98 | 42 | 80 | Lorrimer, Minnie H. | 98 | 28 | 53 |
| Langille, Hilda B. | 103 | 45 | 00 | Lowerson, Erica | 64 | 18 | 63 |
| Lewis, Harriett B. | 103 | 45 | 00 | Lowther, Lettie | 98 | 28 | 53 |
| McDonald, Mary | 98 | 42 | 80 | Lyons, Everett, M. | 103 | 30 | 00 |
| MacEachren, Katharine B. | 97 | 42 | 37 | MacCabe, Jean A. | 103 | 30 | 00 |
| MacIntosh, Laura B. | 103 | 45 | 00 | MacCormick May | 103 | 30 | 00 |
| MacIvor, Ethel J. | 97 | 42 | 37 | MacDonald, Annie | 98 | 28 | 53 |
| MacKim, Rachel | 98 | 42 | 80 | MacMillan Mary | 103 | 30 | 00 |
| Matheson, Georgie C. | 103 | 45 | 00 | Miller, Lillian G. | 100 | 29 | 12 |
| Moir, Clara | 102½ | 44 | 78 | Myers, Geo. E. | 102 | 29 | 70 |
| Moreash, Georgina | 98 | 42 | 80 | Newcombe, Laurie | 103 | 30 | 00 |
| Morrison, Mary | 103 | 45 | 00 | Noiles, Claudina | 103 | 30 | 00 |
| Mosher, Susie | 97½ | 42 | 59 | O'Brien, Lena J. | 103 | 30 | 00 |
| Milner, Mildred | 98 | 42 | 80 | Paul, Gertrude | 98 | 28 | 53 |
| Nicols, L. L. | 97½ | 42 | 59 | Peacock, Jennie | 103 | 30 | 00 |
| O'Brien, R. B. | 103 | 45 | 00 | Roberts, Alexandra | 103 | 30 | 00 |
| O'Brien, Agnes | 103 | 45 | 00 | Robinson, Alice A. | 100 | 29 | 12 |
| Oulton, Christina | 103 | 45 | 00 | Roblee, Harriett | 103 | 30 | 00 |
| Ripley, Ada | 103 | 45 | 00 | Rogers, Lena | 101 | 29 | 41 |

| | | | |
|--------------------|------|----|----|
| Roney, Lottie | 98 | 28 | 53 |
| Ross, Varina L. | 103 | 30 | 00 |
| Ross, Rhoda | 103 | 30 | 00 |
| Seaman, Mildred | 101 | 29 | 41 |
| Shipley, Bessie M. | 98 | 28 | 53 |
| Smith, Anna F. | 103 | 30 | 00 |
| Smith, Nellie M. | 103 | 30 | 00 |
| Smith, Minerva G. | 103 | 30 | 00 |
| Stonehouse, Villa | 103 | 30 | 00 |
| Tabor, Grace | 103 | 30 | 00 |
| Thompson, Mabel | 101½ | 29 | 55 |
| Thompson, Luella | 103 | 30 | 00 |
| Trerice, Gladys | 103 | 30 | 00 |
| Wood, Aletta | 103 | 30 | 00 |

Poor Sections.

| | | | |
|--------------------------|-----|----|----|
| Ayer, Violet R. | 101 | 39 | 22 |
| Barlow, Gertrude | 103 | 40 | 00 |
| Beaton, Olga R. | 86 | 33 | 39 |
| Duffy, Marie T. | 102 | 39 | 61 |
| Fraser, Annie I. | 81½ | 31 | 64 |
| Jeffers, Gussie M. | 83½ | 32 | 42 |
| Mackeil, Linda K. | 102 | 39 | 61 |
| MacPherson, Katherine F. | 103 | 40 | 00 |
| Nelson, Yvonne | 103 | 40 | 00 |
| Newcomb, Erma | 86½ | 33 | 58 |
| Patton, Lottie | 19 | 7 | 38 |

Annutitants.

| | | | |
|-----------------------|----|----|--|
| Charman, Mary E. | 60 | 00 | |
| Charman, Eliza G. | 45 | 00 | |
| MacLeod, Georgina | 45 | 00 | |
| Phinney, Josephine W. | 45 | 00 | |

PARRSBORO.

| | | | |
|----------------------|-----|-----|----|
| Foster, M. C. | 103 | 105 | 00 |
| Martin, O. MacNutt | 102 | 89 | 12 |
| Clarke, Mary O. | 103 | 60 | 00 |
| Crocker, Egbert R. | 103 | 60 | 00 |
| Evans, Louise | 98 | 57 | 07 |
| Getson, Grace A. | 103 | 60 | 00 |
| Hatfield, Mary | 103 | 60 | 00 |
| Knowlton, Cassie | 98 | 57 | 07 |
| MacAleese, Ena | 102 | 59 | 41 |
| O'Mullon, Mary | 103 | 60 | 00 |
| O'Regan, Ellen A. | 98 | 57 | 07 |
| Smith, Lida M. | 98 | 57 | 07 |
| Troop, Alice M. | 98 | 57 | 07 |
| Troop, Beatrice C. | 98 | 57 | 07 |
| Wambolt, Ethel A. | 98 | 57 | 07 |
| Crowell, Jessie E. | 103 | 60 | 00 |
| Elderkin, Winnifred | 87 | 37 | 99 |
| Henderson, Aileen | 103 | 45 | 00 |
| Keir, Minnie | 101 | 44 | 12 |
| Johnson, Myrtle | 103 | 45 | 00 |
| Lent, Georgie A. | 102 | 44 | 56 |
| Lent, Marion F. | 103 | 45 | 00 |
| Matheson, Ada B. | 103 | 45 | 00 |
| Nickerson, Leslie C. | 103 | 45 | 00 |
| Salter, Vivien | 103 | 45 | 00 |
| Ward, Cora | 103 | 45 | 00 |
| Ballantyne, Agnes | 98 | 42 | 80 |
| Brown, Bessie B. | 102 | 29 | 70 |
| | 103 | 30 | 00 |

| | | | |
|----------------------|------|----|----|
| Davison, Edith K. | 98 | 28 | 53 |
| Davison, Edith V. | 102 | 29 | 70 |
| Fralic, Edid C. | 102½ | 29 | 84 |
| Graham, Iva M. | 103 | 30 | 00 |
| Layton, J. Osbourne | 103 | 30 | 00 |
| MacLaughlin, Cora B. | 93 | 27 | 08 |
| Quinn, Dora | 103 | 30 | 00 |
| Roberts, Vivian A. | 103 | 30 | 00 |
| Salter, Caroline H. | 103 | 30 | 00 |
| Teed, Ruby | 55 | 16 | 01 |

Poor Sections.

| | | | |
|---------------------|-----|----|----|
| Callow, Margaret | 103 | 40 | 00 |
| Canning, Gladys | 36 | 13 | 99 |
| Knowlton, Eva L. | 10 | 3 | 88 |
| Newcombe, Hattie M. | 98 | 38 | 06 |
| Parsons, E. J. | 65 | 25 | 24 |

Consolidations.

| | | | |
|-----------|-----|----|----|
| Wentworth | 103 | 30 | 00 |
| Advocate | 103 | 30 | 00 |

DIGBY.

| | | | |
|------------------------|------|----|----|
| Coulter, Christina S. | 103 | 90 | 00 |
| Belliveau, Marie A. | 98 | 57 | 07 |
| Brownell, Audrey A. | 102 | 59 | 41 |
| Churchill Gordon A. | 103 | 60 | 00 |
| Comeau, Marie Lucie | 103 | 60 | 00 |
| Crocker, Hillbourne M. | 103 | 60 | 00 |
| Finigar, Malcolm D. | 103 | 60 | 00 |
| Hicks, Blanche G. | 20 | 11 | 64 |
| Hogg, Nathaniel W. | 103 | 60 | 00 |
| Kedy, Elva M. | 96 | 55 | 91 |
| McCallum, Mabel W. | 100 | 58 | 25 |
| Melanson, Frank E. | 103 | 60 | 00 |
| Morrell, Grace F. | 103 | 60 | 00 |
| Powell, Lillian M. | 103 | 60 | 00 |
| Prime, Daisy R. | 103 | 60 | 00 |
| Ring, Myra C. | 103 | 60 | 00 |
| Robertson, Gertrude | 98 | 57 | 07 |
| Ruggles, Annie B. | 103 | 60 | 00 |
| Sister M. Cecile | 103 | 60 | 00 |
| Sister M. Madeine | 103 | 60 | 00 |
| Sister M. Norbert | 103 | 60 | 00 |
| Snow, Delma | 103 | 60 | 00 |
| Trevoy, Nellie M. | 103 | 60 | 00 |
| Turnbull, Bessie B. | 98 | 57 | 07 |
| Wright, Hazel G. | 103 | 60 | 00 |
| Young, Ermina V. | 103 | 60 | 00 |
| Young, Reta M. | 103 | 60 | 00 |
| Adams, Mildred L. | 103 | 45 | 00 |
| Amirault, Isabelle | 103 | 45 | 00 |
| Best, Mrs. Bessie M. | 55 | 24 | 02 |
| Bourneuf, Emma | 103 | 45 | 00 |
| Bruce, Mrs. Grace L. | 103 | 45 | 00 |
| Comeau, Anna E. | 102½ | 44 | 78 |
| Comeau, Annie E. | 103 | 45 | 00 |
| Comeau, Artemise | 103 | 45 | 00 |
| Comeau, M. Aimie | 103 | 45 | 00 |
| Comeau, Eugenie | 103 | 45 | 00 |
| Corning, Nelling R. | 103 | 45 | 00 |

| | | | |
|---------------------------|-----|----|----|
| d'Entremont, Edna C. | 103 | 45 | 00 |
| Deveau, Marie E. | 103 | 45 | 00 |
| Doucet, M. Adele | 103 | 45 | 00 |
| Doucet, M. Elizabeth | 98 | 42 | 80 |
| Frost, Laura E. | 103 | 45 | 00 |
| Gates, Lewis M. S. | 103 | 45 | 00 |
| Harris, Nellie M. | 101 | 44 | 12 |
| Hayford, Helen C. | 83 | 36 | 25 |
| Lane, Stella L. | 54 | 21 | 84 |
| LeBlanc, Ann Elizabeth | 103 | 45 | 00 |
| LeBlanc, M. Aimee | 103 | 45 | 00 |
| LeBlanc, M. Emanuel | 9 | 3 | 92 |
| LeBlanc, M. Eulalie | 103 | 45 | 00 |
| LeBlanc, Edith P. | 103 | 45 | 00 |
| Letteney, Edith P. | 58 | 25 | 33 |
| Marshall, Anna M. | 103 | 45 | 00 |
| McCarthy, Emma L. | 98 | 42 | 80 |
| Melanson, Rose A. | 89 | 38 | 87 |
| Robichaud, Marie M. | 103 | 45 | 00 |
| Sabeau, Ina E | 103 | 45 | 00 |
| Saulnier, Laura E.] | 103 | 45 | 00 |
| Simpson, Florence E. | 98 | 42 | 80 |
| Sister M. Anthony | 103 | 45 | 00 |
| Sister M. Modesta | 103 | 45 | 00 |
| Surette, Rose D. | 103 | 45 | 00 |
| Taylor, Addie D. | 97½ | 42 | 59 |
| Walsh, Grace B. | 103 | 45 | 00 |
| Wentzel, Harriet I. | 103 | 45 | 00 |
| Amirault, Celestine M. | 102 | 29 | 70 |
| Bourque, M. Margaret | 103 | 30 | 00 |
| Comeau, Margaret M. | 103 | 30 | 00 |
| Comeau, Nellie M. | 103 | 30 | 00 |
| Cossaboom, Annie F. | 103 | 30 | 00 |
| D'Eon, Eñte R. | 103 | 30 | 00 |
| Elliott, Mabel I. | 100 | 29 | 12 |
| Gilliatt, Helen V. | 98 | 28 | 58 |
| Greene, Gertrude F. | 103 | 30 | 00 |
| Lane, Evangeline | 103 | 30 | 00 |
| Lambertson, Pearl E. | 103 | 30 | 00 |
| LeBlanc, Madeline | 103 | 30 | 00 |
| LeBlanc, Mary Rose | 103 | 30 | 00 |
| LeBlanc, Symphorien | 103 | 30 | 00 |
| Melanson, Mary M. | 103 | 30 | 00 |
| Melanson, Nellie M. | 10 | 2 | 91 |
| Morehouse, Avis R. | 103 | 30 | 00 |
| McNeill, Lennie M. | 103 | 30 | 00 |
| Mullen, Mrs. Annie L. | 103 | 30 | 00 |
| Outhouse, Emmie E. S. | 88 | 25 | 62 |
| Prime, Leuetta | 93 | 27 | 08 |
| Rice, Olive A. | 103 | 30 | 00 |
| Ritchie, Florence M. | 103 | 30 | 00 |
| Robbins, Mildred F. | 90 | 26 | 21 |
| Robichaud, M. Eva | 93 | 27 | 08 |
| Roope, Mrs. Bessie J. | 51 | 14 | 85 |
| Saulnier, Pauline M. | 103 | 30 | 00 |
| Sister M. Philippa | 103 | 30 | 00 |
| Theriault, Synphorien | 103 | 30 | 00 |
| Thibeau, Mrs. Cordelia R. | 103 | 30 | 00 |
| Thimot, M. Elise | 103 | 30 | 00 |
| Thurber, Bessie G. | 103 | 30 | 00 |
| Welch, Fannie A. | 103 | 30 | 00 |
| Wentzell, Mildred M. | 102 | 29 | 70 |
| Young, Alva J. | 103 | 30 | 00 |

Poor Sections.

| | | | |
|-------------------------|-----|----|----|
| Banks, Ercell C. | 81 | 31 | 45 |
| Berry, Florence M. | 78 | 30 | 29 |
| Cann, Hazel E. | 97½ | 37 | 86 |
| Condon, Kathryn M. | 103 | 40 | 00 |
| Dodge, Hazel H. | 87 | 33 | 78 |
| DeViller, Elsie A. | 103 | 40 | 00 |
| MacInnis, Emma | 89 | 34 | 56 |
| MacAlpine, Edith E. | 81½ | 31 | 64 |
| Marshall, Edna I. | 87 | 33 | 78 |
| Robbins, LaRita L. | 48 | 18 | 64 |
| Robichaud, Eveline | 88½ | 34 | 36 |
| Shaw, Gertrude L. | 20 | 7 | 77 |
| Steadman, Jos. E. | 60 | 23 | 30 |
| Thibodeau, Catherine M. | 96 | 37 | 28 |
| Thimot, M. Eleee | 103 | 40 | 00 |
| Vidito, Pearl M. | 93 | 36 | 11 |

Annuitants.

| | | |
|-------------------------|----|----|
| Goodwin, Mrs. Emma M. | 45 | 00 |
| Sister M. Ursula | 45 | 00 |
| Sulis, Mrs. Lala, A. G. | 45 | 00 |
| Smallie, Mary | 30 | 00 |

GUYSBORO.

| | | | |
|-------------------------|-----|-----|----|
| Hemmeon, M. D. | 100 | 101 | 94 |
| Lawrence Abbie B. | 103 | 75 | 00 |
| Sinclair, Nellie J. | 74 | 53 | 88 |
| Baker, Maude B. | 103 | 60 | 00 |
| Barss, Muriel J. | 103 | 60 | 00 |
| Buckley, Hilda E. | 103 | 60 | 00 |
| Courteen, Violet | 103 | 60 | 00 |
| Chisholm, Christina | 103 | 60 | 00 |
| Hurst, Blanche | 103 | 60 | 00 |
| King, Alice L. | 103 | 60 | 00 |
| Kavanagh, Florence E. | 103 | 60 | 00 |
| Lawlor, Rose F. | 103 | 60 | 00 |
| McEachern, Stella | 103 | 60 | 00 |
| McGillivray, Amelia | 103 | 60 | 00 |
| McKenzie, Settie | 103 | 60 | 00 |
| Oxley, Gertrude O. | 103 | 45 | 00 |
| Barss, Annie D. | 103 | 45 | 00 |
| Boudreau, Evangeline E. | 103 | 40 | 62 |
| Crittenden, Ida M. | 93 | 45 | 00 |
| Callahan, Maud H. | 103 | 45 | 00 |
| Chisholm, Ethel M. | 103 | 45 | 00 |
| Ehler, Minnie E. | 103 | 45 | 00 |
| Girroit, Beatrice | 103 | 45 | 00 |
| Irish, Helena G. | 103 | 45 | 00 |
| Jenkins, Cecelia F. | 103 | 45 | 00 |
| Levandier, Mary I. | 103 | 45 | 00 |
| Lowe, Elizabeth A. | 103 | 44 | 56 |
| Lipsett, Beryll S. | 102 | 45 | 00 |
| LeBlanc, Thomas | 103 | 45 | 00 |
| Mason, Erma F. | 103 | 45 | 00 |
| McPherson, John | 103 | 45 | 00 |
| Rogers, Mary Ellen | 103 | 45 | 00 |
| Stewart, Catherine J. | 103 | 29 | 70 |
| Bruce, Carrie L. | 102 | 25 | 04 |
| Boudreau, Bernard J. | 86 | | |

| | | | |
|------------------------|-----|----|----|
| Callahan, Augusta W. | 103 | 30 | 00 |
| Callahan, Cora M. | 88 | 25 | 62 |
| Chisholm, Donna G. | 103 | 30 | 00 |
| Fraser, Hazel F. | 103 | 30 | 00 |
| Grant, Isabel | 103 | 30 | 00 |
| Halfpenny, Viva E. | 81 | 23 | 59 |
| Harris, Catherine G. | 97 | 28 | 24 |
| Holloran, Bernetta M. | 89 | 25 | 91 |
| Jewers, Annie M. | 103 | 30 | 00 |
| Kennedy, Mary T. | 31 | 9 | 02 |
| Kennedy, Lena | 103 | 30 | 00 |
| Lawlor, Hilda L. | 103 | 30 | 00 |
| Laurie, Mary A. | 103 | 30 | 00 |
| Lowe, Catherine | 103 | 30 | 00 |
| Levandier, Helena J. | 103 | 30 | 00 |
| Myers, Marion S. | 102 | 29 | 70 |
| McLean, Catherine I. | 88 | 25 | 62 |
| McLean, Catherine A. | 103 | 30 | 00 |
| Parlee, Alwilda M. | 103 | 30 | 00 |
| Rogers, Isabel | 103 | 30 | 00 |
| Reynolds, Cynthia | 103 | 30 | 00 |
| Richards, Mary E. | 98 | 28 | 53 |
| Strahan, Mary A. | 103 | 30 | 00 |
| Sullivan, Mrs. Michael | 103 | 30 | 00 |
| Walsh, Loretta C. | 103 | 30 | 00 |
| Worthe, Anna B. | 101 | 29 | 41 |
| Worthe, Harry | 95 | 27 | 66 |

Poor Sections.

| | | | |
|-------------------------|-----|----|----|
| Barss, Sarah M. | 89 | 34 | 56 |
| Carley, Annie B. | 50 | 19 | 41 |
| Fougere, Alexander | 48 | 18 | 64 |
| Fogarty, Laura J. | 98 | 38 | 06 |
| Hartt, Mary A. | 102 | 39 | 61 |
| Hadley, Sarah I. | 102 | 39 | 61 |
| Kenny, Margaret | 102 | 39 | 61 |
| Murphy, Annie O. | 98 | 38 | 06 |
| O'Connor, Gladys M. | 103 | 40 | 00 |
| Lukeman, Blanche E. | 83 | 32 | 23 |
| Wilkinson, Henrietta J. | 87 | 33 | 78 |
| Sponagle, Mrs. Clara | 76 | 29 | 51 |
| Suttis, Clara | 81 | 31 | 45 |

Special Poor Sections.

| | | | |
|--------------------------------|----|----|----|
| Lakedale, Hugh McLean, sec. 88 | 21 | 36 | |
| Yankee Cove, E. W. Paitsch | 50 | 9 | 70 |
| Lundi, Chas. deGruchy, sec. 48 | 13 | 98 | |

Annuitant.

| | | | |
|-----------------|----|----|--|
| Hanifen, Maggie | 30 | 00 | |
|-----------------|----|----|--|

ST. MARY.

| | | | |
|-----------------------|-----|----|----|
| Ellis, Marguerite | 98 | 57 | 07 |
| Manson, A. Catherine | 102 | 59 | 41 |
| Paget, Edith Courtney | 96 | 55 | 91 |
| Ross, Annie M. | 102 | 59 | 41 |
| Carter, Medora | 74 | 32 | 31 |
| Jollotta, Edna M. | 88 | 38 | 43 |
| Kirk, Gertrude B. | 93 | 40 | 62 |
| Luddington, Phoebe M. | 103 | 45 | 00 |
| McNaughton, D. P. | 84 | 36 | 68 |
| Spanks, Elora J. | 35 | 15 | 28 |

| | | | |
|------------------------|-----|----|----|
| Schofield, Evelyn Maud | 71 | 31 | 00 |
| Archibald, George H. | 89 | 25 | 91 |
| Cameron, Isabel | 103 | 30 | 00 |
| Cameron, Flora E. M. | 103 | 30 | 00 |
| Chisholm, Mary D. | 64 | 18 | 63 |
| Corneally, Margaret M. | 34 | 9 | 89 |
| Fisher, Leo Garten | 103 | 30 | 00 |
| Giffin, Mary A. | 78 | 22 | 71 |
| McIntosh, Janet E. | 103 | 30 | 00 |
| Pye, Ethel Alice | 103 | 30 | 00 |
| Wilson, H. Florence | 103 | 30 | 00 |

Poor Sections.

| | | | |
|------------------|-----|----|----|
| Cameron, Louise | 89 | 34 | 56 |
| McLellan, Addean | 103 | 40 | 00 |
| Suttis, Ada M. | 82 | 31 | 84 |

HALIFAX COUNTY.

| | | | |
|-----------------------|------|-----|----|
| Stapleton, W. C. | 103 | 105 | 00 |
| Burris, Annie | 101 | 58 | 83 |
| Burris, Jennie P. | 101 | 58 | 83 |
| Cameron, S. E. | 103 | 60 | 00 |
| Coolen, Frederick W. | 103 | 60 | 00 |
| Craigie, Albert W. | 103 | 60 | 00 |
| Creighton, Francis G. | 103 | 60 | 00 |
| DeVan, Nano | 103 | 60 | 00 |
| Feindel, Hilda May | 103 | 60 | 00 |
| Gallagher, Mildred J. | 103 | 60 | 00 |
| Hamilton, Mary A. | 98 | 57 | 07 |
| Harrison, Helen | 103 | 60 | 00 |
| Hawkins, Viola | 103 | 60 | 00 |
| Higgins, Emma F. | 101 | 58 | 83 |
| Hiltz, Adelaide S. | 103 | 60 | 00 |
| Hiltz, Ethel M. | 103 | 60 | 00 |
| King, Ada F. | 103 | 60 | 00 |
| Miller, Katherine F. | 103 | 60 | 00 |
| Moseley, Mabel | 103 | 60 | 00 |
| McCurdy, Annie E. | 102½ | 59 | 70 |
| Macquarrie, Sadie E. | 103 | 60 | 00 |
| Noonan, Gertrude | 103 | 60 | 00 |
| Scott, Catherine M. | 102 | 59 | 41 |
| Shaffelburg, Ada L. | 103 | 60 | 00 |
| Stevens, Verna B. | 102 | 59 | 41 |
| Stoddard, Florence E. | 89 | 51 | 83 |
| White, Mabel J. | 100½ | 58 | 54 |
| Wile, Dora D. | 103 | 60 | 00 |
| Wolfe, Jessie A. | 103 | 60 | 00 |
| Archibald, Ruby | 103 | 45 | 00 |
| Barron, Margaret | 103 | 45 | 00 |
| Bentley, Bessie | 18 | 7 | 84 |
| Boudreau, Rose M. | 103 | 45 | 00 |
| Boudreau, Theresa M. | 103 | 45 | 00 |
| Brown, Jessie M. | 103 | 45 | 00 |
| Campbell, Verna C. | 101 | 44 | 12 |
| Christie, Ruth M. | 102 | 44 | 56 |
| Collins, Pearl | 19 | 8 | 28 |
| Colquhoun, Christina | 87 | 37 | 99 |
| Cox, Sara E. | 103 | 45 | 00 |
| Dechman, Marion R. | 103 | 45 | 00 |
| DeVan, Eileen M. | 103 | 45 | 00 |
| Fahie, Margaret | 84½ | 36 | 90 |
| Faulkner, Melissa | 103 | 45 | 00 |

Annuityents.

| | | |
|-------------------|-----|----|
| Miller, George J. | 240 | 48 |
| Herdman, W. C. | 60 | 00 |
| Sister Mary Ann | 60 | 00 |
| Cooke, Mary L. | 45 | 00 |
| Hume, Mary E. | 45 | 00 |
| Bacon, Amelia | 30 | 00 |
| Gibbons, John | 30 | 00 |

HALIFAX CITY.

| | | | |
|----------------------|-----|-----|----|
| McKay, A. | 103 | 105 | 00 |
| Bell, H. P. | 84 | 73 | 10 |
| Blackwood, E. F. | 108 | 90 | 00 |
| Blois, H. H. | 103 | 90 | 00 |
| Brunt, H. D. | 98 | 85 | 63 |
| Butler, G. K. | 103 | 90 | 00 |
| Cummings, E. | 103 | 75 | 00 |
| Evaristus, Sr. | 103 | 90 | 00 |
| Huggins, G. M. | 103 | 90 | 00 |
| Mackintosh, S. K. | 103 | 90 | 00 |
| Marshall, G. R. | 103 | 90 | 00 |
| Matheson, D. J. | 103 | 75 | 00 |
| Matheson, D. M. | 103 | 75 | 00 |
| Morton, S. A. | 103 | 90 | 00 |
| Murray, Mme. | 103 | 75 | 00 |
| O'Hearn, P. | 103 | 90 | 00 |
| Rosaire, Sr. | 103 | 75 | 00 |
| Trefry, J. H. | 103 | 90 | 00 |
| Agnes, Sr. R. | 103 | 75 | 00 |
| Clark, L. G. | 103 | 75 | 00 |
| Concepta, Sr. Marion | 103 | 75 | 00 |
| Distant, M. L. | 103 | 75 | 00 |
| Douglas, H. G. | 103 | 60 | 00 |
| Ethelred, Sr. | 103 | 75 | 00 |
| Finn, Mme. | 103 | 75 | 00 |
| Francis, Sr. | 103 | 75 | 00 |
| Haverstock, A. M. | 103 | 75 | 00 |
| Lyons, M. | 103 | 75 | 00 |
| McDermott, Mme. | 103 | 75 | 00 |
| Maria, Sr. | 103 | 75 | 00 |
| Phelan, F. J. | 103 | 75 | 00 |
| Tolson, E. A. | 103 | 60 | 00 |
| Vincent, Sr. A. | 103 | 75 | 00 |
| Vincent, Sr. M. | 103 | 75 | 00 |
| Vincent, Sr. T. | 103 | 75 | 00 |
| Agnes, Sr. M. | 103 | 60 | 00 |
| Allen, M. E. | 103 | 60 | 00 |
| Aquinas, Sr. | 103 | 60 | 00 |
| Archibald, S. M. | 103 | 60 | 00 |
| Armitage, H. D. A. | 103 | 60 | 00 |
| Bernard, Sr. | 103 | 60 | 00 |
| Bigney, E. M. | 103 | 60 | 00 |
| Blackie, E. M. | 103 | 60 | 00 |
| Blackman, W. | 103 | 60 | 00 |
| Bowden, I. M. | 103 | 60 | 00 |
| Bowden, L. J. | 103 | 60 | 00 |
| Brims, M. C. | 103 | 60 | 00 |
| Brodie, I. | 103 | 60 | 00 |
| Burgoyne, A. V. | 98 | 57 | 07 |
| Campbell, J. P. | 98 | 57 | 07 |
| Carmel, Sr. | 103 | 60 | 00 |
| Cecila, Sr. | 103 | 60 | 00 |
| Clark, E. | 98 | 57 | 07 |

| | | | |
|---------------------|-----|----|----|
| Colquhoun, L. W. | 83 | 48 | 34 |
| Concepta, Sr. Maria | 103 | 60 | 00 |
| Conrad, E. M. | 103 | 60 | 00 |
| Cunningham, A. M. | 103 | 60 | 00 |
| DeChantal, Sr. F. | 103 | 60 | 00 |
| Delahanty, K. | 103 | 60 | 00 |
| Dempsey, I. B. | 103 | 60 | 00 |
| Dempster, W. W. | 98 | 57 | 07 |
| Denton, H. A. | 103 | 60 | 00 |
| Dolorita, Sr. | 103 | 60 | 00 |
| Dwyer, M. T. | 103 | 60 | 00 |
| Edwina, Sr. | 103 | 60 | 00 |
| Ernestine, Sr. | 103 | 60 | 00 |
| Ethelbert, Sr. | 103 | 60 | 00 |
| Florence, Sr. | 103 | 60 | 00 |
| Flowers, E. M. | 103 | 60 | 00 |
| Flowers, H. L. | 103 | 60 | 00 |
| Freeman, N. | 98 | 57 | 07 |
| Fry, B. G. | 103 | 60 | 00 |
| Gillen, Mme. | 103 | 60 | 00 |
| Greig, L. C. | 103 | 60 | 00 |
| Harlow, A. O. | 103 | 60 | 00 |
| Henrion, E. M. | 103 | 60 | 00 |
| Holder, E. G. | 103 | 60 | 00 |
| Ignatia, Sr. | 103 | 60 | 00 |
| Kelly, Mme. | 103 | 60 | 00 |
| Kenny, M. B. D. | 103 | 60 | 00 |
| Laracy, A. X. | 98 | 57 | 07 |
| Leontine, Sr. | 103 | 60 | 00 |
| Lockward, G. E. | 103 | 60 | 00 |
| McCurdy, M. J. | 103 | 60 | 00 |
| McDonald, A. A. | 103 | 60 | 00 |
| McDonald, H. M. | 103 | 60 | 00 |
| MacKay, R. | 98 | 57 | 07 |
| McManus, Mme. | 103 | 60 | 00 |
| Marshall, L. E. | 103 | 60 | 00 |
| Mason, B. E. | 103 | 60 | 00 |
| Maxwell, J. B. | 103 | 60 | 00 |
| Nicoll, L. W. | 103 | 60 | 00 |
| O'Brien, M. A. | 103 | 60 | 00 |
| Pace, J. I. | 103 | 60 | 00 |
| Palmer, G. L. | 103 | 60 | 00 |
| Peart, A. H. | 103 | 60 | 00 |
| Peters, F. A. | 103 | 60 | 00 |
| Phelan, M. F. | 103 | 60 | 00 |
| Pius, Sr. | 103 | 60 | 00 |
| Publicover, L. D. | 103 | 60 | 00 |
| Pye, E. C. | 103 | 60 | 00 |
| Rankine, A. B. | 98 | 57 | 07 |
| Ross, E. J. | 98 | 57 | 07 |
| Sanders, K. O. | 103 | 60 | 00 |
| Saunders, A. C. | 103 | 60 | 00 |
| Shields, E. G. | 103 | 60 | 00 |
| Sheilds, S. W. | 103 | 60 | 00 |
| Sibley, G. M. | 103 | 60 | 00 |
| Sims, S. A. | 103 | 60 | 00 |
| Smith, S. B. | 98 | 57 | 07 |
| Sullivan, Mme. | 103 | 60 | 00 |
| Theakston, H. S. F. | 103 | 60 | 00 |
| Thompson, F. | 103 | 60 | 00 |
| Trefry, E. C. | 103 | 60 | 00 |
| Tulloch, M. E. | 103 | 60 | 00 |
| Tynan, J. C. | 103 | 60 | 00 |
| Wakeley, A. C. | 103 | 60 | 00 |
| Wallace, E. M. | 103 | 60 | 00 |
| Wickwire, A. L. | 103 | 60 | 00 |

| | | | | | | | |
|----------------------|-----|----|----|---------------------|-----|----|----|
| Wilson, B. C. | 103 | 60 | 00 | Wells, M. H. | 103 | 45 | 00 |
| Wiswell, I. M. | 103 | 60 | 00 | Columba, Sr. | 103 | 30 | 00 |
| Woolrich, M. E. | 103 | 60 | 00 | Jemmott, M. F. | 103 | 30 | 00 |
| Xavier, Sr. | 103 | 60 | 00 | Patrick, Bro. | 103 | 30 | 00 |
| Ackhurst, M. L. | 103 | 45 | 00 | Sweeney, M. | 103 | 30 | 00 |
| Annina, Sr. | 103 | 45 | 00 | Umlah, A. L. B. | 103 | 30 | 00 |
| Bayer, A. L. | 103 | 45 | 00 | | | | |
| Blakeney, E. M. | 103 | 45 | 00 | Annuitants. | | | |
| Catherine, Sr. | 103 | 45 | 00 | Roscoe, C. W. | 300 | 00 | |
| Christina, Sr. | 103 | 45 | 00 | Hall, J. B. | 300 | 00 | |
| Cunningham, E. S. | 103 | 45 | 00 | Smith, Miss O. A. | 250 | 00 | |
| Curren, E. M. | 19 | 8 | 28 | Gaul, R. E. | 60 | 00 | |
| DePazzi, Sr. | 103 | 45 | 00 | Waddell, W. H. | 20 | 00 | |
| Devine, M. E. | 103 | 45 | 00 | Creighton, I. M. | 60 | 00 | |
| Ethelburga, Sr. | 103 | 45 | 00 | Hall, Mrs H. McG. | 60 | 00 | |
| Evangelista, Sr. | 103 | 45 | 00 | Broadhurst, M. E. | 45 | 00 | |
| Felix, Sr. | 103 | 45 | 00 | Coleman, Hannah E. | 45 | 00 | |
| Grierson, F. | 103 | 45 | 00 | Hartigan, Cath. | 45 | 00 | |
| Grierson, M. H. | 103 | 45 | 00 | Johns, M. A. | 45 | 00 | |
| Gualbert, Sr. | 103 | 45 | 00 | Lyle, Emily R. | 45 | 00 | |
| Hamilton, H. H. | 98 | 42 | 80 | MacGregor, Annie | 45 | 00 | |
| Hartling, N. J. | 98 | 42 | 80 | Torrey, C. E. | 45 | 00 | |
| Healy, K. E. | 103 | 45 | 00 | Wier, Lewis | 45 | 00 | |
| James, C. A. | 103 | 45 | 00 | Willis, Eliza J. | 45 | 00 | |
| Jamieson, H. I. | 103 | 45 | 00 | Putnam. A. F. | 45 | 00 | |
| John Baptist, Sr. | 103 | 45 | 00 | | | | |
| Johnson, J. I. | 103 | 45 | 00 | | | | |
| Joseph, Sr. | 103 | 45 | 00 | HANTS EAST. | | | |
| Kennedy, M. C. | 103 | 45 | 00 | Logan, Jessie | 103 | 75 | 00 |
| Kennedy, W. M. | 103 | 45 | 00 | Beckwith, Florence | 102 | 59 | 41 |
| Leo, Sr. | 103 | 45 | 00 | Davies, Kathleen | 103 | 60 | 00 |
| Leslie, K. | 19 | 8 | 28 | Holesworth, Mabel | 103 | 60 | 00 |
| Logan, A. | 103 | 45 | 00 | McDougall, Edith | 102 | 59 | 41 |
| Lyll, B. H. | 103 | 45 | 00 | MacKenzie, Estelle | 101 | 58 | 88 |
| McArthur, J. R. | 98 | 42 | 80 | O'Brien, Annie B. | 103 | 60 | 00 |
| Macdonald, E. M. | 103 | 45 | 00 | Philips, Elsie L. | 101 | 58 | 88 |
| McDonell, Mme. | 103 | 45 | 00 | Scott, James P. | 103 | 60 | 00 |
| McGillivray, F. G. | 103 | 45 | 00 | Anthony, Louise | 102 | 44 | 56 |
| Maclean, A. | 103 | 45 | 00 | Baxter, Agnes B. | 103 | 45 | 00 |
| Marryatt, M. I. | 103 | 45 | 00 | Blois, Cassie | 27 | 11 | 78 |
| Martin, M. I. | 103 | 45 | 00 | Bradshaw, Isabel | 103 | 45 | 00 |
| Maskell, E. A. | 103 | 45 | 00 | Doull, Eva C. | 103 | 45 | 00 |
| Mitchell, L. E. J. | 103 | 45 | 00 | Elliott, Ruth | 103 | 45 | 00 |
| Mooney, E. M. | 103 | 45 | 00 | Fisher, Mildred | 100 | 48 | 68 |
| O'Donoghue, M. T. T. | 103 | 45 | 00 | Fulton, Mildred | 103 | 45 | 00 |
| Perpetua, Sr. | 103 | 45 | 00 | Hennigar, Edith | 103 | 45 | 00 |
| Reinhart, M. H. | 75 | 32 | 75 | Isenor, Cora B. | 103 | 45 | 00 |
| Remigius, Bro. | 103 | 45 | 00 | Johnson, Hattie R. | 89 | 38 | 87 |
| Rita, Sr. | 103 | 45 | 00 | MacKenzie, Gertrude | 103 | 45 | 00 |
| Rockett, M. M. | 103 | 45 | 00 | McDonald, Donnie | 103 | 45 | 00 |
| Ross, Carrie E. | 25 | 10 | 91 | McLellan, Annie | 103 | 45 | 00 |
| Sheehan, H. I. | 77 | 33 | 62 | Rose, Annie M. | 103 | 45 | 00 |
| Strattan, E. | 103 | 45 | 00 | Sim, Jennie P. | 103 | 45 | 00 |
| Sullivan, M. | 103 | 45 | 00 | Smith, Lizzie A. | 103 | 45 | 00 |
| Sullivan, M. T. | 103 | 45 | 00 | Smith, Nellie A. | 103 | 45 | 00 |
| Sullivan, M. T. R. | 103 | 45 | 00 | Spares, Sadie J. | 103 | 26 | 21 |
| Theakson, S. E. | 103 | 45 | 00 | Underwood, Emma | 60 | 45 | 00 |
| Toomey, F. H. | 98 | 42 | 80 | Withrow, Adelia | 103 | 45 | 00 |
| Travis, A. A. | 103 | 45 | 00 | Withrow, Mary L. | 103 | 30 | 00 |
| Trivett, M. E. | 98 | 42 | 80 | Davidson, Rebecca | 103 | 29 | 70 |
| Vaughan, E. | 103 | 45 | 00 | Etter, Alice A. | 102 | 30 | 00 |
| Vaughan, K. A. | 33 | 14 | 41 | Fiske, Georgina M. | 103 | 28 | 53 |
| Vincent, Sr. Rose | 103 | 45 | 00 | Greenough, Jennie | 98 | 28 | 53 |
| Walsh, A. M. | 103 | 45 | 00 | Hill, Maggie J. | 98 | 28 | 53 |
| Warner, M. F. | 103 | 45 | 00 | | | | |
| Wells, C. | 103 | 45 | 00 | | | | |

| | | | |
|---------------------|------|----|----|
| MacInnis, Eva | 103 | 30 | 00 |
| MacPhee, Rose M. | 103 | 30 | 00 |
| Phillips, Atarah | 103 | 30 | 00 |
| Phillips, Bessie M. | 87 | 25 | 33 |
| Sinclair, Margaret | 103 | 30 | 00 |
| Sutherland, Grace | 103 | 30 | 00 |
| Vaughan, Cora A. | 103 | 30 | 00 |
| White, Emma L. | 102 | 29 | 70 |
| Bowes, Innetia | 86 | 25 | 04 |
| Carr, Enna M. | 88 | 25 | 62 |
| MacKenzie, Elsie | 84 | 24 | 46 |
| McLellan, Greta | 88 | 25 | 62 |
| Miller, Edith | 100½ | 29 | 27 |
| Murphy, Clara | 85 | 24 | 75 |
| Myers, Leah M. | 67½ | 19 | 64 |
| Weatherhead, Elsie | 87 | 25 | 33 |

Poor Sections.

| | | | |
|-------------------|-----|----|----|
| Barkhouse, Hattie | 101 | 39 | 22 |
| Parker, Muriel I. | 103 | 40 | 00 |
| Rose, Maggie | 103 | 40 | 00 |
| Smith, Flossie M. | 103 | 40 | 00 |
| Wood, Muriel L. | 103 | 40 | 00 |
| Gould, Muriel | 85 | 33 | 00 |
| Hennigar, Eva M. | 88 | 34 | 17 |
| Lemoine, Annie L. | 88 | 34 | 17 |
| MacLean, Annie | 90 | 34 | 95 |

Annuitants.

| | | | |
|------------------|----|----|--|
| Burgoyne, Naomi | 60 | 00 | |
| Scott, Lily A. | 60 | 00 | |
| Smith, Letson M. | 60 | 00 | |
| Bennett, Hannah | 45 | 00 | |
| Scott, Annie E. | 45 | 00 | |

HANTS WEST.

| | | | |
|---------------------|------|-----|----|
| Patterson, Mabel G. | 101½ | 88 | 69 |
| Smith, John A. | 103 | 105 | 00 |
| Dawson, Katherine | 103 | 75 | 00 |
| Scott, Agnes B. | 98 | 71 | 36 |
| Underwood, Geo. R. | 102 | 74 | 27 |
| Balcom, Hilda B. | 103 | 60 | 00 |
| Black, Pearle Mack | 100 | 58 | 25 |
| Bowlby, Alice M. | 98 | 57 | 07 |
| Brown, Edith S. | 103 | 60 | 00 |
| Chase, Gertrude M. | 103 | 60 | 00 |
| Corkum, Inez B. | 103 | 60 | 00 |
| Carde, Edna R. | 103 | 60 | 00 |
| Davison, Bippo | 53 | 30 | 86 |
| Hawboldt, Avery | 103 | 60 | 00 |
| Lawrence, Lily F. | 103 | 60 | 00 |
| McCurdy, Helen | 93½ | 54 | 45 |
| McKay, Eva M. | 103 | 60 | 00 |
| MacCurdy, Irene | 101 | 58 | 83 |
| MacCully, Iola | 103 | 60 | 00 |
| McLellan, Mary | 98 | 57 | 07 |
| Withrow, Ethel B. | 103 | 60 | 00 |
| Benedict, Lottie | 57 | 24 | 89 |
| Caldwell, Melda | 103 | 45 | 00 |
| Caldwell, Winnie B. | 103 | 45 | 00 |
| Cochran, Pearl A. | 103 | 45 | 00 |
| Dimock, Annie A. | 98 | 42 | 80 |
| Ennis, Hilda | 19 | 8 | 28 |

| | | | |
|----------------------|-----|----|----|
| Fraser, Daisy R. | 98 | 42 | 80 |
| Haley, Edythe | 103 | 45 | 00 |
| Hawboldt, Gertrude | 103 | 45 | 00 |
| Jenkins, Gerald | 100 | 43 | 68 |
| Kelley, Minnie A. | 103 | 45 | 00 |
| Kilcup, Edith M. | 103 | 45 | 00 |
| Lynch, Jessie A. | 103 | 45 | 00 |
| Marshall, Ida M. | 103 | 45 | 00 |
| Morison, Madge | 98 | 42 | 80 |
| Macdonald, Christine | 98 | 42 | 80 |
| Macdonald, Elizabeth | 103 | 45 | 00 |
| McDonald, Joanna | 103 | 45 | 00 |
| McDonald, Katherine | 103 | 45 | 00 |
| MacKay, Hazel | 103 | 45 | 00 |
| Palmer, Queenie | 103 | 45 | 00 |
| Salter, Hattie M. | 103 | 45 | 00 |
| Sweet, Annie E. | 103 | 45 | 00 |
| Underwood, Elizabeth | 103 | 45 | 00 |
| Wilson, Bertha | 98 | 42 | 80 |
| Baxter, Jean L. | 103 | 30 | 00 |
| Borden, Osee E. | 45 | 13 | 10 |
| Christie, Stella | 103 | 30 | 00 |
| Cole, Lydia M. | 95 | 27 | 66 |
| Cox, Lavolla | 97½ | 28 | 38 |
| Densmore, H. Blanche | 103 | 30 | 00 |
| Laws, Lillian | 98 | 28 | 53 |
| MacLean, Christiana | 103 | 30 | 00 |
| Rose, Laura M. | 103 | 30 | 00 |
| Smith, Ellen E. | 98 | 28 | 53 |
| Westcott, Mabel | 103 | 30 | 00 |
| Wood, Mildred | 89 | 25 | 91 |
| Cochrane, Mabel | 88 | 25 | 62 |

Poor Sections.

| | | | |
|----------------------|-----|----|----|
| Anthony, Edna | 92 | 35 | 72 |
| McInnis, Jean | 103 | 40 | 00 |
| Saunders, Viola | 94 | 36 | 50 |
| Sandford, Janet L. | 102 | 39 | 61 |
| Cochrane, Jean C. | 79 | 30 | 58 |
| Boyd, Lena | 84 | 32 | 62 |
| Bush, Ethel | 69 | 26 | 79 |
| Brown, Verna L. | 79 | 30 | 58 |
| Woodworth, Catherine | 69 | 26 | 79 |

INVERNESS SOUTH.

| | | | |
|--------------------------|-----|----|----|
| Martin, Marion | 103 | 75 | 00 |
| Walker, Mabel R. | 103 | 75 | 00 |
| Craigie, George M. | 103 | 60 | 00 |
| McLean, Sophia | 103 | 60 | 00 |
| Morris, Harry S. | 103 | 60 | 00 |
| Sister St. Zephyrin | 103 | 60 | 00 |
| Dickie, Mabel B. | 103 | 45 | 00 |
| McDonald, Jessie | 74 | 32 | 31 |
| MacDonnell, Christina E. | 103 | 45 | 00 |
| McL'adyen, Florence M. | 103 | 45 | 00 |
| MacLean, Edgar H. | 103 | 45 | 00 |
| MacLeod, Tena | 103 | 45 | 00 |
| McLeod, William Dan | 95 | 41 | 49 |
| McMaster, D. B. | 103 | 45 | 00 |
| Murphy, Mary | 103 | 45 | 00 |
| Murray, Claude | 103 | 45 | 00 |
| Sister St. Olga | 103 | 45 | 00 |

| | | | |
|----------------------------|-----|----|----|
| Sister St. Mary | 103 | 45 | 00 |
| Townshend, Laura H. | 103 | 45 | 00 |
| Withrow, Lizzie H. | 103 | 45 | 00 |
| Beaton, Sarah Ann | 96 | 27 | 95 |
| Burke, Sarah S. | 20 | 5 | 82 |
| Cameron, Mrs. John A. | 74 | 21 | 55 |
| Campbell, Margaret | 103 | 30 | 00 |
| Chisholm, Jessie | 103 | 30 | 00 |
| Coady, Mary E. | 103 | 30 | 00 |
| Devoe, Emma R. | 102 | 29 | 70 |
| Fox, Rena May | 103 | 30 | 00 |
| Fraser, Fulton C. | 81 | 23 | 59 |
| Gillis, Josephine | 103 | 30 | 00 |
| Kennedy, Mary M. A. | 94 | 27 | 37 |
| Leonard, Dollie | 103 | 30 | 00 |
| McArthur, Mary A. | 103 | 30 | 00 |
| McCaldar, Norman A. | 93 | 27 | 08 |
| Macdonald, Cassie | 76 | 22 | 13 |
| McDougall, Catharine B. | 99 | 28 | 82 |
| McIntosh, Jessie A. | 63 | 18 | 34 |
| McLean, Jessie F. | 93 | 27 | 08 |
| McLean, Margaret A. | 102 | 29 | 70 |
| MacMaster, Margaret J. | 103 | 30 | 00 |
| McMillan, Elizabeth | 100 | 29 | 12 |
| MacNeil, Mary A. | 103 | 30 | 00 |
| Macrae, Christina E. | 103 | 30 | 00 |
| Murphy, Frances | 103 | 30 | 00 |
| Sister St. Thomas a Kempis | 103 | 30 | 00 |
| Sister St. Thomas F. H. | 103 | 30 | 00 |
| Smith, Anna L. | 103 | 30 | 00 |
| Cameron, Mary Isabel | 87 | 25 | 33 |
| Campbell, Lucy J. | 102 | 29 | 70 |
| Chisholm, Catharine | 103 | 30 | 00 |
| Chisholm, Flora J. | 88 | 25 | 62 |
| Grant, Harold E. | 76 | 22 | 13 |
| McDonald, Eliza B. | 55 | 16 | 01 |
| McDonald, Florence E. | 88 | 25 | 62 |
| MacDonald, Laura | 65 | 18 | 92 |
| MacDonald, Mary | 88 | 25 | 62 |
| MacDonald, Mary Jane | 102 | 29 | 70 |
| Macdonald, Sarah A. | 89 | 25 | 91 |
| MacDonald, Tena E. | 86 | 25 | 04 |
| MacKinnon, Minnie C. | 69 | 20 | 09 |
| McMaster, Margaret | 99 | 28 | 82 |
| MacNeil, Catharine | 74 | 21 | 55 |
| McPhail, Peter A. | 79 | 23 | 00 |
| MacQueen, Christene | 64 | 18 | 63 |
| Rankin, Mary J. | 74 | 21 | 55 |
| Smith, Helen | 69 | 20 | 09 |
| Watts, Emma G. | 103 | 30 | 00 |
| Whittie, Tena M. | 97 | 28 | 24 |

Poor Sections.

| | | | |
|---------------------|-----|----|----|
| Ladd, Helen Iny | 88 | 33 | 50 |
| McArthur, Bridget | 103 | 39 | 23 |
| McCormack, Mary J. | 18 | 6 | 85 |
| McDonald, Florence | 102 | 38 | 85 |
| MacDonald, Anna M. | 90 | 34 | 28 |
| MacDonald, Margaret | 23 | 8 | 76 |
| MacIntosh, Mary C. | 88 | 33 | 50 |
| MacIntyre, Florence | 76 | 28 | 93 |
| MacLellan, Sarah A. | 90 | 34 | 28 |

Special Poor Sections.

| | | | |
|----------------------|----|----|----|
| Langley, Gertrude A. | 83 | 31 | 61 |
| MacKinnon, Martha M. | 65 | 24 | 75 |
| MacPhail, Ellen S. | 73 | 27 | 81 |

Annuitants.

| | | |
|------------------|----|----|
| Chisholm, Duncan | 60 | 00 |
| McQuarrie, Angus | 30 | 00 |
| Davis, Mrs. Mary | 30 | 00 |

INVERNESS NORTH.

| | | | |
|------------------------|-----|----|----|
| Arseneau, Florence | 101 | 58 | 83 |
| Faulkner, Colin B. | 103 | 60 | 00 |
| Gillis, Malcolm H. | 83 | 48 | 34 |
| LeBlanc, John J. | 103 | 60 | 00 |
| Macintosh, Charles W. | 99 | 57 | 66 |
| Maclellan, Annie M. | 103 | 60 | 00 |
| Sister St. Andrew | 103 | 60 | 00 |
| Arseneau, Mary B. | 103 | 45 | 00 |
| Arseneau, Bessie | 103 | 45 | 00 |
| AuCoin, Charles E. | 103 | 45 | 00 |
| AuCoin, Mary A. | 103 | 45 | 00 |
| AuCoin, James H. | 103 | 45 | 00 |
| Blanchard, Annie J. | 103 | 45 | 00 |
| Chiasson, Ephraim | 102 | 44 | 56 |
| Coady, Rebecca E. | 103 | 45 | 00 |
| Doucet, Cecilia | 103 | 45 | 00 |
| Doucet, Delina | 103 | 45 | 00 |
| LeBlanc, Margaret H. | 103 | 45 | 00 |
| LeBlanc, Annie R. | 103 | 45 | 00 |
| LeBlanc, Paul F. D. | 103 | 45 | 00 |
| LeBlanc, Hattie | 95 | 41 | 49 |
| Macdonald, Mary C. | 103 | 45 | 00 |
| Macdougall, Margaret | 103 | 45 | 00 |
| Macdougall, Mary E. | 103 | 45 | 00 |
| Mackinnon, Christene | 103 | 45 | 00 |
| Maclellan, Florence C. | 103 | 45 | 00 |
| Maclellan, Marjorie | 103 | 45 | 00 |
| Maclellan, Mamie | 103 | 45 | 00 |
| MacLennan, Cassie Mae | 103 | 45 | 00 |
| Macquarrie, Annie | 103 | 45 | 00 |
| Sister Mary St. Hugh | 103 | 45 | 00 |
| Tompkins, Rose E. | 103 | 45 | 00 |
| Arseneau, Matilda | 103 | 80 | 00 |
| Austen, Annie R. | 84 | 24 | 46 |
| Beaton, Bridget | 101 | 29 | 41 |
| Coady, Agnes R. | 101 | 25 | 62 |
| Delaney, Julia T. | 88 | 30 | 00 |
| Gillis, Cassie | 103 | 25 | 62 |
| Gillis, Dougald A. | 88 | 25 | 62 |
| Jamieson, Janet | 102 | 29 | 70 |
| LeFort, Michael C. | 50 | 14 | 56 |
| Macdaniel, Margaret | 103 | 30 | 00 |
| Macdonald, Jennie C. | 103 | 30 | 00 |
| Macdonald, Agatha | 79 | 23 | 00 |
| Macdougall, Mary C. | 103 | 30 | 00 |
| MacKay, Marcella M. | 103 | 30 | 00 |
| Mackinnon, Neil D. | 89 | 25 | 91 |
| Mackinnon, Rod A. | 87 | 25 | 38 |
| | 103 | 30 | 00 |

| | | | | | | | |
|--------------------------|-----|----|----|-----------------------|-----|----|----|
| Maclellan, Margaret C. | 84 | 24 | 46 | Foote, Elida E. | 103 | 60 | 00 |
| Maclellan, Christene | 102 | 29 | 70 | Fox, Miriam | 103 | 60 | 00 |
| Maclellan, Arch'd D. | 103 | 30 | 00 | Frank, Merna M. | 98 | 57 | 07 |
| Maclellan, Annie J. | 103 | 30 | 00 | Gilliatt, Evelyn Ruth | 103 | 60 | 00 |
| Maclellan, Lewis | 103 | 30 | 00 | Graham, Elfreda | 98 | 57 | 07 |
| Maclellan, Johanna | 100 | 29 | 12 | Illsley, Nellie E. | 103 | 60 | 00 |
| Maclellan, Mary C. | 103 | 30 | 00 | Kennedy, Gladys | 103 | 60 | 00 |
| Maclellan, Hugh | 91 | 26 | 50 | Kent, Mary Alice | 15 | 8 | 73 |
| MacLennan, Charles R. F. | 78 | 22 | 71 | Kinnie, Mary McL. | 103 | 60 | 00 |
| Macleod, Mary Ann | 103 | 30 | 00 | Knowlton, Rose E. | 103 | 60 | 00 |
| Macquilkin, Ronald | 86½ | 25 | 18 | Lewis, Dora F. | 103 | 60 | 00 |
| Mealing, Cyril H. | 88 | 25 | 62 | Marchant, Laura | 20 | 11 | 64 |
| Miller, Christena J. | 86 | 25 | 04 | Marshall, Mabel | 103 | 60 | 00 |
| Sister Margaret Mary | 103 | 30 | 00 | Martin, Clara M. | 98 | 57 | 07 |
| Sister St. Mary | 103 | 30 | 00 | Millett, Susie A. | 103 | 60 | 00 |
| Smith, John R. | 74½ | 21 | 69 | Muller, Lena | 103 | 60 | 00 |
| Smith, Mary Catherine | 89 | 25 | 91 | McDonnell, Margaret | 102 | 59 | 41 |
| | | | | McMurtery, Haidee | 94 | 54 | 74 |
| | | | | McNutt, Orpha | 103 | 60 | 00 |
| | | | | Nunn, Mary E. | 103 | 60 | 00 |
| | | | | O'Brien, Alice I. | 103 | 60 | 00 |
| | | | | Ogilvie, Phebe A. | 102 | 59 | 41 |
| | | | | Potter, Effie M. | 89 | 51 | 83 |
| | | | | Purdy, Agnes L. | 98 | 57 | 07 |
| | | | | Reddy, Gertrude | 103 | 60 | 00 |
| | | | | Robinson, Victor B. | 83 | 48 | 34 |
| | | | | Thurber, Ronald E. | 103 | 60 | 00 |
| | | | | Trenholm, Olga | 98 | 57 | 07 |
| | | | | Webster, Abbie R. | 83 | 48 | 34 |
| | | | | Webster, Elsie | 83 | 48 | 34 |
| | | | | Wescott, Eva B. | 103 | 60 | 00 |
| | | | | West, Gladys I. | 98 | 57 | 07 |
| | | | | West, Marguerite | 98 | 57 | 07 |
| | | | | Wylde, Sara W. | 98 | 57 | 07 |
| | | | | Alcorn, Greta M. | 103 | 45 | 00 |
| | | | | Baxter, Mabel C. | 98 | 42 | 80 |
| | | | | Beckwith, Winnifred | 103 | 45 | 00 |
| | | | | Boylan, Olive C. | 103 | 45 | 00 |
| | | | | Bishop, Hattie L. | 103 | 45 | 00 |
| | | | | Brooks, Blanche | 103 | 45 | 00 |
| | | | | Browne, Mertie | 103 | 45 | 00 |
| | | | | Chesley, Ella M. | 103 | 45 | 00 |
| | | | | Chute, Edith | 103 | 45 | 00 |
| | | | | Chute, Zephina | 103 | 45 | 00 |
| | | | | Corkum, Prudence | 98 | 42 | 80 |
| | | | | Dargie, Charlotte | 103 | 45 | 00 |
| | | | | Dickie, Gertrude | 103 | 45 | 00 |
| | | | | Dow, Margaret | 103 | 45 | 00 |
| | | | | Eaton, Bertha M. | 103 | 45 | 00 |
| | | | | Fox, Stella E. | 103 | 45 | 00 |
| | | | | Grant, Estella V. | 103 | 45 | 00 |
| | | | | Hall, Ella C. | 103 | 45 | 00 |
| | | | | Harris, Mary H. | 103 | 45 | 00 |
| | | | | Harvey, Meta | 103 | 45 | 00 |
| | | | | Henderson, Elizabeth | 103 | 45 | 00 |
| | | | | Kaulbach, Ella L. | 103 | 45 | 00 |
| | | | | Kendall, Jessie J. | 55 | 24 | 02 |
| | | | | Kerr, Annie H. | 103 | 45 | 00 |
| | | | | Lamont, Nancy | 103 | 45 | 00 |
| | | | | Levy, Addie G. | 98 | 42 | 80 |
| | | | | Marshall, Nina | 103 | 45 | 00 |
| | | | | Morse, Kate O. | 103 | 45 | 00 |
| | | | | Neary, Stella B. | 98 | 42 | 80 |
| | | | | Nichols, Lola M. | 103 | 45 | 00 |
| | | | | Parker, Essie | 103 | 45 | 00 |
| | | | | Partridge, Ethel | 103 | 45 | 00 |

Poor Sections.

| | | | |
|--------------------------|-----|----|----|
| Beaton, Annie Catherine | 84 | 31 | 98 |
| Cameron, Ellen Catherine | 80 | 30 | 47 |
| Ingraham, Mary C. | 73 | 27 | 81 |
| Macdonald, Angus A. | 87½ | 33 | 31 |
| MacKay, Minnie M. | 88 | 33 | 50 |
| MacKay, John | 98 | 37 | 32 |
| MacLennan, Margaret R. | 74 | 28 | 18 |
| MacMillan, Duncan | 87 | 33 | 13 |
| Nelson, Gustave A. | 103 | 39 | 23 |

Special Poor Section.

| | | | |
|-------------|----|----|--|
| Campbellton | 60 | 00 | |
|-------------|----|----|--|

Annuitants.

| | | | |
|----------------------|----|----|--|
| Macdonald, Teresa | 45 | 00 | |
| Macdougall, Arch. S. | 45 | 00 | |
| MacKinnon, Malcolm | 45 | 00 | |
| Maclellan, A. N. | 45 | 00 | |
| Nicholson, A. G. | 45 | 00 | |

KINGS

| | | | |
|-----------------------|-----|-----|----|
| Ford, R. W. | 103 | 105 | 00 |
| Swanson, P. I. | 103 | 105 | 00 |
| Webster, Winnifred | 98 | 85 | 63 |
| Barrett, Lillie D. | 103 | 75 | 00 |
| Farrell, Maureen | 98 | 71 | 36 |
| Hardwicke, Helen | 103 | 75 | 00 |
| Higgins, Stella M. | 69 | 50 | 24 |
| Osborne, N. A. | 103 | 75 | 00 |
| Thorne, Alice E. | 98 | 71 | 36 |
| Whitman, Jean E. | 103 | 75 | 00 |
| Benjamin, Harriet | 103 | 60 | 00 |
| Brownell, Gertrude | 103 | 60 | 00 |
| Calder, Marie E. | 20 | 11 | 64 |
| Charlton, Mabel E. | 103 | 60 | 00 |
| Coggins, Adelaide | 98 | 57 | 07 |
| Crawford, Florence M. | 103 | 60 | 00 |
| Crawford, Lillian | 103 | 60 | 00 |
| Elliott, Evangeline | 103 | 60 | 00 |
| Faulkner, Ellen | 97 | 56 | 49 |
| Fitz Randolph, Mary | 5 | 2 | 91 |

| | | LUNENBURG. | |
|-----------------------|-----|------------|----|
| Patterson, Florence | 97½ | 42 | 59 |
| Phillips, Winnifred | 103 | 45 | 00 |
| Rodgerson, Pearl | 103 | 45 | 00 |
| Robinson, Clara | 103 | 45 | 00 |
| Sanford, Alida | 98 | 42 | 80 |
| Sawler, Merinda | 103 | 45 | 00 |
| Sawler, Pearl | 103 | 45 | 00 |
| Spinney, Helen | 103 | 45 | 00 |
| Vance, Luella | 103 | 45 | 00 |
| Wallace Della E. | 103 | 45 | 00 |
| Ward, Edith R. | 93 | 40 | 62 |
| Woodworth, Alfreda | 103 | 45 | 00 |
| Blackburn, Laura V. | 103 | 30 | 00 |
| Duff, Jessie J. | 24 | 6 | 98 |
| Graham, Mary | 103 | 30 | 00 |
| Lightizer, Marguerite | 103 | 30 | 00 |
| Lyons, Elizabeth | 102 | 29 | 70 |
| Marsters, Kathryn | 103 | 30 | 00 |
| McKeen, Ethel G. | 103 | 30 | 00 |
| Parker, Hettie E. | 79 | 23 | 00 |
| Parker, Maude | 103 | 30 | 00 |
| Sanford, Laura M. | 103 | 30 | 00 |
| Saunders, Grace R. | 103 | 30 | 00 |
| Steele, C. B. | 102 | 29 | 70 |
| Turner, Hazel | 103 | 30 | 00 |
| Wright, Lena | 101 | 29 | 41 |
| Beach, Sarah | 103 | 30 | 00 |
| Goucher, Audrey | 79 | 23 | 00 |
| Kaiser, Mary B. | 103 | 30 | 00 |
| Margeson, Czerney I. | 84 | 24 | 46 |
| Nieforth, Florence | 58½ | 17 | 02 |
| Spares, Muriel | 50 | 14 | 56 |
| Poor Sections. | | | |
| Aalders, Jessie | 103 | 37 | 08 |
| Barker, Bessie B. | 100 | 35 | 99 |
| Brown, Sarah M. | 84 | 30 | 23 |
| Eaton, Laura J. | 99 | 35 | 62 |
| Reid, Annie M. | 97 | 34 | 90 |
| Sanford, Ida M. | 98 | 35 | 26 |
| Saunders, Beatrice | 103 | 37 | 08 |
| Stronge, Pansy L. | 103 | 37 | 08 |
| Weaver, Carrie A | 101 | 36 | 35 |
| Illsley, Amy K. | 86 | 30 | 96 |
| Landry, Bessie | 86 | 30 | 96 |
| Lonergan, Leila | 87 | 31 | 31 |
| Smith, Florence E. | 79 | 28 | 42 |
| Spidell, Vera | 48 | 17 | 26 |
| Algee, Alma E. | 88 | 31 | 67 |
| Algee, Gertrude | 78 | 28 | 07 |
| Barrett, Mary E. | 75 | 27 | 00 |
| Boylan, Evelyn | 88 | 31 | 67 |
| Chase, Amanda B. | 87 | 31 | 31 |
| Coldwell, Mary | 88 | 31 | 67 |
| Davison, Reta | 68 | 24 | 47 |
| Freeman, Lottie | 67 | 24 | 11 |
| MacInnis, Floyd | 76½ | 27 | 38 |
| MacNeil, Winnifred | 64 | 23 | 11 |
| Veinott, Laura | 88 | 31 | 67 |
| Woodworth, Elizabeth | 40 | 14 | 39 |
| Annuitants. | | | |
| Banks, Alonzo | 60 | 00 | |
| Craig, James | 45 | 00 | |
| McKittrick, B. | 103 | 105 | 00 |
| Mack, R. T. | 103 | 105 | 00 |
| Hewitt, M. C. | 103 | 90 | 00 |
| Hirtle, A. G. | 103 | 90 | 00 |
| Bishop, Annetta | 103 | 75 | 00 |
| Bruhm, Muriel | 103 | 75 | 00 |
| Backman, Violet M. | 103 | 60 | 00 |
| Bailey, Hazel | 98 | 57 | 07 |
| Baizley, Abby B. | 98 | 57 | 07 |
| Creighton, Lucy | 103 | 60 | 00 |
| Dalton, Hilda | 103 | 60 | 00 |
| Ernst, Oressa B. | 103 | 60 | 00 |
| Ernst, Rhoda | 103 | 60 | 00 |
| Hebb, Bessie C. | 103 | 60 | 00 |
| Hirtle, Bertha | 93 | 54 | 16 |
| Kaulback, Ruby | 103 | 60 | 00 |
| Keddy, Claude | 101 | 58 | 83 |
| Keddy, Pearl | 96 | 55 | 91 |
| Knickle, Jennie | 103 | 60 | 00 |
| Knickle, Kathleen | 98 | 57 | 07 |
| Letson, Ella M. | 103 | 60 | 00 |
| Miller, Sadie E. | 103 | 60 | 00 |
| Mouzar, Laliah | 103 | 60 | 00 |
| Mosher, Hilda | 103 | 60 | 00 |
| MacLeod, Annie | 103 | 60 | 00 |
| Rafuse, Eva | 103 | 60 | 00 |
| Tibert, Melda | 103 | 60 | 00 |
| Veinotte, Murnie | 98 | 57 | 07 |
| Veinotte, Alice M. | 101 | 58 | 83 |
| Wentzell, Mary P. | 103 | 60 | 00 |
| Whitney, Lois | 98 | 57 | 07 |
| Young, Helen R. | 103 | 60 | 00 |
| Young, Mary E. | 103 | 60 | 00 |
| Zinck, Florence | 50 | 29 | 12 |
| Zwicker, Flora M. | 98 | 57 | 07 |
| Bolivar, Alma | 103 | 45 | 00 |
| Bolivar, Minnie | 103 | 45 | 00 |
| Bowers, Mary | 98 | 42 | 80 |
| Conrad, Grace | 103 | 45 | 00 |
| Countway, Blanche | 14 | 6 | 10 |
| Crawford, Florence | 103 | 45 | 00 |
| Croft, Margaret | 103 | 45 | 00 |
| Crouse, Lettie | 96½ | 42 | 15 |
| Crouse, Viola | 103 | 45 | 00 |
| Dauphinee, Tessie | 101 | 44 | 12 |
| Deal, Bernice | 102 | 44 | 56 |
| Demone, Beulah | 80 | 34 | 94 |
| Dolliver, Olive | 98 | 42 | 80 |
| Durland, Gladys | 103 | 45 | 00 |
| Hawkesworth, Eva | 98 | 42 | 80 |
| Hebb, Arthur W. | 103 | 45 | 00 |
| Hirtle, Mary E. | 103 | 45 | 00 |
| Himmelman, Carrie | 103 | 45 | 00 |
| Jewers, Beatrice | 103 | 45 | 00 |
| Kaulback, Louise | 103 | 45 | 00 |
| Langille, Edith | 103 | 45 | 00 |
| Manning, Myra | 103 | 45 | 00 |
| Mason, Jessie | 103 | 45 | 00 |
| MacQuarrie, Gladys | 103 | 45 | 00 |
| Naugler, Agnes | 103 | 44 | 12 |
| Newcomb, Florence | 101 | 45 | 00 |
| Romkey, Mary C. | 103 | 45 | 00 |
| Silver, Florence | 103 | 45 | 00 |
| Slauenwhite, Muriel | 103 | 45 | 00 |

| | | | |
|--------------------|------|----|----|
| Smith, Eva M. | 92 | 40 | 18 |
| Tobin, Ellen M. | 98 | 42 | 80 |
| Tobin, Mary E. | 103 | 45 | 00 |
| Wharton, Zella | 103 | 45 | 00 |
| Wentzell, Ida H. | 90 | 39 | 31 |
| Zwicker, Rhoda | 98 | 42 | 80 |
| Albrecht, John | 103 | 30 | 00 |
| Allen, Christie | 103 | 30 | 00 |
| Andrews, Irene | 103 | 30 | 00 |
| Awalt, Florence | 103 | 30 | 00 |
| Backman, Hilda | 103 | 30 | 00 |
| Barry, Susie | 89 | 25 | 91 |
| Bell, Beulah | 93 | 27 | 08 |
| Bell, Gertrude | 103 | 30 | 00 |
| Brooks, Jessie | 103 | 30 | 00 |
| Bushen, Oda | 102 | 29 | 70 |
| Cook, Winnie | 103 | 30 | 00 |
| Corkum, Minnie | 77 | 22 | 42 |
| Corkum, Ethel | 68 | 19 | 79 |
| Conrad, Rhoda | 103 | 30 | 00 |
| Creaser, Florence | 103 | 30 | 00 |
| Crouse, Effie | 75 | 21 | 84 |
| Crouse, Gertrude | 103 | 30 | 00 |
| Crouse, Naomi | 97 | 28 | 24 |
| Deal, Glengyle | 103 | 30 | 00 |
| Demond, Mary | 98 | 28 | 53 |
| Eisenhaur, Harris | 103 | 30 | 00 |
| Ernst, Amynella | 103 | 30 | 00 |
| Ernst, Gladys | 103 | 30 | 00 |
| Fancy, Jessie | 96 | 27 | 95 |
| Feener, Lottie | 103 | 30 | 00 |
| Feindell, Hilda | 103 | 30 | 00 |
| Fitch, Murray | 103 | 30 | 00 |
| Freeman, Clara | 103 | 30 | 00 |
| Fleet, Cora | 103 | 30 | 00 |
| Hamm, Marquerite | 96 | 27 | 95 |
| Hebb, Beatrice | 103 | 30 | 00 |
| Hebb, Evelyn | 103 | 30 | 00 |
| Heckman, Belle | 103 | 30 | 00 |
| Hilton, Etta | 103 | 30 | 00 |
| Hirtle, Gladys | 103 | 30 | 00 |
| Hiltz, Helen | 103 | 30 | 00 |
| Hyson, Myrna | 103 | 30 | 00 |
| Johnson, Mary | 102 | 29 | 70 |
| Jones, Estella | 102 | 29 | 70 |
| Kaulback, Marjorie | 102 | 29 | 70 |
| Knox, Jessie | 103 | 30 | 00 |
| Mailman, Mary | 102½ | 29 | 84 |
| Morash, Mona | 103 | 30 | 00 |
| Morgan, Percy | 102 | 29 | 70 |
| Morgan, Sadie | 101 | 29 | 41 |
| Naas, Mamie | 67 | 19 | 50 |
| Rodenhiser, Mayzie | 73 | 21 | 26 |
| Rafuse, Hazel A. | 103 | 30 | 00 |
| Rafuse, Sybil | 103 | 30 | 00 |
| Richard, Laura | 103 | 30 | 00 |
| Romkey, Nellie | 103 | 30 | 00 |
| Sarty, Eva | 103 | 30 | 00 |
| Sarty, Gordon | 89 | 25 | 91 |
| Schnare, Mabel | 103 | 30 | 00 |
| Silver, Basil | 103 | 30 | 00 |
| Slauenwhite, Ethel | 103 | 30 | 00 |
| Smith, Ada A. | 86½ | 25 | 18 |
| Smith, Lalia J. | 103 | 30 | 00 |
| Spindler, Helen | 88 | 25 | 62 |
| Spinney, Bessie | 103 | 30 | 00 |
| | 69 | 20 | 09 |

| | | | |
|---------------------|-----|----|----|
| Stevens, Ella | 84 | 24 | 46 |
| Veinotte, Genevieve | 103 | 30 | 00 |
| Veinot, Lillian | 103 | 30 | 00 |
| Vogler, Ethel | 78 | 22 | 71 |
| Wamboldt, Myrtle | 103 | 30 | 00 |
| Wessell, Laura | 103 | 30 | 00 |
| Whynot, Katie | 103 | 30 | 00 |
| Wolfe, Beatrice | 98 | 28 | 53 |
| Young, Bessie | 103 | 30 | 00 |
| Young, Olive | 98 | 28 | 53 |
| Zinck, Ella | 103 | 30 | 00 |
| Zinck, Howard | 103 | 30 | 00 |
| Zinck, Sadie | 103 | 30 | 00 |
| Zwicker, Gladys | 103 | 30 | 00 |
| Zwicker, Helen | 103 | 30 | 00 |

Poor Sections.

| | | | |
|------------------|-----|----|----|
| Ball, Freda | 89 | 33 | 19 |
| Corkum, Clarice | 89 | 33 | 19 |
| Crossland, Rena | 89 | 33 | 19 |
| DeLong, Rucy | 78 | 29 | 10 |
| Eisenhaur, Elsie | 87 | 32 | 44 |
| Ernst, Flora | 103 | 38 | 42 |
| Ernst, Winifred | 98 | 36 | 55 |
| Feener, Gladys | 69 | 25 | 74 |
| Frank, Flossie | 98 | 36 | 55 |
| Lacy, Hattie | 103 | 38 | 42 |
| Moore, Bessie | 88 | 32 | 82 |
| Naugler, Ella M. | 55 | 20 | 52 |
| Rafuse, Annie L. | 91 | 33 | 96 |
| Ramey, Elma H. | 103 | 38 | 42 |

Annuitants.

| | | | |
|-----------------|----|----|--|
| Rieser, Daniel | 60 | 00 | |
| Heckman, A. D. | 30 | 00 | |
| Kaulback, Laura | 30 | 00 | |

CHESTER.

| | | | |
|---------------------|------|----|----|
| Blackmore, Hortense | 80 | 58 | 25 |
| Acker, Hattie | 103 | 60 | 00 |
| Baird, Jean F. | 103 | 60 | 00 |
| Christie, Margaret | 103 | 60 | 00 |
| Houghton, Mary C. | 103 | 60 | 00 |
| Mills, Mary | 102½ | 59 | 70 |
| Nauss, Rena B. | 103 | 60 | 00 |
| Tupper, Frances | 103 | 60 | 00 |
| Wentzell, Elsie W. | 103 | 60 | 00 |
| Zinck, Jessie | 103 | 60 | 00 |
| Zinck, Sydney | 103 | 60 | 00 |
| Boylan, Alice E. | 103 | 45 | 00 |
| Boylan, Frances M. | 103 | 45 | 00 |
| Canavan, Annie E. | 98 | 42 | 80 |
| Cook, Lulu | 103 | 45 | 00 |
| Gould, Ethel | 10 | 4 | 36 |
| Hirtle, Nora M. | 74 | 32 | 31 |
| Smith, Minnie B. | 98 | 42 | 80 |
| Webber, Mamie B. | 103 | 45 | 00 |
| Webber, Ola B. | 103 | 45 | 00 |
| McGinty, Katherine | 20 | 8 | 72 |
| Collicutt, Mildred | 89 | 25 | 91 |
| DeMone, Mary | 88 | 25 | 62 |

| | | | | | | | |
|-------------------|-----|----|----|----------------------|-----|----|----|
| Hyson, A. E. | 103 | 30 | 00 | Thompson, Elizabeth | 103 | 60 | 00 |
| Kaulback, Lily | 103 | 30 | 00 | Walker, Jennie | 103 | 60 | 00 |
| Meisner, Ida V. | 103 | 30 | 00 | Walker, Jean R. | 103 | 60 | 00 |
| Meister, Annie B. | 61 | 17 | 76 | Young, Nettie | 98 | 57 | 07 |
| Millett, Kathleen | 103 | 30 | 00 | Ballantyne, Jean | 45 | 19 | 65 |
| Mosher, Carrie | 79 | 23 | 00 | Bryden, Myra | 103 | 45 | 00 |
| McInnis, Muriel | 103 | 30 | 00 | Creighton, Margaret | 103 | 45 | 00 |
| Rafuse, Maria A. | 103 | 30 | 00 | Crockett, Annie C. | 103 | 45 | 00 |
| Skerry, Phyllis | 102 | 29 | 70 | Chisholm, Mary M. | 98 | 42 | 80 |
| Vaughan, Hilda | 100 | 29 | 12 | Davis, Bertha H. | 103 | 45 | 00 |
| Wolfe, Blanche | 103 | 30 | 00 | Dawson, Agnes | 103 | 45 | 00 |
| | | | | Dunn, Catherine | 103 | 45 | 00 |
| | | | | Fraser, Bertha | 103 | 45 | 00 |
| | | | | Grant, Etta W. | 20 | 8 | 72 |
| | | | | Grant, Ethel | 103 | 45 | 00 |
| | | | | Harris, Mary M. | 103 | 45 | 00 |
| | | | | Inglis, Clara M. | 103 | 45 | 00 |
| | | | | Inglis, Alice F. | 103 | 45 | 00 |
| | | | | Luscombe, Annie | 103 | 45 | 00 |
| | | | | MacDonald, Fraser | 100 | 43 | 68 |
| | | | | MacDonald, Eva B. | 103 | 45 | 00 |
| | | | | MacDonald, Ella B. | 103 | 45 | 00 |
| | | | | MacDonald, Rose Mary | 103 | 45 | 00 |
| | | | | MacDonald, Katerine | 103 | 45 | 00 |
| | | | | Macgillivray, Jane | 98 | 42 | 80 |
| | | | | MacKnight, Jessie | 103 | 45 | 00 |
| | | | | Maxwell, Bessie B. | 98 | 42 | 80 |
| | | | | Muir, Jennie | 103 | 45 | 00 |
| | | | | Munro, Dolena | 103 | 45 | 00 |
| | | | | Munroe, Annie W. | 103 | 45 | 00 |
| | | | | Nichols, Eva | 98 | 42 | 80 |
| | | | | O'Connell, Edith | 98 | 42 | 80 |
| | | | | O'Neil, Annie | 98 | 42 | 80 |
| | | | | Reeves, Margaret | 103 | 45 | 00 |
| | | | | Robertson, Susie | 103 | 45 | 00 |
| | | | | Ross, Bessie B. | 103 | 45 | 00 |
| | | | | Ross, Annie J. | 103 | 45 | 00 |
| | | | | Rose, Annie I. | 103 | 45 | 00 |
| | | | | Sylvester, Mary | 103 | 43 | 24 |
| | | | | Smith, Laura E. | 99 | 45 | 24 |
| | | | | Sutherland, Lexie | 58 | 25 | 33 |
| | | | | Sutherland, Annie M. | 98 | 42 | 80 |
| | | | | Thompson, Mary B. | 103 | 45 | 00 |
| | | | | Allen, Elizabeth | 98 | 28 | 53 |
| | | | | Atkinson, Mathe | 103 | 30 | 00 |
| | | | | Butler, Katerine E. | 103 | 30 | 00 |
| | | | | Cameron, Margaret J. | 103 | 30 | 00 |
| | | | | Cameron, Hannah | 103 | 30 | 00 |
| | | | | Cruikshank, F. Ruth | 98 | 28 | 58 |
| | | | | Dawson, Annie | 103 | 30 | 00 |
| | | | | Dewar, Margaret | 103 | 30 | 00 |
| | | | | Fleming, Elizabeth | 103 | 30 | 00 |
| | | | | Fraser, Ethel | 103 | 30 | 00 |
| | | | | Gunn, Frances | 74 | 21 | 55 |
| | | | | Hayman, Catherine | 103 | 30 | 00 |
| | | | | Johnstone, Hughena | 84 | 24 | 46 |
| | | | | Kennedy, Sarah C. | 103 | 30 | 00 |
| | | | | MacBean, Mary G. | 103 | 30 | 00 |
| | | | | MacGregor, Minnie | 97 | 28 | 24 |
| | | | | MacGregor, Annie M. | 102 | 29 | 70 |
| | | | | Mackay, Margaret K. | 98 | 28 | 58 |
| | | | | Mackay, Ella | 103 | 30 | 00 |
| | | | | MacKenzie, Ethel | 103 | 30 | 00 |
| | | | | MacKenzie, Edna | 103 | 30 | 00 |
| | | | | MacLellan, Barbara | 103 | 30 | 00 |
| | | | | Macneil, Eva | 103 | 30 | 00 |
| | | | | | | | |

Poor Sections.

| | | | |
|--------------------|-----|----|----|
| Bayer, Olivia | 63 | 23 | 50 |
| Croft, Sadie | 101 | 37 | 67 |
| Etter, Coraline | 78 | 29 | 10 |
| Hiltz, Muriel | 88 | 32 | 82 |
| Keddy, Mildred | 15 | 5 | 59 |
| Oxner, Blanche | 102 | 38 | 04 |
| Sweet, Georgina | 74 | 27 | 61 |
| Wentzell, Burdette | 72 | 26 | 87 |

PICTOU EAST.

| | | | |
|---------------------|-----|-----|----|
| McLeod, John T. | 103 | 105 | 00 |
| Baillie, A. G. | 98 | 71 | 36 |
| Graham, Janet G. | 103 | 75 | 00 |
| Larsen, Lida | 103 | 75 | 00 |
| MacGregor, Anna | 103 | 75 | 00 |
| MacQueen, J. P. | 103 | 75 | 00 |
| Morgan, S. Christie | 103 | 75 | 00 |
| Roy, Lida J. | 103 | 75 | 00 |
| Ballantyne, Esther | 103 | 60 | 00 |
| Balcome, Lewis S. | 103 | 60 | 00 |
| Bannerman, Margaret | 103 | 60 | 00 |
| Brownell, Louisa | 103 | 60 | 00 |
| Bradshaw, Janet | 103 | 60 | 00 |
| Baylee, Susie G. | 103 | 60 | 00 |
| Cavanagh, Isabel | 103 | 60 | 00 |
| Davis, May T. | 77 | 44 | 84 |
| Douglas, Irene | 103 | 60 | 00 |
| Fraser, Gertrude | 103 | 60 | 00 |
| Grant, Clara | 103 | 60 | 00 |
| Gould, Lulu | 103 | 60 | 00 |
| Jacques, G. V. | 98 | 57 | 07 |
| Lent, Frank I. | 98 | 57 | 07 |
| Lewis, Myrtle | 103 | 60 | 00 |
| Lockhart, | 103 | 60 | 00 |
| MacDonald, Eva M. | 103 | 60 | 00 |
| MacLean, William | 103 | 60 | 00 |
| MacLean, Eva | 103 | 60 | 00 |
| MacLeod, Isabelle | 103 | 60 | 00 |
| MacLeod, Ella G. | 98 | 57 | 07 |
| Macpherson, Eliza | 103 | 60 | 00 |
| MacLean, Cassie | 103 | 60 | 00 |
| Oulton, Millage | 103 | 60 | 00 |
| Philip, Maude | 103 | 60 | 00 |
| Purcell, Mary H. | 102 | 59 | 41 |
| Ross, Annie L. | 103 | 60 | 00 |
| Reid, Jeannet | 58 | 33 | 77 |
| Russell, Martha | 103 | 60 | 00 |
| Savage, Martha | 103 | 60 | 00 |
| Smith, Margaret J. | 103 | 60 | 00 |

| | | | | | | | |
|-----------------------|-----|----|----|---------------------|-----|----|----|
| Macneil, Mary A. | 103 | 30 | 00 | Bryenton, Katherine | 103 | 45 | 00 |
| McCoull, Sadie | 84 | 24 | 46 | Colter, Mary | 103 | 45 | 00 |
| McLeod, Christina | 103 | 30 | 00 | Creighton, Jessie | 99 | 43 | 24 |
| McLeod, Catherine | 76 | 22 | 13 | Graham, Margaret | 103 | 45 | 00 |
| Mason, Annie M. | 93 | 27 | 08 | Haley, Mary | 103 | 45 | 00 |
| Mills, Martha | 98 | 28 | 53 | Hamblen, Jessie | 103 | 45 | 00 |
| Munro, Katherine | 45 | 13 | 10 | Hamilton, Mary | 103 | 45 | 00 |
| Stetson, Mabel | 103 | 30 | 00 | Langille, Hazel | 93 | 40 | 62 |
| Swinhamer, Lila | 103 | 30 | 00 | MacDonald, Ada | 103 | 45 | 00 |
| Sutherland, Elizabeth | 83 | 24 | 17 | MacEwen, Mary C. | 102 | 44 | 56 |
| Sutherland, Hattie | 103 | 30 | 00 | MacIver, Dolina | 103 | 45 | 00 |
| Sutherland, Ella F. | 103 | 30 | 00 | MacGregor, Mary B. | 103 | 45 | 00 |
| Wilson, Jean | 98 | 28 | 53 | MacKay, Ethel | 78 | 34 | 06 |

Poor Sections.

| | | | | | | | |
|----------------------|-----|----|----|--------------------|-----|----|----|
| Blair, Margaret L. | 39 | 15 | 15 | MacKean, Rilda | 103 | 45 | 00 |
| Chisholm, Mary C. | 103 | 40 | 00 | MacLean, Adelaide | 103 | 45 | 00 |
| Crockett, Elsie | 20 | 7 | 77 | MacQueen, Margaret | 102 | 44 | 56 |
| Fraser, Christena | 82 | 31 | 84 | MacRae, Roderick | 98 | 42 | 80 |
| Fraser, Barbara | 89 | 34 | 56 | McCunn, Isabel | 103 | 45 | 00 |
| MacDonald, Annie M. | 103 | 40 | 00 | McCara, Mary I. | 103 | 45 | 00 |
| MacDonald, Ida M. | 103 | 40 | 00 | Moran, Sadie | 103 | 45 | 00 |
| MacKay, Katherine V. | 83 | 32 | 23 | Munro, Christy | 103 | 45 | 00 |
| MacDonald, Mary E. | 103 | 40 | 00 | Murray, Elizabeth | 103 | 45 | 00 |
| MacMillan, Lydia | 102 | 39 | 61 | Murray, Jennie W. | 103 | 45 | 00 |
| Stewart, Alex | 98 | 38 | 06 | Rose, Jessie | 103 | 45 | 00 |

Special Poor Sections.

| | | | | | | | |
|--------------|----|----|--|---------------------|-----|----|----|
| Greenvale | 20 | 14 | | Smith, Laurretta | 103 | 45 | 00 |
| Black Brook | 29 | 71 | | Stewart, Marguerite | 103 | 30 | 00 |
| Greens Brook | 23 | 88 | | Brown, Bessie J. | 87 | 25 | 33 |

Consolidation.

| | | | | | | | |
|---------------|----|----|--|-------------------|-----|----|----|
| Baileys Brook | 90 | 00 | | Cameron, Margaret | 103 | 30 | 00 |
|---------------|----|----|--|-------------------|-----|----|----|

Annuitants.

| | | | | | | | |
|---------------------|----|----|--|----------------------|-----|----|----|
| Cameron, Jessie | 45 | 00 | | Campbell, Christena | 103 | 30 | 00 |
| Cruickshank, Jessie | 45 | 00 | | Creighton, Irene | 20 | 5 | 82 |
| Ross, Maggie | 45 | 00 | | Crooks, Helena | 103 | 30 | 00 |
| | | | | Creighton, Willamina | 103 | 30 | 00 |
| | | | | Gray, Alice | 103 | 30 | 00 |
| | | | | Hamblen, Elsie | 103 | 30 | 00 |
| | | | | MacGregor, Margaret | 103 | 30 | 00 |
| | | | | MacKenzie, Estelle | 103 | 30 | 00 |
| | | | | MacKenzie, Jessie | 103 | 30 | 00 |
| | | | | MacKay, Ina E. | 87 | 25 | 33 |
| | | | | MacLeod, Bessie M. | 84 | 24 | 46 |
| | | | | MacQuarrie, John M. | 100 | 29 | 12 |
| | | | | Morrison, Kathleen | 88 | 25 | 62 |
| | | | | Murray, Bessie L. | 64 | 18 | 63 |
| | | | | Munro, Margaret G. | 103 | 30 | 00 |
| | | | | Patterson, Hazel | 98 | 28 | 53 |
| | | | | Redmond, Annie | 99 | 28 | 82 |
| | | | | Stevenson, Truman | 103 | 30 | 00 |
| | | | | Sutherland, Margaret | 88 | 25 | 62 |
| | | | | Watt, Annie | 103 | 30 | 00 |
| | | | | Wright, Bertha A. | | | |

PICTOU WEST.

| | | | | | | | |
|-----------------------|-----|----|----|-----------------------|-----|----|----|
| MacDonald, J. Crerar | 92 | 80 | 39 | | | | |
| MacInnis, R. J. | 92 | 80 | 39 | | | | |
| MacLellan, Robt. | 92 | 93 | 78 | | | | |
| McLeod, R. H. | 90 | 78 | 64 | | | | |
| Archibald, Marguerite | 103 | 60 | 00 | Poor Sections. | | | |
| Dunn, Maude | 103 | 60 | 00 | Bell, Clarice | 78 | 30 | 29 |
| Henry, Jessie E. | 102 | 59 | 41 | Langille, Annie I. | 103 | 40 | 00 |
| Heighton, Anna B. | 103 | 60 | 00 | McCara, Margaret | 93 | 36 | 11 |
| Johnson, Amy | 103 | 60 | 00 | Redmond, Ada | 97 | 37 | 67 |
| MacArthur, Olive | 103 | 60 | 00 | | | | |
| Murdoch, Louisa | 103 | 60 | 00 | Annuitants. | | | |
| Reid, Maimie | 103 | 60 | 00 | Fraser, William | 60 | 00 | |
| Sillers, Violet | 103 | 60 | 00 | Gollan, John | 60 | 00 | |
| Sutherland, Chris. | 103 | 60 | 00 | MacArthur, Alex | 60 | 00 | |
| Archibald, Caroline | 103 | 45 | 00 | McDonald, D. W. | 60 | 00 | |
| Bigney, Clara | 84 | 36 | 68 | | | | |

QUEENS SOUTH.

| | | | |
|---------------------|------|-----|----|
| Morton, R. F. | 103 | 105 | 00 |
| Mullins, Jennie E. | 103 | 90 | 00 |
| Wetmore, R. H. | 103 | 75 | 00 |
| Baltzer, Mary | 17 | 9 | 89 |
| Dexter, Vera | 98 | 57 | 07 |
| Freeman, Wilhelmina | 79 | 46 | 01 |
| Harrington, E. B. | 98 | 57 | 07 |
| Harlow, Jennie | 103 | 60 | 00 |
| Hemeon, Elizabeth | 81 | 47 | 18 |
| Locke, Helen C. | 103 | 60 | 00 |
| Morrison, Myrtle | 98 | 57 | 07 |
| Ritcey, Lillas | 98 | 57 | 07 |
| Smith, Daisy | 103 | 60 | 00 |
| Bell, Marie R. | 103 | 45 | 00 |
| Frellick, Myra | 101 | 44 | 12 |
| Freeman, Allene | 103 | 45 | 00 |
| Godfrey, Bessie | 98 | 42 | 80 |
| Mack, Theresa | 77 | 33 | 62 |
| MacLeod, Ethel | 103 | 45 | 00 |
| McMillan, Bernice | 102 | 44 | 56 |
| MacMillan, Doris | 103 | 45 | 00 |
| Parke, Nellie | 97 | 42 | 37 |
| Rafuse, Lavinia | 98 | 42 | 80 |
| Wickwire, Margaret | 97 | 42 | 37 |
| Young, Amy | 103 | 45 | 00 |
| Brooks, Lena | 103 | 30 | 00 |
| Cole, Ezelia | 103 | 30 | 00 |
| Gerhardts, Fances | 103 | 30 | 00 |
| Godfrey, Marion | 103 | 30 | 00 |
| Heisler, Nellie | 101 | 29 | 41 |
| Hiltz, Maude | 97 | 28 | 24 |
| Kempton, Bertha | 93 | 27 | 08 |
| Meisner, Helen | 98 | 28 | 53 |
| McGuire, Annie | 98 | 28 | 53 |
| Rhynard, Gertrude | 101½ | 29 | 55 |
| Skerry, Clara M. | 102 | 29 | 70 |
| Sperry, Rhoda | 103 | 30 | 00 |
| Van Horne, Marion | 103 | 30 | 00 |

Poor Sections.

| | | | |
|----------------|-----|----|----|
| Colp, Sadie L. | 84 | 32 | 62 |
| Crooks, Hilda | 93 | 36 | 11 |
| Freeman, Hilda | 78 | 30 | 29 |
| Latham, Hattie | 102 | 39 | 61 |
| Ramey, Viola | 89 | 34 | 56 |

QUEENS NORTH.

| | | | |
|----------------------|-----|----|----|
| Freeman, Jessie E. | 103 | 75 | 00 |
| Freeman, Grace D. | 103 | 60 | 00 |
| Lantz, Verta P. | 103 | 60 | 00 |
| Mitchell, Ida L. | 102 | 59 | 41 |
| Douglas, Mildred | 102 | 44 | 56 |
| Dukeshire, Elizabeth | 103 | 45 | 00 |
| Millett, Sadie G. | 100 | 43 | 68 |
| Armstrong, Olive | 83 | 24 | 17 |
| Canning, Margaret | 88 | 25 | 62 |
| Dukeshire, Gladys | 103 | 30 | 00 |
| Fancy, Elizabeth | 103 | 30 | 00 |
| Farncombe, Maud | 102 | 29 | 70 |
| Gillmore, Ada H. | 89 | 25 | 91 |

Poor Sections.

| | | | |
|--------------------|-----|----|----|
| Crooker, Charlotte | 101 | 39 | 22 |
| Hanley, Esther | 82 | 31 | 84 |
| Hiltz, Beatrice | 103 | 40 | 00 |
| Joudrey, Bernice | 84 | 32 | 62 |
| Kempton, Percy | 87 | 33 | 78 |
| MacNayr, Leila | 84 | 32 | 62 |
| Parker, Edna | 69 | 26 | 79 |

RICHMOND.

| | | | |
|-------------------------|-----|-----|----|
| MacLeod, Jeanette | 98 | 105 | 00 |
| Bissett, Margery | 103 | 75 | 00 |
| Hynes, M. Evangeline | 103 | 75 | 00 |
| Wells, Cora A. | 103 | 75 | 00 |
| Grady, Alice Maud | 103 | 60 | 00 |
| LeBlanc, Andrew A. | 103 | 60 | 00 |
| LeBlanc, Yvonne | 103 | 60 | 00 |
| MacKinnon, J. J. | 103 | 60 | 00 |
| Macneil, M. Hilda | 98 | 60 | 00 |
| Sister M. St. Firmine | 103 | 60 | 00 |
| Samson, Florence A. | 103 | 60 | 00 |
| Samson, George F. | 103 | 45 | 00 |
| Boudreau, Marie Cecile | 103 | 45 | 00 |
| Burke, Eva M. | 103 | 45 | 00 |
| Burke, Mabel H. | 103 | 45 | 00 |
| Burke, Hattie | 103 | 45 | 00 |
| Currie, Jessie | 103 | 45 | 00 |
| Forgeron, Eva May | 103 | 45 | 00 |
| Gillis, Annie | 103 | 45 | 00 |
| Jackson, Henrietta E. | 92 | 40 | 18 |
| McCuish, Dan A. | 103 | 45 | 00 |
| McDonald, Mary | 103 | 45 | 00 |
| McKenzie, Mary E. | 103 | 45 | 00 |
| Macneil, Minnie V. | 103 | 45 | 00 |
| Mauger, Lina | 103 | 45 | 00 |
| Monbourquette, May | 103 | 45 | 00 |
| Monbourquette, Clara D. | 103 | 45 | 00 |
| Nelson, J. Scott | 103 | 45 | 00 |
| Ross, Mary Belle | 102 | 44 | 56 |
| Samson, Annie E. | 103 | 45 | 00 |
| Sister Marie du Cenacle | 89 | 38 | 87 |
| Williams, Minnie Irene | 100 | 29 | 12 |
| Beaver, Lena | 81 | 23 | 59 |
| Bissett, Hazel | 103 | 30 | 00 |
| Boutin, Irene H. | 103 | 30 | 00 |
| Brymer, Lottie M. | 103 | 30 | 00 |
| Daigle, Joseph | 103 | 30 | 00 |
| DeRoche, Gertrude W. | 103 | 30 | 00 |
| Doucet, Alvena E. | 103 | 30 | 00 |
| Fougere, Hattie J. | 103 | 30 | 00 |
| Gagnon, Evangeline | 103 | 30 | 00 |
| Hureau, Marie Claire | 103 | 30 | 00 |
| Kehoe, Clara Ann | 102 | 29 | 70 |
| Kyte, Viola | 102 | 30 | 00 |
| Lavandier, Mary Irene | 103 | 30 | 00 |
| Lukeman, Eva F. | 103 | 30 | 00 |
| Macdonald, Jessie | 70 | 20 | 99 |
| MacDonald, Peter | 84 | 24 | 66 |
| McKinnon, John H. | 98 | 28 | 58 |
| McLeod, Catherine M. | 102 | 29 | 70 |
| McNeil, Matha | 103 | 30 | 00 |
| MacPherson, Barbara | 103 | 30 | 00 |

| | | | | | | | |
|-------------------------|-----|----|----|----------------------|-----|----|----|
| Martel, Mary C. | 98 | 28 | 53 | Perry, Lola E. | 101 | 44 | 12 |
| Mauger, Agnes J. | 103 | 30 | 00 | Smith, Myrtle | 103 | 45 | 00 |
| Petipas, Zenobia S. | 103 | 30 | 00 | Taylor, Eva H. S. | 103 | 45 | 00 |
| Poirier, Jeffrey H. | 103 | 30 | 00 | Taylor, Lillian | 39 | 17 | 03 |
| Poirier, Mabel | 103 | 30 | 00 | Baker, John L. | 83 | 24 | 17 |
| Sr. M. St. Prudent | 103 | 30 | 00 | Baker, May B. | 74 | 21 | 55 |
| Coffey, Catherine E. | 96 | 27 | 95 | Bower, Bernice | 88 | 25 | 62 |
| DeRoche, Raymond | 55 | 16 | 01 | Bower, Dorothy | 103 | 30 | 00 |
| Doyle, Johanna M. | 103 | 30 | 00 | Decker, I. J. | 102 | 29 | 70 |
| Ferguson, Annie M. | 75 | 21 | 84 | Doty, Floris G. | 98 | 28 | 53 |
| Gerard, Minnie J. | 67 | 19 | 50 | Farrington, Helen M. | 103 | 30 | 00 |
| Kemp, Dora C. | 97 | 28 | 24 | Gibbons, Miles | 35 | 10 | 18 |
| LeBlanc, Jeffrey Duncan | 74 | 21 | 55 | Godfred, Marie | 66 | 19 | 21 |
| McKay, Flora C. | 71 | 20 | 68 | Harding, Zella M. | 78 | 22 | 71 |
| MacLean, G. Helena | 68 | 19 | 79 | Hayden, L. Beryl | 103 | 30 | 00 |
| White, Joseph M. | 79 | 23 | 00 | Hogg, Laura | 103 | 30 | 00 |
| | | | | Jones, Margaret I. | 103 | 30 | 00 |
| | | | | Laing, Isabel J. | 89 | 25 | 91 |
| | | | | Locke, Eulalie | 88 | 25 | 62 |
| | | | | McDonald, K. G. | 103 | 30 | 00 |
| | | | | McKay, Margaret | 103 | 30 | 00 |
| | | | | Morton, E. M. | 103 | 30 | 00 |
| | | | | Page, Theodore | 79 | 23 | 00 |
| | | | | Perry, Hilda | 102 | 29 | 70 |
| | | | | Rawlings, Isabel | 103 | 30 | 00 |
| | | | | Smith, Marjorie C. | 93 | 27 | 08 |
| | | | | Swaine, Bessie H. | 61 | 17 | 76 |
| | | | | Swimm, Hazel O. | 103 | 30 | 00 |

Poor Sections.

| | | | |
|-----------------------|-----|----|----|
| Cameron, Mary M. | 103 | 40 | 00 |
| Gillis, Cecilia H. | 88 | 34 | 17 |
| Macdonald, James Hugh | 60 | 23 | 30 |
| MacKichan, K. Eva | 84 | 32 | 62 |
| McLeod, Margaret | 89 | 34 | 56 |
| McNeill, Mary | 87 | 33 | 78 |
| MacRae, Annie M. | 84 | 32 | 62 |
| Samson, Marie Louise | 40 | 15 | 53 |
| Sutherland, Donald A. | 100 | 38 | 83 |
| Thebeau, Terry L. | 88 | 34 | 17 |
| Williams, Edith J. | 65 | 25 | 24 |
| Boyle, Frances M. | 39 | 15 | 15 |

Special Poor Sections.

| | | | |
|------------------------|-----|----|----|
| Leslie, Alfreda M. | 103 | 45 | 00 |
| Summer vacation School | 24 | 10 | 47 |
| McDonald, Margaret J. | 15 | 5 | 82 |

Consolidation.

| | | |
|-------------------|----|----|
| Louisdale | 30 | 00 |
| Annuitant. | | |
| McLeod, Malcolm | 60 | 00 |

SHELBURNE.

| | | | |
|----------------------|-----|-----|----|
| McLeod, A. N. | 103 | 105 | 00 |
| Ruggles, A. J. | 103 | 75 | 00 |
| Brown, Jennie M. | 21 | 12 | 23 |
| Bruce, Marjorie M. | 101 | 58 | 83 |
| Capstick, Grace | 102 | 59 | 41 |
| Dicker, Bertha C. | 102 | 59 | 41 |
| Morton, Jean S. | 103 | 60 | 00 |
| Rudolph, Adah | 103 | 60 | 00 |
| Bruce, A. Augusta | 103 | 45 | 00 |
| Etherington, Lillian | 103 | 45 | 00 |
| Hagar, Leora G. | 103 | 45 | 00 |
| Hamilton, Mary A. | 103 | 45 | 00 |
| Higby, Helena | 103 | 45 | 00 |
| Hilton, Muriel K. | 103 | 45 | 00 |
| Kean, Evelyn S. | 103 | 45 | 00 |
| Locke, Alberta | 103 | 45 | 00 |
| Nicol, Charlotte | 102 | 44 | 56 |

Poor Sections.

| | | | |
|-------------------|----|----|----|
| Bower, Nellie M. | 84 | 32 | 62 |
| Crouse, Hattie B. | 88 | 34 | 17 |
| Rhynard, M. S. | 88 | 34 | 17 |

Special Poor Section.

| | | |
|-------------------|----|----|
| Big Port L'Hebert | 50 | 00 |
|-------------------|----|----|

Annuitants.

| | | |
|----------------------|----|----|
| Goodick, J. D. | 45 | 00 |
| MacMillan, Elizabeth | 45 | 00 |

BARRINGTON.

| | | | |
|--------------------|------|----|----|
| Abbott, Wenona | 93 | 54 | 16 |
| Bent, Sarah R. | 87 | 50 | 66 |
| Brown, Jennie M. | 5 | 2 | 91 |
| Crowell, I. M. | 103 | 60 | 00 |
| Doane, D. A. | 5 | 2 | 91 |
| Fox, A. D. | 102½ | 59 | 70 |
| Nodwell, C. P. | 103 | 60 | 00 |
| Perry, Emma F. | 101 | 58 | 83 |
| Sears, Louise T. | 103 | 60 | 00 |
| Christie, K. E. | 102½ | 44 | 78 |
| Crowell, S. B. | 103 | 45 | 00 |
| Freeman, L. W. | 103 | 45 | 00 |
| Gardiner, Mysie M. | 103 | 45 | 00 |
| Goodwin, Mabel | 103 | 45 | 00 |
| Hemeon, W. B. | 103 | 45 | 00 |
| Hopkins, Bella L. | 94 | 41 | 06 |
| Lawrence, Lenore | 103 | 45 | 00 |
| Murphy, Helena | 95 | 41 | 49 |

| | | | | | | | |
|--------------------|------|----|----|-------------------------|-----|----|----|
| Nickerson, L. I. | 103 | 45 | 00 | Macdonald, Flora Anne | 97 | 28 | 24 |
| Nickerson, Stella | 101½ | 44 | 34 | Macdonald, Annie C. | 84 | 24 | 46 |
| Nickerson, K. K. | 83 | 36 | 25 | Macdonald, Harriet C. | 50 | 14 | 56 |
| Smith, Hazel H. | 98 | 42 | 80 | Macdonald, Mamie D. | 79 | 23 | 00 |
| Smith, Nora E. | 94½ | 41 | 28 | Macdougall, W. Dewar | 92½ | 26 | 93 |
| Thomas, Ida M. | 103 | 45 | 00 | Macinnis, Catherine May | 86 | 25 | 04 |
| Westcott, A. P. | 103 | 45 | 00 | Maciver, Annie | 84 | 24 | 46 |
| Wilson, Lois E. | 101 | 44 | 12 | Maciver, Florence W. | 103 | 30 | 00 |
| Brannen, Ruby | 103 | 30 | 00 | Maciver, Mary Christena | 98 | 28 | 53 |
| Crowell, Lottie E. | 102½ | 29 | 84 | Mackay, Agnes May | 98 | 28 | 53 |
| Golden, Lola D. | 99 | 28 | 82 | Mackay, Hannah R. | 79 | 23 | 00 |
| Goodwin, B. A. | 98 | 28 | 53 | Mackenzie, Christena | 103 | 30 | 00 |
| Goreham, Nettie A. | 103 | 30 | 00 | Mackinnon, Margaret N. | 72 | 20 | 97 |
| Hagar, Edna | 84 | 24 | 46 | MacIennan, Jessie M. | 103 | 30 | 00 |
| Hamilton, Louis G. | 93 | 27 | 08 | Macleod, Neil Alexander | 103 | 30 | 00 |
| Harlow, Emma F. | 103 | 30 | 00 | Macleod, Donald A. | 103 | 30 | 00 |
| Hopkins, Jane W. | 103 | 30 | 00 | MacMillan, Joan M. | 101 | 29 | 41 |
| Nickerson, Edna W. | 10 | 2 | 91 | Macneil, Annie C. | 93 | 27 | 08 |
| Nickerson, Beulah | 103 | 30 | 00 | Macrae, Mae D. | 72 | 20 | 97 |
| Westcott, C. M. | 98 | 28 | 53 | Macrae, Jessie | 89 | 25 | 91 |
| Young, Lizzie J. | 103 | 30 | 00 | Martin, Cassie A. | 98 | 28 | 53 |
| | | | | Matheson, Margaret J. | 89 | 25 | 91 |
| | | | | Matheson, Helen A. | 103 | 30 | 00 |
| | | | | Miller, William A. | 12 | 3 | 49 |
| | | | | Moffat, Bessie G. | 74 | 21 | 55 |
| | | | | Montgomery, Christena | 61 | 17 | 76 |
| | | | | Morrison, Josie Anne | 103 | 30 | 00 |
| | | | | Nicholson, Christy | 84 | 24 | 46 |
| | | | | Nicholson, Kate | 88 | 25 | 62 |
| | | | | Rice, Annie E. | 91 | 26 | 50 |
| | | | | Sutherland, Andrew | 88 | 25 | 62 |
| | | | | Watson, Robert K. | 83 | 24 | 17 |

Poor Sections.

| | | | |
|--------------------|-----|----|----|
| Friggens, Vera | 103 | 40 | 00 |
| Littlewood, E. | 82 | 31 | 84 |
| Williams, Hazel C. | 77 | 29 | 90 |

Annuitant.

| | | | |
|-----------------|----|----|--|
| Matheson, W. H. | 45 | 00 | |
|-----------------|----|----|--|

VICTORIA.

| | | | |
|------------------------|-----|----|----|
| Macleay, Christena O. | 98 | 99 | 90 |
| Donohue, Catherine G. | 103 | 60 | 00 |
| McDonald, Michael B. | 103 | 60 | 00 |
| Macleod, Annie M. | 103 | 60 | 00 |
| Macpherson, L'Etta J. | 20 | 11 | 64 |
| Watson, Anna M. | 98 | 57 | 07 |
| Buchanan, Margaret V. | 45 | 19 | 65 |
| Campbell, Mary M. | 103 | 45 | 00 |
| Craig, Jean M | 53 | 23 | 15 |
| Elliot, Laura | 103 | 45 | 00 |
| Johnston, Agatha A. | 102 | 44 | 56 |
| Macaskill, Flora B. | 103 | 45 | 00 |
| Macdonald, Katie A. | 103 | 45 | 00 |
| Macdonald, Angus T. | 103 | 45 | 00 |
| Macdonald, Louise | 53 | 23 | 15 |
| Mackay, Jean | 101 | 44 | 12 |
| Macleod, Abbie | 103 | 45 | 00 |
| Macleod, John D. | 103 | 45 | 00 |
| Morash, Sara M. | 81 | 35 | 37 |
| Nicholson, C. Margaret | 102 | 44 | 56 |
| Smith, Mary C. | 102 | 44 | 56 |
| Smith, Margaret | 103 | 45 | 00 |
| Barkhouse, M. J. A. | 64 | 18 | 63 |
| Bell, Percy F. | 29 | 8 | 44 |
| Buchanan, Tena A. | 24 | 6 | 98 |
| Buchanan, Kenneth N. | 103 | 30 | 00 |
| Cameron, Lester | 101 | 29 | 41 |
| Fraser, Anna May | 84 | 24 | 46 |
| King, Rose S. | 103 | 30 | 00 |
| Macdermid, Rachael J. | 103 | 30 | 00 |

Poor Sections.

| | | | |
|-------------------------|-----|----|----|
| Ferguson, Rachel | 67 | 26 | 01 |
| Macinnis, Mary C. | 78 | 30 | 29 |
| MacIennan, Christena F. | 81 | 31 | 45 |
| Macleod, Isabel C. | 103 | 40 | 00 |
| Macleod, Ruth | 78 | 30 | 29 |

Consolidation.

| | | | |
|------------|----|----|----|
| Kempt Head | 88 | 25 | 62 |
|------------|----|----|----|

YARMOUTH.

| | | | |
|-------------------|-----|-----|----|
| Blackadar, G. D. | 103 | 90 | 00 |
| Horner, A. W. | 103 | 90 | 00 |
| Kempton, W. F. | 103 | 105 | 00 |
| McGray, M. W. | 103 | 75 | 08 |
| Tooker, Beatrice | 103 | 4 | 87 |
| Wyman, H. J. | 6 | 90 | 00 |
| Allen, E. C. | 103 | 75 | 00 |
| McLeod, A. J. | 103 | 75 | 00 |
| Ross, Frances | 103 | 75 | 00 |
| Spinney, Mary | 103 | 60 | 00 |
| Allen, Georgia W. | 103 | 60 | 00 |
| Allen, S. B. | 103 | 60 | 00 |
| Bond, Mary G. | 103 | 60 | 00 |
| Brooks, Ruth P. | 103 | 60 | 00 |
| Churchill, Nelson | 102 | 59 | 41 |
| Cook, Belle J. | 103 | 60 | 00 |
| D'Eon, J. O. | 103 | 58 | 88 |
| Durland, A. W. | 101 | 60 | 00 |

| | | | |
|---------------------|------|----|----|
| Goodwin, Effie B. | 103 | 60 | 00 |
| Gray, Eva I. | 103 | 60 | 00 |
| Grierson, J. E. | 103 | 60 | 00 |
| Hatfield, Lizzie V. | 103 | 60 | 00 |
| Hines, Nora G. | 103 | 60 | 00 |
| Hopkins, Marion | 103 | 60 | 00 |
| King, Fanny | 102 | 59 | 41 |
| Maxner, M. O. | 103 | 60 | 00 |
| McGray, J. D. | 103 | 60 | 00 |
| McMurtery, M. | 103 | 60 | 00 |
| Moses, Agnes | 103 | 60 | 00 |
| Muise, Elizabeth | 19 | 11 | 05 |
| Pitman, H. V. | 103 | 60 | 00 |
| Pitman, Marion | 103 | 60 | 00 |
| Platt, Bessie H. | 103 | 60 | 00 |
| Raymond, Luella | 103 | 60 | 00 |
| Troop, W. G. | 98 | 57 | 07 |
| Winter, Maud | 103 | 60 | 00 |
| Allen, Frances | 103 | 45 | 00 |
| Allen, Annie D. | 103 | 45 | 00 |
| Bain, Ethel M. | 103 | 45 | 00 |
| Brown, M. S. | 99 | 43 | 24 |
| Bryant, Arletta | 103 | 45 | 00 |
| Delamere, S. P. | 103 | 45 | 00 |
| Horner, Noraa B. | 103 | 45 | 00 |
| Kavanagh, E. A. | 103 | 45 | 00 |
| Killam, G. A. | 102½ | 44 | 78 |
| Lewis, Winnifred | 103 | 45 | 00 |
| MacKay, J. MacP. | 77 | 33 | 62 |
| Meuse, Joseph R. | 102 | 44 | 56 |
| Newcomb, Louise | 103 | 45 | 00 |
| Platt, Ada | 103 | 45 | 00 |
| Randall, Eva A. | 103 | 45 | 00 |
| Reinhardt, Alma | 103 | 45 | 00 |
| Seeley, Mary G. | 103 | 45 | 00 |
| Travis, S. Winola | 103 | 45 | 00 |
| Troop, Bessie L. | 103 | 45 | 00 |
| Wyman, Winnifred | 103 | 45 | 00 |
| Burrows, Louise | 103 | 30 | 00 |
| Gavel, W. B. | 101 | 29 | 41 |
| Hamilton, Jessie E | 68 | 18 | 34 |
| Hatfield, Dorothy | 103 | 30 | 00 |
| Herkes, A. P. | 98 | 28 | 53 |
| Hurlbert, Hazel E. | 97½ | 28 | 38 |
| McCrae, A. A. | 103 | 30 | 00 |
| McGuire, M. I. | 103 | 30 | 00 |
| McNeill, Merrill | 102½ | 29 | 84 |
| Pitman, Janet | 103 | 30 | 00 |
| Purney, M. I. | 103 | 30 | 00 |
| Snow, Ruby H. | 102 | 29 | 70 |
| Spears, Agnes | 98 | 28 | 53 |
| Treffry, Hazel | 103 | 30 | 00 |

Poor Sections.

| | | | |
|-----------------|-----|----|----|
| Babin, Rose A | 103 | 40 | 00 |
| Curry, Mattie | 98 | 38 | 06 |
| Haley, Gertrude | 79 | 30 | 58 |
| Kinney, M W | 86 | 33 | 39 |
| Pierce, Edyth M | 88 | 34 | 17 |
| Treffry, Mamie | 78 | 28 | 34 |

Annuitants.

| | | | |
|-------------------|----|----|--|
| Goudey, Theodosia | 60 | 00 | |
| Huestis, Hannah | 60 | 00 | |

| | | |
|-----------------|----|----|
| Chipman, A J. | 45 | 00 |
| Hilton, Mary M. | 45 | 00 |

ARGYLE.

| | | | |
|---------------------|-----|----|----|
| D'Entremont, C. U. | 103 | 60 | 00 |
| D'Entremont, H. L. | 103 | 60 | 00 |
| D'Entremont, Rhoda | 103 | 60 | 00 |
| Hines, Gladys H. | 103 | 60 | 00 |
| Sister M. Victoire | 103 | 60 | 00 |
| Walker, A. J. | 103 | 60 | 00 |
| Amirault, Ambrosine | 103 | 45 | 00 |
| Amirault, Edith S. | 103 | 45 | 00 |
| Babin, Mary T. | 103 | 45 | 00 |
| Bourque, Estelle | 101 | 44 | 12 |
| Bourque, Louise | 99½ | 43 | 46 |
| Bourque, M. A. | 103 | 45 | 00 |
| Doucette, Mary E. | 102 | 44 | 56 |
| D'Eon, Laura F. | 103 | 45 | 00 |
| Firth, Alice W. | 103 | 45 | 00 |
| Firth, E. Louise | 103 | 45 | 00 |
| Hamilton, Stella G. | 103 | 45 | 00 |
| Hines, Mildred | 103 | 45 | 00 |
| Lambertson, M. | 103 | 45 | 00 |
| Landry, Therese E. | 103 | 45 | 00 |
| LeBlanc, Marie S. | 103 | 45 | 00 |
| Mius, Mary N. | 103 | 45 | 00 |
| Nickerson, Nettie | 103 | 45 | 00 |
| Pothier, Laura I. | 103 | 45 | 00 |
| Pothier, Louise | 103 | 45 | 00 |
| Purdy, Lennie S. | 74 | 32 | 31 |
| Reeves, F. D. | 103 | 45 | 00 |
| Reeves, Elaine W. | 103 | 45 | 00 |
| Sister M. Seraphia | 103 | 45 | 00 |
| Sister M. Eugenie | 103 | 45 | 00 |
| Sister M. Elise | 103 | 45 | 00 |
| Surette, M. Ada | 103 | 45 | 00 |
| Thibodeau, Beatrice | 103 | 45 | 00 |
| Amirault, M. A. | 103 | 30 | 00 |
| Amirault, R. I. | 103 | 30 | 00 |
| Babin, Chantale | 103 | 30 | 00 |
| Belliveau, Mary | 103 | 30 | 00 |
| Bourque, Helen | 92 | 26 | 79 |
| Bourque, Rosie | 89 | 25 | 91 |
| Bourque, Marguerite | 103 | 30 | 00 |
| Crosby, Addie M. | 37 | 10 | 76 |
| D'Entremont, Clara | 103 | 30 | 00 |
| Forbes, Beatrice L. | 98 | 28 | 53 |
| Hatfield, Laurena | 103 | 30 | 00 |
| LeBlanc, J. B. | 103 | 30 | 00 |
| Pitman, Eleanor | 88 | 25 | 62 |
| Pothier, Martha | 103 | 30 | 00 |
| Pottier, Marguerite | 103 | 30 | 00 |
| Pottier, Viola | 103 | 30 | 00 |
| Sister M. Gonzaga | 103 | 30 | 00 |
| Snow, Lennie | 15 | 4 | 36 |
| Surette, Anne E. | 103 | 30 | 00 |

Poor Sections.

| | | | |
|-----------------|-----|----|----|
| Babin, Caroline | 74 | 28 | 78 |
| Babin, Bertha | 103 | 40 | 00 |
| Burrill, Fanny | 45 | 17 | 47 |
| Curry, E. L. | 89 | 34 | 56 |
| Hamilton, A. K. | 86 | 33 | 39 |

Rural Science Bulletin.

Vol. I.

TRURO, 22 FEBRUARY, 1915.

No. 1.

Editor: L. A. DeWOLFE, M. Sc., Normal College, Truro, Nova Scotia.

INTRODUCTION.

The suggestion has come from one of the Rural Science teachers that we have a monthly paper devoted to Rural Science work. Provided the teachers are willing to support it by contributing their suggestions and reporting their experiences, we shall undertake to send out a short bulletin from time to time. Teachers are not asked for money, but they are asked for ideas and suggestions.

WHAT ARE RURAL SCIENCE TEACHERS?

In case this bulletin falls into the hands of those not directly connected with school work, a word of explanation is advisable. This is an age of Progress. In the industrial world men are finding new ways of doing things. They are using new types of machinery and new tools. In all branches of our complex commercial life, the same is true. Farmers are only in rare cases farming as their fathers did. Is it not strange that our Schools, which should be the pioneers in all progress, are still following the methods of a half century ago?

This statement, however, will bear modification. All schools are not unprogressive. Each summer, approximately one hundred teachers spend their vacation at the Summer School in Truro. There, they are taught that education, to be useful, must be linked up with the affairs of real life. They get special instruction in the Sciences relating to Agriculture, since this is largely an agricultural country. They are not taught to be farmers, but they are given a certain amount of knowledge of the forces and natural laws upon which the farmer depends for his progress. This same knowledge helps in understanding the other industries of our country. Teachers who complete this course are given a special Diploma known as a Rural Science Diploma. The teachers themselves are spoken of as Rural Science Teachers.

The government recognizes the value of this special training to the extent of supporting the summer school, paying the travelling expenses of those attending, and paying an extra government grant to the teachers who apply their knowledge thus gained to the common schools throught the country.

WHAT ARE RURAL SCIENCE TEACHERS DOING?

Rural Science teachers are trying to interest their pupils and, incidently, the parents in all phases of rural welfare. The success of such efforts depends on the ambition and the personality of the teacher. Some teachers have accomplished much; others, very little.

Thru the school garden and the home gardens, the children are acquiring habits of industry and systematic effort, in addition to the knowledge of and interest in the growing of flowers and vegetables. The garden, too, furnishes a source of supply of practical exercises in English composition, drawing, arithmetic, geography and reading.

It is somewhat difficult to combat the popular notion that the purpose of the school garden is to teach farming. Our farmers put forth the plea, which is true, that they know more about farming than the teacher does. A girl of eighteen years makes herself ridiculous when she tries to teach the details of the art of plowing, the construction of farm machinery, or how to feed a horse. The practical farmer delights in asking her some questions she can't answer; and then announces to his children that she doesn't know anything about farming after all.

The teacher need not know all about farming in order to have the children make intelligent observations. She is doing good teaching if she have the children find out how certain plants and animals grow, what care they need, and **why**. Let the children get this information at home or from reading. Where opinions differ, the teacher can help the children find out the opinions of the highest authorities on the subject. The **science** of farm operations may be taught in school. It is well to leave the **art** largely to the home. In the children's garden, however, Art and Science will be combined.

In brief, then, Rural Science teachers are simply trying to apply common sense to school work. They draw their illustrations from something belonging to the child's experience rather than from books. The arithmetic of the farm, or of housebuilding, or of road-making, will mean more than the abstract problems in the text-book.

SCHOOL EXHIBITIONS.

School exhibitions, in the past, have been displays of fancy writing and drawing. People have lost interest in that. This year, however, about seventy schools in the Province, exhibited vegetables and flowers grown by the children; or cooking sewing, preserving, and manual training done by the children at home. Wherever such exhibitions were held, the people were deeply interested. If teachers met with opposition where they proposed children's gardens and exhibitions, this opposition vanished after the people saw the results. A full report of School exhibitions in Canada will be found in the January 1915 number of the Agricultural Gazette.

HELPFUL AGENCIES.

Among the most helpful agencies to promote rural welfare are School Clubs, Parents' Day, School Libraries, Evening Entertainments in the school, Magazine Clubs, Government Literature, and Pictorial Supplements. Little need be said in support of these. The School Club idea has been described in bulletins already in the teachers' hands. Parents' Day should come oftener than once a year. The teacher who does not want the parents to visit the school should try some other vocation. Teaching is not her forte. Women's Institutes will lend powerful assistance towards making Parents' Day a success. Teachers would do well to learn what Women's Institutes really are and how they are organized.

The School Library should be of interest to parents as well as to children. Evening Entertainments do much to foster a spirit of good fellowship. The teacher should aim to have these entertainments continually rise towards a higher intellectual plane. Our children need to be taught how to conduct themselves at such meetings. The school itself should spend ten dollars a year for Magazines. They could be distributed in the same manner as library books. On the teacher's desk should be a copy of the List of Publications distributed by the Government Departments at Ottawa. The publications of the Nova Scotia Department of Agriculture, Truro, are also available. A valuable series of Pictorial Supplements can be had from the Industrial and Educational Press, Montreal. The first just published gives pictures of all our more important fish, of their curing, of their quantity and value, etc.

The foregoing hints, coupled with the teacher's desire to make her school the most progressive one possible, should do something to bring our schools at least in sight of higher ideals.

CHILDREN'S SAVINGS BANK ACCOUNTS.

Since Rural Science teachers are among the leaders in rural welfare, it is reasonable to expect them to encourage children to save their pennies. The garden can be made the foundation of a business education. If children can be shown that gardening pays, the teacher has one additional motive to present.

Many town schools already conduct savings accounts for the children. But do not country children need similar training? If the school is conveniently near a town, the regular banks will open accounts with the children. If more convenient, however, the Post Office Savings Bank should be used. There are about seventy Post Office Savings Banks in Nova Scotia. By consulting Belcher's Almanac, the teacher will learn where the nearest bank is located.

The teacher might rule a page of any note-book for each child who wishes to open a bank account. As the children bring their money, credit them with the amounts; and when any one person's savings amount to one dollar, the teacher may despoit it in the bank in the child's name. After the first deposit, future amounts may be deposited by mail, or by any friend who happens to visit the bank. Don't send deposits less than one dollar. Each child will get a bank-book on depositing his first dollar. The rate of interest is 3% children over ten years of age may despoit their own money.

Help the children form the savings bank habit. It is a good habit to acquire.

THE FUTURE OF RURAL SCIENCE.

What Rural Science will accomplish depends on our Teachers. Already the Government and the Inspectors are doing their part. But they can supply only money and suggestions. The teacher must do the work.

The outlook is hopeful. We have a loyal band of Rural Science teachers, and more will follow. They are willing to accept suggestions. Many are gifted with the power of initiative. For such we need not fear. A few, on the other hand, are easily discouraged. But the strong should help the weak. And no one can offer better assistance than the teachers themselves. They see both sides of the question. They meet with difficulties; and sometimes they overcome them. Tell us how you do it. Tell us what difficulties we may avoid, and how we may avoid them. Tell us what work appeals to your pupils, and what work they dislike. Where one fails, another succeeds. A report of the successful one's methods may help us all. If we may have notes each month touching upon our daily work, the Rural Science Bulletin will be a useful medium in which we may meet and exchange our ideas.

And lest our vision become narrowed, we should like to hear from those who do not legally come under the heading Rural Science teachers. Some of the best nature and garden teachers of the Province have never attended a summer school. They have originated methods of their own. Let us hear about them.

Don't attempt stiff and formal reports. Be natural. Tell us what happened, what you have done, what your children have done, and what the people said about it.

SUGGESTED NATURE TOPICS FOR THIS MONTH.

Those who have ideas of their own will teach nature lessons according to their own plan. To inexperienced teachers, however, the following suggestions may be helpful.

1. Collect galls (lumps on twigs of willow, goldenrod etc.). Put them in bottles and watch to see what will emerge from them this spring. Cut some galls open to see what is in them now. After the children have made these observations would be a good time for a lesson on gall-flies. This would lead to lessons on the life history of flies in general; and, incidentally on the manufacture of ink. Next summer, the children will be prepared, as a result of these lessons, to watch the development of houseflies and mosquitoes.

Tell the children what has been found out concerning flies and mosquitoes as carriers of disease. That kind of hygiene is practical. It matters very little to us whether our blood goes from the ventricles to the auricles or from the auricles to the ventricles. We can't change its course. But we can control, to some extent, the diseases spread by unsanitary conditions. Let us study the conditions and the means of control.

winter, too, look for cocoons of moths. We can find them on trees, under loose bark, and in similar places. A knowledge of their life history is necessary if we wish to preserve our fruit trees.

Every lesson begun in the winter should be followed in the spring and early summer as new developments appear. Insect study is a most important one from an economic standpoint. Each teacher should prepare herself now for active field work when spring comes.

Now, too, the children should identify our forest trees. They should identify a given tree whether it be standing in the forest, lying in the wood pile, or, even, if it were sawn with lumber. This can't all be done in one lesson; but it can be done in one year. It is of economic value to know the kinds of wood. Does one not want to know what kind of lumber is used in a piece of furniture? The novice might buy a cheap softwood table with an "oak" stain, and think he was getting real oak; or he might pay the price of white pine for finishing lumber, and get spruce.

Girls should be able to recognize the woods used in furniture and house building. By-and-by, it will be their duty to select furniture for the home. They, too, should be able to plan a house and select material for its interior finish. Have the children notice how many kinds of wood are in their home.

At this season, too, lessons on the theory of Plant Breeding might be profitable. These would pave the way for simple experiments next summer on cross-pollination and self-pollination. Read reports of Experimental Stations on the work of plant breeding. It has not occurred to most of our children that all our cultivated plants have been bred from wild ancestors.

Have the children select half a dozen each of turnips, carrots, mangels, beets and parsnips from their winter supply and put them aside to plant next Spring. These will grow "seed" next summer. Why not grow our own seeds instead of buying them? It is wise to do so. The foregoing vegetables will keep in better condition if covered in a cellar with dry earth. The parsnips have probably been left in the ground over winter. If so, do not pull all of them in the Spring. Leave some to produce seed.

Here is the place to teach lessons on **annuals** and **biennials**. Are radishes and lettuce annual or biennial? If you forget how they behaved in the garden last summer, plant them again this summer and let them give you the answer first-hand.

Are your children studying the seed catalogues now? They should order their seeds and shrubs for spring planting very soon. Talk over with them their garden plans. What shrubbery do you intend to mass against the school house? Even now is not too early to begin to plan for Arbor Day.

Have the children started "slips" or "cuttings" from their house plants at home? Did they begin the Phenological observations with you last fall, or are you keeping the record alone?

Window boxes should be made now, ready to fill as soon as freezing weather is over. A chalk-box is scarcely a "window-box;" tho a few chalk boxes with growing plants are better than nothing. Neglected window boxes are worse than none at all.

This introductory number is for the purpose of finding out whether or not you wish to know what your fellow-teachers are doing. It will not be conducted for the energetic and resourceful few who do not need it. The response made to this appeal that we help each other, and thereby help ourselves, will determine the future of "The Rural Science" Bulletin.

Rural Science Bulletin.

Vol. I.

TRURO, 29 MARCH, 1915.

No. 2.

Editor: L. A. DeWOLFE, M. Sc., Normal College, Truro, Nova Scotia.

Rural Science teachers have written very hearty notes of approval of the first number of the Rural Science Bulletin. That all concerned may have the benefit of their fellow-teachers' experiences, this second number is being issued.

Many correspondents have raised points that call for brief comment.

For example, a very common remark is to the effect that "Owing to the needs of the Belgians, the children will not be able to buy garden seeds this year." The teacher must correct this fallacy. Shew the children that the patriotic cry thru-out Canada is "Grow more crops than ever." If a child has a dollar for the Belgians, let him put half of it into seeds for his Belgian garden. Next fall, his half-dollar will have grown to five dollars, which will help the Belgians more than fifty cents now. Their immediate needs can be met by those who have no opportunity for a garden.

This five dollars from the garden will enable the child to donate his share to the various Patriotic organizations; and, in addition, start a Savings Bank account for himself.

One teacher writes from a rural district "We can't start Savings Accounts here because none of the children have any money of their own." Under such conditions, is it any wonder that the boys want to get to town as soon as possible? They learn that town boys earn money selling papers, doing errands, driving delivery teams, etc., and they want to do likewise. Here is where the Rural Science teacher can do excellent missionary work. Go to some intelligent man and show him that he is driving his boys away from home by neglecting to pay them trifling amounts for the work they do. Explain the School Savings Bank scheme; and get his approval and co-operation. Having won him, get him to assist you in converting others. Until something like this is done, boys will continue to leave the farm.

ARBOR DAY.

Arbor Day is drawing near. Is it to be profitably spent? Many teachers already possess a circular containing Arbor Day suggestions. If any have mislaid it, send to Truro for another. Possibly your work is not appreciated now; but the

teacher who successfully plants trees and shrubs now will be appreciated a generation hence. Trees will be a more fitting monument to your memory than will marble or granite.

AUDUBON SOCIETIES.

Rural Science teachers above all others, should organize Audubon Societies. The details, of course, are well known. The address is National Association of Audubon Societies, 1974 Broadway, New York City. Now is a good time to begin bird study, for by the time migratory birds appear the children will have learned something about building nesting-boxes. "Bird Lore" is an excellent magazine. It comes free to schools organizing Audubon Societies.

MAGAZINE ARTICLES WORTH READING.

The February 1915 number of the Nature Study Review is a special School Garden number. It has helpful suggestions. The Agricultural Gazette for March has also a series of School Garden articles—illustrated models by the Directors in each province.

"The Point of View" in January Scribner's is good. "Training" is a new Magazine published by the Ontario Association for Promotion of Technical Education, Toronto price \$1.00. It would be helpful in the School Library.

Get the Agricultural War Book—Patriotism and Production—from the Department of Agriculture, Ottawa.

Read the "Country-Life for Profit" series in the Woman's Home Companion.

The Gordon Magazine for March is full of good things.

"March in the Primary" in the March number of "The School" is good.

ANSWERS TO RURAL SCIENCE QUESTIONS.

Don't begin to uncover out-door bulbs until about April 10th. If the covering is straw, remove it gradually. Rake off the top layer about April 10th; remove part of the remainder about April 20th, and complete the work about May 1st. The same method will apply with spruce boughs unless the covering be a light one. In such case, leave the whole covering until May 1st, and then remove it completely.

See Belcher's Almanac 1915, page 276, for a list of Post Office Savings Banks. For particulars not given in R. S. Bulletin No. 1 inquire at these Post Offices. The regular banks are fully as convenient except that in some cases they are farther from your school section.

Don't divide a dozen eggs among three or four children for the purpose of spreading an interest in raising chickens. A

hen's time is worth something. Why keep her sitting three weeks on a half dozen eggs when she can take care of thirteen? If the Government won't supply as many eggs as are wanted, encourage the children to buy on their own account. It would be better business training if they had to buy everything. The system of **giving** has serious moral drawbacks.

RURAL SCIENCE NOTES.

Inspector MacIntosh in his last annual report, speaking of Rural Science teachers says:—

"Whether these teachers have done all that was expected of them or not they have well earned the extra grant by their superior services in the ordinary school work. They are of our very best teachers, and have at least enthused their pupils to nature work of a practical character. The county exhibitions bore evidence of this."

Inspector Robinson says:—

"Thruout the entire division, the influence of Rural Science teaching is being felt, and wherever Women's Institutes have been organized the interest in the school and all that relates to it has been increased."

Inspector MacKinnon, referring to Rural Science, says:—

"With the hearty co-operation of the people of the section, this department of Education could be developed with very little expense to the rate-payers and with great advantage to the children."

Principal Cumming, Secretary for Agriculture, in his report, very strongly endorses the Rural Science movement; and assures us that we may at all times look for the heartiest support from the Department of Agriculture.

The school children of Ontario plan to grow 100000 bushels of potatoes this year, and donate them to the War Fund. Last year 20000 children in that province cared for gardens and exhibited their produce. The added need of greater production this year is an incentive for all patriotic children to do their best. Will Nova Scotia children do their share? We know they will.

Prizes will be offered for the best gardens and the best produce; but to work for the Empire and for humanity is a higher incentive than to work merely for money prizes. This idea is well expressed in an editorial in the Canadian Countryman, March 20th.

Rural Science teachers, particularly, will be interested in the historical sketch by Dr. A. H. MacKay, Superintendent of Education, published in the Agricultural Gazette, February, 1915.

The remaining space in this number of the Bulletin is given up to letters from enthusiastic teachers. They are published without comment; for they are self-explanatory. We trust that some of the good suggestions will be helpful to those who have possibly had difficulties in introducing up-to-date methods into their schools. Please continue to forward questions and suggestions to Truro for future issues of the Bulletin.

WHAT NATURE STUDY WILL DO WHICH OTHER SUBJECTS FAIL TO DO.

LETTER NO. 1.

I have a boy who is interested in nothing but writing. He is fond of it and writes well. At Arithmetic session, when my eye is off him, he is copying quotations in his exercise book, for the practise of writing. I rarely succeed in getting his hands up for answers to History and Geography questions put as such, but let me get away, from the book to the brook, and where it goes, and what it carries; to the nest in the field of grain, etc. etc., then up goes his hand and Rod is in the class once more.

S. E. Theakston.

LETTER NO. 2.

We are so grateful to the father of one of our pupils that we feel like reporting it to The Bulletin. Hearing that Alethea's father had a plow, we engaged him to plow up a piece of our school grounds. In due time, Mr. Johnson arrived with his man, horses and plow, and did the work well. He was surrounded by an admiring group of school children. Many had never seen a plow before.

We asked Alethea to ask her father how much we owed, to which she replied, "Dad say's he'll let you know." We heard nothing, so asked again for the bill. This time, Alethea, all smiles, said, "Dad says he won't charge you anything." Needless to say, Alethea is much admired by her schoolmates, and she and her family take a special interest in our gardens to be,

S. E. Theakston.

P. S.

We hope to have a photograph of our garden taken by one of our pupils, Gordon McDonald, who develops and prints his pictures.

Corinne Rydberg and Thomas Raddall are writing the story of our garden.

LETTER NO. 3.

Perhaps some of the readers of the Rural Science Bulletin may be interested in hearing of the material collected by a Grade VI class in one of the City schools.

I have endeavored to use material brought by the pupils rather than introduce all material myself. This seemed to make them look for things and to feel that they were helping by supplying material for lessons.

Among our pupils we have the son of a sea captain. Arthur Baker has brought a young seal, seal's tooth, seal's skin, lion's tooth, head and neck of penguin, turtle's claws, foot of albatross, a neat set of bottles containing specimens of salmon from the spawn to six months old, etc. etc.,

We secured from a Montreal firm a fine collection of asbestos and its products. Others have brought shell of turtle, pet rabbits, favorite dogs, cats, dead sparrows picked up after a storm, stones from the roadside.

What do I know about all of these? Not very much, but more than I did before these children made me see them; so together we use our eyes and find out things.

S. E. Theakston.

LETTER NO. 4.

Brooklyn, Yarmouth County, N. S.

Has any other teacher tried the scrap-book plan? It has been very helpful to me, especially in my Nature Work.

By making clippings of poetry, pictures, articles on Nature Work etc.; assorting these as to topic and pasting in a blank-book; also by making notes of articles read from books and magazines, one does not wish to cut, there is always ready at hand some good hint in the preparation of a Nature Lesson. Records and plans of each lesson, too, can be kept along with its own set of clippings.

Agnes Moses.

LETTER NO. 5

Dartmouth, N. S.

On February 9th assisted by Misses E. Hiltz, MacKenzie and Cameron, I held a small exhibition. It consisted of writing, drawing, pressed leaves, flowers and

plants, mounted, growing plants, and bulbs, and material gathered during the past year by the pupils for Nature Study lessons as:—bird's nests, hornet's nests, rocks, pebbles from sea shore, shells, weed seeds and seeds of some of our common trees.

I learned several things from this exhibition which may be of use to some one else so I shall pass them on.

(1) All specimens should be properly named and have name of pupil by whom found or prepared.

(2) One plant is better mounted on each sheet of paper than several.—Unless the paper is too expensive.

(3) Instead of having separate writing exercises to exhibit, writing would be more interesting if a few sentences were written about and attached to a plant, bird's nest or shell.

Mabel C. Moseley.

LETTER NO. 6.

March 4th 1915, Berwick, N. S.

The question has been asked "Does Rural Science help or hinder school work?" I have found it a very decided help.

Last Autumn we had a local fair, and also sent exhibits to the County Fair.

The children besides caring for their own gardens, collected and mounted all kinds of leaves, ferns, flowers, weeds etc.,

I never had a better attendance or more carefully prepared home-work.

This work with the exception of maps and writing, which of course, is regular school work, was done outside of school hours.

The children are more alert and active, and have a great source of interest in things outside, which still has a strong connecting link with the school.

As one parent remarked,—"It is splendid; it gives the children something to do after school, instead of wandering aimlessly about the streets."

Essie Parker.

LETTER NO. 7.

"We learn to do by doing." Therefore I endeavored to interest my pupils by making their own collections.

When available they were very enthusiastic with nets, made by themselves, catching butter-flies and various insects. These won a prize at our County Exhibition.

They are, during the winter, improving these collections by **passé-partouting** them.

On our field excursions they collected reptiles, toads, salamanders, etc., which we preserved in alcohol.

They also have collections of galls, mosses, mounted plants, minerals, woods etc.

Cocoons were found and cared for until the moths appeared. Thus "Life Histories" were begun.

Collections of nests, and **passé-partouted** leaves are used to decorate the school-room.

Nature lessons are sometimes written in the form of "Nature Booklets," serving the purpose of compositions and designs for book covers, by making a **designed** cover—this I find the children love to do.

SCHOOL AND HOME GARDENS.

Our School Garden was marked off in lots. Each child or partners, as it were, cared for his in their own plot.

A prize was given for the best, and second best plots.

Boquets and vegetables were exhibited at the County Exhibition last fall, from this garden.

We have had our garden plowed so as to be ready for Spring's work.

Most of the children had home gardens.

Some, who never had cared for a garden before, raised all the vegetables used at home, the parents being the market.

Many had exhibits at the fair—receiving first prizes.

The children are as enthusiastic as ever for gardens this year.

Mildred MacMurtery.

LETTER NO. 8.

RURAL SCIENCE EXHIBITION AT BRIDGEWATER.

I was greatly pleased to receive the first issue of our "Bulletin." It came as a complete surprise to me. The idea is a grand one, and I am eagerly awaiting the next issue.

Last September when I came to Bridgewater, I wrote to the other Rural Science teachers in Lunenburg County asking them if they would assist me in getting up an exhibit in connexion with our County Exhibition. They all replied in the affirmative so I proceeded to make the necessary arrangements. A small room in the exhibition building was secured and in due time boxes began to arrive from Lunenburg, Mahone Bay, Dayspring, Blue Rocks, Block House, Riverport and Rose Bay. They contained vegetables of all kinds, cut flowers, mounted insects, pressed plants, preserved fruits, fancy work, etc., etc., The Bridgewater teachers had the room prettily decorated; and arranged the exhibits from the various schools separately. I tell you it did look fine when we were thru with it, and we all remarked how much better and more worth while it was than the exhibits of writing and drawing which had for years been the only exhibits from our schools. The room attracted a great deal of attention during the exhibition. The President of the Agricultural Association caught the Rural Science fever and has made arrangements for us to have the whole of the upper floor of the new government Demonstration Building this year. It will be quite an undertaking to fill it, but we can do it if we begin to plan for it now.

In a few weeks over 300 Home Gardens will have been planted right here in Bridgewater and the owners of them are bound they are not going to be outdone by any one (Dayspring with its immense Mangels not excepted). So get busy Lunenburg County Rurals and let us know thru the "Bulletin" if you intend to compete.

R. T. Mack,

(Prin. Bridgewater High School)

SCHOOL BANKS.

LETTER NO. 9.

In regard to the school bank we have had it in Dartmouth for years and it has certainly been a great help to a good many children. In one case at least one of our teachers used the money saved in that way to help take her thru the Normal School. I find that a good many of my children save the money until Christmas and then withdraw to buy their Christmas presents, while others whose need is greater withdraw during the year to buy boots and other necessary things. Had they not had the bank to put it in that money would have been spent for candy. We bank every Monday, the children bringing from one cent to ten cents with an occasional 25c.

In a number of cases the children earned the money they banked by selling papers, shovelling snow, etc.,

E. M. G. Grade I.
Dartmouth, March 9th.

Following is an extract from a letter written by Miss Gertrude Chase, Brooklyn, Hants County. Miss Chase has succeeded in interesting both children and parents in the School library, the school Fair and the Home gardens. She says:—

Our library has increased; some of the parents have donated books; there are others that should. I am planning to have a Parent's Day afternoon soon. The pupils will entertain the visitors with songs and nature lessons and school work. I want the parents all together and make another appeal for the library. We are still in need of a few dollars to bring it up to the \$50.00 standard and we **must** have it raised to that standard.

Miss Jean Whitman, Berwick, writes:—

There can be no doubt in the mind of any teacher, who has given Rural Science a fair trial, that it helps the ordinary school work by putting into it a fresh impetus and zest. The idea of correlation of Rural Science branches with English Arithmetic, Drawing, Geography, etc., so thoroly impressed upon us by our instructors in the Summer School seems to me the final argument in regard to its relation to the three R's. I find the Rural Science course helped me greatly in my high school work.

Here is a letter written by a child in Brooklyn, Yarmouth County. A drawing of the nest accompanied the description; but is not reproduced here. This illustrates the relation between Nature Study and English Composition. The child's own punctuation and paragraphing are left unrevised.

A BIRD'S NEST IN WINTER.

I found a nest in an opening near my home. It was in an apple orchard, on the branch of an apple tree, about twelve feet from the ground.

It was woven around the branches and was sheltered by a branch over the top. It could not easily be seen, because in the summer the leaves cover it, and it was the same color as the branches.

The next was about seven inches across the top, and shaped like a basket. The outside was made of mud, bits of branches and pieces of string. The inside was lined with hay and bits of twigs. It was woven together, and the nest belonged to a robin.

Following is an article published in the Canadian Country-man, Toronto, February 27th, 1915. It is well worth reading.

HOW WE CAN HAVE A GOOD RURAL SCHOOL.

By John A. James.

The time has arrived when the little folks are searching out books and tablets, preparing for another year of school. May each of us do our share to make this a record for our school and its pupils.

Everyone in the district has his or her little part in the work of the school. For the success of the school does not depend upon the teacher alone. Every father and mother, brother and sister can help to make the school better—even the pride of the community. When all are interested and anxious to help, the school will awaken and give us real service.

There are two sides to successful teaching—the school room side and the community side.

Too often we see the school room side over-emphasized at the expense of the community side. It almost would seem that the parent's consider their duty ended when they provided a building and the necessary equipment and hired a teacher. In such communities the people have drifted away from the school, and except that the children go back and forth each day there is no link between the school and the home.

The rural school teacher who really appreciates her opportunity is interested in the birds and bees, the crops and the stock. Arithmetic, as taught by her, may make it necessary for each pupil to know the number of acres of oats raised at home, the yield, and the present market price. She will be teaching more than the text-book. And if, on a rainy day, one of the farmers and fathers of the district should stop at the school for a half-hour, he may be invited to return on the next Friday evening to tell the children and his neighbours how he produced his fine field of corn or his reason for his success in growing alfalfa. The county superintendent, or perhaps the county representative or agricultural teacher from a neighbouring high school, likely will be invited to talk at the next meeting.

Most schools now have a school fair, to which the children will bring samples of corn, cabbage, beets, and grain to be judged by some visitor. At that time a programme by the school or community will be given. Later in the winter a basket social may be planned and the proceeds used to provide a Babcock tester.

Is your school of this type or does it exist only in the school building? Such schools are a force in the community. Why? Because each one is doing his or her part. The fundamentals for which the school stands are taught thru their relation to the community and the home, and not from books alone. The parents visit the school and this is a great help to the teacher.

The following card suggests one way to keep track of Home Garden work. It will also help secure parents' co-operation. Any teacher, by applying to Truro, can get so many cards as she can use in her section.

SCHOOL CHILDREN'S GARDEN.

I desire to help beautify my home town (or village) by planting flowers and trees; and to help support myself by growing fruit and vegetables. I shall also try to get others to do the same.

My parents are willing for me to plant and care for a garden at home this year.

On the back of this card are the measurements of my garden and a list of the things I will plant.

I wish to get instructions from my teacher, my parents, and from any other source available; for I want to grow a prize garden.

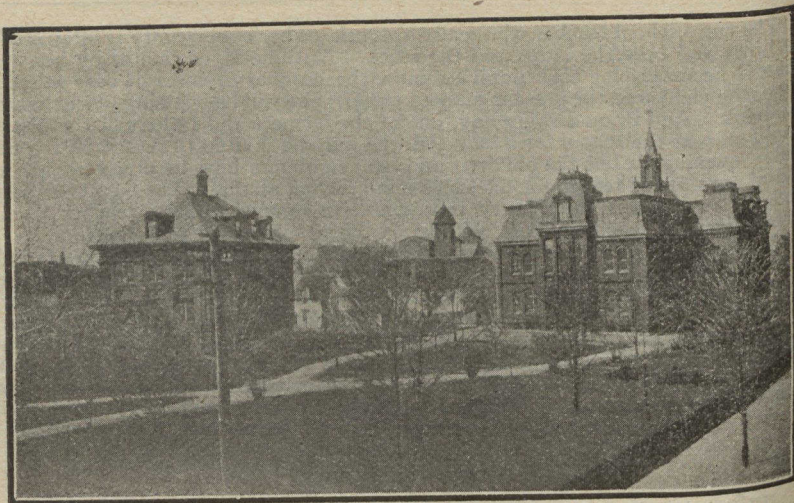
Name and address..... Date.....

I am willing to encourage my child in this garden experiment.

Parent's name.....

Report and signature of teacher
or other inspector.....

The Program of Studies, Rural Science Training School, Truro, N. S., 5 July—7 August, 1915, will be ready in a few days, and can be had on application to the Director.



Nova Scotia Normal College, Truro, 1914.

RURAL SCIENCE TRAINING SCHOOL.

From first week of July to first week of August.

General Program.

Extracts from the Regulations of the Council of Public Instruction, which will be found complete at page 209, Journal of Education, October, 1914.

91. (5) The Rural Science Training School, Truro, 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 agricultural knowledge and efficiency among the young people of rural districts.

The curriculum of studies is pursued at the Provincial Normal and Agricultural Colleges thru one, two, or three 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 grant. On the completion of the course, the candidate is granted a Rural Science diploma qualifying for the highest special grants to Rural Science teachers.

The following arrangements, however, are made for a continuous course of training for Normal students leading to a Rural Science diploma. Graduate and undergraduate 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 undergraduate 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.

The teaching staff comprises the several science-teachers of the Provincial Normal and Agricultural Colleges; 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 who have done satisfactory work in at least two scientific subjects are recouped the amount of their actual travelling expenses.

(6) Application for admission to the courses leading to a Rural Science diploma will be received from Superior First, First, and Second rank graduates of the Provincial Normal College, and from First and Second class teachers specially recommended to the Faculty of the Normal College by the Inspectors on the ground of effective work done in Nature teaching. Application must be received not later than June 30th; and all applications will be submitted to the Faculty for approval. Applicants not recommended by the Faculty will be notified not later than July 4th.

(7) Teachers who have been regularly admitted to the Rural Science Training School and have satisfactorily completed during any session any one-third of the whole course, may be awarded 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 Director to recommend the extra grant as clearly merited by the teacher's success in advancing rural science education in a rural or specially determined school section.

(8) Teachers who hold a Rural Science diploma regularly awarded by the Rural Science Training School may be awarded aid, not to exceed, \$25, \$50, or \$75 per annum, according as the Director reports the rural science work as "fair" "good" or "superior."

RURAL SCIENCE DIPLOMA COURSE.

I. All candidates for Rural Science Diploma shall be required to complete satisfactorily the following courses; (a) Nature Study one hour per week for one term, (b) Horticulture, three hours per week for one term, (c) Biology, three hours per week for one term, (d) Botany, six hours per week for two terms, (e) Chemistry, one hour per week for two terms for those who have never studied Chemistry.

II. Candidates shall elect as "majors" one subject from each of the groups A and B following:

- A. Entomology; Chemistry.
- B. Economic Zoology; Agriculture.

Each major course elected shall involve as a minimum six hours per week class and laboratory work for two terms.

III. Candidates shall elect any two of the following as "minors" involving as a minimum two hours per week class and laboratory work for one term; (a) Bacteriology; (b) Brushwork and Cardboard Work; (c) Woodwork; (d) Mechanics; (e) Weather Work; (f) Geology and Soil Physics; (g) Birds; (h) Plant Diseases.

IV. Work done in the Normal College in the following courses will be credited to the Candidate for a Rural Science Diploma; (a) Brushwork and Cardboard Work, (b) Woodwork; (c) Weather Work.

Note.—No candidate may take more than four subjects each term without special permission of the Faculty.

V. The tests required for the Rural Science diploma will be regular attendance at the class instruction and in the laboratories; a satisfactory report by the instructors on the class, laboratory and field work of the student, and the passing of an examination at the close of the term upon the topics of the compulsory and elected courses. In addition, candidates will be required:—

- (a) To present for examination such collections of natural history specimens, properly prepared, mounted and named, as may be required in connexion with any subject of the course.
- (b) To submit satisfactory reports on field work or readings in connexion with any subject of the course prescribed to be done between terms.
- (c) To have demonstrated ability to make practical application in the school room of the principles, etc., inculcated in the course, as evidenced by the favorable report of the Inspector on the school conducted for one or more terms by the candidate.



Rural Science Teachers and School Children, at Bible Hill School Garden, near Truro N. S., 1914.

SYLLABUS.

Nature Study.

Aims and purposes of Nature Study.

Distinction between Nature Study and information about nature on the one hand and formal science on the other.

Stages in Nature Study lessons:—(1) observation (as active experience), (2) reasoning upon the material observed or actions performed, and (3) expressing the observations, actions, judgments, applications, in the most suitable way or by different modes.

Observation, in the limited sense, distinguished from experiment.

Nature Study, a method of teaching by environment and experience, rather than a mass of knowledge about nature.

Environment and experience considered and analyzed as the field of Nature Study from the point of view of subject matter.

How geography (in part), physiology (in large part), arithmetic (in part), may be taught as Nature Study.

The correlations of Nature Study with literature, the expressive arts, arithmetic, mechanic and domestic science, and agriculture.

The preparation of the teacher—Proficiency in heuristic (investigational) as distinguished from informational or memoriter methods of instruction; elementary knowledge of the sciences; knowledge of the use of manuals and books of reference, with a view, not to acquire knowledge to restate to the pupils, but to guide them in their investigations.

The place of Nature Study in the Time Table.

Nature of aids and proper methods of using them:—Books, pictures, microscopes, aquaria, terraria, museum, etc.

The use and abuse of collections.

Reference Book.—*Nature Study*, Dearness (Copp, Clark Co., Toronto).

School Gardening and Horticulture.

The educational uses of the cultivation of plants, mental, moral, physical and economic values. The school garden a nature study laboratory.

Indoor gardening:—The preparation of the soil for potting and seed-planting; putting plants and seeds in pots and window boxes, and their care and management.

Study of the germination of seeds and the transplanting, potting and re-potting of plants. Testing the vitality of seeds.

The Outdoor School Garden:—Consideration of the situation, size; preparation and fertilization of the soil; selection of suitable kinds of flowers and vegetables; planning and laying out the garden; planting and seeding the plots and borders, subsequent cultivation and care of the garden.

Study of the propagation of plants by seeds, cuttings, budding, and grafting.

The Home garden plot as supplementary to the School garden, or as a substitute for it when the latter cannot be had.

Relation of insects to the plants of field, orchard and garden. Fungous diseases of economic plants.

Arbor Day. Tree raising, tree planting, care of trees.

Reference Book:—*The Nursery Book*, Bailey. (Macmillan Co.).

General Biology.

Living substance, the cell. Primary functions of the organism, metabolism.

Growth, reproduction.

Organic response, effects of life conditions, Principles of classification.

Botany.

Identification of common plants, including ferns, mosses, trees, etc. Plant Societies and Struggle to Exist.

Modifications of parts of plants for special work.

A study of a few garden flowers and vegetables.

Seed dispersal and seed germination.

The form and function of each part of any given plant.

The general physiology of plants.

Relation of Environment to Habit.

Plant collections.

Use of a systematic botanical key.

The strong feature of the course will be the field work. Systematic Botany will be kept in the background and the subject will be simply one phase of Nature Study. The aim will be to acquire habits and information that will be useful in teaching children. A course in formal botany, such as would be given in Colleges, will not be attempted.

Reference Books:—The Principles of *Botany*, Bergen and Davis, (Ginn & Co., Boston).

Biology, Bailey and Coleman (MacMillan & Co., New York).

Gray's New Manual of Botany, 7th Edition. (American Book Co., New York).

Farm Weeds (Department of Agriculture, Canada).

Those having any botanical text book such as Spotton, Gray or Bailey should bring it to Truro with them.

Chemistry.

A laboratory course in the chemistry of the farm and home based on the facts and laws of the science as mastered in the high school course.

The chemistry of lime as used in whitewash, disinfectant, Bordeaux mixture and cement.

The chemistry of carbon; combustion; comparison of fuels.

Water,—qualities of different kinds, testing purity and hardness.

Soap-making.

Plant and animal products,—testing for potash, phosphoric acid, nitrogen, iron, carbon, calcium in bone, seeds, etc. The chemistry of starch, sugar, fat, proteid, milk.

Fermentation.

Ultimate and proximate composition of soil.

The chemistry of fertilizers—testing for elements as above, in plant and animal products. Examination of a few commercial fertilizers.

A few simple experiments to illustrate the chemistry of fungicides, insecticides, paint, dyes, food-preservatives.

Reference Books:—*Chemistry of Plant and Animal Life*, Snyder. (Macmillan Co.).

Entomology.

The economic phases of insect life will receive special attention.

Mutual relations of insects and plants.

Study of at least five insects in respect to metamorphoses and foods.

Study of certain insects, beneficial or injurious, on the farm and in the home.

Structure of mouth, wing, legs, body; adaptations to environment.

Classification so far as to enable a student to place the common insects in their natural orders and the study of a collection representative of the common orders.

Text Book:—*Manual of Insects*, Comstock. (Comstock Pub. Co., Ithaca, N. Y.)

Economic Zoology.

This course treats of the various forms of animal life with special reference to the Nova Scotia forms and emphasizes the economic side of the study—the relations of animals to each other and to man.

Text book—Principles of Economic Zoology, Dougherty (Saunders Co., Philadelphia).

Agriculture.

Types and Methods of Farming followed in Nova Scotia with comparisons between the various parts of the Province. Consideration of principles involved including:

The Soil—Principles of Fertility—Its Development and Maintenance, Tillage, Drainage, Fertilizers, Rotation of Crops, etc.

Field Crops—Characteristics of Different Crops and how these Characteristics adapt them to conditions and to purposes. Methods of Cultivation and handling of each. Farm Implements and Labor Saving Machinery.

Live Stock—Its Importance in Farm Economy. Adaptability of Types and Breeds of Stock to the requirements of the Farm. Principles of feeding and care of animals. Care and handling of products including dairying.

Some practical work will be given, the amount depending on the time allowed for the course.

Reference Books:—Soils by Burkett. Agriculture by Brooks.—Types and Breeds of Farm Animals, Plumb.

Bacteriology.

An introductory study of bacteria.

Relation to health and disease.

The bacteria of the soil; nitrification; denitrification; nitrobacteria in their relation to leguminous plants; conditions favorable to growth of desirable soil-bacteria.

Bacteria in relation to dairying.

Methods of disinfection.

Text Book:—The Story of Germ Life by H. W. Conn (D Appleton & Co., N. Y.).

Mechanic Science.—Brush and Cardboard work.

Brush Drawing:—Materials, their preparation and use. A short course in impression work and brush drawing proper. Applications to nature work in the other courses.

Paper and Cardboard Modeling:—The necessary drawings for the development of models. The manipulation of tools and materials.

Mechanic Science.—Wood-work.

The use of tools. Students to make plant-press, insect box, and spreading-board, or equivalent models.

Text Book:—*The Theory of Educational Sloyd*, Otto Salomon. (Geo. Philip & Son, London, Eng.)

Physics.—Mechanics.

The study of the principles of mechanics, pressure, force, lever, wheel, screw, etc.—as applied to farm machinery, pumps, etc.

The salient features of Chaps. I, II, III, IV, V, X, XI, XII and XIV of "Applied mechanics for beginners," Duncan, (The MacMillan Co.), indicate what is expected of students in this class.

Physics.—Weather-work.

Making and recording observations upon the elements of weather:—temperature, moisture, pressure, wind, cloud, etc.

The principles and the methods of using instruments to measure temperature moisture, etc. Methods of improvising simple forms of some of these instruments.

Practice in making deductions from the various records kept.

The causes and movements of storms.

Text book:—The Story of the Atmosphere, Douglas, (Appleton & Co.).

Geology and Soil Physics.

The study of soil as disintegrated rock:—silicates, limestone, gypsum, etc. The rocks to be studied from specimens and as far as possible in their native situation.

Typical geological formations; examination of the local ones; illustration of strata, folds, dip, fracture, weathering, etc.

Formation of river-valley, intervalle, salt-marsh, springs.

Study of the nature and significance of some of the common fossils found in our coal and limestone beds.

Review of the geological map of the Province,—each student to study particularly the part of the map treating of his own neighborhood.

The methods of taking samples of soils.

Mechanical analysis of three typical soils.

Determination of the percentage of air and water in soil.

Temperature of soil and its modifying factors.

The effects on clay of lime salt, gypsum and humus.

The relation of size of particles of soil to water holding power.

The capillarity of at least two kinds of soil, and the rate of percolation through them. Power of air-dry soils to absorb water. Texture of soils—heavy and light.

Soil solutions.

Reference books:—Introduction to Geology, Scott, (MacMillan & Co. N. Y.). Soils, Burkett. (Orange Judd Co). The Soil, King. (Macmillan Co.).

Birds.

In this course emphasis will be placed on the study of birds as living animals.

Methods of bird study in the field.

The careful field-study—appearance, song, flight—of several birds of economic interest.

The complete life-history of at least two quite different species of bird.

Nesting habits, song, migration and economic values of birds.

Structure of bill, wing, leg, feathers and adaptations to environment.

Recognition of our common birds.

Classification:—The characters of the orders represented in Nova Scotia,—the perchers especially.

Text Book:—Birds of Eastern North America, Chapman (D. Appleton & Co.).

Plant Diseases.

A field and laboratory course in the study of parasitic organisms causing diseases in cultivated plants, e. g. Black Knot, Bunt, Rusts, Smut, Plum pocket, etc

Life histories and methods of control.

Time Table.

Students must elect their courses with reference to the following provisional time table.



Rural Science Teachers' Gardening on Vacant Lot, Corner Queen and Lorne Street, Truro, N. S., 1914.

| Hour | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------|---------------------------|------------------------------|-------------------------------|----------------------------|---------------------------|
| 9 a. m. | Brush Work &c. Zoology | Agriculture Sr. Biology | Brush Work &c. Zoology | Agriculture Sr. Biology | Geology Botany Sr. |
| 10 a. m. | Entomology Chemistry | Agriculture Jr. Wood Work | Entomology Chemistry | Biology | Entomology Chemistry |
| 11 a. m. | Entomology Chemistry | Wood Work Geology | Entomology Chemistry | Agriculture Jr. | Entomology Chemistry |
| 1.30 p. m. | Nature Study Mechanics | Horticulture | Agriculture Jr. Botany Sr. | Horticulture | Nature Study Mechanics |
| 2.30 p. m. | Botany Jr. | Horticulture | Botany Jr. Agriculture Sr. | Horticulture | Botany Jr. |
| 3.30 p. m. | Botany Jr. | Plant Diseases Zoology | Botany Jr. | Bacteriology Zoology | Botany Jr. |
| 4 p. m. | | | Weather Work Bird Study | | |

Note. Additional hours will be arranged for at the first meeting of the classes in a number of the courses e. g. Bacteriology, Plant-diseases &c., Field excursions will be conducted in connexion with the work in Botany, Bird study &c., and may be participated in by interested students, time table permitting, whether enrolled in the courses or not.

Students who do satisfactory work in at least three Rural Science subjects will at the end of the session, be paid a cash bonus of ten dollars. In addition they will be presented with one or two helpful books or with a year's subscription to two Nature magazines.

The bonus is in addition to the actual minimum traveling expenses previously mentioned.



Rural Science Teachers on a Nature Study Excursion, Folleigh Lake, N. S., 25 July, 1914.

A Physical Training Course

leading to the Teachers' Grade B Physical Training Certificate will be provided by the Dominion Department of Militia and Defense. Attendance on this class, however, will not qualify students for any aid from the Rural Science funds. It has just been intimated from Ottawa that no bonus will be paid those taking the course, as was done last year. The providing of an instructor is all that can be done. There may be no course for Cadet Instructors this year, on account of the pressure of war conditions.

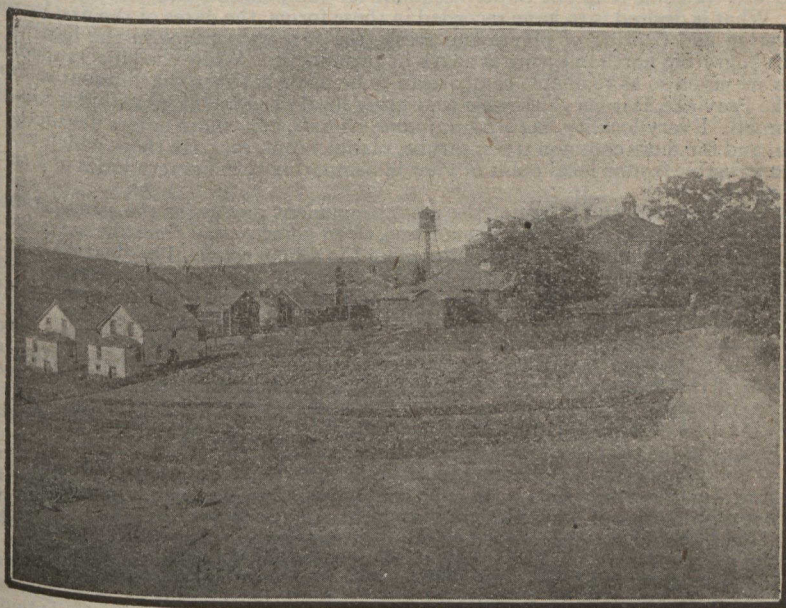
OFFICERS AND STAFF.

Council: Principals of the Agricultural and Normal Colleges with the Superintendent of Education.

Loran A. DeWolfe, M. Sc., *Director.*

C. L. Moore, M. A., F. R. S. C., *Dean.*

(Staff: Professors of Normal and Agricultural Colleges, and special instructors.)



Nova Scotia Agricultural College (side view), Truro, N. S., 1914.

The next summer session of the Rural Science Training School will be held at the Provincial Normal and Agricultural Colleges, Truro, N. S., from 7 July to 5 August, 1915.

The first meeting will open at 10 A. M., in the convocation room of the Normal College, when all students should be present in order to qualify for full attendance.

For further particulars apply to L. A. DeWolfe, M. Sc., Director of Rural Science schools, Truro, N. S.

(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 undertaken at the most convenient time, without encroaching on school hours; while on the other hand it will tend to break up the monotony of school travel, fill an idle or wearisome walk with interest, and be one of the most valuable forms of educational discipline. The eyes of a whole school daily passing over the school routes 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 principle of recording is emphasized: Better *no date, no record*, than a *wrong one* or a *doubtful one*. Sports out of season due to very local conditions not common to at least a small field, should not be recorded except parenthetically. The date to be recorded for the purposes of compilation with those of other localities should be the *first* of the *many* of its kind following immediately after it. For instance, a butterfly emerging from its chrysalis in a sheltered cranny by a southern window in January would not be an indication of the general climate, but of the peculiarly heated nook in which the chrysalis was sheltered; nor would a flower in a semi-artificial, warm shelter, give the date required. When these sports out of season occur, they might also be recorded, but within a parenthesis to indicate the peculiarity of some of the conditions affecting their early appearance.

These schedules should be sent in to the Inspector with the 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 the record.

PHENOLOGICAL OBSERVATIONS, CANADA.
(1915 Schedule).

(For the months January to June 19 ; or the months July to December, 19)
Province..... County..... District.....
Locality or School Section..... No.....

The estimated length and breath 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.....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 Scotia Phenochrons. | 1914 | 1914 |
| Average dates for the Province. | | |

| (Wild Plants, etc.—Nomenclature as in "Spotton" or "Gray's Manual"). | | |
|--|-----|-----|
| 1. Alder (<i>Alnus incana</i>), catkin shedding pollen..... | 118 | 125 |
| 2. Aspen (<i>Populus temuloides</i>), shedding pollen..... | 124 | 131 |
| 3. Mayflower (<i>Epigaea repens</i>), flowering..... | 116 | 124 |
| 4. Field Horsetail (<i>Equisetum arvense</i>), shedding spores.. | 135 | 141 |
| 5. Blood-root (<i>Sanguinaria Canadensis</i>), flowering..... | 137 | 140 |
| 6. White Violet (<i>Viola blanda</i>), flowering..... | 134 | 140 |
| 7. Blue Violet (<i>Viola palmata, cucullata</i>), flowering..... | 137 | 143 |
| 8. Hepatica (<i>H. triloba</i> etc.), flowering..... | 142 | 146 |
| 9. Red Maple (<i>Acer rubrum</i>), flower shedding pollen..... | 133 | 139 |
| 10. Strawberry (<i>Fragaria Virginiana</i>), flowering..... | 133 | 141 |
| 11. " " fruit ripe..... | 168 | 174 |
| 12. Dandelion (<i>Taraxacum officinale</i>), flowering..... | 137 | 143 |
| 13. Adder's Tongue Lily (<i>Erythronium Am.</i>), flowering..... | 145 | 151 |
| 14. Gold Thread (<i>Coptis trifolia</i>), flowering..... | 141 | 146 |
| 15. Spring Beauty (<i>Claytonia Caroliniana</i>), flowering..... | 139 | 144 |
| 16. Ground Ivy (<i>Nepeta Glechoma</i>), flowering..... | 146 | 151 |
| 17. Indian Pear (<i>Amelanchier Canadensis</i>), flowering..... | 145 | 150 |
| 18. " " fruit ripe..... | 185 | 190 |
| 19. Wild Red Cherry (<i>Prunus Pennsylvanica</i>), flowering.... | 150 | 154 |
| 20. " " fruit ripe..... | 236 | 244 |
| 21. Blueberry (<i>Vaccinium Can. and Penn.</i>), flowering..... | 148 | 155 |
| 22. " " fruit ripe..... | 248 | 254 |
| 23. Tall Buttercup (<i>Ranunculus acris</i>), flowering..... | 158 | 165 |
| 24. Creeping Buttercup (<i>R. repens</i>), flowering..... | 165 | 168 |
| 25. Painted Trillium (<i>T. erythrocarpum</i>), flowering..... | 153 | 158 |
| 26. Rhodora (<i>Rhododendron Rhodora</i>), flowering..... | 154 | 159 |
| 27. Pigeon Berry (<i>Cornus Canadensis</i>), florets opening..... | 155 | 161 |

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 above except that for January, by 1]

| | When First Seen. | When Becoming Common. |
|--|------------------|-----------------------|
| 28. Pigeon Berry (<i>Cornus Canadensis</i>), fruit ripe..... | 173 | 174 |
| 29. Star Flower (<i>Trientalis Americana</i>), flowering..... | 152 | 158 |
| 30. Clintonia (<i>Clintonia borealis</i>), flowering..... | 161 | 164 |
| 31. Marsh Calla (<i>Calla palustris</i>), flowering..... | 161 | 163 |
| 32. Lady's Slipper (<i>Cypripedium acaule</i>), flowering..... | 161 | 166 |
| 33. Blue-eyed Grass (<i>Sisyrinchium ang.</i>), flowering..... | 161 | 166 |
| 34. Twinflower (<i>Linnaea borealis</i>), flowering..... | 165 | 167 |
| 35. Pale Laurel (<i>Kalmia glauca</i>), flowering..... | 159 | 164 |
| 36. Lambkill (<i>Kalmia angustifolia</i>), flowering..... | 162 | 165 |
| 37. English Hawthorn (<i>Crataegus oxyacantha</i>), flowering... | 163 | 164 |
| 38. Scarlet fruited Thorn (<i>Crataegus coccinea</i>), flowering... | 162 | 167 |
| 39. Blue Flag (<i>Iris versicolor</i>), flowering..... | 170 | 172 |
| 40. Ox-Eye Daisy (<i>Chrysanthemum Leucanthemum</i>), flowering..... | 167 | 169 |
| 41. Yellow Pond Lily (<i>Nuphar advena</i>), flowering..... | 167 | 171 |
| 42. Raspberry (<i>Rubus strigosus</i>), flowering..... | 158 | 165 |
| 43. Raspberry (<i>Rubus strigosus</i>), fruit ripe..... | 214 | 217 |
| 44. Yellow Rattle (<i>Rhinanthus Crista galli</i>), flowering..... | 172 | 172 |
| 45. High Blackberry (<i>Rubus villosus</i>), flowering..... | 165 | 172 |
| 46. High Blackberry (<i>Rubus villosus</i>), fruit ripe..... | 245 | 256 |
| 47. Pitcher Plant (<i>Sarracenia purpurea</i>), flowering..... | 170 | 172 |
| 48. Heal-All (<i>Brunella vulgaris</i>), flowering..... | 163 | 164 |
| 49. Common Wild Rose (<i>Rosa lucida</i>), flowering..... | 163 | 167 |
| 50. Fall Dandelion (<i>Leontodon autumnale</i>), flowering..... | 169 | 174 |
| 51. Butter-and-Eggs (<i>Linaria vulgaris</i>), flowering..... | 165 | 169 |
| 52. Expanding leaves in spring made trees appear green (a) first tree, (b) leafing trees generally..... | 143 | 160 |

(Cultivated Plants, etc.)

| | | |
|--|-----|-----|
| 53. Red Currant (<i>Ribes rubrum</i>), flowering..... | 178 | 188 |
| 54. " " fruit ripe..... | 235 | 236 |
| 55. Black Currant (<i>Ribes nigrum</i>), flowering..... | 150 | 155 |
| 56. " " fruit ripe..... | 185 | 188 |
| 57. Cherry (<i>Prunus Cerasus</i>), flowering..... | 150 | 155 |
| 58. " " fruit ripe..... | 219 | 220 |
| 59. Plum (<i>Prunus domestica</i>), flowering..... | 149 | 157 |
| 60. Apple (<i>Pyrus Malus</i>), flowering..... | 153 | 160 |
| 61. Lilac (<i>Syringa vulgaris</i>), flowering..... | 161 | 166 |
| 62. White Clover (<i>Trifolium repens</i>), flowering..... | 167 | 171 |
| 63. Red Clover (<i>Trifolium pratense</i>), flowering..... | 167 | 170 |
| 64. Timothy (<i>Phleum pratense</i>), flowering..... | 167 | 168 |
| 65. Potato (<i>Solanum tuberosum</i>), flowering..... | 186 | 198 |

(Farming Operations, etc.)

| | | |
|-------------------------------------|-----|-----|
| 66. Plowing begun..... | 128 | 134 |
| 67. Sowing begun..... | 136 | 143 |
| 68. Planting of Potatoes begun..... | 134 | 140 |

PHENOLOGICAL OBSERVATIONS—(Continued).

| | | | |
|-----|-------------------------|-----|-----|
| 69. | Shearing of Sheep | 132 | 141 |
| 70. | Hay Cutting..... | 220 | 228 |
| 71. | Grain Cutting..... | 258 | 270 |
| 72. | Potato Digging..... | 280 | 288 |

(Meteorological Phenomena).

| | (a) | (b) | |
|-----|--|-----|-----|
| 73. | Opening of (a) Rivers, (b) Lakes without currents..... | 92 | 116 |
| 74. | Last Snow (a) to whiten ground, (b) to fly in air | 122 | 135 |
| 75. | Last Spring Frost (a) "hard" (b) "hoar"..... | 138 | 153 |
| 76. | Water in streams, rivers, etc (a) highest, (b) lowest..... | 109 | 287 |
| 77. | First Autumn Frosts, (a) "hoar" (b) "hard"..... | 281 | 303 |
| 78. | First Snow (a) to fly in air, (b) to whiten ground..... | 297 | 318 |
| 79. | Closing of (a) Lakes without currents, (b) Rivers..... | 345 | 357 |
| 80. | Number of Thunder Storms (with dates of each)..... | | |

January 1; February 2; March 13; April 9; May 18; June 24; July 4; August 6; September 11; October 6; November 7; December 3.

| Day of year corresponding to the last day of each month. | Going North or coming in Spring | Going South or leaving in Fall. |
|--|---------------------------------|---------------------------------|
| Jan. 31 | April 120 | July 212 |
| Feb. 59 | May 151 | Aug. 243 |
| March 90 | June 181 | Sept. 273 |
| | | Oct. 304 |
| | | Nov. 334 |
| | | Dec. 365 |

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

(Migration of Birds, etc).

| | | | |
|------|---|-----|-----|
| 81. | Wild Duck migrating | 96 | 354 |
| 82. | Wild Geese migrating..... | 90 | 304 |
| 83. | Song Sparrow (<i>Melospiza fasciata</i>)..... | 97 | |
| 84. | American Robin (<i>Turdus migratorius</i>)..... | 91 | |
| 85. | Slate coloured Snow Bird (<i>Junco hiemalis</i>)..... | 97 | |
| 86. | Spotted Sand Piper (<i>Actitis macularia</i>)..... | 127 | |
| 87. | Meadow Lark (<i>Sturnella magna</i>)..... | 121 | |
| 88. | Kingfisher (<i>Ceryle Alcyon</i>)..... | 123 | |
| 89. | Yellow Crowned Warbler (<i>Dendroeca coronata</i>)..... | 134 | |
| 90. | Summer Yellow Bird (<i>Dendroeca aestiva</i>)..... | 143 | |
| 91. | White Throated Sparrow (<i>Zonotrichia alba</i>)..... | 123 | |
| 92. | Humming Bird (<i>Trochilus Colubris</i>)..... | 146 | |
| 93. | King Bird (<i>Tyrannus Carolinensis</i>)..... | 138 | |
| 94. | Bobolink (<i>Dolichonyx oryzivorus</i>)..... | 136 | |
| 95. | American Gold Finch (<i>Spinus tristis</i>)..... | 149 | |
| 96. | American Redstart (<i>Setophaga ruticilla</i>)..... | 143 | |
| 97. | Cedar Waxwing (<i>Ampelis cedrorum</i>)..... | 149 | |
| 98. | Night Hawk (<i>Chordeiles Virginianus</i>)..... | 134 | |
| 99. | Piping of Frogs..... | 117 | |
| 100. | Appearance of Snakes..... | 125 | |

(Other Observations or Remarks).

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

Phenological Schedules.

It has been 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 of 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 intended 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.

PHENOLOGICAL OBSERVATIONS.

List of Schools sending in Schedules of Local Observations for the School Term ended July, 1914.

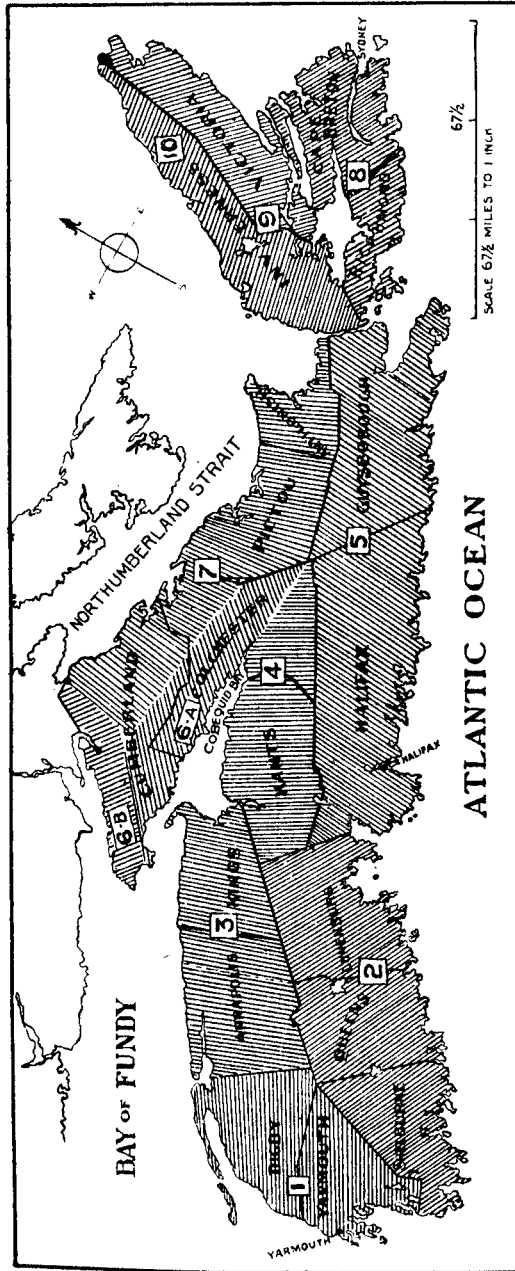
The teachers of Nova Scotia have already acquired a reputation beyond those of any other part of America for their voluntary devotion to and success in the cultivation of the observing faculties of the pupils under their charge. And our first line of biologists, a few widely known already in the world,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

The three columns on the next page give respectively, (1) the names of the teachers, (2) the names of the school sections, and (3) the numbers of observations recorded.

The number of observations generally indicates the interest taken in the work by the respective schools. Even a few accurate observations are of value as scientific documents. 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 Province is divided into its main climate slopes or regions not always coterminous with the boundaries of counties. 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 Cos. | " " " |
| III. | Annapolis and Kings Counties, | (a) Coast, (b) North Mt., (c) Annapolis Valley (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 n'west), | " " " |
| VII. | North'rland Sts Slope (to the N'h), | " " " |
| VIII. | Richmond & Cape Breton Co's., | " " " |
| IX. | Bras d'Or Slope (to the southe't), | " " " |
| X. | Inverness Slope (to Gulf, N. W.), | " " " |



THE TEN PHENOLOGICAL REGIONS OF NOVA SCOTIA.

REGION I.

Yarmouth and Digby Counties.

(b) *Low Inland.*

| | | |
|---------------------|----------------|----|
| Pauline Saulnier... | Corberrie..... | 30 |
| Maria I. G. Purney | Sand Beach... | 63 |

REGION II.

Shelburne, Queens and Lunenburg Counties.

(a) *Coast.*

| | | |
|---------------------|----------------|-----|
| Hattie B. Crouse... | W M'dd Sable. | 5 |
| Bertha C. Decker.. | Little Harbor. | 15 |
| Cora D. Fleet..... | Cherry Hill... | 151 |

(c) *High Inland.*

| | | |
|-------------------|--------------|---|
| Percy C. Kempton. | Albany New.. | 8 |
| Ruey M DeLong... | Rhyno's..... | 8 |

REGION III.

Annapolis and Kings Counties.

(a) *Coast.*

| | | |
|-------------------|-----------------|----|
| Lilla M. Naugar.. | Inglisville.... | 17 |
|-------------------|-----------------|----|

(b) *Low Inland.*

| | | |
|--------------------|---------------|----|
| Annie M. Longley.. | West Paradise | 11 |
|--------------------|---------------|----|

REGION IV.

Hants and Colchester Counties.

(c) *High Inland.*

| | | |
|--------------------|---------------|----|
| Marjorie Eaton.... | South Branch. | 12 |
| Anna M. McKay... | Harmony..... | 9 |

REGION V.

Halifax and Guysboro Counties.

| | | |
|---------------------|----------------|----|
| Mary Ann Laurie.. | M'dd. Milford. | 17 |
| Alice L. Leslie.... | Spry Bay..... | 19 |

REGION VII.

Pictou, Antigonish and Cumberland Counties.

(a) *Coast.*

| | | |
|---------------------|------------|-----|
| Irene C. Robertson. | Keble..... | 11 |
| Myra J. Bryden.... | Alma..... | 118 |

(b) *Low Inland.*

| | | |
|-------------------|-----------------|----|
| Frances M. Gunn.. | E. River, St.M. | 23 |
| Mary Macdonald.. | Maryvale..... | 40 |

(c) *High Inland.*

| | | |
|---------------------|-----------------|-----|
| Annie M. Mason... | Mt. William.. | 59 |
| Alice F. Inglis.... | N. Fraser's Mt. | 11 |
| Hattie Sutherland.. | Marsh..... | 8 |
| Lydia MacMillan.. | Birch Brook.. | 10 |
| Louisa V. Brownell. | Bridgeville... | 12 |
| Lizzie E. Hickey... | Slades..... | 135 |

REGION VIII:

Richmond and Cape Breton Counties.

(a) *Coast.*

| | | |
|--------------------|----------------|---|
| Sarah Chisholm... | Boisdale..... | 5 |
| Gertrude O'Donell. | Baleine.... | 9 |
| Mary Boyle..... | Alder Point... | 7 |
| May E. Miller.... | Horne's Road. | 5 |

(b) *Low Inland.*

| | | |
|-------------------|----------------|----|
| Annie Johnstone.. | Rear Ball's Ck | 13 |
| Norman Macdonald | Cariboo Marsh | 12 |
| Margaret McLeod.. | Cape Breton.. | 40 |

(c) *High Inland.*

| | | |
|-------------------|--------------|----|
| W. D. McKenzie.. | Beechmont... | 1 |
| Henrietta Madower | Meadows Road | 62 |

REGIONS IX and X.

Inverness and Victoria Counties.

X. (b) *Low Inland.*

| | | |
|-------------------|-----------------|----|
| Cath. McDougall.. | Princeville.... | 16 |
|-------------------|-----------------|----|

X. (c) *High Inland.*

| | | |
|------------------|----------------|----|
| May MacIntosh... | Maple Hills... | 16 |
|------------------|----------------|----|

233. RURAL SCHOOL LIBRARIES.

Section 81 of "The Education Act," authorizes the rate-payers to vote funds for "books for the school libraries" at any regularly called school meeting.

In some schools among those fully graded, the prescribed Readers may be thoroly mastered before the other portions of the course; so that additional reading may be undertaken profitably by the pupils. Such readings are known as "supplementary" and may be authorized by the Council for any section making application; but only on the conditions; (a) that the prescribed Readers have first been thoroly mastered and (b) that the "supplementary" Readers authorized be the property of the school section, so that no parent or pupil shall be required to purchase any such Reader.

The Regulations, referring to the equipment of "Superior" Schools, High Schools and County Academies, make the school library an essential part of the legal equipment of public schools, which inspectors can have enforced by the withholding of public funds under the conditions specified.

Chapter 24 of the Statutes of 1903 is as follows:—

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

(1) The Council of Public Instruction may pay annually out of the Provincial Treasury to any teacher acting as the librarian of the school library of the school section the sum of five or ten dollars, according as the equipment of the school, the value and use of the library, and the general management of the school and library, attain the standards prescribed by regulations of the Council for the smaller or larger library grant respectively.

(2) Nothing in this Act shall apply to the schools in any incorporated town, or in any school section employing an Academic or a Class A teacher drawing a superior school grant, or a teacher drawing an Agricultural grant or a Manual Training grant.

Under the authority of this Act the Council of Public Instruction has made the following

REGULATIONS FOR RURAL SCHOOL LIBRARIES.

234. (1)—The Grants.

The Rural School Library grants, authorized by statute (quoted above) are intended to stimulate the formation and use of libraries in school sections other than those in which Class "A," Agricultural or Manual Training grants are drawn —which grants are already conditioned to some extent by the existence of appropriate libraries.

For the *five* dollar grant the books belonging to the library must be worth at least *fifty* dollars and at least 150 issues of books must have been made during the year to readers.

For the *ten* dollar grant the books belonging to the library must be worth at least a *hundred* dollars, and at least 300 issues must have been made to readers during the year.

(2)—The Books.

The books reckoned as library books qualifying for the grant shall be as far as possible adapted to the wants (1) of the pupils and (2) of the residents of the school section, and shall be selected from a catalog recommended by the Council of

Public Instruction. "Blue Books," reports, and any documents published by the Dominion provincial or municipal governments for the information of the public should also find a place in the library, but their value shall be reckoned at the price paid for them, and they should be numbered as the other volumes or pamphlets.

The books shall be the property of the school section, no matter whether the funds have been raised by sectional assessment, school entertainments, subscription or donation; and shall therefore be primarily in charge of the school board and their secretary as an asset of which they shall present the inventory at each annual meeting, and for the loss or injury of which thru lack of efficient management or care, they shall be personally liable to the section.

The prices given in the "catalog" are taken from the publishers' lists and are subject to change from time to time. They are given merely as the probable approximate cost. Books may be purchased directly from the publishers or from local dealers, and as large discounts are often made, it is always advisable to ascertain their cost before purchasing.

Trustees are cautioned not to buy books from agents who may offer full sets of books at a "bargain." Such sets, as a rule, are not the most useful selections for children or even adults. Nor should cheapness always determine what edition should be purchased; for bad type, poor paper or defective binding should not be imposed upon children any more than on adults.

Books imported into Canada for school libraries are entered free of duty.

(3)—The Books—How Kept.

The books shall be kept (when not loaned to readers) in a proper book-case under lock and key. Under the direction of the secretary of the school-board the teacher acting as librarian shall be responsible to the school trustees for the loaning, collecting and safe-keeping of the books. The librarian at the close of his period of service, shall deliver up to the secretary the library and its whole equipment in good order and in good condition except for reasonable wear and tear or accidents not due to lack of intelligence or care. The loss of any volumes or material through the librarian's fault will be chargeable against his salary, and shall be replaced at his expense by the secretary. In the case of a conflict of opinion the inspector shall arbitrate the case.

The secretary shall on the retiring of any librarian acknowledge by his signature the correctness of the inventory of the library thus given up; and on the assumption of the duty of librarian by another teacher, the said teacher shall in like manner acknowledge the correctness of the inventory of the library handed over to him. If a book is lost or injured by any one to whom it has been issued, the secretary of the trustees shall promptly take the necessary legal action for its recovery or the cost of its restoration on the report of the librarian who shall not be responsible for the loss, provided he has followed the instructions of the secretary in a reasonable manner, and reported the injury or loss promptly.

A book loaned to a member of a family in which infectious disease has broken out should not be returned to the library; but its value should be promptly paid and a new book obtained.

Local regulations not inconsistent with the regulations of the C. P. I. may be authorized by the school board, fixing the time of loan, fines for holding books overtime, methods of assessing and collecting damages to books, and all other local matters of management, but all books must be called in at the close of the school term. During the vacation period and the absence of the teacher, the secretary may on the written order of the school trustees issue books as librarian all of which must be replaced by him when the library is handed over to the new librarian.

(4)—The School Dictionary.

There must be an English Dictionary in the school room, and all pupils above Grade III must be taught how to use it, and must be accustomed to use it freely.

(5)—The Library Case.

There must be a library case, under lock and key, for the safe keeping of the books.

(6)—The Accession Book.

There must be an accession book kept in which all the books of the library are entered as they are procured, so as to show all the details specified below.

This book should be not less than seven by nine inches (which is the size of the "return" a duplicate of which is to be annually pasted into it) with good stiff cover and well bound back, and at least 48 leaves. Books of 72 leaves are more common, and are of good size for even the smallest library, for they will be large enough to keep the record of books added to the library for many years.

A uniform label for such book, somewhat as follows, will be supplied by the publisher of the other library blanks:

| | |
|------------------------------|------------------|
| ACCESSION BOOK | |
| of | |
| Rural School Library. | |
| School Section, | |
| No..... | District No..... |
| County....., Nova Scotia, | |

The two pages will be used as a single folio 14 inches wide and 9 inches deep, containing 20 or more horizontal blue lines; and should be neatly ruled in red ink by the librarian as follows:

1st. A double horizontal line near the top of the page under which the titles of the vertical columns shall be neatly written, underneath these titles rule a single red line.

2nd. Vertical lines in red from the double horizontal line to the bottom, forming columns of the following breadth under each of the following headings:

(Left Page).

| | | | | |
|------------------------------|---------------------------------|------------------------|------------------------------------|--|
| No ($\frac{3}{4}$ inch.) | Class ($\frac{1}{2}$ inch.) | Author. (2 inches). | Title. ($2\frac{1}{2}$ inches) | Date Received. ($1\frac{1}{4}$ inches) |
|------------------------------|---------------------------------|------------------------|------------------------------------|--|

(Right Page).

| | | | | |
|--|-------------------------------------|----------------------|---------------------------------|---------------------------------------|
| Publisher. ($2\frac{1}{2}$ inches) | Year Pub. ($\frac{1}{2}$ inch). | Source. (1 inch). | Cost. ($\frac{1}{2}$ inch.) | Remarks. ($2\frac{1}{2}$ inches). |
|--|-------------------------------------|----------------------|---------------------------------|---------------------------------------|

All the entries must be in ink. Books should be numbered consecutively from No. 1. The Class indicated by a letter, should also for convenience be given near the number which should be on the inside of the front cover. A general label may be provided for this purpose—somewhat as follows:

| | |
|------------------------------|------------|
| RURAL SCHOOL LIBRARY. | |
| No..... | Class..... |
| School section, | |
| Co., Nova Scotia. | |

Give surname of author first, followed by his initials if necessary.

Give short title, sufficient to distinguish the book—omitting the article.

Give date when book is entered in the "Accession Book."

Give short title of publisher and place, thus: "Macmillan's, London,"

Give the date of publication—the year.

Under "Source," use any brief expression to indicate from whom the book was obtained. Put a letter "g" (gift) under the head of "cost" when necessary.

Under "Remarks" make such entries as the following: "Lost 3 Jan., 1913." "Missing" 18 Apr., 1903: "Given in exch. for No. 47": "Rec'd in ex. for No. 12": "Worn out and withdrawn (date)" "Replaced by No. 123." &c.

(7)—The Card Catalog and Loan Record.

There must be a record of the loans of books, and each book must be loaned by the librarian to a reader (not by one reader to another) so that the library may receive due credit for the number of readings or issues of the books.

The system of loan records prescribed is the "Card System," briefly described as follows:

There must be a card exactly three by five inches for each book in the library, having on the five inch top line a place for the "No." ($\frac{1}{4}$ inch) "Class" ($\frac{1}{4}$ inch), "Author" (2 inches—surname first), "Title" ($2\frac{1}{2}$ inches).

Under this line may be nine or ten horizontal lines, which should be divided into two equal parts by a strong vertical line, each part to be again divided into three columns under the following heads: "Date lent" ($\frac{1}{2}$ inch), "Borrower's name" ($1\frac{1}{2}$ inches), "Date returned" ($\frac{1}{2}$ inch). This will give room for 18 or 20 records of borrowing and as the lines can be continued beyond the bottom of the card to the other side, it will contain space enough for about 40 borrowings of books, one nearly for each week of the school year. In dating, the months should be indicated by only one or two letters Ja—January, Je.—June, Jl.—July, etc.

If the book is borrowed so seldom that the card will do for two school years a red line should be ruled to separate distinctly the record of the previous school year from that of the current year. This will enable the librarian to count up the number of the "issues" of each book for the yearly return, readily and accurately.

The card will look somewhat like this:—

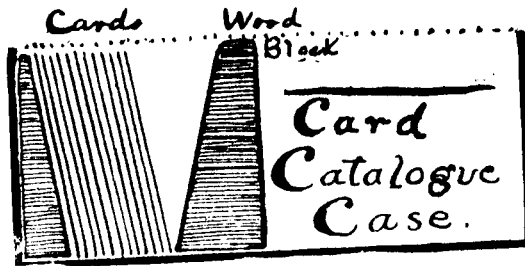
| | | | | | | |
|----------------|-----------------|---------------|------------------|-----------------|---------------|--|
| No. | Class | Author | Title. | | | |
| 47 | E. | Dickens, C. | Christmas Carol. | | | |
| Date lent | Borrower's name | Date returned | Date lent | Borrower's name | Date returned | |
| 1915 Ja. 18 | John Smith | Ja. 25 | | | | |
| Fe. 3 | Alice Jones | Fe. 10 | | | | |
| M. 10 | Fred Adams | | | | | |
| | Jane Clark | | | | | |

This card shows that Charles Dickens "Christmas Carol" was issued to John Smith for a week, from January 18th, to 25, when it was returned: issued to Alice

Jones from February 3rd to 10th; and to Fred Adams on March 10th, not yet returned, Jane Clark's name is entered to show that the book was promised her when returned by Fred Adams, the "date" not to be filled in until it is issued to Jane Clark.

The cards should be kept in a neat wood or pasteboard box, five inches wide and about three inches deep, with the Author and Title uppermost, arranged always strictly in the alphabetical order of the names of the authors, and the books of each author likewise arranged in the alphabetical order of the Title.

While the breadth of the inside of the card box should be five inches, or just a little more, in order to allow the cards to be moved without friction, the length will depend on the number of cards which might in the future be expected to be required. It is recommended to have the card box several inches long, if a large library is expected in a few years, the vacant space of which can have a neat block of wood which can be moved up to the cards so as to keep them standing. It will be an advantage to have the face of such block against the cards slightly sloping instead of vertical, so that when in contact with the base of the card, the finger can tilt the top of the card a half an inch forward so as to expose the name of the author and title to view. It is also preferred to have a similar wedge-like block at the back of the cards so that they will not be resting vertically on edge, but tilted back slightly, thus making the "author" and "title" more easily visible when fingering for the required card. Side view of such a box:



Neat card catalog boxes containing 100 cards and the prescribed labels can be obtained from T. C. Allen & Co., Halifax, N. S., at a retail cost of twenty-five cents.

Whenever a book is given out the entry is to be made on the card as already indicated; and when it is returned care must be taken to mark the card before the book is placed in the case, where it should be arranged in the same alphabetical order as the card in its box.

An asterisk or star should be placed over the name of each adult borrowed, so that the number of these may be readily picked up by running the eye over the cards. The teacher, parents and ratepayers of the section shall have the privilege of using the library; and the number of issues of books to adults will therefore be an interesting and important item of information for the educational authorities as well as for general public. This information has to be given in the "annual return."

(8)—Classification.

The books shall be divided into the following twelve classes, the statistics of which must be given separately in the annual return. To make such a report possible and easy the letter indicating the class should be entered on each book and card near its No.

Class A.—*Scientific* (including all books ranging from elementary nature study to the application of science to the arts and industries, such as Agriculture, Forestry, etc.

- B.— *Travel and Description.*
- C.— *Biography.*
- D.— *History.*
- E.— *Fiction.*
- F.— *Poetry.*
- G.— *Fine Arts* (Music, Drawing, Painting, etc.)
- H.— *Miscellaneous* (Literature which cannot come under the foregoing or following classes, such as Mythology, Children's Stories, etc)
- J.— *Books of Reference*, (Dictionaries, Cyclopedias, Gazetteers, Atlases, Year Books, School Law, Journals and Reports on Education, etc.)
- K.— *Blue Books* (all government and municipal reports, publications, etc., not in J.)
- L.— *Periodicals.*
- M.— *Readers for Supplementary Reading in School.*

| Class | No Books at beginning of school year | No Books added during school year | No. Books lost or withdrawn during school year | No. Books at end of school year | Circulation (No of issues) during school year |
|------------|--------------------------------------|-----------------------------------|--|---------------------------------|---|
| A..... | | | | | |
| B..... | | | | | |
| C..... | | | | | |
| D..... | | | | | |
| E..... | | | | | |
| F..... | | | | | |
| G..... | | | | | |
| H..... | | | | | |
| J..... | | | | | |
| K..... | | | | | |
| L..... | | | | | |
| M..... | | | | | |
| Total..... | | | | | |

*No. of issues to others than pupils in this total.....
 Books added during year, by purchase.....by gift.....by exchange
 Total.....
 Books withdrawn during year, by wear.....by loss.....by exchange
 Total.....
 Number of borrowers (readers), children.....adults.....Total.....

Annual Financial Statement.

Receipts.

Expenditure.

| | |
|------------------------------------|--|
| Balance from last year.....\$..... | For Library, case and equipment.....\$..... |
| From School Funds..... | For Books..... |
| " Donations..... | Bal. on hand unexpended if any, at end of school year..... |
| " Contributions of pupils..... | |
| " School entertainments..... | |
| " Fines for damages to books..... | |
| " Other sources..... | |
| Total.....\$..... | Total.....\$..... |

(It is recommended that no balance be left *unexpended* at the end of the school year. The *totals* will then show the exact expenditure on the Library during the school year.

Summary Financial Statistics.

| | |
|---|---------|
| Total expenditure on Library since 1900 (from last An. Return)..... | \$..... |
| Expended this school year on Library case and accessories..... | |
| Expended this year on Books..... | |
| <hr/> | |
| Total expenditure to end of this school year..... | \$..... |
| <hr/> | |
| Estimated present value of Books..... | \$..... |
| Estimated present value of Library case and accessories..... | |
| <hr/> | |
| Estimated present value of total Library equipment..... | \$..... |

Library.

This is to certify that to the best of our knowledge and belief the Library has been conducted during this school year as required by law; that all the blanks in this return are filled in correctly and that an exact duplicate of this return over our signatures is fixed securely into the "Accession Book."

Signed this..... day of..... | Teacher and Librarian.
 A. D..... at..... |
 County of..... Nova Scotia..... | Sec. School Trustees.

The Minimum School Library Outfit.

Inspectors are now empowered to demand in every school qualified to draw public money, some arrangement for keeping (1) the school register and (2) books presented to, or otherwise obtained for the use of, the school.

For the Register.

The least expensive equipment for the care of the Registers is a locked chest, or a drawer in the teacher's desk, 18 by 12 inches. No excuse should be accepted for the absence of some such arrangement, provided the Inspector has previously notified the trustees.

The Book Case.

The cheapest kind of book case for the preservation of the books which are not necessary on the teacher's desk, should be clear *seven* inches deep. That will be deep enough for the standard size of books like bound or unbound *Journals of Education, Education Reports*, all Canadian Provincial and Dominion Reports, Statutes, etc. For these the height of the shelf (which should be the lower one or ones) should be a little over *ten* inches. This standard size, especially when bound, is *ten* by *seven* inches, so that the shelf room should be at least a quarter of an inch greater ($10\frac{1}{4} \times 7\frac{1}{4}$ inches inside measurement).

The next higher shelf or shelves should have height enough to similarly accommodate books *eight* inches long. The next

higher might be suited for a book *seven* high on end. These two sizes would accommodate the great majority of the books likely to be in a school library. The higher shelf or shelves might be *six* inches high.

No. 2 Book Case.

A book case 40 inches wide with the four standard sizes of shelves, $10\frac{1}{4}$, $8\frac{1}{4}$, $7\frac{1}{4}$ and $6\frac{1}{4}$ inches high, assuming the shelves, top and bottom to be of inch thick board, would stand 37 inches high, outside measurement. (40 inches width is a better size than 3 feet, and has the advantage of representing nearly an exact meter which is now becoming a world-wide unit of length, and should therefore be made familiar to the rising generation.)

No 3 Book Case.

A book case 40 inches wide with *six* shelves $10\frac{1}{4}$, $8\frac{1}{4}$, $8\frac{1}{4}$, $7\frac{1}{4}$, $7\frac{1}{4}$, and $6\frac{1}{4}$ inches high would with similar shelving stand $54\frac{1}{2}$ inches high.

No 1 Book Case.

It is hardly economical to make a smaller case than No. 2—say one only 2 feet wide with the four standard shelves—for it requires the same number of joints to fit, and saves only 16 inches of lumber.

Assuming the average book to require a space of one inch, No. 1, would accommodate about 80 books; No. 2, over 100; and No. 3 over 200. But space is necessary for the "Card Catalog" the "Accession Book," etc., and will be very convenient for many other purposes. So the smallest rural school should endeavor to have No. 2, altho No. 1 would be sufficient to qualify the school as sufficiently equipped to draw public money.

These cases should be made dust proof tight, with lock and key. Nos. 2 and 3 might have folding doors locking into central shelf supports—glass paneled. Arrangements to raise or lower shelves to suit the sizes of books are desirable always.

Any more commodious style of Book Case than those suggested here, may be referred to as a No. 4.

No school should be without one of these book cases. Inspectors are advised not to deal too promptly with trustees in backward communities, until they have had an opportunity to be reasoned with and instructed.

CATALOG.

The following Catalog has been prepared for the guidance of teachers in selecting books for the School Library. The list gives not only the Author and title, but the name of publisher and, where possible, the price. The prices quoted are taken from the Catalogs of the various publishers, and do not necessarily include postage or expressage. A certain book may also be published by more than one publisher, in which case the edition presumably most suitable for the purposes of a school library has been mentioned; still the purchaser is not restricted, and may use any other edition which may serve equally as well.

Advantage may also be taken of every open avenue of information, but every book purchased shall be of such a character as will tend to develop the type of intelligent citizenship desired. It is therefore imperative that any books not on this list shall first be approved by the Education Department, before being placed in any school library.

The grading of this list is of course only approximate, and is indicated as follows:—

Primary grades (I-III) are prefixed by a *
Junior grades (IV-VIII) are prefixed by a †

Other books are suitable for senior grades and adults.

A.

| | | |
|------------------------|---|---------|
| Wilkinson..... | Practical Agriculture (American Book Co.)..... | \$ 1.00 |
| Hutch & Hazelwood..... | Elementary Agriculture (The Educ. Book Co.).... | 50 |
| Brittain..... | Elementary Agriculture and Nature Study (The Educ. Book Co.)..... | 60 |
| Mann..... | Beginnings in Agriculture (Macmillan Co.)..... | 75 |
| Needham..... | The Natural History of the Farm (Comstock Pub.Co.)..... | 1.50 |
| King..... | The Soil (Macmillan Co.)..... | 1.50 |
| Meiers..... | School and Home Gardens (Ginn & Co.)..... | 80 |
| Bailey..... | Garden Making (Macmillan Co.)..... | 1.25 |
| Morley..... | †Flowers and their Friends (Ginn & Co.)..... | 50 |
| French..... | How to Grow Vegetables (Macmillan Co.)..... | 50 |
| Thomas..... | †Garden Work for Every Day (Cassell & Co.).... | 1/. |
| Wright..... | School and Garden (Cassell & Co.)..... | 0/9 |
| Cavers..... | Life Histories of Common Plants (Univ. Tut. Press)..... | 3/. |
| Bailey..... | Lessons with Plants (Macmillan Co.)..... | 1.25 |
| Dana..... | How to Know the Wildflowers (Scribner's)..... | 2.00 |
| Betts..... | New Ideals in Rural Schools (Houghton, Mifflin).... | 60 |
| Hodge..... | Nature Study and Life (Ginn & Co.)..... | 1.50 |
| Bailey..... | The Nature Study Idea (Macmillan Co.)..... | 1.00 |
| McLeod..... | In the Acadian Land (Whidden, Boston)..... | 75 |
| Roberts..... | The Farmstead (Macmillan Co.)..... | 1.50 |
| McKeever..... | *Farm Boys and Girls (Macmillan Co.)..... | 1.25 |
| Harrison..... | Home Nursing (Macmillan Co.)..... | 1.00 |
| Snell..... | Elementary Household Chemistry (Copp. Clark).... | 1.25 |
| Elder-Duncan..... | *The House Beautiful and Useful (Cassell's)..... | 5/. |
| Bailey & Coleman..... | First Course in Biology (Macmillan Co.)..... | 1.25 |
| Comstock..... | Insect Life (Comstock Pub. Co.)..... | 2.00 |
| Daulton..... | *Autobiography of a Butterfly (Rand, McNally Co.)..... | 40 |
| Weed..... | †Stories of Insect Life (Educ. Pub. Co.)..... | 40 |
| Lyon..... | How to keep Bees (Macmillan Co.)..... | 50 |
| Kirby..... | Familiar Butterflies and Moths (Cassell's)..... | 6/. |
| Claxton..... | *Insect Workers (Cassell's)..... | 1/. |
| Blanchan..... | †Bird Neighbors (Doubleday, Page & Co.)..... | 2.50 |
| Chase..... | †Stories of Birdland (Educ. Pub. Co.)..... | 40 |
| Chute..... | Agronomy—A Course in Practical Gardening for High Schools (Ginn & Co.)..... | 60 |
| Miller..... | †First Book of Birds (Houghton, Mifflin)..... | 60 |

| | | |
|----------------|---|------------|
| Miller | Bird Ways (Houghton, Mifflin) | 60 |
| Cornish | Thirty Lessons on Birds (Dom. Book Co.) | 95 |
| MacClement | Birds of Canada (Dom. Book Co.) | 3.00 |
| Byron | The Bird Folk at Home (Cassell's) | 1/. |
| Johonnot | *Book of Cats and Dogs (Amer. Book Co.) | 18 |
| Smith | *The Circus Book (A. Flanagan & Co.) | 35 |
| Wright | *Stories of Birds and Beasts (Macmillan Co.) | 30 |
| Wright | *Stories of Plants and Animals (Macmillan Co.) | 30 |
| Pierson | †Among the Farmyard People (E. P. Dutton & Co.) | 40 |
| Valentine | How to Keep Hens (Macmillan Co.) | 50 |
| McGrew | The Bantam Fowl (R. P. J. Pub. Co., Quincy Ills) | 50 |
| Johonnot | *Friends in Feathers and Fur (Amer. Book Co.) | 30 |
| Johonnot | *Friends with Wings and Fins (Amer. Book Co.) | 50 |
| Burroughs | †Squirrels and Other Fur Bearers (Houghton, Mifflin) | 60 |
| Whitehead | †Dumb Animals and How to Treat Them (A. Flanagan & Co.) | 60 |
| Smith | *Fourfooted Friends (Ginn & Co.) | 60 |
| Burt | *Little Nature Studies (Ginn & Co.) | 40 |
| Wright | †Stories of Earth and Sky (Macmillan Co.) | 30 |
| Holden | †Earth and Sky Astronomy (Appleton Co.) | 30 |
| Hawkes | †The Trail to the Woods (Amer. Book Co.) | 40 |
| Wagner | *Stories from Natural History (Macmillan Co.) | 35 |
| Long | †Ways of the Woodfolk (Ginn & Co.) | 50 |
| Wright | †Seaside and Wayside (D. C. Heath) | 25 |
| Greene | Coal and Coal Mines (Houghton, Mifflin) | 75 |
| Bamford | Up and Down the Brook (Dom. Book Co.) | 75 |
| Herrick | The Earth in Past Ages (Amer. Book Co.) | 60 |
| Ball | Star Land (Ginn & Co.) | 1.25 |
| Buckley | †Fairyland of Science (Macmillan Co.) | 40 |
| Comstock | Nature Study (Comstock Pub. Co.) | 3.75 |
| Serviss | Astronomy with the Naked Eye (Harpers) | 1.50 |
| Westell | †Nature Stalking for Boys (J. M. Dent & Sons) | 1.00 |
| Miller | Minerals and How they Occur (Copp, Clark) | 1.00 |
| Roth | A First Book of Forestry (Ginn & Co.) | 90 |
| Briggs | †Black Diamond Reader (T. Nelson & Sons) | 1/6 |
| Hopkins | The Story of the Soil (T. Werner Laurie, London) | |
| Stopes | The Study of Plant Life (Blackie & Sons) | 1.00 |
| Carver | Principles of Rural Economics (Ginn & Co.) | 1.30 |
| Sewell | †Black Beauty (Educ. Book Co.) | 30 |
| Saunders | †Beautiful Joe (Barnes & Co.) | 25 |
| MacLeod | Further Studies in Nature (Commercial Pub. Co.) | 50 |
| French | The Beginners' Garden Book (Macmillan Co.) | 1.25 |
| Hummel | Materials and Methods in High School Agriculture (Macmillan Co.) | 1.25 |
| Buckley | †Eyes and No Eyes (Cassell's) 6 vols. | 0/4 to 0/6 |
| Seton-Thompson | †Animals I have Known (Scribner's) | 2.00 |
| Seton-Thompson | †The Lives of the Hunted (Scribner's) | 2.00 |
| Thoreau | Walden (W. Scott & Co.) | 1/6 |
| Maeterlinck | The Life of the Bee (Dodd, Mead & Co.) | 1.40 |
| Lubbock | Origin and Metamorphoses of Insects (Scribner's) | 1.00 |
| Tarr | Elementary Geology (Macmillan Co.) | 1.40 |

B.

| | | |
|------------|---|------|
| Ferguson | †Janey Canuck (Cassell's) | 6/. |
| Johonnot | †Stories of Other Lands (Amer. Book Co.) | 40 |
| Schwatka | †Children of the Cold (Educ. Pub. Co.) | 1.25 |
| Allen | †Children of the Palm Lands (Educ. Pub. Co.) | 50 |
| Ballou | Footprints of Travel (Macmillan Co.) | 60 |
| Herbertson | Man and His Work (Macmillan Co.) | 50 |
| Lyde | Man and His Markets (Macmillan Co.) | 50 |
| Jenks | †The Boys' Book of Exploration (Doubleday, Page & Co.) | 2.00 |
| Parkin | Round the Empire (Cassell's) | 40 |
| Hale | Stories of Discoveries (Lippincott) | 1.25 |
| Bullen | †The Cruise of the Cachalot (Copp, Clark Co.) | 30 |

| | | |
|---------------|--|------|
| Phillips | The Land of the White Tsar (Cassell's) | 75 |
| Angus | Japan, The Eastern Wonderland (Cassell's) | 75 |
| Scott | Franklin's Journey to the Polar Sea (J. M. Dent & Sons.) | 30 |
| Dana | †Two Years before the Mast (McClelland, G. & S.) | 25 |
| Brassey | Voyage in the "Sunbeam" (McClelland, G. & S.) | 25 |
| Martineau | †Feats on the Fiord (McClelland, G. & S.) | 30 |
| Headland | †Out Little Chinese Cousins (Doubleday, Page & Co.) | 60 |
| Taylor | †Boys of Other Countries (G. P. Putman's Sons) | 1.25 |
| Pratt | The Great West (Educ. Pub. Co.) | 50 |
| Parrott | †Britain Overseas (T. Nelson & Sons) | 1.50 |
| Schwatka | Nimrod of the North (Educ. Pub. Co.) | 1.25 |
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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, Caledonia; 13, Canning; 14, Canso; 15, Chester; 16, Cheticamp; 17, Church Point; 18, Digby; 19, East River St. Mary's; 20, Glace Bay; 21, Great Village; 22, Guysboro; 23, Halifax; 24, Inverness; 25, Kentville; 26, Liverpool; 27, Lockeport; 28, Louisburg; 29, Lunenburg; 30, Mahone; 31, Maitland; 32, Margaree Forks; 33, Middle Musquodoboit; 34, Middleton; 35, New Glasgow; 36, North Sydney; 37, Oxford; 38, Parrsboro; 39, Pictou; 40, Port Hawkesbury; 41, Port Hood; 42, Pugwash; 43, River John; 44, Sheet Harbor; 45, Shelburne; 46, Sherbrooke; 47, Springhill; 48, Stellarton; 49, St. Peter's; 50, Stewiacke; 51, Sydney; 52, Sydney Mines; 53, Tatamagouche; 54, Truro; 55, Upper Stewiacke; 56, Wallace; 57, Westport; 58, Westville; 59, Windsor; 60, Wolfville; 61, Wood's Harbor; 62, 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 15th 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.

- (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 day 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).

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, their values 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 answer 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 regulations from year to year.

102. The "Teachers' Pass" shall be as defined under the regulations 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 grade next below, provided an average of 40 per cent. with no subject below 25 (in the case of two papers an *average* of 25) be made; and as making a pass in 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 grade next below, provided an average of 50 per cent. be made with no subject below 30 (in the case of two papers an *average* of 30); and as making a teachers' pass in 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 be re-examined 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 arm of the Education 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 $6\frac{1}{2}$ 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 indorse his paper as shown below:—

| | |
|--------------|----------|
| XI () 18. | Algebra. |
|--------------|----------|

(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 cancellings of errors will allow a paper to stand as high in the estimation of the examiner as if half the time were lost in copying it. Answers 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—written by them.

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, 1915.

| Date. | Time. | Subject. |
|-------------------|-----------------|------------------------------|
| Thursday, 24 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. |
| Fri. 25 June. | 9 to 11 a. m. | 5. Mathematics. |
| | 2 to 3.30 p. m. | 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, 1915.

| 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. |
|-------------------|--------------------------|--|-------------------------------------|--|
| Thursday 24 June. | XII. XI. X. IX. | English (a) English English English | Greek (b) Greek Greek | French. French. French. French. |

| | | | | |
|------------------------------|--------------------------|---|-----------------|--|
| Friday 25 June. | XII. XI. X. IX. | Geometry Geometry Geometry Drawing | Ancient History | Physics. General History. English History. Geography. |
| Saturday 26 June. | XII. XI. X. IX. | Algebra Algebra Algebra Algebra | Latin (a) | Botany. Physics. Chemistry. Science. |
| Monday 28 June. | XII. XI. X. IX. | Latin (b) Latin Latin Latin | English (b) | Trigonometry. Prac. Math. Arithmetic. Arithmetic. |
| Tuesday, M. P. Q. See below. | | | | |
| Wednesday 30 June. | XII. XI. X. | German German German | Greek (a) | Chemistry. |

(c) TIME TABLE.

M. P. Q. Examination, June, 1915.

Tuesday, 29 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 Temp'n'e | 4.20 to 5.20 | 6. Pedagogy. |

109.

(d) TIME TABLE.

University Graduates' Examination.

At the Normal College, Truro, 24 to 30 June, 1914.

[Minor and one-half Major *Examinations].

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

*Higher halves of Major Examinations to be arranged by Deputy Examiner.

*One of the examination papers in the Major subject shall be 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 Regulation 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) |
|----------------------|--------------------------------|----------------------------------|----------------|
| | "Teachers' Pass Scholarship." | Normal Diplomas, Age & Character | |
| Academic Head Master | requires University Graduation | Academic Rank | 22 years. |
| Class A | 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 teachers' 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 henceforward be awarded without this qualification.

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 behaviour 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:

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. "*The Manual of School Law.*"

(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. "*The Handbook for Teachers.*"

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 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.....obtained 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 Teachers' 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 Instruction in assuming that the said candidate will be disposed as a teacher to "inculcate by precept and example a respect for religion and the principles of Christian morality and the highest regard for truth, justice, love of country, loyalty, humanity, benevolence, sobriety, industry, frugality, chastity, temperance and all other virtues."

.....(Name and title).

.....(Church or Parish).

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

Date.....

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

The correct *quotation* of the High School certificate 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.

License Standards.

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 XI, or a matriculation standard shown to be its full equivalent); and a pass on the post-graduate exami-

nation of University grade. [Grade XII is the standard recommended in the more essential subjects for the standard University Matriculation.]

- (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 teachers' 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 teachers' pass certificate of grade XI. (3) A teachers' certificate of first rank professional qualification from the Normal College; or a teachers' 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 teachers' pass certificate of grade X. (3) A certificate of second rank professional qualification from the Normal College; or a teachers' 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 teachers' pass certificate of grade IX. (3) A certificate of third rank professional qualification from the Normal College; or a "teachers' 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. (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 altho 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 qualification 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 approved 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 recommendations, 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 foreign countries, 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 inspector 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 may 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 Gov-

ernor-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, | Friday, 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.

219. PROGRAM FOR RURAL SCHOOLS WITH ONE TEACHER.

Covering Grades I to VIII of the Common Schools.

[The work presented in each class should occupy in general two years].

☞ There should not be separate classes made for each grade. All pupils coming into the class for the first time should be marked in the Register as of the lower grade. All the pupils whom the teacher thinks likely to be promoted to the next class next year should be marked as of the higher grade in the Register.

Inspectors may recommend this course for other schools where they deem it advisable.

Teachers shall file a timetable with inspectors as soon after opening school as convenient, but not later than October 1st in each year.

Physical drill must be given twice daily in all classes.

Class I. (Grades I and II).

Reading:—Not less than three lessons daily, chiefly from blackboard while the Primer is used. Words—names of familiar objects and sentences from these words. Phonetic practise, word building, sounds of the letters derived from the words. N. S. Reader—Primer. Continued drill in word analysis and word building. N. S. Reader—First Book for second year, with continued drill in words, both oral and written. Spelling and meanings of all words used. Use script or written forms of the letters from the beginning.

Note. Teachers should avoid teaching the names of the letters to beginners. The sounds of the letters should be learned from the words. Not until children are familiar with the sounds of the letters should they be given the names.

Language:—Daily. Sentence building, story telling, conversation between teacher and pupils centering around nature topics and children's homes. Correcting wrong forms of speech. Recitations from memory of select passages. Summary of stories read by teacher. Children should be encouraged to express themselves freely, concisely and in sentences.

Writing:—Daily. Forms of letters taught from black-board. Careful copying of letters, words and sentences. Free-arm practise in repeated ovals as *o*, strokes that compose *n* and *m*, the letters *i*, *e*, etc. Connecting these to form letter and words. Prescribed copy book.

Drawing:—Daily. Stick-laying and drawing the designs thus formed. Drawing to illustrate language and nature lessons. Simple drawings in flat only, as in Augsburg's Part 1 or equivalent. Drawing of leaves, buds, roots, fruit, trees, in outline, or in mass-drawing with crayola and pencil. Original designs. Pupils should be encouraged to create designs and draw them.

Arithmetic:—Daily. Numbers up to 1000. Ideas of numbers developed from objects. Units, tens and hundreds developed. Addition, subtraction, multiplication, and division developed orally, beginning with small numbers and advancing gradually as pupils become familiar with smaller combinations. Table of tens. Daily drill orally in the four rules. Counting by twos, threes, and fours, etc.

Analysis of numbers into units, tens, hundreds, etc.
Note. During the first year pupils should not deal with numbers beyond 50. They should be given short oral drill two or three times each day so that they may become thoroly familiar with the combinations of these numbers instead of forming the habit of counting, which is neither rapid nor accurate. Insist on absolute accuracy from the beginning in every attempt.

Nature:—Daily. Talks with the children on Seasons. Points of compass. The sun in winter and in summer. Frost, rain, snow, sky, weather, etc. Growth of plants, etc. Birds, insects; substances, heavy and light. Colors as red, blue, green, yellow. Elementary hygiene; care of eyes, teeth, mouth, nose; cleanliness, drinking cups, etc.

Music:—At least three times daily. Inspectors should not accept any excuse for absence of singing in a school. Simple songs by rote.

Note. There will always be some pupils who can lead the singing, even if the teacher cannot do so.

Class 2. (*Grades III and IV*).

Reading—(Two to three lessons daily.

Note. Before beginning a reading lesson teachers should see that all pupils in their seats have work to do, and under no circumstances whatever, should they give their attention to anything else while the reading lesson is being conducted.

N. S. Reader—Second Book. Special attention must be given to pronunciation, expression, the meanings of words and to the story of the lesson. Drill in spelling, partly oral but chiefly written. Pupils should be able to give a good summary of each lesson before it is passed over, and should be encouraged to get and use a small dictionary.

Language:—Daily, as in preceding grades. Story telling, short summary of reading lessons. The summarizing of stories read by teacher and of oral lessons. Correcting wrong forms of speech. Use of capital letters and common punctuation marks as illustrated in reading lessons, etc. The "Sentence" should be fully understood at this stage.

Note. This work should be largely oral at first and later both oral and written. Each pupil should have an exercise book for language to be examined by inspector, parents or any visitor.

Writing:—Daily. Practise in free hand movements of the elements composing letters. Copy books III and IV.

Note. Writing should be carried on by the whole school at the same time, and the teacher should give the lesson her undivided attention.

Drawing:—Daily. Mass-drawing with crayola. Easy outline drawing. Practise in drawing fruits, roots, leaves, buds, outlines of animal forms, action figures, borders, original designs. Drawing of triangle, square, rectangle, etc. Using these to introduce outline drawings of tents, barn, basket, bird cage, etc. Grouping of familiar objects such as posts, trees, camps, etc. Augsburg's Part I or an equivalent.

Note. Teachers should not attempt to represent solids until pupils have first had the principles of perspective clearly outlined.

Arithmetic:—Daily. Notation and numeration continued up to 1000000. Daily class drill in four fundamental rules to secure accuracy and rapidity. Analysis of numbers. Long division. Idea of fractions such as halves, thirds, fourths, etc., developed orally. Factoring division by cancellation; measuring feet, inches; estimating lengths, distances, weights, time etc.; dollars and cents. (Arithmetic to p. 63).

Geography and History:—(On alternate days). Geography of Nova Scotia orally and from map. Map of Nova

Scotia by pupils. Natural resources, industries, products, leading ports and lines of railways, etc. Stories of early settlers and explorers orally.

Nature:—Daily. Work of class I extended. Day and night. The seasons. Sprouting of seed and bulbs. Observing buds and blossoms, dispersal of seeds. Evergreen trees, cones, etc. Weeds injurious to farmers. Life history of one or two insects as the housefly, cabbage worm, currant worm, potato bug, etc. Hygiene; pure air, breathing, pure water, alcoholic drinks, etc. The leading minerals of the province.

Music:—As in Class I, with elementary facts of musical notation and time.

Class 3. (*Grades V and VI*).

Reading:—At least one lesson daily. See Note under Class II Reading. N. S. Reader—Third Book. Attention to expression, punctuation, meanings of words and interpretation of literature of the lesson. Substance of lessons given orally by the pupils. Spelling, written and oral, of all words used.

Language:—Written sketches of lessons read. Sketches of stories read by teacher. Letter-writing. Sketches of oral lessons. Synthesis of sentences. Parts of speech. Parts of sentence. Punctuation reviewed and extended. Parsing and analysis begun.

Writing and Drawing:—Alternate days. See note under writing, Class II. Copy books No. 5 and 6.

Drawing:—Principles of perspective fully taken up and illustrated by drawings, such as rectangular solids, house, road-way, trees at different distances in a field, etc. Model and object drawing, with crayola and pencil. Teachers can easily secure a variety of models such as cup, ink bottle, vase, pitcher, knife, hammer, etc. Easy designs as in wall paper, book covers, etc. Easy drawings and scale with measurement.

Arithmetic:—Daily. Work of Class II thoroly reviewed. Fractions, vulgar and decimal, reduction, weights and measures thoroly taken up and reviewed, making out of bills. Canadian money, square measure, cubic contents. (Arithmetic to p. 157).

Note. Not less than ten minutes daily should be devoted to class drill and explanations in connexion with the different subjects taken up, in addition to the regular desk work period.

Geography and History:—Alternate days. Geography of North America with the Dominion of Canada in detail, orally at first, later from the book. Map of North America and Dominion of Canada in detail. Our trade relations with other countries. Our resources, industries, routes of travel, seaports, etc., fully taken up. History of Canada orally.

Note. Highroads of History and Highroads of Geography (T. Nelson & Sons), should be on every teacher's desk.

Nature:—As in Class II continued. Heat effects—expansion, ventilation, combustion. Buoyancy of fluids. Hygiene, orally at first, later from the book.

Music:—As in Class II with corresponding advance.

Class 4. (Grades VII and VIII).

Reading:—Daily. (See note Reading Class II). Prescribed Reading. N. S. Reader—Fourth Book. Critical study of passages read. Memorizing of select passages. Spelling, oral and written. Teachers should take care that pupils read clearly, distinctly and with expression.

Language:—Daily. Letter writing, weekly essays and sketches. Parts of speech fully taken up. Synthesis of sentences. Parsing and analysis extended. Phrase and clause functioning as noun, adjective, and adverb. Different kinds of sentences, paragraph, figures of speech.

Writing:—Practise in free arm movements with attention to spacing and to uniform height and slope. Prescribed copy books Nos. 7 and 8.

Drawing:—Practise in perspective as in Class III. Drawings from natural objects, flowers, fruits, trees, etc. Decorative drawing, wall paper, oil cloth, book covers, borders, rugs. Sketching from nature.

Note. Pupils in this class might use colored crayolas with good effect.

Arithmetic:—Thoro review of Class II and Class III. Special review of fractions, vulgar and decimal. Weights and measures, percentage, interest, taxes, discount, insurance, stocks, debentures. Promissory notes, bills of sale, mortgages, drafts, bills of exchange, etc., cheques, etc., day book, cash-book, ledger, posting of simple accounts, algebraic notation, evaluation of formulæ using x to solve easy problems as equations. (Arithmetic text completed and reviewed).

Note. Not less than twenty minutes daily should be devoted to class drill and explanations of the principles involved in each subject, in addition to the regular desk work.


Geography and History:—Alternate days. Countries of North and South America, especially those of commercial importance. Europe, especially British Isles, France, Germany. Asia and Africa—those of commercial importance. Climatic phenomena, Commercial geography, land routes, means of transportation, peoples, products, governments, trade relations, postal system, etc.

History of Canada in detail. Federal and provincial governments. Responsible government. English history orally from George III to present time.

Nature:—Hygiene completed and thoroly reviewed. Chemistry of air, flame, water. Simple electrical effects. Conduction of heat. Insects injurious to plants, injurious weeds and how to exterminate them, study of rocks and minerals, birds, etc.

Music:—As in previous classes, but with a corresponding advance.

Note. While the singing will be common with all the classes, advanced pupils should be given lessons in musical notation sufficient to enable them to read simple music correctly.

 A specimen of time-table for such a school used to be published from year to year in the "Journal of Education." Teachers desiring such an aid in the preparation of their time-table should turn up the files of old "Journals" kept in the school library.

222. COUNTY ACADEMY ENTRANCE EXAMINATION 1916.

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. *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, provided the *Reading* is passable. (2) *Language*. (3) *Drawing and Book-keeping*. (4) *Geography and History*—especially 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. [Brittain's Elementary Agriculture—"First Year Course" and "Common Weeds."] (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.

SPECIAL PRESCRIPTIONS FOR HIGH SCHOOL GRADES.

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 with no subject below 30% (in the case of two papers an average of 30%) 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% (in the case of two papers an average of 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 minimum group of subjects 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 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 50% 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 and 60% on English.

(9) 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 a high school average pass on the other subjects and 50% on English, shall have the privilege of completing the *teachers' 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 defect, and if examined, the papers are subject to a deduction of marks. One point shall be deducted for every mis-spelled 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 and no French in Grade IX, may take the IX French paper instead of the regular one in Grade X and the X French paper 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 application for examination as well as in his final examination declaration 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 the selection of the optional subjects. Those who are likely to attend the universities, etc., should select the subjects required for matriculation. The same policy will apply to other vocations.

"High School students who look forward to teaching and who have in view their professional preparation at the Normal College should, as far as possible, prepare themselves in the mathematics and natural sciences of the high school grades. Postponement of the study of these branches till the Normal College period places a candidate at a serious disadvantage not only in seeking the diploma of the Normal College, but, later, as a teacher in the public school." *Reg. IV. Nor. Coll.*

"Candidates for a Domestic Science Diploma must hold a class B License or a High School certificate of grade XI, with a teachers' pass in the science subjects of grades IX, X, XI, or their equivalents." *Reg. 261 (b) C. P. I.*

("The Advisory Board recommends that every high school pupil 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")

224.—HIGH SCHOOL PROGRAM.

For the Year Beginning August 1915.

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

Grade IX.

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

1. **English:**—(a) **Literature:**—*The Ontario High School Reader* by Marty, (Canada Pub. Co., Toronto, 40 cents) to the end of page 168, including the introductory chapter on the

"Principles of Reading," with critical study, word analysis, prosody and recitations. English *Composition* as in *Ontario High School English Composition* (Copp, Clark, 18 cents), with essays, abstracts and general correspondence so as to develop the power of fluent and correct expression in writing.

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

2. **Latin**:—As in *Ontario High School Latin Book* by Robertson and Carruthers (The Educational Book Co., Toronto, 60 cents), to end of Lesson XLII page 152, omitting the (B) exercises.

[The Roman (phonetic) pronunciation of Latin is to be used. Great care should be taken from the very beginning to teach the student to pronounce accurately giving attention both to quantity and accent, and to read the Latin fluently and intelligently. The various word-lists thruout the book should be thoroly mastered with a view to the acquiring of a good working vocabulary. Recitation of memorized passages and conversation should be practised in every foreign language studied].

3. **French**:—As in the *Ontario High School French Grammar* by Fraser and Squair, Lessons I to XXX inclusive (Copp, Clark, Toronto, 60 cents). *First Reader* (Longmans, 1/6), Lessons 1 to 30 inclusive.

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

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

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

7. **Drawing**:—(a) As in Morton's *Mechanical Drawing*, with the construction of the figures in Euclid, Book 1.

(b) *High School Drawing Course*, No. 1, or an equivalent; with the model and object drawing and *Manual Training*, No. 2.

8. **Science**:—Botany (4Q.). *Beginners' Botany* and the study of the Wild Plants of the Phenological Observations, with the more common ferns in detail. (*Spotton's Botany* contains the most concise flora yet published for the use of students).

Physics (4Q.). As in *Primer* or equivalent (winter months). Text to be used only as an aid to the study of the subject. [After 1915-16 Physics Primer may cease to be prescribed.

Elementary Agriculture (4Q.) may be substituted for Physics, the questions to be on the "Second Year" course,

page 115 to 243 of the N. B. edition of *Britain's Elementary Agriculture and Nature Study* (Ed. Book Co., Toronto, 75 cents).

[The "first year" course and the closing chapters of the book on "fruit-growing" and "common weeds" will be valuable for general reading as well as for the practical application of Botany—and for the teacher in giving Nature Study lessons in Grade VIII.]

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: Eliot's *Silas Marner* edited by Herrick (Longmans, 25 cents).

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

2. **Latin**:—As in *Ontario High School Latin Book*, complete from Lesson XLIII, omitting the B and C exercises).

[The Roman (phonetic) pronunciation of Latin is to be used. Great care should be taken from the very beginning to teach the student to pronounce accurately, giving attention both to quantity and accent, and to read the Latin fluently and intelligently. The various word-lists throuth the book should be thoroly mastered with a view to the acquiring of a good working vocabulary. Recitation of memorized passages and conversation should be practised in every foreign language studied].

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

4. **French**:—As in *Ontario High School French Grammar*, Lessons XXXI to LX inclusive, with a review of the preceding lessons. *First Reader* complete, including the section on "Conversation."

5. **German**:—As in Joynes-Meissner's *Grammar*, first 25 exercises, with Buchheim's *Modern German Reader*, Part 1, first division only.

6. **History**:—As in the *Ontario High School History of England* by Wrong (Macmillan Co., Toronto, 65 cents), from Chapter IX to the end of the book; but the provincial examination questions shall be confined to this part of the History only, altho the whole book is to be read by the pupils in class; or as in *Outlines of British History*. And oral lessons by teachers based on *Canadian Civics*.

7. **Chemistry**:—Inorganic, as in Waddell.
8. **Arithmetic**:—Text book complete.
9. **Algebra**:—As in Hall & Knight's *Elementary*, Chapters XV to end of XXV, omitting examples, XVI (d), XVIII (b), XXIII (b), XXIII (c).

10. **Geometry**:—Hall & Stevens' *School Geometry*, Part I.

Grade XI.

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

1. **English**:—History of English Literature as in Meiklejohn. Macaulay's *Life of Samuel Johnson*, edited by Buehler, (Longmans, 25 cents) and Shakespeare's *Julius Caesar* (Longmans, 25 cents). For outside reading and theme writing; Stevenson's *Kidnapped* (The People's Library, 9 pence, Cassell & Co., London).

[**Note**: While any edition of this story may be used, the volume published without notes by Cassell & Co., London, in the People's Library, at 9 pence, and containing both *Treasure Island* and *Kidnapped* is suggested as a suitable edition.]

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) For 1915-16; Either the first 46 lessons of D'Ooges' *Latin Composition, Part I, based on Caesar* (Ginn & Co., Boston, 50 cents); or the whole of *First Exercises in Latin Prose Composition* by Wells (Geo. Bell & Sons, London, 1/.) [After 1915-16, D'Ooge's book alone.] (d) A thoro review of the accidence and syntax of the previous Grades IX and X.

[A knowledge of the elements of prosody sufficient for the scansion of the dactylic hexameter should be imparted by the teacher. The student should be taught to scan easily and accurately with attention to the meaning as well as the metrical form of the verse; and a few short passages of the *Aeneid* should be memorized, such, for example, as lines 148-153, 198-9, 201-3, 210, 462, 574, 630.]

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 1, with grammatical and critical questions.

4. **French**:—Berthon's *Specimens of Modern French Prose*, omitting IV, VI, IX and X. *Ontario High School French Grammar*, by Fraser and Squair, complete (Copp. Clark, Toronto, 60 cents).

5. **German**:—As in Joynes-Meissner to lesson 44, with Buchheim's *Modern Reader*, Part 1, complete. Review of Grade X German.

6. **History**:—Myers' *A Short History of Ancient Times* (Ginn & Co., Boston, \$1.10).

7. **Physics**:—*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.

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

9. **Algebra**:—As in Hall & Knight's *Elementary Algebra* complete except Chapters XXIX, XXXV, XXXVI, XXXVIII (b), XL, XLI, XLII.

10. **Geometry**:—Hall and 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 (Teachers' 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); or as in Pancoast and Shelley's *First Book in English Literature* (Henry Holt & Co.).

(b) Shakespeare's *Merchant of Venice*, (Longmans, 25 cents); Milton's *Paradise Lost*, Books I and II, Edited by Hale (Longmans, 40 cents), and Burke's *Speech on Conciliation with America* (Longmans, 25 cents).

With the following books for outside reading and theme writing:—Stevenson's *Master of Ballantrae* (Macmillan, 25

cents); Jeffries' *Longer Narrative Poems* (Macmillan, 15 cents); The following extracts from *Selected English Short Stories*, (Oxford Univ. Press, Toronto Branch, 25 cents) namely "The Two Lovers" and "Wandering Willie's Tale" by Scott, "Rab and His Friends" by Dr. John Brown, and the "Seven Poor Travellers" by Dickens.

2. **Latin** (Two papers):—(a) For 1915-16 either Bradley's *Arnold's Latin Prose Composition* to end of exercise XXII (Longmans, London, 5/.); or D'Ooge's *Latin Prose Composition, Part I*, lessons 47 to 85 (Ginn & Co., Boston, 50 cents). [After 1915-16, D'Ooge's book alone.] Sight Translation. Bennett's *Latin Grammar* or equivalents.

[Besides a careful review of the accidents as given in the grammar and the due consideration of all the ordinary principles of syntax as they are met with in the texts which are read, it is suggested that some special attention and systematic study be given to the following: The expression of wishes; commands and prohibitions; questions, single and double, direct and indirect; final clauses and other ways of expressing purpose; consecutive clauses; causal clauses; conditional clauses; independent uses of the subjunctive; the main principles of the indirect discourse].

(b) Caesar's *De Bello Gallico*, Books II, III and IV; Vergil's *Aeneid*, Books II and III; with questions on grammar and subject matter.

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 with questions in grammar and subject matter.

4. **French**:—Sandeau's *Sacs et Parchemins* by Pellissier (Macmillan, Toronto, 50 cents); Corneille's *Polyeucte* by Braunholtz (Pitt Press Series, 2/); Angier & Sandeau's *Le Gendre de M. Poirier* by Preston (Blackie & Son, 0/8); with questions on grammar and composition as in Fraser and Squair's *Ontario High School French Grammar* complete.

5. **German**:—Büchheim's *Modern German Reader, Part 11* to end of selection 10, second division; and Schiller's *Wilhelm Tell*, Acts I, II, III and IV, edited by Carruth (Macmillan, 60 cents). *Grammar and Composition* as in Joynes-Meissner.

6. **Algebra**:—As in Hall & Knight's *Senior Matriculation Algebra* (Macmillan, 90 cents). (A reprint of the first 19 chapters of the old and larger text).

7. **Geometry**:—Hall & 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 *Ontario High School Physics* complete and *Laboratory Manual*.
10. **Botany**:—As in Bergen and Davis' *Principles of Botany*.
11. **Chemistry**:—As in Smith's *General Chemistry for Colleges* to the end of Chapter XXXII.
12. **History**:—Myers' *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.

COMMERCIAL COURSE.

Authorized for the Halifax County Academy.

The commercial course is regarded as a fourth year course of the High School. Students entering it have a Grade XI certificate and have made at least 60 per cent. in English of Grade XI, Arithmetic of Grade X, and Geography of Grade IX. Such students can complete the course in one year. Those having lower attainments may enter the course provided there is accommodation. They cannot, as a rule, graduate in one year.

| | Periods or Sessions per week. | Pass Mark. |
|---|----------------------------------|---|
| Double Entry Bookkeeping . . . (Kaulback & Shurman's) | 2 sessions | 60 p. c. |
| Commerical Correspondence. (E. Werner's) | 1 period | 60 p. c. |
| Commercial Law (Wm. H. Anger's) | 1 period | 60 p. c. |
| Penmanship (C. C. Lister's) | 2 periods | 75 p. c. |
| Shorthand (Isaac Pitman's) | 5 periods | 75 p. c. { and 100 words per minute. |
| Typewriting (A. J. Barnes') | 10 periods { | Tabular, 75 p. c. Speed, 35 words permin. |
| Political Economy (Jevon's Primer—Fawcett's for reference) | 1 session | 60 p. c. |

A period is 45 minutes, a session at least one hour.

NEW BOOKS.

List of Books received at Education Office since publication of the *Journal of Education*, October, 1914. The names of the publishers are arranged in alphabetical order.

G. BELL AND SONS, LIMITED, LONDON, ENGLAND.

- Peter Pan for Little Folk*, by Daniel O'Connor, 1914, pp. 91, $7\frac{1}{2} \times 4\frac{1}{2}$, 0/9.
The Story of Hiawatha in Prose, by Florence Shaw, 1914, pp. 119, $7\frac{1}{2} \times 4\frac{1}{2}$, 0/9.
Historical Ballads, by Wm. MacDougall, 1914, pp. 136, $7\frac{1}{2} \times 5$, 1/-.
The Real Atlantic Cable, by A. W. Holland, 1914, pp. 176, $7\frac{1}{2} \times 5$, 1/6.
Physiology and Hygiene for Girls' Schools and Colleges, by Elizabeth S. Chesser, 1914, pp. 231, $7\frac{1}{2} \times 5$, 2/-.
Leaders of English Literature, by A. F. Bell, 1915, pp. 230, $7\frac{1}{2} \times 5$, 2/-.
Europe in the XIXth Century, by Nixon & Steel, 1915, pp. 172, $7\frac{1}{2} \times 5$, 2/-.
In Many Lands, Books I and II, by S. Gibson, 1915, each pp. 136, $7\frac{1}{2} \times 5\frac{1}{2}$, 2/-.
Bell's Shakespeare for Schools, by S. P. B. Mais, 1914, Coriolanus, Twelfth Night, The Merchant of Venice, each $6\frac{3}{4} \times 4\frac{1}{2}$, pp. varied, each 1/.

ADAM AND CHARLES BLACK, LONDON, ENGLAND.

- Stories of London*, by E. L. Hoskyn, 1914, pp. 63, $7\frac{3}{4} \times 5\frac{1}{2}$.
Black's Travel Pictures, by R. J. Finch, 1914, A series of 10 sets of illustrations in detachable portfolios, each set 48 illustrations, 11x9, 0/10 per set.
The Three Southern Continents, by J. B. Reynolds, 1915, pp. 184, $7 \times 4\frac{3}{4}$, 1/4.
Asia in Pictures, by H. C. Barnard, 1915, pp. 64, $9\frac{1}{2} \times 7\frac{1}{2}$, 1/6.
Visual Botany, by A. Nightingale, 1915, pp. 48, 9x7, 0/6.
The British Army, by W. G. Clifford, 1915, pp. 96, $7\frac{3}{4} \times 5\frac{1}{2}$, 1/6.

CAMBRIDGE UNIVERSITY PRESS.

- Shakespeare, Twelfth Night*, by Verity, 1913, pp. 173, $7 \times 4\frac{1}{2}$, 1/6.
A School Electricity, by W. J. Wagstaff, 1914, pp. 250, 9x6.
A Short History of Rome, by E. E. Bryant, 1914, pp. 262, 8/6, 1/6.

J. M. DENT AND SONS, LIMITED, LONDON, ENGLAND.

- Eighteenth Century Studies*, by A. Dobson, pp. 295, $7 \times 4\frac{1}{2}$, 1/-.
A Short Biographical Dictionary of English Literature, by Cousin, pp. 455, $7 \times 4\frac{1}{2}$, 1/1/.

THE MacMILLAN COMPANY, LONDON AND TORONTO.

- A Method for Teaching Primary Reading*, by M. Murray, 1914, pp. 80, $7\frac{1}{2} \times 5$.
A Handbook for Teachers, by McMurray, 1914, pp. 80, $7\frac{1}{2} \times 5$.
Dramatic Readings for Schools, by M. F. Lansing, 1914, pp. 242, $7\frac{1}{2} \times 5$.
Indian Legends, by M. Bemister, 1914, pp. 187, $7\frac{1}{2} \times 5$, 40c.
Stories of the Golden Age, by N. Anderson, 1914, pp. 231, $7\frac{1}{2} \times 5$, 40c.
What do you mean by Education, by J. Welton, 1915, pp. 250, 9x6.
Outlines of Child Study, by W. A. McKeever, 1915, pp. 181, $7\frac{1}{2} \times 5\frac{1}{2}$.

OXFORD UNIVERSITY PRESS, LONDON, ENGLAND.

- The Oxford Reading Books, I to VI*, each $7\frac{1}{2} \times 4\frac{1}{2}$, pp. vary., 07c. to 15c each.
The Oxford History Readers, I to VII, each $7\frac{1}{2} \times 4\frac{1}{2}$, pp. vary., 25c. to 40c. each.
The Oxford Industrial Readers, each $7 \times 4\frac{1}{2}$, pp. vary. 20c each.
The Oxford Story Readers, pp. and sizes vary, 05c. to 15c. each.
The Wonders of the Sea, pp. vary, $7 \times 4\frac{1}{2}$, 15c each.

GEORGE PHILIP AND SON, LIMITED, LONDON, ENGLAND.

- The Children's Cameos of Poetry and Prose, I to VIII*, each pp. 72, $7\frac{1}{2} \times 5$, and 0/4.
Photo Relief Model War Map of Central Europe, 1914, 36x23, 1/-.
Relief Model Map of Central Europe, 1914, 16x9, 0/4.

Pictorial Pocket Atlas and Gazetteer, pp. 250, 6x4, 1/.
Daily Mail Facts of the World, 1914, 40x30, 1/.
Daily Mail World Map of War and Commerce, 1914, 40x30, 1/.

RIVINGTON'S, COVENT GARDEN, LONDON, ENGLAND.

A Course of Geometry, by A. H. Bell, 1914, pp. 127, 7½x5, 2/6.
Junior Practical Arithmetic Examples, by W. G. Borchardt, 1913, pp. 176
 xliii, 7x4½, 2/.
French Unseens, by A. R. Florian, 1914, pp. 75, 6¼x4½, 1/4.
Le Français par l'Exemple et les Textes, I to VI, by C. L. A. Boune, 1914, pp.
 186, 6x4, 1/4.
Single Term French Readers, by B. Minssen, 1913, pp. 62-110, 6x4, 0/9 to 1/.
Graded First Latin Books, I to VI, pp. 110-126, 6x4½, each 1/.

UNIVERSITY TUTORIAL PRESS—W. B. CLIVE—LONDON, ENGLAND.

Preliminary History of England, by M. K. and M. S. Elliott, pp. 298, 7x5, 2/.
 7x5, 2/.
Second Year Direct French Course, by G. A. Roberts and H. J. Chaytor, pp. 216,
 7x5, 2/.
The School French Grammar, by E. Weekly, 1913, pp. 227, 7x5, 2/6
Direct German Course, by H. J. Chaytor, 1914, pp. 185, 7x5, 2/6.
The School Algebra, by A. G. Cracknell, 1914, pp. 568 lxxvii, 7x5, 5/.
Junior Algebra, by Cracknell and Barraclough, 1915, pp. 280 xliiv, 7x5, 3/.

THE MEDICAL INSPECTION OF SCHOOLS.

By W. H. Hattie, M. D., Provincial Health Officer.

So many articles on this subject have appeared in magazines, newspapers, etc., that it seems almost superfluous to write upon it at the present time. Nevertheless the subject is one of such great importance that no harm can be done by an occasional review of the main principles involved.

From the educationists' point of view, the prime object of medical supervision of the schools is to provide for the detection and, when possible, the correction of such defects as have a retarding influence upon the progress of the pupils. The sanitarian is interested especially in the early detection of diseases of an infectious nature, which, as is well known, often assume epidemicity amongst the children attending the schools. Each, however, sympathizes with the view point of the other, for the infectious diseases not infrequently lead to serious disturbance in the attendance of pupils, and have thus a definite importance to the educationist, while the sanitarian is interested in every undertaking which promises to better the health and increase the efficiency of those who make up the community. The struggle for existence grows progressively keener, and success in life becomes more and more dependent upon efficiency, which in turn is largely dependent upon sound health. As the demands of the school curriculum become more exacting, the strain upon the handicapped pupil becomes

greater, and the need for remedying any retarding defect becomes correspondingly increased. Failure to recognize so obvious a fact may lead to measurable defeat of the object of our school system, and instead of preparing the child for a successful career, may actually send him out into the world not only imperfectly equipped educationally but seriously disabled physically.

Prominent among the defects which are likely to retard a pupil's progress are those associated with the senses of sight and hearing. Imperfect vision makes reading difficult if not impossible, and is a well-recognized cause of nervousness, irritability, headache and distractability—conditions which render application and attentiveness practically impossible. Aural defects place the child at a comparable disadvantage, and are often accountable for seeming dulness and inattention which disappear promptly upon the correction of the defect. Anything which interferes with breathing, such as adenoids, and enlarged tonsils, is not only productive of mental dulness, but has a definite tendency to lower vitality and to predispose to the infectious diseases. Decayed teeth also, by interfering with nutrition, dispose to infection, while the suffering they so commonly cause quite precludes proper attention to study. Other defects, less conspicuous and less common but no less disabling, might be cited by the score, but those named are quite sufficient for purposes of illustration.

Then, evidences of malnutrition, which might quite escape the observation of parent or teacher, are all too often apparent to the school physician. Mental deficiency, or even mental perversion, may not be sufficiently marked to attract the teachers' attention, but may be revealed by tests at the physician's disposal. And unpleasant experiences with vermin and with contagious diseases of the skin might often be averted thru a system of medical inspection.

The inception of medical inspection in any community usually leads to the discovery of an astounding number of defects among the school children. In some communities no less than ninety per cent. of the children examined have been found to suffer from some or other abnormality. Many of these have been seemingly trifling, but their correction has led to prompt and decided improvement in the progress of the pupil. The economic gain thus effected is usually in itself ample justification for the expenditure necessitated by the undertaking.

It is unnecessary to detail the methods usually followed in carrying on this special work. It might be said, however, that

the value of the work, especially in the larger communities, is greatly enhanced by the employment of school nurses, who co-operate with the inspector, and, by following the children to their homes are often able to improve conditions there which are inimical to the proper physical and mental development of the children.

An important part of the medical inspector's duties is to supervise the sanitary conditions under which the work of the school is carried on. His duty is not discharged merely by ferreting out those who suffer under greater or less defect, and advising as to their care and treatment, but he is expected also to carefully conserve the health of those who are well. When the state compels the attendance of children several hours a day at school, its responsibility for providing healthful conditions in the schools would seem to be so obvious as not to require argument.

There is no other factor so potent in the production of poverty as ill health. There is scarcely another factor so potent in the production of crime as ill health. The health of an individual thruout his life, is very largely determined by that of his formative years. School inspection, therefore, is to be regarded as not merely intended to increase the effectiveness of the teaching, but it is in reality also a form of insurance which a community may adopt at small cost against the increase of poverty, degeneracy and crime.

HEALTH SUPERVISION OF SCHOOL CHILDREN IN A NORTH CAROLINA RURAL COUNTY.

[William M. Jones, M. D., in *Southern Medical Journal* and in *Bulletin of the Bureau of Education*, 1915, No. 5.]

Guilford County contains 672 square miles, with more than 100 schools and 200 white teachers. The objects that we have worked for and are working for, are two—education and prevention.

Education: By means of lectures and talks to the children, by pamphlets and bulletins, by press articles and notices, by illustrated lectures with lantern slides, dealing in an interesting and instructive way with such subjects as typhoid fever, malaria, the fly, the mosquito, smallpox, etc., by clinics, such as hookworm demonstrations—in every way possible we bring before the schools and community the gospel of good health.

Prevention: We have a large map of the county, on which every school is indicated. The doctors of the county report all dangerous diseases to the county board of health, giving the name and address of the parent and the school attended. As soon as the report is received, the teacher of that particular school is notified that the child has a dangerous disease, and that the other members of the family, must be kept out of the school until further notice. A colored pin (different colors representing different diseases) is placed in the map at its proper location and is allowed to remain as long as there is danger of the disease being communicated.

Then for the school building and grounds. Upon visiting the school (and we endeavour to go to each one during the session) we record on a card the condition of the grounds, whether well drained or not. Next the privies, the number and condition. The water is next considered—its location, whether on the grounds or at a residence, and whether pump or bucket is used, and whether dispensed in a common or individual cup. The building is considered—the roof and chimney, heat and ventilation, and, when a structure of two stories, if a fire escape is handy or not.

Of all this a record is kept. On this record card may also be seen what recommendations were made the previous year, and whether these recommendations have been carried out.

We now enter the classroom, and refer to our card, whereon are recorded the names of those who were examined the previous year and found to be defective, and to whom individual cards were given, naming the special defect and advising parents or guardians to consult the family physician for treatment. The physician is asked to sign this card and mail it to the county board of health. This is a long journey for a little card to travel, and many are lost en route so on our permanent card, whereon we have the record above mentioned in re the school, we also have the individual record of all defective children at the school. This is referred to and the children called up privately and asked if a card was not last year given them; if so, did they carry out the instructions, and if so, what was done. This is recorded on the card, and we then examine all new pupils and all who have not previously been examined. This examination includes the eyes, ears, nose, throat, teeth, skin, and special defects.

The eyes are to be examined first by the teacher, who keeps a record of all that are found defective, and when the examiner visits the school he examines only those that the teacher reports. This is to expedite the work.

The ears are examined by the teacher, who, if observant, soon notices any impairment without any set test. These are more fully examined by the examiner.

The nose and throat are examined by means of direct sunlight and wooden tongue depressor. We examine every child in the primary and intermediate grades, and those in the high school who wish it. The teeth are examined at the same time with the throat.

The skin is examined for impetigo contagiosa, scabies, etc. Also special defects such as hookworm and anemia, are looked for. Those found defective are given a card, and a record is made, containing the name, address, and the particular defect.

[From the Bureau of Education, Washington, 27 March, 1915].

PROGRESSIVE OPINION.

PRINCIPLES OF CRIMINAL ANTHROPOLOGY.

[By Arthur MacDonald, Washington, D. C. Honorary President of the 3rd International Congress of Criminal Anthropology, of Europe.]

Criminal anthropology is a recent line of research. It includes the study of man mentally, morally and physically, and necessarily depends on the results of many sciences. It is therefore distinctively *synthetic* in character. Criminal anthropology affords more opportunities for persons of ability to carry out the highest ideals than any other branch of inquiry.

The following are some of the principles of criminal anthropology, or what might be called its platform:

1. Degrees of criminality should be estimated according to detriment to the community. From this point of view, international crime, or war, is by far the greatest of all crimes.
2. History is mainly history of the abnormal, especially war and one of the objects of criminal anthropology is to lessen and prevent war. Montaigne says:—"It is more barbarous to kill a live man, than to roast and eat a dead one."
3. The greatest of all studies is man, which is based upon the individual, the unit of the social organism.
4. If the study of civilized man is to become a science, it must depend upon investigation of large numbers of individuals, and the method should be the same for all classes, if we are to distinguish between the normal and abnormal.
5. The best method of study for criminal anthropology is that of the laborator, in connexion with sociological data.
6. The thoro investigation of *one* human being with the means at the disposal of science, would make a volume.
7. All facts about human beings are important from the scientific point of view, whether those facts be immediately available or not.
8. In studying man names are unnecessary and statement of facts is not criticism, for science is absolutely impersonal.
9. Opinion is available according to knowledge, especially firsthand knowledge, and science is common sense condensed. Yet—
10. The foundation of science is the love of truth for its own sake.
11. All that is diseased is abnormal, but not all that is abnormal is diseased; thus a hand with six fingers is abnormal, but not necessarily diseased.
12. We must study the normal to comprehend the abnormal, for—
13. When the normal acts in an unsuitable way, or at the wrong time or place it may become abnormal. The fundamental conception of the abnormal is excess of the normal; but—
14. The difference in degree between the normal and abnormal can be so great as to result in a difference of kind; just as when two fluids reach a certain amount, a precipitate is formed which is very different from the ingredients from which it was deposited.
15. Abnormal man may be abnormal in the right direction, as genius man, talented man or statesman; or in the wrong direction as criminal, pauper or defective man. It is all *man*, and the study of these different classes might be called the anthropology of the living as distinguished from prehistoric anthropology.
16. The study of medicine is the study of the future. To know the geography of the body is more important than to know the geography of the world. Know thyself.
17. Of all forms of abnormal humanity crime is nearest the normal; the study of criminals therefore, is mainly the study of normal men, and knowledge thus gained may be generally applicable to the community as a whole. Therefore—
18. The prison and reformatory can serve as a humanitarian laboratory for the benefit of society. As the surroundings of the inmates are similar, conditions for scientific research are favorable.

19. As in machinery we first repair the parts out of order, so in society we first study the criminal, pauper, insane, feeble-minded and other defectives, all of whom constitute about one per cent. of the community. But—

20. Why should we allow one per cent. of society to cause so much trouble and expense to the remaining ninety-nine per cent., crime alone costing more than one half billion dollars annually. It is mainly because of neglecting the young where study of man should begin. For—

21. There is little hope of making the world better if we do not seek the cause of social evils at their foundation.

22. No evil can be *permanently* lessened without first finding its cause. There is probably no *one* cause of anything but a chain of causes.

23. Drunkenness is not only one of the main causes of crime but one of the greatest of enemies of humanity because it brings suffering upon so many innocent people.

24. We cannot be tempted to do wrong unless there is something in us to be tempted; that something is a part of ourselves as distinguished from our environment; therefore

25. The comprehensive study of man requires investigation of both individual and his surroundings for the environment may be abnormal rather than the man.

26. Cranks or mattoids who attempt the lives of prominent persons are very important solely on account of the enormous injury they can do to society. They therefore should be studied most thoroly.

27. Just as the physician studies his patient in order to treat him properly, so one should study the criminal.

28. The exhaustive investigation of a single criminal illustrates just how and by what steps both environment and inward nature lead to criminal acts. Human beings are much more alike than unlike.

29. Criminals, paupers and other defectives are social bacilli which require as thoro scientific investigation as the bacilli of physical disease.

30. No one should be held responsible for the first fifteen years of life nor is any one accountable for the tendencies inherited from ancestors. As the die is usually cast before adult life arrives responsibility is most difficult to determine, and is often a minimum quantity. Therefore

31. In judging human beings we should emphasize their excellencies rather than defects. As has been said, to know all is to forgive all; yet

32. Every person dangerous to property or life, whether insane, criminal or defective, should be confined, but not necessarily punished.

33. The determinate sentence permits prisoners to be released, who are morally certain to return to crime. The indeterminate sentence affords the prisoner an opportunity to reform without exposing society to unnecessary danger, but

34. Society has no right to permit prisoners to be released who will probably return to crime; for

35. Where it is a question between justice to the individual or justice to the community, the community should have the benefit of the doubt.

36. The prison should be a reformatory and the reformatory a school; the object of both should be to teach good mental, moral and physical habits; both should be distinctly *educational*. There should be a minimum temptation to do wrong and a maximum encouragement to do right.

37. Institutions for reforming human beings should have the conditions as similar as possible to surroundings outside, so that when inmates are released they may adapt themselves more easily to society and not become misfits.
38. Every one has the right to a proper bringing up; and
39. The time has come when we should study a child with as much exactness as we investigate the chemical elements in a stone or measure the mountains on the moon.
40. One purpose of criminal anthropology is, thru knowledge gained by scientific study, to protect the weak, especially the young *in advance*, before they have become tainted and fallen; not locking the barn door after the horse is stolen.
41. The treatment of young criminals should be the prototype for treatment of adults, and procedures against them should have as little publicity as possible.
42. Publication in newspapers of criminal details is an evil to society on account of the power of imitation. In addition it makes the criminal proud of his record, develops the morbid curiosity of the people, and it is especially the weak who are effected.
43. Place confidence in the so-called bad boy, awaken his ambition and teach him to do right for right's sake.
44. Put the criminal upon his honor. A criminal once said, "If they will not believe me when I tell the truth, I might as well tell lies."
45. Nothing will hinder development of the young more than the prospect of having plenty of money and no necessity to work. Idleness often leads to crime.
46. It is more important to know what is good than what is true; for morality is more precious than knowledge.
47. Increase in intellectual development is not necessarily connected with increase of morality, and education which trains the mind at the expense of the will is a questionable education.
48. The longer we live the more we appreciate the average honest man, as compared with the dishonest talented man.
49. To any observer of life, the impracticability of pessimism and the advantages of optimism are evident. It has also been estimated that,—
50. Most of our thoughts, feelings and acts are indifferent; but of those remaining, *about* three fourths are pleasurable and one fourth painful, indicating more pleasure than pain in the world.
51. Act as thou wouldst act if all the consequences of thy act could be realized at the moment thou actest.

Ontario Teachers on Spelling.

[From the *Toronto Globe*, 22 Oct., 1913.]

"That whereas spelling is a gift that many have great difficulty in acquiring, and some completely fail to acquire; that whereas many pupils, otherwise well qualified, fail to pass the spelling examination, and are therefore debarred from passing into the high school, we therefore respectfully request the Education Department to deduct one mark for each misspelt

word on the dictation paper, and, further, if the candidate pass successfully on the other subjects for examination, he shall not be plucked should he fail in spelling."—**Resolution passed by Wentworth Teachers' Association**, Harriston, October 17.

Simplified Spelling.

[From *The Toronto World*, 4 Feb., 1915.]

One of the dominant notes at the meetings held during education week in London, England a month ago was the quiet satisfaction that marked the teachers' references to the war and the schools. They had for many years been urged by people infatuated with German ideas to copy German methods. Just as steadily was this advice resisted on the ground that what may be called the spiritual method was superior to the material method of training children, and the teachers now believe that the events of the war are proving their opposition to have been justified.

In one direction, however, Germany has had a distinct advantage—that of the phonetic spelling of the language. Even at that German has other disabilities that make it a hard tongue to master. English without these disabilities is still handicapped by an indefensible, illogical and time-wasting system of spelling. It was natural, therefore, that during education week the opportunity should be taken by the advocates of simplified spelling to press the desirability of reform. A conference was accordingly held and attended by many of the leading members of university and school staffs under the presidency of Mr. William Archer.

At the conference it was strongly urged that a commission be appointed which should include scholars, teachers, men of letters and men of science for the purpose of enquiring into the necessity for spelling reform and as to how, it best could be introduced. It was again pointed out how great is the waste and confusion resulting from a system of spelling "defended only by those who ignore its wretched history." This is the great handicap to the expansion of the English language, and its reform only means "a return to the splendid simplicity and truthfulness of the early representations of speech." Our elementary schools would become far more valuable were the many hours devoted to spelling set free for other purposes by the introduction of a system that reconciled sight and sound.

HOW SPELLING SHOULD BE TAUGHT.

[From *Victoria (Australia) Education Gazette and Teachers' Aid*, 16 November, 1914.]
[Under the Authority of the Hon. The Minister of Public Instruction.]

The New Zealand Practise.

In the revized Course of Study, an important change was made in the requirements concerning spelling; and the method of teaching the subject, as set out in the "Notes on the Course of Study," necessitated a decided departure from the prevailing practise of many teachers. Under the new conditions, not only have pupils to learn how to spell the words in non-asterisked poems and articles in the *school paper* but they are to receive systematic lessons in word-grouping and word-building.

The syllabuses of instruction that have been recently revized and issued in the other States of the Commonwealth and New Zealand show similar requirements. That from New Zealand should prove of special interest to Victorian teachers, for it not only prescribes definite spelling lessons, but it also is in line with this Department's action in regard to simplified spelling. It is as follows:—

Junior Division.

Spelling.—Based chiefly on word-building, but including also other words in common use. The word-building should consist of such combinations of consonant

and vowel sounds as are most commonly represented in words of one syllable, and in easy words of two or three syllabus, and of simple derivatives therefrom. The sound values of the various letters should be taught, but formal drill in phonetics, if used at all, should be used only sparingly.

Senior Division.

Spelling.—Word-building continued, with special reference in S5 and S6 to the force of the commonest prefixes and affixes. Common homonyms.

Further Directions and General Aims in Subjects of Instruction.

Spelling should be taught by means of systematic lessons on word-building, based on a general phonetic scheme, or on the meanings of the words, or on both principles combined. This teaching should be regularly supplemented by transcription from script and print. Dictation is a useful test, but not in itself, it should be remembered, a method of teaching spelling. Indeed, the spelling may be judged rather from the composition and other written work than from special tests. The learning by heart of lists of spellings and meanings cannot be considered as serving any useful purpose, but children may be encouraged to bring to schools lists of words, and phrases that they have been unable to understand in the books read at home.

Any spelling shall be allowed that is recognized by the *Oxford English Dictionary*, and *ceteris paribus*, it is recommended generally that, where this authority gives a choice, the more phonetic form should be preferred; for example, *recognize*, *rime*, *gram*, *kilogram*, *program*, *honor*, *labor*, *plow*, *jail*, and not "recognise" "rhyme" "gramme," "kilogramme," "programme," "honour," "labour," "plough," "gaol."

MUST ADOPT THE METRIC SYSTEM.

British Manufacturers Must Adopt Germany's Methods if they are to get Trade.

"The metric system of weights and measures prevails in the great majority of neutral countries with which hitherto Germany has carried on a very large trade, and if the efforts to capture that trade are to be successful, British manufacturers and shippers must adapt their methods to those of their customers," says *The Ladies Pictorial*.

"This is made quite clear by the recent Board of Trade reports, which confirm what the Decimal Association has been preaching for years past. The Decimal Association, Finsbury Court, Finsburypavement, E. C., will be glad to do its best to help manufacturers and merchants who need information on this subject. Legislation is obviously out of the question for the time being, but every effort will be made to awaken public opinion to the necessity for the change and to show that in many centers it is indeed impatiently demanded. Not only do our obsolete and cumbersome weights and measures hamper our external and internal trade, but the time wasted in teaching them in schools might well be put to very much better use."

[*The Daily Mail, Montreal, 23 Nov., 1914.*]

HALDANE PLEADS FOR EDUCATION REFORM.

Warns England Against Neglecting Its Scientific Equipment While Rivals Progress.

[*Special Cable to The Mail's Home.*]

London, Dec. 21.—Lord Haldane continues to press upon the Government of the country the need for real reform of England's educational system. Speaking at the National Liberal Club, his lordship said that he had no thought of taking an unduly alarmist view when he said that the indifference to education was a serious national danger. The article of manufacture was linked with scientific education, and woe to the country that was lacking in the scientific equipment necessary to enable it to compete with its more favored rivals.

It is understood the Government will take the subject in hand.

Mail, Montreal, 22 Dec., 1913,

The King's Example.

By the King's Command, the consumption of wine, spirits, and beer has ceased in the Royal residences. We are receiving a flood of testimony, far more than we can print, that *His Majesty's* example is deeply moving the nation. At Glasgow, we are told, it has created "a profound impression," and at Newcastle it is expected to have "an enormous moral effect." Statements of a similar kind are arriving from every important center in the country. At Newcastle it is proposed to form a "King's League", the members of which will make a declaration in keeping with *His Majesty's* announcement. The same proposal, with slight variations, appears to have been made public in other cities. We are concerned with the general effect of the *King's* example, rather than with the precise form of the movement it seems likely to prompt. We do not concur with the observation, already made in some quarters, that men who want to drink will not refrain out of deference to the Royal declaration. Our view is that the King's action will at least have certain instant and very general results. It will lessen everywhere any tendency to excessive drinking which may exist. It will deepen the moral consciousness of the nation. It will bring home to each individual the imperative necessity of preserving full mental and physical efficiency, and of not impairing his or her usefulness thru undue indulgence. Such was, doubtless, the extent of *His Majesty's* purpose. Any further steps which may be taken are left to his people to decide for themselves, tho it must be obvious that there is also a general expectation of further Government action.

(*The Times Weekly Edition, April 9, 1915*).

THE WAR AND STRONG DRINK.

The King of England has stopped the use of strong drink, by himself and the royal household as an example to the British people. Earl Kitchener has followed his example. The British Chancellor of the Exchequer has proposed national prohibition. In one morning's mail after inviting the British people to write him their views on the subject Mr. Lloyd George received fifteen thousand letters. England is thoroly wrought up over the subject.

The movement for prohibition in England is not primarily a moral one. It has its roots in economic conditions. With millions of its best men in the field and in the training camps, England is feeling the disastrous effects of British drinking habits as never before. The big manufacturers, especially of munitions and supplies of war, are finding their output and

the efficiency of their establishments seriously reduced. Lloyd George, with characteristic exuberance, has declared that drink is a deadlier foe of the empire than Germany or Austria.

It is a phenomenon of surpassing interest. Russia as a war measure cut off at a stroke the sale of vodka. It is almost certain that in England drastic modifications in the conditions of the sale of liquor will be brought about. National prohibition, even, is not beyond the bounds of possibility. The liquor dealers, anyhow, seem to be concerned over the prospect. A poster exhibited in the windows of public houses in a British town bears the following appeal, referring to the new tax imposed at the beginning of the war:—"War Tax. Every half pint that has been purchased here contributes one halfpenny to the national war chest. Be patriotic and assist your country by drinking the national beverage as before." If it is to become a contest between different brands of patriotism, it is to be hoped that the appeal of the King, the Chancellor of the Exchequer and the Secretary of State for War will overbear that of the liquor sellers.

(*The Independent*, 12 April, 1915)

Next New Year's Day it will be possible for a man to walk on dry land all the way from the state of Washington to the state of Georgia. The chain of prohibition states, Washington, Idaho, Colorado, Kansas, Oklahoma, Arkansas, Tennessee, Georgia, extends from the northwest corner to the southeast and the corner of Wyoming that intervenes is so nearly dry that the most sensitive teetotaler could walk across it without being offended by the sight of a rum-shop.

(*The Independent*, 12 April 1915).

THE STATE AND STRONG DRINK.

But censure profits little; vain the attempt
To advertise in verse a public pest,
That, like the filth with which the peasant feeds
His hungry acres, stinks, and is of use.

The excise is fattened with the rich result
Of all this riot; and ten thousand casks,
Forever dribbling out their base contents,
Touch'd by the Midas finger of the state,
Bleed gold for ministers to sport away.

Drink and be mad then; 'tis your country bids;
Gloriously drunk, obey the important call,
Her cause demands the assistance of your throats;—
Ye all can swallow, and she asks no more.

Cowper (1731-1800)—*The Task*, iv, 500-512.

ARBOR DAY.

Arbor Day is not observed in Canada to the extent which its importance warrants.

The people of Canada must ever keep in mind their dependence upon her forests. With large areas suitable only for forestry purposes, it is essential that the value of trees and their protection should be thoroly impressed upon Canadians.

While Arbor Day is observed in the rural schools, and in some city schools, its recognition by the general public is not as general as it should be.

In the province of Nova Scotia, Arbor Day is celebrated to a limited extent in the schools. This is not sufficient, however. The observance of Arbor Day should be general. There is need in every part of Canada for the education and instruction which Arbor Day represents. The day should be observed as a public holiday, at a time most suited to the climatic conditions of the locality. Public recognition should be given to Arbor Day, and the planting and protection of shade trees, the preparation of flower and vegetable gardens, and the thorough cleaning up of homes and surroundings should be advocated as special duties for the day.

Arbor Day has its justification in the value of trees, from whatever point of view they may be considered. Nothing contributes so much to make the world a pleasant place to live in as trees. The true home feeling is not satisfied without the presence of the trees, with their shelter and shade, their beauty of form and leaf, their blossom and fruit, their varying shades with the passing of the seasons, and their fulness of color in the autumn days. They also afford homes and shelter for our feathered friends—the birds—during their annual visits to us.

There is nothing which will add beauty and value to a home or the schoolhouse more than the presence of trees; there is likewise nothing which adds more to the comfort of the pedestrian than shade trees on the roadside. The way may be long and dusty, but under the cool shade of the trees relief is found.

It is to be hoped, therefore, that the celebration of Arbor Day will become more general; that the planting and care of trees and shrubs around schoolhouses, homes, public spaces and by roadsides may have the effect of developing a keener appreciation of the value and beauty of trees; and that in thus enlarging the field of Arbor Day activities, greater interest

may be created in the protection of our Canadian forests from the reckless destruction by fire and the axe with which they are threatened.

[*Bulletin of Commission of Conseration, Ottawa.*]

Bands of Mercy.

[*From the Halifax Herald, 22 Jan., 1915.*]

The first Band of Mercy was organized by Mrs. Catherine Smithers in England in 1875; the American bands by Mr. Angell and the Rev. Thomas Timmins in 1882; the Band of Mercy union, or Humane Education society, by Mrs. F. H. D. Vieth in Ottawa, Canada, in 1890, one year after the American Humane Education society was formed in 1889. At the first meeting of the Band of Mercy union, General Sir Frederick Middleton presided and became honorary president. The Countess of Minto was its first patroness, and the late Archbishop O'Brien and Archbishop Hamilton its first patrons.

Bands of Mercy are spreading all over the civilized world, and have been approved of by the highest officials of church and state, archbishops of both Catholic and Protestant churches being patrons.

At the present time Her Royal Highness the Princess Patricia is patroness of the Band of Mercy union; His Grace Archbishop Hamilton, His Grace Archbishop MacCarthy, His Honor the Lieutenant-Governor of Nova Scotia, His Honor the Lieutenant-Governor of New Brunswick, and many others, patrons, but it is to the principals and teachers of schools who are the real character builders of the nation that we must look for this teaching of mercy, justice and kindness to all living creatures—to birds and beast as well as the human race.

Let the children be taught that the lower animals are God's creatures as well as they themselves are, put here by our Heavenly Father each for its own special purpose, and that it is only a depraved and cowardly nature that will make any defenseless creature suffer, and that there is no grander test of true bravery and nobility of character than one's treatment of the lower animals:

Typhoid Immunity.

In view of the criminally ignorant and virulently aggressive propaganda of mentally unsound people who have intellect enough to be taught to write fluently, but not enough to reason sanely; who are endangering the health of the community in many places where teachers and trustees are not sufficiently informed, by their misleading statements and invective against vaccination for immunity from smallpox, on the ground that there is no scientific evidence for the use of any form of serum therapy;—in view of the possible continued existence of these injurious elements of society, we publish the following from the *Daily Star, Montreal*, Feb. 1915; which the experience of our troops now in the field is also demonstrating up to date:

The London Daily Mail publishes the following letter from E. M. Queen Gray on inoculation against typhoid:

In view of the present attempt to influence the public against inoculation for typhoid, I believe that the following brief account of the introduction of the system into the Army of the United States and the result of that action may be of value.

In the autumn of 1908 a board consisting of the surgeon-general and several distinguished Army medical officers recommended the adoption of inoculation against typhoid in the United States Army as a voluntary measure. This step was taken after an exhaustive study of the Almoth Wright system of immunization had been made in Europe by an army medical officer. The recommendation of the board was authorized by the Secretary of War, and voluntary inoculation began in the following year.

During 1909 and 1910 about 18,000 men were inoculated. The results were so convincing in regard to the value of the measure that on the occasion of the mobilization of troops on the Texas border in 1911 the Secretary of War ordered the compulsory inoculation of all the troops in the field.

From a pamphlet entitled "The Sanitary Record of the Maneuvre Division," by Surgeon-Colonel J. R. Kean, the following is extracted—

The immense advance in camp sanitation and particularly the value of this protective measure, can be estimated by comparing the typhoid incidence of this (inoculated) camp with that of the 2nd Division, 7th Army Corps, organized at Jacksonville, Florida.

2nd Division, Jacksonville.

| | |
|---|--------|
| Mean strength..... | 10,759 |
| Cases of typhoid, certain and probable..... | 2,693 |
| Deaths from typhoid..... | 258 |
| Death from all diseases..... | 281 |

Maneuvre Division, San Antonio (Inoculated).

| | |
|---|--------|
| Mean strength..... | 12,801 |
| Cases of typhoid, certain and probable..... | 1 |
| Deaths from typhoid..... | 0 |
| Deaths from all diseases..... | 11 |

The following table, taken from a paper read before the Congress of American Physicians and Surgeons in Washington, 1913, puts the result of the method of inoculation in the United States Army in statistical form:—

Typhoid Fever, U. S. Army, in the United States.

| | |
|--|--------|
| | Cases. |
| Average per year for the five years prior to 1908..... | 169 |
| Year 1911 (two years after inoculation began)..... | 44 |
| Year 1912..... | 18 |
| First nine months of 1913..... | 0 |

In the face of such results as these, agitation against typhoid inoculation appears to be little short of criminal.

SCHOOLS AND EPIDEMICS.

Department of the Interior, (Bureau of Education, Washington.

Doubt as to the wisdom of closing schools in epidemics of contagious disease is expressed by Dr. Francis George Curtis, of Newton, Mass., in a bulletin on the "Health of School Children" just issued by the Bureau of Education. He says: "If the schools are closed when an outbreak occurs, the children are turned loose from supervision; they mingle freely with one another in the streets, on playgrounds, and in each other's houses. They are having an extra vacation and enjoying themselves thoroly and are unwilling to admit that they feel ill, lest they be kept at home and prevented from having a good time. For this reason they will not say they feel ill until the disease is well advanced, and they may be active sources of infection for some time before it is discovered that they are ill.

"If the schools are kept open and the children continue in the class rooms as usual, they are under strict observation and examined daily by the school physician, suspicious and infected cases being sent home for observation or treatment.

"In this way many children are sent home before they have had an opportunity to infect others, thus reducing the probability of spreading infection. Further than this, the attention of the parents is called to the fact that the child is feeling ill and he is brought under treatment earlier."

"It seems, therefore, that keeping the schools open offers the best chance of safety for the pupils, both collectively and individually.

"Instead of closing the schools and allowing the children to be scattered, and removed from supervision, when an outbreak appears the schools should be kept open as usual and the children urged to attend. The school physician and nurse should be detailed to the school where the outbreak has appeared and instructed to examine every child daily, excluding such as appear ill or suspicious. This can be done with very little disturbance of the school work. A note must be sent to the parent stating that the child seems, or is, ill and must be seen by the family physician. Suspicious cases must be ordered to remain at home until further notice, and, if necessary, must be visited in order to settle the diagnosis. Absentees must be rounded up and examined in order to find out why they have been kept at home. If they are ill, they must be isolated, and, if well, urged to return to school."

This, of course, applies to schools in cities in which school physicians, or nurses, or both are employed.

SCHOOL SANITATION.

Regulation of the C. P. I.

34. (1) The Board of Trustees in every school section shall have the schoolroom floor, desks and dusty walls, thoroughly washed once, at least, during every quarter of the school year. They shall also have the schoolroom cleanly swept and dusted at least three times a week. They shall also have the outbuildings well cleaned and disinfected (lime is a cheap and good disinfectant) once, at least during every quarter of the school year, and shall from time to time, provide a sufficient supply of dry earth for absorbent purposes. It shall be the duty of every teacher to render to the trustees every possible assistance in making the above provisions effective and sufficient for the proper cleanliness and sanitary condition of the school and premises.

(2) Every teacher shall notify the inspector at the close of each quarter of any failure to comply with the provisions of this Regulation and every section so failing shall be liable to forfeit its share of municipal fund for such quarter.

(3) Teachers refusing or neglecting to render the trustees reasonable assistance in carrying out the provisions of (1) or who neglect to notify the inspector as in (2) shall be liable to forfeit their provincial aid for the quarter.

(4) In urgent and exceptional cases, the teacher may call upon the local board of health, which body shall at once proceed to remedy the unsanitary conditions complained of as provided for in the Public Health Act. The cost of such services shall be a charge upon the school section in and for which the said services were performed.

Rural Science Bulletin.

Vol. I.

TRURO, 20 APRIL, 1915.

No. 3.

Editor: L. A. DeWOLFE, M. Sc., Normal College, Truro, Nova Scotia.

At present there are in Nova Scotia 110 teachers holding either a Rural Science diploma or a Rural Science certificate. Of this number, 85 are making the necessary monthly reports, and are doing their best to qualify for extra government grant.

The magazines a teacher reads are a fairly good index to her ambitions. The eighty-five teachers who report their work have collectively subscribed for twenty-two different periodicals this year. This speaks well. Very properly, the Educational Review leads with fifty-seven subscribers. Next follow the Canadian Teacher (19), Bird Lore (10), Nature Study Review (9), Primary Education (8), Guide to Nature (5), Rural Educator (3), Garden Magazine (2). Then comes a long list with only one subscriber each. It is to be regretted, however, that twenty Rural Science teachers read no magazine whatever.

Thru the courtesy of Mr. J. B. Spencer, B. S. A. Ottawa, every Rural Science teacher receives the Agricultural Gazette each month. Many teachers, too, are well supplied with Government Bulletins. If these are properly used the neglect to subscribe for other magazines can be partially excused. There is surely a difference, however, between the teacher who subscribes for five magazines and the one who does not subscribe for any.

If only one magazine is possible, the most helpful is probably *The Rural Educator*, University of Ohio, Columbus, Ohio. Price \$1.00

Teachers, with the present small salaries, can scarcely be expected to buy many publications. They should not rest, however, until they induce trustees to spend ten dollars each year for school magazines. Magazines are as necessary as maps, globes and dictionaries.

SCHOOL LIBRARIES.

The regular school Inspectors are taking care of the School Library movement. Rural Science teachers, however, are expected to be the most progressive teachers in any inspectorate. In the majority of cases, they live up to what is expected of them. When there are exceptions, however, the whole cause suffers.

Will not our energetic teachers, therefore, lead the way in establishing and improving School Libraries? Solicit books from friends of the school. If the teacher can not induce the trustees to contribute something from school funds towards the library, she can get assistance from the more progressive ratepayers. The trustees are the servants of the ratepayers.

Remember that current magazines are of more use in the Library than the average book will be. To be efficient, the Library needs both; and the parents should have access to whatever it offers.

See the 1911 Manual of School Law pp. 245-253 for suggestions relative to establishing and conducting School Libraries. These are now being revised and brought up to date with an enlarged catalog, and will appear in full in the *Journal of Education*, April, 1915.

REQUESTS PRIMARILY FOR RURAL SCIENCE TEACHERS.

In your June report, please state the number and value of books you have added to the School Library this year. Please state, also, whether these are ad-

tions to a library already in existence, or do they form the nucleus of a new library? This has nothing whatever to do with the report required in the Annual Returns. It is simply to let us know how well Rural Science teachers are living up to their obligations.

In the same report, please give the number of records in your Phenological Observations.

As soon as you receive this Bulletin, please notify the Director whether or not you plan to keep your present school for another year. If you will not remain, what is the outlook for having a Rural Science teacher succeed you? Give any details that would be of interest to a prospective teacher.

Literature descriptive of the Audubon Societies has doubtless reached you. Please report if you have formed Junior Societies in your schools.

Very valuable suggestions are offered in the Journal of Education, April 1907, pp. 49-77. The Secretary should have this Journal on file; and all Nature teachers will find it extremely helpful.

It is wise to collect garden pictures, and keep a garden scrap-book.

Enlist the support of local clergymen.

Invite leading citizens to address the School on some live topic.

Keep a record calendar of your spring gardening operations.

WHAT IS BEING DONE ELSEWHERE.

In many rural districts thruout the United States, the school is generously supplied with cooking utensils. Children who live a long distance from school are, therefore, enabled to prepare for themselves hot lunches at noon. In this connexion, the teacher has an opportunity to teach elementary lessons in Domestic Science.

Oklahoma has declared 9th April, "Bird Day." In all schools, special talks are given on the value of birds, with special references to means of protecting them and attracting them about our homes. The same State observes 31st March, as "Safe Food Day"—that is, a day for discussing the sanitary handling and care of food in the home and in the market.

Missouri observes 30th October, as "School and Home Improvement Day." The State Superintendent of Schools requires all teachers to hold public meetings in their schools on that day, and to discuss ways and means of furthering their improvement plans. Missouri also has a "Good Roads Day."

Alabama has a "Corn Day," devoted to better methods of growing corn.

Arbor Day, of course, is observed practically everywhere.

WHAT IS THE MATTER?

250 teachers of Nova Scotia are said to have had the opportunity to obtain for every one in her or his school section desiring it, a valuable pamphlet published by the Forestry Department of Canada on "The Wood lot", showing how to make a small portion of woodland or forest a source of individual profit and general benefit to the country by simply sending to the Department at Ottawa the addresses of the people in their school sections who owned or might be interested in woodland. 100 teachers sent in 1,600 addresses. The other 2,400 did nothing so that 78,400 pamphlets printed for Nova Scotians lie useless on the shelves in Ottawa. The inspectors have been directed to discover and report the cause of this.

RECENT ARTICLES WORTH READING.

"Growing Food on Vacant Lots" page 183, Agricultural Gazette, February, 1915; and page 284, March, 1915.

"School Gardening" by S. B. McCready, page 275, Agricultural Gazette, March, 1915. Note especially the last page of his article.

Apply to the Department of Education, Toronto, Ontario, for a copy of Circular 18A on Children's Gardening.

"Work by Women in Rural Ontario," page 5, Training, March, 1915 (published at 64 Temperance St., Toronto, \$1.00).

"The Little Girl's Garden," page 71, Woman's Home Companion, April, 1915.

"Suburban Market Gardens" page 18, Canadian Courier, 3rd April, 1915.

ADDITIONAL SOURCES OF HELP.

The first number of "The Schoolmate" has appeared. It is an attractive little magazine, well worth the modest price,—30 cents a year. Address Mayflower Publishing Company, Floral Park, N. Y. It is wise to ask that your subscription begin with the issue of April 1915.

A very helpful book is Elementary Agriculture by Burkett, Stevens and Hill; price 80 cents; published by Ginn & Co., Boston.

The Maritime Farmer, published in Sussex, N. B. is worthy of our patronage. It is issued semi-monthly, and costs \$1.00 a year. We hope to be able to announce in the next Bulletin however, that the special rate of 50 cents a year will be offered Rural Science teachers.

LETTERS FROM TEACHERS.

Bulletin No. 2, contained several letters from teachers. A repetition of similar letters would be monotonous. Those published in March were sufficient to show that some of our teachers were active and enthusiastic. We have other letters of a similar nature, but their publication will serve no new purpose.

The following letter, however, strikes a different note. What it suggest, is therefore, worth passing along.

Oakland, Lunenburg, Co., N. S.
March 30th, 1915.

In January an enterprising teacher suggested a meeting of the neighboring teachers for the purpose of interchanging ideas and the furtherance of Science work. Accordingly, on January 25th, the teachers within a radius of five miles, numbering eight, assembled at Martin's Point.

Our meetings are formal, conducted by our able President, Miss Mary Mills. Science work gets the place of prominence; therefore, we discuss what Nature lesson can be taught each month, sources of information, what preparations can be made for a fall exhibition, as well as literature on the subject being read and discussed.

Among other things, we confess our inability to present certain subjects well for which subjects, competent teachers are chosen to teach at the following meeting. Thus we profit much.

G. V. Conrad, Secretary.

This letter suggests the "Community Center" idea, so much in vogue in many of the Middle States.

Bible Hill, Col. Co., N. S.

Have you tried having an evening meeting in the school-room? We had a very helpful one 18th March.

The earlier part of the evening was given up to speakers, and we were especially favored by having with us, the Rural Science Director, also Principal Cumming, and other members of the Agricultural College, all of whom assisted in the exercises of the evening. I felt quite elated when I secured one trustee as a speaker, the two had promised to be present.

The speakers dealt with "Schools of To-day," Co-operation of Homes with Schools, Improvement Clubs, etc.

The addresses over, the children of grades V and VI gave a play, which showed different phases of their school-work.

Try one of these meetings. Don't prepare an elaborate program but use your school work and see how interested the parents will be. If you want a large crowd, don't mention the fact that speakers will be present. Having secured the crowd, then have the speakers as a surprise.

J. Marie Ramey.

Principal Banks of Round Hill, after describing his School Fair of last autumn, adds:—

A better fair is in prospect for 1915. The Women's Institute have taken hold of the matter, with a sure grip. They provide two of their members each Friday at the School room as teachers in needlework. They promise to stand good for practically the whole prize list, but many individual subscriptions have come in for certain sections of the prize list—insect collections, woods, knitting, etc.

W. E. Banks.

Miss Helen Pitman, Arcadia, referring to the Yarmouth Exhibition says:—

The children were very enthusiastic and it created quite an interest among the parents. I think it gave them a broader view of the meaning of Rural Science. This was only a beginning. Already the managers of the Agricultural Hall are preparing a special room for next year's exhibit; and we believe the number of schools exhibiting will greatly increase.

Helen V. Pitman.

QUOTATIONS.

We venture to quote the following disconnected sentences from recent letters, merely to show the range of school activities.

My class ordered 460 packages of seeds this week. A number of the boys are making weather vanes and bird houses at home. The activities of the girls run to sewing and bead work.

Our moss-collecting trips led us into strange and wonderful places. The children enjoyed it very much; and they remained after school several nights to mount their specimens.

Four women of the section have charge of the sewing this year. They have the girls of grades I to VIII arranged in four classes. They are doing good work. We have added canning and laundry work to our Exhibition prize list.

While arranging our Exhibition material, one farmer, who came in to see us, said "This is going to do our Section more good than anything we have had here for years."

A valuable feature of Bulletin No. 2 was the exchange of ideas in the letters from teachers. We hope more will be published.

In this section, Nature work has created a great interest for the children.

ANSWERS TO QUESTIONS.

Q—What shall we do with the bulbs that have bloomed in the school room?

A—When the green leaves have died down, empty the flowerpots, allow the bulbs to dry a week or two, and then plant them in the garden. They may come up and flower again, or they may not. Their forced blooming in the warm room has weakened them. Don't plan on a second crop; but try for it. The first crop of flowers really paid for the bulbs.

Q—Can rose-bushes be grown out of doors from cuttings?

A—The cuttings should be rooted in the house; and then transplanted outside in the early spring. The cuttings should be taken from the bushes in the fall; but it is wise to try them even now.



JOURNAL OF EDUCATION.

APRIL, 1915.

OFFICIAL NOTICES.

The full number of legal teaching days in the half school year ended January was 103; and in the half school year to 30 June is 105. School year 208 teaching days.

Summer Calendar, 1915.

| | | |
|-------|----|---|
| April | 19 | Fourth Quarter began. |
| May | 1 | Applications for University Graduate Exams. due. |
| May | 7 | Arbor Day. |
| May | 15 | Applications for Provincial Exams. due at Inspector's office. |
| May | 21 | Empire Day. |
| May | 24 | Victoria Day (Holiday) |
| June | 3 | Anniversary King's Birthday (Holiday). |
| June | 23 | Normal College closes. |
| June | 24 | Provincial Examinations begin. |
| June | 24 | County Academy Entrance Exams. begin. |
| June | 28 | Annual meeting of school sections. |
| June | 30 | Last authorized teaching day of school year. |
| July | 1 | Applications Rural Science course due. |
| July | 1 | Dominion Day. |
| July | 5 | Rural Science Training school, Truro, begins. |
| Aug. | 7 | Rural Science Training School course ends. |
| Aug. | 30 | First Quarter school term begins. |
| Sept. | 6 | Labor Day (Holiday). |
| Sept. | 23 | Normal College opens at Truro. |
| Nov. | 8 | Second Quarter begins. |

DISTRICT SCHOOL COMMISSIONERS.

(Appointed 26 September, 1914)

Argyle—Tracey G. Hatfield, Tusket.
 Charles K. Hurlbert, Tusket.
 William E. Simms, Plymouth.
 Dr. A. R. Melanson, Eelbrook.
 Luxine Bourque, Sluice Point.
 Henry T. d'Entremont, Lower East Pubnico.
 Jeremiah Gayton, Lower Argyle.

(Appointed 18 November, 1914)

Antigonish—Rev. A. D. McDonald, Loch Katrine.
 Rev. M. Gillis, Georgeville.
 Rev. D. E. Chisholm, Pomquet.

Hants West—Edward Young, Burlington.

(Appointed 27 November, 1914)

Guysboro—Rev. A. H. Cormier, P. P., Larry's River.

(Appointed 28 January, 1915)

Chester—Eustace German, Chester.
 William Barry, Chester.
 Silas Corkum, Middle River.

(Appointed 27 April, 1915)

Shelburne—Rev. Geo. Ross McLean, Shelburne.
 Rev. H. Y. Payzant, Shelburne.
 Fred W. Muir, Shelburne.
 Geo. T. MacDonald, Shelburne.
 A. D. Bruce, Shelburne.
 Angus Bower, Lower Ohio.

Inverness South—Rev. Donald McKay, Port Hood.
 Joseph D. Doucett, Port Hood.

Richmond—Alexander E. Morrison, Point Tupper.
 Albert D. Samson, Arichat.
 John Edward Jean, Arichat.

DATES OF MEETINGS OF BOARDS OF DISTRICT SCHOOL COMMISSIONERS.

- (a) Lunenburg—Friday, 7 May.
 Chester—Tuesday, 1 June.
 Queens South—Wednesday, 19 May.
 Queens North—Wednesday, 12 May.
 Digby—Saturday, 1 May.
 Clare—Tuesday, 27 April.
 Annapolis East—Tuesday, 4 May.
 Annapolis West—Monday, 3 May.
 Cumberland—Tuesday, 25 May.
 Parrsboro—Tuesday, 20 April.
- (b) Colchester South—Saturday, 1 May.
 (c) Colchester North—Friday, 14 May.
 (d) Colchester West—Friday, 7 May.
 (e) Hants East—Thursday, 20 May.
 (f) Hants West—Thursday, 29 April.
 (g) Kings—Tuesday, 11 May.
 Antigonish—Wednesday, 12 May.
 Guysboro—Wednesday, 2 June.
 St. Mary—Wednesday, 9 June.
 Halifax Rural—Thursday, 20 May.
 Halifax East—Thursday, 27 May.
 Halifax West—Thursday, 17 June.
 Yarmouth—Tuesday, 1 June.
 Argyle—Friday, 4 June.
 Shelburne—Tuesday 25 May.
 Barrington—Tuesday, 11 May.
 Cape Breton—Tuesday, 25 May.
- (h) Pictou East—Monday, 10 May.
 (k) Pictou West—Friday, 7 May.
 (l) Richmond—Wednesday, 7 July.
 (m) Inverness South—Wednesday, 2 June.
 Inverness North—Friday, 2 July.
 Victoria—Saturday, 5 June.

(a) Lunenburg; (b) Truro; (c) Tatamagouche; (d) Great Village; (e) Elmsdale; (b) Windsor; (g) Kentville; (h) New Glasgow; (k) Pictou; (l) Arichat; (m) Port Hood.

SECTIONS PLACED ON THE SECOND SCHEDULE.

(12 June, 1914)

- Colchester West:—Bass River, No. 8.
 Antigonish:—Antigonish Harbor, No. 3.
 Argyle:—Rockingham, No. 33.

(23 July, 1914).

- Queens North:—Westfield, No. 3.

(1 August, 1914).

- Pictou West:—Watervale, No. 36.
 Annapolis West:—Beaconsfield, No. 48.

(28 January, 1915).

- Queens North:—Albany New, No. 4.
 Yarmouth:—Deerfield, No. 36.
 Antigonish:—North Grant, No. 61.

(27 April, 1915).

- Pictou East:—Marsh, No. 51.
 Cumberlandand:—Millvale, No. 97.
 Lunenburg:—Second Peninsula, No. 3.

SECTIONS HAVING ANNUAL MEETING FIRST MONDAY IN MARCH.

(23 January, 1915).

- Inverness North:—Muisse, No. 5.
 Halifax East:—Mooseland, No. 14.
 Halifax West:—Middle Porters Lake, No. 64.
 Richmond:—Loch Lomond, No. 51.
 Victoria:—Munro, No. 58.

ERRATA.

- Journal*, October 1914—Page 108—License A. No. 8.
 Ethel Mary McDougall, should read Edith Mary McDougall.
Journal, October 1914—Page 153—Annuitants—D. R.
 Boyle, \$21.86, should read \$43.72.

Exam. Time Table.

- On page 89 preceding
 Grade XII Ancient History should read History.
 Grade XI General History should read History.

[Extract from Gen. Order 209, of Appointments, promotions, etc.
in Canadian Militia.]

To be Captain: Lieutenant G. M. Huggins, 15 May, 1914.

AMENDMENTS TO THE SCHOOL LAW OF 1911.

LEGISLATION OF 1915.

An Act to Amend the Statute Law.

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

The Education Act Amended.

23. Section 74 of chapter 2 of the Acts of 1911 is amended by adding at the end of said section the following words:—

“But in no case shall any money paid under this section exceed during any year the amount expended out of the funds of the school section on the department qualifying for the grant.”

24. Section 75 of said chapter 2 of the Acts of 1911 is repealed and the following section substituted therefor:—

“75. (1) Every poor section determined under the provisions of section 15 of this Act, which,

(a) is so isolated that it cannot be united with or absorbed into another school section or other school sections, and

(b) is rated for sectional school rates on property assessed at a value of not more than \$4,000, and

(c) votes and collects for current school expenses at a rate of not less than two per cent. on the property ratable for sectional school rates, shall be known as a special poor section.”

25. Clause (a) of sub-section 1 of section 82 of said chapter 2 is repealed and the following substituted therefor:—

“(a) Every male person between the ages of twenty-one and sixty years, residing in such section at the time of the holding of such school meeting, shall pay the sum of one dollar (or when ordered by the district board or its

committee specified in section fourteen, of two dollars) as a poll tax, but no person shall be liable to pay more than one poll tax in any one year."

26. Sub-section 2 of section 84 of said chapter 2 is amended by striking out from the fifth and sixth lines thereof the words "excepting dyke lands."

27. Sub-section 1 of section 80 of said chapter 2 is repealed and the following subsection substituted therefor:—

"(1) Subject to the provisions of this Act the Superintendent shall on the recommendation of the Inspector, allow to trustees in any section entitled to special aid as a poor section, a sum not to exceed one half more from the Municipal School Fund than the allowance to other sections; and when recommended by the Inspector, teachers employed in such poor sections shall receive one third more from the provincial grant."

28. Sub-section 2 of said section 84 of said chapter 2 is amended by inserting between the words "Halifax" and "outside," in the sixteenth line of said sub-section the words, "and in the Municipality of the County of Cape Breton."

AN ACT IN RESPECT TO SUPPLIES OF BOOKS FOR USE IN THE PUBLIC SCHOOLS.

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

1. (1). The Council of Public Instruction shall have the power to establish and maintain a Bureau for the purchase, sale and distribution of school books prescribed for use in the public schools of the Province.

(2) All money required from time to time for the purchase of such books shall be paid out of the Provincial Treasury, and all money received from the sale and disposal of the same shall be paid into the Provincial Treasury, and form part of the revenue of the Province.

2. The Council of Public Instruction shall have power to make such rules and regulations as may be by such Council considered necessary for the carrying out of the purposes of this Act, and all matters incidental thereto.

All regulations made under the provisions of this section shall be published in the Royal Gazette.

3. The Superintendent of Education shall make an annual detailed report of the moneys expended and received under the provisions of this Act. Such report shall be presented to the Legislature as part of the Report of the Department of Education.

The names of the following Academic teachers were inadvertently omitted from the last list of Academic Teachers in Nova Scotia.

E. Chesley Allan, Yarmouth.

Annie Mackay, M. A., Pictou.

Bookkeeping in Grade VIII. Until a suitable text is prescribed teachers can use any system supplied by their book-sellers, if the teacher cannot form a system of his own.

Spelling. Altho some old and longer spellings, of words will be found in some of the books now prescribed there is no reason why pupils or teachers should use them, instead of the shorter and better forms already used, and for many years authorized in Nova Scotia, which will be found in the latest unabridged edition of the *Standard* dictionary and some in the *Concise Oxford*. Provincial Examiners accept the authorized simpler forms. The Education Department prefers them.

Music. Singing is required to be taught in every school by rote and with the tonic sol-fa notation. Where the teacher is competent to give instruction in the staff notation, such instruction may be assumed to be better. But music instruction of some kind is imperative to qualify a teacher for the provincial aid.

The following texts have been recommended to teachers in the Tonic sol-fa notation:

School Day Melodies (for pupils), by Ada F. Ryan, Parts I and II, 10 cents each.

Song-Teachers' Guide (for pupils), by Ada F. Ryan, 30 cents.

National and Vacation Songs (Grafton, Montreal). 10 cents.

Curwen's Song Books (London). 10 cents, and up.

The following are recommended to teachers *In the Staff Notation.*

The New Public School Music Course (Six Readers), (Educational Book Co., Toronto). Authorized also in New Brunswick.

No. I; 20 cents; No. II, 25 cents; No. III, 30 cents; No. IV, 30 cents; No. V, (F Clef for mixed classes) 30 cents; and No. V, (G Clef for girls classes), 30 cents. Or any equivalent texts.

The School Book Supply Bill will be found in full at page 139 preceding, together with the minor amendments of the Education Act. The School Book Bureau is expected to be organized in time to supply the new Readers and Common School Arithmetic for the next school year. All other books until further notice are expected to be supplied by the trade as heretofore.

Medical Inspection in all schools is so important, that we are publishing on page 115 an article by the Provincial Medical Health officer, for the official information of school trustees and teachers, whose duty it will be to ponder the information given and take such action as may be possible. The paragraphs following are an addition to the information as to what is being done elsewhere in progressive communities, printed in previous *Journals*, which should also be consulted.

Cadet and Musketry Courses, 1915.

The teachers who were attending the Cadet Instructor's Course last year were to be supplied with a partial certificate of qualification (Portion "A" of Lieutenant's Certificate) on the recommendation of the officer in charge. But as all the officers who had charge of this course have been moved from Halifax, this information cannot be obtained at present.

There will be no Cadet Instructor's Course this year, owing to insufficient funds having been voted by Parliament, we are informed; nor can the full grant of \$1.00 per cadet be expected.

It is not likely, for the same reason, that a Musketry Course will be held for Cadet Instructors this year; nor a cadet camp.

How to Teach Reading.

The C. P. I. desires to call the attention of the teachers of the common schools to the two Manuals issued by the Education Department of Ontario, containing notes and suggestions for teachers using the series of Ontario Readers. The first of these books is intended for use with the Primer, and may be had for ten cents, on application to the Department of Education, Toronto; the second Manual issued at 25 cents deals with Books II, III and IV. Every teacher using these Readers is strongly advised to procure and make use of these Manuals. Inspectors and Supervisors, in the course of their official visits and at District Institutes, should impress on all common school teachers the great help that a study of these Manuals will afford to all teachers who wish to improve the quality of their teaching.

University Graduation and Grade XII.

The following Regulation has been made by the Council of Public Instruction:

Ordered: "That a B. A. or a B. Sc. degree from a recognized University may be accepted in qualifying for a Teachers' License as the equivalent of a Teachers' Pass of Grade XII."

Examination Week is Grading Week. Teachers who close their regular school classes for grading purposes before Examination week shall have examination week deducted from their time. The law allowing "grading time" to count as "teaching time" was never intended to take more than one week of the full teaching term. Inspectors will be held accountable as well as the teachers themselves, should "grading time" be returned as "teaching time," except during examination week.

High School Teachers coming under Regulation 125 (c) should be careful in their returns to make it clear to the Inspector when they have taught 200 days during the year, especially in every case where the number of days for the last half year might not indicate the balance to which they are entitled.

War Tax. Those corresponding with the Education Department should be careful in regard to their postage. They cannot well blame the Education office for non-attention to communications which never reach the Office.

Phenological Observations. Teachers should not hold over their phenological schedules for July to December, to combine them with those from January to June; for in so doing they will be lost. The Phenological Volume is for the *Calendar year*, and Autumn schedules not sent in during February, when the Annual compilation is made, will be too late to be included anywhere.

The Cities and Towns Compulsory Attendance Act comes into force on the first of August next. Principal, teachers and school boards are hereby notified that schools are not conducted according to law, if the Act is not put into effect. No teacher in such a town can make oath to the school return, under such conditions; and no Provincial Aid or Municipal fund can be paid to a city or town neglecting to do its duty in this respect.

The Act is too long for publication in the April Journal, but a reprint of the Statute from the annual volume will be sent to the Secretary of each City and Town school board.

Cumberland and Victoria and Colchester Counties are enjoying the advantages of the increased municipal school fund.

Secretaries of School Boards are even yet sometimes seen to be advertising for *Grade A, B, C or D* teachers, and sometimes getting replies from those who have no licenses at all, but only the scholarship *grades* asked for. A scholarship *certificate* is not a *license*. It is only *one of the several* qualifications required for a teachers' license. There are no license *grades*. *Licenses* are of various *classes*, *Scholarship* of various *grades*, and *Professional* qualifications of various *ranks*.

Special Statistics for the Annual Return at the end of the present school year will be:

- 150a. How many of the pupils enrolled have been vaccinated?
- 150b. How many have learned to swim?
- 150c. How many cannot sing?

Register and Returns, Column 148. The rate of sectional assessment entered should be the *actual rate* which excludes the poll tax. What is wanted is: "The rate of Sectional Assessment (not including poll tax)."

In a future revision of the Statistical forms the per centage of the amount levied (poll tax included) on the property of the section may also be asked for.

Register and Returns. In column 125 the town of Amherst reported 1 medical *Inspection*, but 1244 individuals *inspected*—meaning, of course, that every pupil was inspected once during the year. Halifax reported 50 *inspections* and 6238 individuals *inspected*. The information called for in column 125 will be more satisfactorily answered by noting each class room inspected *once* as 1 *inspection*. The sum of these entries in each register, will be the number of times schools have been *inspected* during the year. Dividing the sum by the number of school rooms in the section, we find how often (on the average) each pupil was inspected each year.

NOTES AND COMMENTS.

Mechanic Science.

Mechanic Science teaching offers a good field to ambitious young men. There is a shortage of teachers in this department, and salaries last year, for fully occupied teachers of this

branch in the public schools varied between \$700 and \$900. Six positions were paid at the latter rate, and three others at nearly as much. Preparation for license in this department of teaching calls for only the same period of training as that for first class license, while the average salary is very much higher than that of a B teacher. Besides, for young men who look forward to higher technical training, experience in this field is an excellent preliminary to an engineering course, and time spent therein, will receive recognition in schools of engineering and other technical institutes.

Domestic Science.

Hereafter, the period of training for license in this Department of teaching will comprize two years. The first will be spent in the routine work of the "B" or "A" classes of the Normal College, extra attention being given to the study of hygiene, chemistry of foods and of household processes, etc. The second year will be devoted entirely to domestic science branches. As the teaching of household science has proved an attractive occupation, the supply of teachers is large, and it is expected that a raising of the standard of attainments will provide a more efficient corps of teachers at better rates of remuneration than heretofore.

Physical Training.

The public of Canada looks to see some visible outcome of the present teaching of physical culture. Teachers, we trust, take a proper pride in improving their own posture and carriage, and that of their pupils. Healthy condition of body and easy, graceful habits of walking and standing are reciprocally operative. One must bear in mind that the ownership of Military "B" certificate is a profession to live up to.

WHAT IS THE MATTER?

250 teachers of Nova Scotia are said to have had the opportunity to obtain for every one in her or his school section desiring it, a valuable pamphlet published by the Forestry Department of Canada on "The Wood lot," showing how to make a small portion of woodland or forest a source of individual profit and general benefit to the country by simply sending to the Department at Ottawa the addresses of the people in their school sections who owned or might be interested in woodland. 100 teachers sent in 1,600 addresses. The other 2,400 did nothing so that 78,400 pamphlets printed for Nova Scotians lie useless on the shelves in Ottawa. The inspectors have been directed to discover and report the cause of this.

The Children's Aid Society.

The School Board of Amherst co-operates with a Children's Aid Society, under the leadership of their Supervisor, Mr. E. J. Lay. The constitution and method of working are briefly described in a four page pamphlet received from the Super-

visor. Incidentally it is pointed out, how defective the "Towns Compulsory," and the general "Compulsory Attendance" Acts are. With the new "City and Towns Compulsory Attendance Act," and its C. A. S., Amherst will have the best possible done for its dependent and neglected children.

SIMPLIFIED SPELLING.

The Imperial Education Conference of 1911, in London, composed of representatives of the Educational Departments thruout the Empire appointed by their respective Governments, adopted unanimously the following resolution, for the guidance of the Educational policy of the Empire on the subject:

"(XI) That this Conference is of opinion that the simplification of spelling is a matter of urgent importance in all parts of the Empire, calling for such practical steps in every country as may appear most conducive to the ultimate attainment of the end in view—the creation in connexion with the subject, of an enlightened public opinion and the direction of it to the maintenance, in its purity and simplicity, among all English-speaking peoples, of the common English tongue."

\$100,000,000 WASTE PER ANNUM.

If the estimate of Mr. Henry Holt, one of the leading publishers of America in New York, is correct—and he gives the details of the estimate very fully in his pamphlet—the bad spelling required in written and printed English, which was at first purely phonetic, costs the English speaking peoples \$100,000,000 per annum, with no advantage whatever. At the same time it is responsible for much mental and literary injury to pupils, while retarding the adoption of English by the millions who would otherwise more easily master the written which is now very different from the spoken language. All the other attempts combined to cheapen Education for the masses, are simply trifling in comparison.

The Governments of Victoria, Australia, and of New Zealand have, since the Imperial Conference at London in 1911, already authorized their Education Departments to take the first step in simplification, and are loyally carrying out the imperial policy in advance of the larger provinces of Canada.

The "Unpopular Review," New York, for April, notes the progress made in the United States during the last three months—January to March—in the following words:

Since our last issue, the following educational institutions have been added to those which use some simplified spellings in official correspondence and publications, or officially permit their use by students, or both.

Illinois—James Millikin University, Augustana College, Carthage College, Eureka College, Greenville College, Hedding College, Illinois College, Illinois Woman's College, Knox College, Lincoln College, Monmouth College, Northwestern College, St. Viator College, Lombard College, Wheaton College.

Iowa—Drake University, Iowa Wesleyan College, Leander Clark College, Penn College, Wartburg College; *Kansas*—Bethany College, Bethel College, College of Emporia, Friends University, Kansas City University, McPherson College, South-Western College; *Michigan*—Adrian College, Hope College, Michigan Agricultural College, State Teachers College; *Minnesota*—University of Minnesota, Gustavus Adolphus College, Macalester College; *Missouri*—University of Missouri, Central Wesleyan College, Forest Park University, Missouri Valley College Park College, State Normal School, 1st Dist., State Normal School,

2nd Dist., Tarkio College, Westminster College, William Jewell College; *Nebraska* —Nebraska Wesleyan University, Cotner University, Bellevue College, Grand Island College, Hastings College, Union College; *North Dakota* —N. D. Agricultural College, Fargo College; *Ohio* —Municipal University of Akron, Muskingum College; *South Dakota* —Dakota Wesleyan University, South Dakota State College of Agriculture, Redfield College; *Wisconsin* —Lawrence College.

The University of Missouri has now followed the lead of its school of education as mentioned in last *Unpopular Review*.

We have been engaged in a difficult task in connexion with simplified spelling which is not completed in time for this number.

Dr. Ross Hill, the youngest and most "sought-after" University President in the United States, now the President of the great University of Missouri, is a Nova Scotian from Colchester County, who duly went thru the Pictou Academy and the University of Dalhousie, on his start for Continental preferment.

CADET HONORS.

Militia Orders—No. 527—Cadet Services.

"The Governor General's Challenge Shield" has been won by the Province of Manitoba, with a per centage of 4.94 enrolled cadets on the 24th of May, 1914, as compared with the school attendance of the previous year, 1912-1913.

The result of the competition is as follows:—

| | |
|---------------------------|-------|
| Manitoba..... | 4.94% |
| Alberta..... | 4.75% |
| Quebec..... | 4.39% |
| Ontario..... | 2.76% |
| Prince Edward Island..... | 2.63% |
| British Columbia..... | 2.59% |
| Saskatchewan..... | 2.14% |
| Nova Scotia..... | 1.54% |
| New Brunswick..... | 1.20% |

The Superintendent of Education in his report for the year 1914, made the following observation at page XV, which we quote.

In the Cadet Movement.

Nova Scotia had no chance to capture the prize for the highest proportion of cadets to the school population because of its large proportion of rural schools. Villages or communities with only a dozen or less of high school students cannot form corps. If a few of such schools were near each other it would be possible. We cannot have material enough except in centers of population as in cities and towns. The province which has its school population huddled together at numerous points without a general distribution of rural population, is foreordained to have the greatest proportion of cadets to the whole school population. A province like Nova Scotia has at present little chance. We have, however, the greatest proportion of common school children physically trained; and we started the system well in advance of every other province.

The College Ste Anne.

Cadet Corps, No. 458, at Church Point, Digby county, won the Senior Imperial Challenge Shield for rifle shooting during the months of May and June, for the year 1914, in competition against 516 competing teams thruout the whole Empire.

The team of 10 cadets made an average of 93.6. No. 1 company, London, England, came next—a team of 9 making an average of 89.8. Depot Royal Marine Cadet Corps, Deal, England, came third—a team of 8 making an average

of 89.2. No. 91, Ottawa Collegiate Institute Cadet Corps, came fourth—a team of 12 making an average of 89. The remainder of the 516 competing teams came from every part of the British Empire, east, west, north and south.

But the Church Point Nova Scotians captured the first place with the silver shield (for the year) worth \$500; a replica of it in bronze (in perpetuity) worth \$100; eleven large silver medals and \$75 in prizes. To the Rev. Superior, P. A. Chiasson, who is a native of Inverness Co., and the progressive president of College Ste. Anne, the credit of originating and promoting this side of its educational work, is mainly due.

A description of the Shield with a very presentable photogravure follows on pages XVI and XVII.

Education Act, Sections 110 and 111. The attitude of His Majesty, our King; of the Governments of Russia and France; and of the White House at Washington, which was laughed at in Europe a year ago for its grape juice unfermented and is now even more than imitated—all, justify the Nova Scotian legislation above of a few years ago. Tell the children not to be ashamed to lead in what is right; for even the lofty editorial scoffer toadying to his bibulous nabobs, may live to let his risible muscles droop lax, and walk penitently after the children.

The Coming of the Kilogram. The Pioneer, London, England, of this months says:

On January 1, 1915, came into force the new British Pharmacopoea, the official work by means of which British doctors prescribe and pharmacists dispense, their medicines.

It is noteworthy among other changes, in that the old-fashioned imperial method of reckoning by pounds, ounces, drams, grains, etc., has been superseded by the metric system, with its grams, centigrams, etc.

For measures of capacity the milliliter has been taken for the standard in preference to the cubic centimeter, which is generally employed in chemical laboratories.

The yards and inches have also disappeared, and meters and millimeters take their places.

The old Fahrenheit thermometer has been dispensed with, and the Centigrade has taken its place.

Ontario should bring out a cheap edition of our discarded Nova Scotian Arithmetic. New Brunswick has it still and is now the most up-to-date Province in Canada, so far as Arithmetical instruction is concerned.

English for India. A London paper this month after referring to Professor Mark Hunter's article on India and spelling reform, and Lord Bryce's splendid words on the Indian attachment of the Empire at a lecture on the Indian Army, says:

"Surely it is obvious that the heritage of a common tongue will forge the links still closer. Simplify our spelling, and you make the printed English page a hundred times clearer and simpler to the Indian student. India can claim, not as a favor, but as a right, that we should put into her hands the Key that will unlock to her millions the treasure house of the West."

The different foreign language peoples now coming into Canada would be equally aided.

An official movement in a province in India has lately been made in favor of adopting simpler spelling, thus following Victoria in Australia, New Zealand and Nova Scotia.

Journal of Education.

Published at Halifax, Nova Scotia, 5 May, 1915.

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