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THE SUPERINTENDENT OF EDUCATION FOR

NOVA SCOTIA

RP

APRIL, 1914.



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

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

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Miss L. B. Taylor, *Secretary.*

Miss E. H. Nauss, *Stenographer.*

PROVINCIAL AID

To Teachers employed in the Public Schools for the half year ended, 31st Jan, 1914.

	Number of Teaching Days employed.	Am't paid to Teachers from Provincial Treasury		
			Baker, Kathleen A.	103 45 00
			Balcom, Roy I.	103 45 00
			Buckler, Alma L.	103 45 00
			Downie, Lena G.	103 45 00
			Gaul, Ethel	45 19 65
			Harris, Mildred L.	103 45 00
			Hebb, Maud G.	79 34 50
			Ingraham, Mrs. Mary K.	54 23 58
			Jackson, Annie L.	103 45 00
			Laird, Elizabeth H.	103 45 00
			Longley, Annie G.	50 21 84
			Longmire, Rose T.	103 45 00
			MacKay, Hazel G.	15 6 54
			Margeson, Mrs. Hanna L.	98 42 80
			Marshall, Faye	103 45 00
			McBride, Mrs. Bessie V.	102 44 56
			Mills, Emily J.	103 45 00
			Mills, Hattie G.	103 45 00
			Mussells, Dora R.	103 45 00
			Nauglar, Lilla M.	103 45 00
			Newcombe, Florence B.	103 45 00
			Outhouse, Hattie I.	102 44 56
			Patterson, Lulu M.	83 36 25
			Phinney, Jennie D.	103 45 00
			Phinney, Mary S.	98 42 80
			Porter, Florence H.	103 45 00
			Schaffner, Margaret M.	103 45 00
			Simpson, Mrs. Lizzie M.	53 23 15
			Spurr, Annie M. W.	56 24 45
			Starratt, Mildred M.	97 42 37
			Travis, S. Winola	102 44 56
			Trimper, Catherine R.	64 27 95
			Whitman, Minnie C.	103 45 00
			Withrow, Elsie M.	103 45 00
			Young, Flossie C.	103 45 00
			Zwicker, Lulu deB.	103 45 00
			Balcom, Hazel E.	103 30 00
			Bayer, Olivia L.	93 27 08
			Bent, Rhoda M.	103 30 00
			Benzanson, Annie A.	89 25 91
			Calnek, Anna A.	94 27 37
			Copeland, Clifford G.	103 30 00
			Croscup, Seretta M.	89 25 91
			Daniels, Gladys K.	103 30 00
			Davis, J. Wilfred	103 30 00
			Elliott, A. Edioina	101 29 41
			Fairn, Henrietta M.	102 29 70
			Gates, Lilla L.	103 30 00
			Gilliatt, Helen V.	103 30 00
			Gilliatt, Robie C.	103 30 00
			Goodwin, Mary C.	103 30 00
			Hall, Agnes M.	103 30 00
			Hinds, Elsie L.	94 27 37
			Holland, Florence B.	77 22 42
			Hunt, Gladys	10 2 91
			Jackson, L. May	103 30 00
			Jacques, Winifred E.	96 27 95
			Lane, Evangeline	82 23 88
			Longley, Cora M.	103 30 00
			Longley, Ronald S.	73 21 23
			Mapplebeck, Elizabeth	18 5 26
			McBride, Beulah	89 25 91
			MacLean, Annie E.	103 30 00
			Messinger, Mrs. Lizzie L.	74 21 55
			Morgan, Elizabeth E.	103 30 00
			Munro, Cora M.	47 13 68
ANNAPOLIS.				
Ruggles, Lenfest	103	105 00		
Tanch, Jos. W.	98	99 90		
Balcom, Irene C.	98	57 07		
Banks, Beriah S.	103	60 00		
Banks, Wilford E.	103	60 00		
Baxter, Mary I.	102	59 41		
Bowlby, Jessie I.	103	60 00		
Brooks, Estella M.	99	57 66		
Bustin, Harry L.	98	57 07		
Chipman, Emma W.	103	60 00		
Chute, Edith E.	98	57 07		
Chute, Flossie H.	97	56 48		
Chute, Francis LeV.	103	60 00		
Davis, May T.	103	60 00		
Dennis, Agnes M.	97	56 49		
Eaton, Leta G.	98	57 07		
Eaton, Vera H.	103	60 00		
Elliott, S. E. Primrose	98	57 07		
Fancy, Lydia A.	102	59 41		
Fulmer, Viola A.	103	60 00		
Harris, C. Louise	98	57 07		
Illsley, Lucy A.	40	23 30		
Illsley, Nellie E.	103	60 00		
Jackson, Gladys M.	103	60 00		
Lent, Minnie C.	103	60 00		
Lloyd, Constance S.	98	57 07		
Longley, Annie M.	103	60 00		
Longley, Hilda M.	103	60 00		
Maclean, Bessie C.	103	60 00		
Marshall, Mabel L.	103	60 00		
McMurtery, Haidee P.	103	60 00		
Morrison, Myrtle A.	103	60 00		
Neily, Myrtle E.	103	60 00		
O'Brien, Alice I.	101	58 83		
Palfrey, Mary M.	98	57 07		
Parker, L. Claire	96	55 91		
Patterson, Mary E.	103	60 00		
Potter, Effie M.	100	58 25		
Potter, Mary E.	103	60 00		
Roney, Annie I.	103	60 00		
Tibert, Walter K.	103	60 00		
Troop, Beatrice E.	48	27 95		
VanBuskirk, John L.	103	60 00		
Wheelock, Mildred E.	50	29 12		
Young, Marguerite E.	103	60 00		
Adams, Mildred L.	103	45 00		
Armstrong, Mary M.	51	22 27		

Munro, Ida M.	89	25	91	LeBlanc, Leo. J.	103	45	00
Parker, Bessie M.	103	30	00	Macdonald, Sadie E.	103	45	00
Payson, Laura M.	103	30	00	Macdonnell, John	103	45	00
Pearson, H. Fenwick	103	30	00	Macdougall, Hyacintha	102	44	56
Phinney, Annie M.	103	30	00	McEachern, Penelope	103	45	00
Phinney, M. Vivian	103	30	00	McEachern, Elizabeth	9	3	92
Reagh, Mildred L.	84	24	46	McGillivray, A. J.	94	41	06
Snow, Lennie M.	103	30	00	McGillivray, Rose	97	42	37
Winchester, Dora M.	89	25	91	McIntosh, Jennie	83	36	25
Wood, Ruby A.	103	30	00	McKenzie, Gertrude	103	45	00
Woodbury, Hazel M.	103	30	00	McPherson, Sarah	101	44	12
Young, Ruth E.	88	25	62	McPherson, John	103	45	00

Poor Sections.

Berry, Mrs. Ella M.	98	38	06
Buckler, Nellie M.	82	31	84
Crossland, Rhena B.	89	34	56
Germain, Clyda A.	89	34	56
Lake, E. Pauline	103	40	00
Mapplebeck, Elizabeth D.	93	36	11
Munro, Max M.	84	32	62
Neily, Pauline A.	88	34	17
Poole, Vera M.	74	28	73
Robar, Mrs. Jane	49	19	03
Sabeau, Ina E.	89	34	56
Saunders, Ruth H.	68	26	40
Swallow, Jessie P.	80	31	06
Todd, Mabel G.	103	40	00
Wright, Lena B.	102	39	61

Annuitants.

Shaffner, Saml. C.	198	53	
Brown, Alfred D.	60	00	
McGill, Geo. B.	60	00	
Munro, Henry	60	00	
Richardson, Mrs. R. A.	60	00	
Vidito, Helen A.	60	00	
Jones, Watson C.	45	00	
Sanders, Arthur W.	45	00	

ANTIGONISH.

Boyle, James	81	70	74
Keane, John D.	81	58	96
Lewis, Harrison, F.	103	75	00
Sister St. Thomas	98	85	60
Tompkins, J. J.	81	82	55
Chisholm, William J.	103	60	00
McAmis, Katie	103	60	00
McDonald, Mary	103	60	00
McInnis, Annie	102	59	41
Somers, Alex. M.	103	60	00
Sister M. Leonora	103	60	00
Sister St. John Nepomucen	98	57	07
Boyle, Catherine	103	45	00
Boyd, Effie Ann	96	41	93
Cameron, Agnes M.	92	40	18
Cameron, Jennie	102	44	56
Chisholm, Sarah C.	103	45	00
Carver, Ida M.	103	45	00
Horner, Catherine C.	103	45	00
Inglis, Alice F.	103	45	00

Nichols, Eva M.	102	44	56
Pettipas, W. Ambrose	103	45	00
Rogers, Mary Ellen	103	45	00
Sister R. Berchmans	103	45	00
Sister M. Pelagia	103	45	00
Sister Mary Matilda	103	45	00
Sister St. Hugh	98	42	80
Sister St. Walburga	98	42	80
Cameron, Christina	103	30	00
Cameron, Annie	103	30	00
Chisholm, Sadie	103	30	00
Chisholm, Margaret A.	103	30	00
Chisholm, Helen V.	103	30	00
Delaney, Tillie	93	27	08
Dunlavy, Jennie	98	28	53
DeCoste, Florence R.	88	25	62
Forrestall, Evelyn C.	99	28	82
Floyd, Alice	87	25	33
Levandier, Helena J.	103	30	00
Levandier, Mary I.	103	30	00
Murphy, Gertrude L.	103	30	00
MacDonald, Laura B.	40	11	65
MacDonald, Annie	103	30	00
MacDonald, Wm. J.	103	30	00
MacDonald, Catherine J.	77	22	42
MacDonald, Catherine	100	29	12
MacDonald, Margaret M.	89	25	91
MacDonald, Mary	101	29	41
MacDonald, Mary Ann	103	30	00
MacDonald, Henrietta	103	30	00
Macdonnell, Carrie A.	102	29	70
McGillivray, Margaret A.	103	30	00
McGillivray, Teresa	101	29	41
McKeough, Mary	103	30	00
Purcell, Mary	91	26	50
Sister St. Helen	103	30	00
Sister St. Thomas deS. C.	103	30	00

Poor Sections.

Chisholm, Catherine M.	89	34	56
Chisholm, Mary C.	102	39	61
Chisholm, Mary	103	40	00
Corkum, Violet	69	26	79
Dunn, Florence C.	103	40	00
Lee, Catherine	54	20	97
MacDonald, Mary F.	103	40	00
MacDonald, Mary M.	103	40	00
MacDonald, Mary E.	96	37	28
MacDonald, Harriett F.	76	29	51
MacDonald, Catherine J.	43	16	70
MacDonald, Cassie	86	33	39
McGillivray, Mary M.	84	32	62
McLellan, Sadie M.	40	15	53

McPherson, Elizabeth	84	32	62	Finigan, Lindsay M.	101	58	83
Stewart, Catherine J.	84	32	62	Fraser, Gertrude C.	103	60	00
Somers, Lizzie	28	10	88	Fraser, Greta B.	98	57	07

Special Poor Sections.

MacDonald, Catherine M.	91	26	50	Fulton, E. Irene	98	57	07
John Wadden, Sec. Col. Grant	26	50		Fulton, Elora A.	98	57	07

Consolidation.

West River	102	29	70	Fulton, Lillian M.	98	57	07
West River	102	29	70	Fulton, M. Eurella	98	57	07

Annuitants.

Gillis, Angus	60	00		Gannon, Mary J.	98	57	07
Boyd, Angus A.	45	00		Gates, Lena M.	98	57	07
Cameron, William D.	45	00		Gillis, Mary D.	103	60	00
Fraser, William	45	00		Goode, Mvrtle M.	98	57	07
MacDonald, Donald	30	00		Grant, Maria	98	57	07

Assistants.

Coady, Moses M.	81	47	18	Greenwell, Bertha L.	103	60	00
Connolly, C. J.	81	31	46	Gunn, Annie	98	57	07
Tompkins, Miles N.	81	31	46	Hartigan, J. Helen	74	43	09

CAPE BRETON.

Archibaid, John T.	98	85	63	Hayford, Albert C.	98	57	07
Bingay, James	103	105	00	Henry, Jessie E.	97	56	49
Creelman, William A.	98	99	90	Hirtle, Roy J. E.	98	57	07
Davidson, Milton D.	103	105	00	Hynes, M. Evangeline	81	47	18
Dodds, Agnes A.	98	85	63	Irwin, Margaret J.	79	46	01
Ellis, Russel	98	85	63	Johnston, Joan	98	57	07
Haverstock, W. Ernest	103	105	00	Johnston, Mabel	103	60	00
Smith, Gertrude O.	98	85	63	Kay, Mary E.	103	60	00
Trask, J. Logan	98	85	63	Kinlay, Florence E.	98	57	07
Douglas, Havelock G.	103	75	00	Knox, S. Edna	103	60	00
McKinnon, Christine	96	69	90	LeBlanc, Sabine R.	89	51	83
MacKinnon, Christine	96	69	90	Macaulay, Katherine	98	57	07
Oulton, Charles A.	98	71	36	MacDougall, Jean	98	57	07
Smith, Lenore	103	75	00	McDonald, Annie C.	98	57	07
Weatherbee, John A.	103	75	00	McDonald, Margaret K.	103	60	00
Anderson, Isabel M.	98	57	07	Macintosh, Anna B.	98	57	07
Bown, Eleanor F.	103	60	00	MacIntosh, Grace A.	98	57	07
Bown, Violet E.	103	60	00	McIntyre, Mary E.	98	57	07
Burke, Domatella	98	57	07	MacKenzie, Josephine	103	60	00
Campbell, Lizzie M.	93	55	91	McKenzie, Settie V.	102	59	41
Cann, Lillian B.	103	60	00	MacKinnon, Mary	98	57	07
Chisholm, Jean	103	60	00	MacLean, Christena	103	60	00
Cunningham, Laura	67	39	02	McLean, Dolena	103	60	00
Donohue, Catherine G.	103	60	00	MacLean, Jessie R.	50	29	12
Donovan, Catherine	98	57	07	McLean, S. Agnes	98	57	07
Donovan, Josie	39	22	71	MacLennan, Florence B.	98	57	07
Doyle, Cecilia J. M.	99	57	66	McLennan, Josephine	98	57	07
Dvas, Charles R.	98	57	07	MacLeod, Hattie L.	103	60	00
Edgecombe, Ethel L.	98	57	07	McLeod, Kathleen R.	77	44	84
Egan, Charlotta	103	60	00	MacLeod, Roger S.	103	60	00
Elderkin, A. Laura	44	25	62	MacMillan, Katherine	103	60	00
Eldridge, Jennie B.	103	60	00	MacMillan, Victoria K.	95	55	33
Ellis, Mary A.	98	57	07	MacNeil, Jennie E.	98	57	07
Fife, Annie M.	53	30	86	MacNeil, Katie	103	60	00
				McWilliam, Janie	98	57	07
				Matheson, Maude H.	98	57	07
				Mulcahey, Denis J.	98	57	07
				Munn, Ella M.	103	60	00
				Munn, Nina A.	98	57	07
				Munroe, Mary C.	103	60	00
				Nicholson, Mary	98	57	07
				O'Keefe, Margaret M.	98	57	07
				Purcell, Mary H.	103	60	00
				Reeves, Annie W.	74	43	09
				Ritcey, Edith A.	98	57	07
				Robinson, Stewart I.	98	57	07
				Ryerson, Elizabeth	97	56	49
				Schurman, Sadie	98	57	07
				Sister Agnes Maria	98	57	07
				Sister M. Ambrosia	103	60	00
				Sister M. Andrea	98	57	07

Sister M. Annette	98	57	07	McDonald, Genevieve	98	42	80
Sister M. Clarissa	103	60	00	MacDonald, Jean	98	42	80
Sister M. Chrysostom	98	57	07	MacDonald, Joanna	62	27	08
Sister M. Cleophas	98	57	07	McDonald, Catherine	90	39	31
Sister M. Josita	98	57	07	MacDonald, Mary	102	44	56
Sister M. Lawrence	103	60	00	MacDonald, Mary A.	101	44	12
Sister M. Margaret	102	59	41	McDonald, Mary L.	80	34	94
Sister M. Vincent	97	56	49	MacDonald, Nellie	69	30	13
Sister St. Bernard	98	57	07	MacDonald, Norman	96	41	93
Sister St. M. Aloysius	98	57	07	McDonald, Sarah A.	98	42	80
Sister St. Mary, Asc.	103	60	00	MacDonald, Theresa	98	42	80
Sister St. M. Michael	98	57	07	McDougall, Mabel	98	42	80
Sister St. Osmond	98	57	07	McIntosh, Margaret	98	42	80
Sister Teresa Joseph	103	60	00	MacIsaac, Agnes	98	42	80
Stalker, Elizabeth J.	98	57	07	MacIsaac, Margaret	98	42	80
Strachan, Katherine	98	57	07	McIsaac, Margaret	97	42	37
Stropole, Gwladys	103	60	00	McIsaac, Mary C.	22	9	59
Stropole, Stella M.	103	60	00	MacKay, Hazel G.	63	27	52
Sullivan, Marie	103	60	00	MacKenzie, Jessie	98	42	80
Sutherland, Mary	98	57	07	MacKinnon, Jessie M.	98	42	80
Titus, Lawrence L.	98	57	07	MacKinnon, Katie	98	42	80
Townsend, Tillie F.	98	57	07	MacKinnon, Sayde E.	97	42	37
Vickers, Matilda M.	103	60	00	MacLean, Christine V.	87	37	99
Woodill, Arthur W.	103	60	00	McLean, James	103	45	00
Woodbury, Harold C.	103	60	00	MacLean, Rachael I.	98	42	80
Baxendale, Annie	98	42	80	McLeod, Cecilia I.	103	45	00
Bird, Vera	20	8	72	McLeod, Margaret	84	36	68
Bissett, Clarence	98	42	80	McLeod, Teresa	98	42	80
Boutilier, Alice	103	45	00	McNeil, Annie L.	98	42	80
Brennan, Maude E.	103	45	00	MacNeil, Florence	103	45	00
Broderick, Annie	98	42	80	Macneill, Loretta	98	42	80
Brown, Sarah	103	45	00	McNeil, Mary C.	97	42	37
Browner, Florence	103	45	00	Macneil, Minnie A.	93	40	62
Chisholm, Christine	98	42	80	McNeil, Sarah A.	73 $\frac{1}{2}$	37	09
Chisholm, Florence	103	45	00	Maguire, Nola P.	79	34	50
Chisholm, Marguerite	103	45	00	Moore, Elizabeth	98	42	80
Coady, Sarah J.	98	42	80	Moore, Maud	100	43	68
Coffey, Julia B.	102	44	56	Morrison, Lottie	98	42	80
Currie, Donald J.	103	45	00	Morrison, Margaret	103	45	00
Currie, Michael D.	82	35	81	O'Connell, Mary A.	97	42	37
Currie, Teresa	98	42	80	Ogilvie, Vera G.	97 $\frac{1}{2}$	42	58
Daley, Annie S.	78	34	06	Phalen, Annie J.	103	45	00
Davis, Katherine	103	45	00	Phoran, Alice	20	8	72
Drillio, Edith M.	100	43	68	Read, Pearl B.	98	40	62
Egan, Anna M.	83	36	25	Robinson, Hattie L.	98	42	80
Farquharson, Annie B.	98	42	80	Sampson, Mary E.	103	45	00
Fyfe, Magdalen M.	103	45	00	Simpson, Margaret J.	103	45	00
Gillis, Katherine	102	44	56	Sister M. Ambrose	103	45	00
Gillis, Margaret	98	42	80	Sister M. Annina	93	40	62
Gouthro, Lilian E.	98	42	80	Sister M. Camillus	98	42	80
Grant, Bertha A.	98	42	80	Sister M. Eulalia	103	45	00
Grant, Edith E.	103	45	00	Sister M. Isidore	98	42	80
Hamilton, Agnes E.	103	45	00	Sister M. Leocadia	103	45	00
Hartigan, Katherine	83	36	25	Sister M. Leonard	98	42	80
Holmes, Katherine M.	102	44	56	Sister M. Lucina	98	42	80
Johnston, Agatha A.	100	43	68	Sister M. Oswald	103	45	00
Johnston, Ethel	102	44	56	Sister M. Stephen	98	42	80
Kavanagh, Eva C.	103	45	00	Sister M. Thomas	98	42	80
Keefe, Agnes C.	98	42	80	Sister M. Ursula	103	45	00
Kelly, Amy R.	103	45	00	Sister M. Veronica	98	42	80
Kerr, Annie F.	19	8	28	Sister M. Wilfrid	6	2	61
Kyte, Angela E.	103	45	00	Sister St. Aldric	98	42	80
Leydon, Anastasia	98	42	80	Sister M. Alexander	103	45	00
McAulay, Ida	43	18	77	Sister M. Augustine	98	42	80
McCormick, Catherine	103	45	00	Sister M. Casilda	98	42	80
MacDonald, Ethel M.	19	8	28	Sister M. Frances	98	42	80

Annuitants.

McDonald, Joseph	60	00
Garrett, Charles V.	45	00
McDougall, Philip	45	00
McKenzie, Archibald J.	45	00
McMillan, Fanny	30	00

COLCHESTER SOUTH.

Davis, D. G.	98	99	90
England, H. E.	98	85	63
Hibbert, T. M.	98	85	63
Richardson, L. A.	93	81	26
Coldwell, L. H.	98	71	36
Dickson, Hattie	98	57	07
Lockhart, H. P.	98	57	07
Laurence, Gladys	98	57	07
Doane, Margaret A.	103	75	00
Mosher, Amy	83	60	43
Moore, Jamesina	103	75	00
Linton, Alice A.	103	75	00
Archibald, Bertha M.	103	60	00
Bambrick, Lena M.	103	60	00
Bissett, Amy	103	60	00
Brenton, Bessie	103	60	00
Chambers, Flora	103	60	00
Fulton, Beatrice O.	103	60	00
Fitzrandolph, Mary	103	60	00
Foley, Mary E.	103	60	00
Goodwin, Margaret A.	103	60	00
Hill, Alice Davidson	103	60	00
Lindsay, Stella Lee	92	53	58
Lockhart, Edna B.	103	60	00
Lodge, Myrtle C.	103	60	00
Mingo, Irene E.	103	60	00
Moore, Ralph N.	98	57	07
McCurdy, Irene	97	56	49
McDonald, Jean C.	103	60	00
McIntosh, Agnes	83	48	34
McLennan, Jennie	103	60	00
Smith, Evelyn	103	60	00
Stevens, Georgie	103	60	00
Tirner, Ida deT.	103	60	00
Waddell, Margaret	103	60	00
Wright, Jessie	103	60	00
Archibald, Minnie E.	103	45	00
Archibald, Elsie	102	44	56
Blaikie, Florence	103	45	00
Carter, Medona	98	42	80
Cooke, Mary Logan	93	40	62
Cox, Jean R.	98	42	80
Cruikshank, Ida May	103	45	00
Cruikshank, Pearle E.	102	44	56
Edwards, Bessie	103	45	00
Fisher, Mildred	103	45	00
Fulmore, Della	97	42	37
Gammell, Janet	103	45	00
Harrington, Lottie V.	103	45	00
Hamilton, Janet	20	8	72
Jennison, Mary	103	45	00
Kent, C. Winnifred	103	45	00
Logan, Stella May	103	45	00
Lynds, Carrie W.	103	45	00

Maxwell, Lilla I.	103	45	00
Meadows, Pearle	103	45	00
Morgan, Edith	20	8	72
McKay, A. Olivia	71	31	00
Nicholson, Malcolm	103	45	00
Philips, Janet R.	103	45	00
Robbins, Violet M.	103	45	00
Roy, Beatrice A.	103	45	00
Rutherford, Elva C.	102	44	56
Green, Lulu B.	103	45	00
Trerice, Ruth	20	8	72
Turner, Josephine	103	45	00
Barkhouse, Mary J. A.	94	27	37
Blackmore, Hugh C.	18	5	23
Bryson, Sadie	103	30	00
Brenton, Florence R.	99	28	82
Christie, Stella	49	14	26
Dickie, Ada B.	102	29	70
Harris, Elizabeth D.	102	29	70
Little, Bertha May	93	27	08
Lynds, Myrtle B.	93	27	08
McPhee, Martha C.	102	29	70
Philips, Bessie May	89	25	91
Spencer, Kathryn	98	28	53
Stevens, Minerva	103	30	00
Selig, Genevieve	94	27	37
Urquhart, Gertrude	103	30	00
Vance, Ruby	76	22	13
Wright, Eldridge	103	30	00
White, Emma L.	102½	29	84

Poor Sections.

Bulmer, Marjorie F.	93	36	11
Cox, Leta	98½	38	25
Graham, Mary	13	5	05
Miller, Ella	57	22	13
McCallum, Adelaide	69	26	79
McDonald, Harriet	80	31	06
Nelson, Mary Bell	103	40	00
Sibley, Hazel B.	88	34	17
Vance, E. Maud	103	40	00

Annuitants.

Calkin, J. B., LL. D.	270	00
Archibald, Janet	45	00

COLCHESTER NORTH.

MacKay, Lena A.	102	59	41
Smith, Margaret J.	63	36	69
Thompson, Libbie May	102	59	41
Drysdale, Janet R.	49	21	40
Ferguson, Jannie I.	103	45	00
Gunn, Ellen	103	45	00
Harris, Mattie T.	103	45	00
Mattatall, Violet E.	97	42	37
Mingo, Edgar W.	93	40	62
McKay, Minnie	103	45	00
McLeod, Jessie Ann	103	45	00
McLeod, Marion	103	45	00
McNutt, Elsie	101	44	12
Nelson, Nancy	103	45	00

Campbell, Christina	103	30	00
Hickey, Lizzie	94	27	37
Murray, Bessie Mabel	102	29	70
McIntosh, Lizzie	103	30	00
McKay, Jean Ethel	102	29	70
McKay, Janetta A.	10	2	91
McKay, Elizabeth M.	100	29	12
McKenzie, Stella	77	22	42
McLellan, Phebe M.	103	30	00
Nelson, Etta V.	1001	29	4
Stevens, Christena	98	28	53
Sutherland, Lillian M.	103	30	00

Poor Sections.

Chisholm, Stella	98	36	11
Hayman, Mary Janetta	78	30	29
Laurie, Reta Marion	88	34	17
Mattatall, Greta M.	95	36	89
MacDonald, Marie	103	40	00

COLCHESTER WEST.

Archibald, Annie F.	103	60	00
Brown, Bertha M.	103	60	00
Calder, M. E.	103	60	00
Chisholm, Florence	103	60	00
Doane, William	103	60	00
Main, Mildred	100	58	25
Moore, Fred L.	102	59	41
Morse, E. P.	103	60	00
McLaughlin, Erma R.	102	59	41
O'Brien, Bessie	87	50	66
Patton, Mary E.	69	40	18
Paget, Edith	50	29	12
Meldon, Georgie	103	60	00
Fulton, Sarah Jane	102	44	56
Grant, Etta W.	103	45	00
Lynch, Marion Ellis	15	6	54
Mosher, Leon	103	45	00
Morash, Isabel	103	45	00
O'Connell, Irene	103	45	00
Smith, Ada E.	101	44	12
Archibald, Pearle M.	103	30	00
Brown, Rosie O.	103	30	00
Clarke, Edith D.	101	29	41
Crittenden, Edith A.	102	29	70
Finlay, Ila May	62	18	05
Fisher, Marion	103	30	00
Foote, Marguerite	55	16	01
Graham, Mary J.	80	23	30
Jones, Wm. M.	96½	28	09
Lindsay, Winnifred	98	28	53
Lindsay, Grace L.	98	28	53
Morash, Edith	103	30	00
McCully, Florence J.	103	30	00
Patriquin, Edith Muriel	103	30	00
Stoddard, Sabina B.	15	4	36
Taggart, Lily M.	103	30	00

Poor Sections.

Harrington Ada W.	103	40	00
Philips, Grace	103	40	00

Consolidation.

Great Village	103	30	00
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CUMBERLAND.

Lay, E. J.	98	99	90
Logan, Bessie	98	85	63
Morehouse, F. G.	98	85	63
Rudolf, Mary A.	98	85	63
Davidson, Mary	98	71	36
Fitch, J. H.	103	75	00
MacMillan, Leona	103	75	00
Rafuse, Gertrude	97½	70	99
Sinclair, Nellie	103	75	00
Whitman, Jean E.	103	75	00
Atkinson, Florence	97½	56	78
Blanche, Julia	98	57	07
Boss, Maud	98	57	07
Brannen, W. E.	103	60	00
Brown, Delia	10	5	82
Brownell, Grace	103	60	00
Burden, Isabella	98	57	07
Campbell, Helen J.	98	57	07
Chandler, Isabella I.	98	57	07
Clarke, Adelia M.	103	60	00
Clarke, Mae E.	103	60	00
Conway, Isabella	98	57	07
Craig, Jean E.	98	57	07
Crawford, R. D.	97	56	49
Freeman, Jennie	103	60	00
Fraser, Lulu F.	96	55	91
Gallager, Violet	98	57	07
Giles, Estella	102	59	41
Harrison, Ruby	97	56	49
Hennigar, Bertie M.	98	57	07
Kelley, Vera M.	103	60	00
Lavers, Winnifred G. M.	103	60	00
Lent, F. Eugene	102	59	41
MacCleave, R. D.	98	57	07
MacDonald, Bessie	103	60	00
MacInnis, Gladys R.	98	57	07
MacKenzie, Reta	93	54	16
MacLean, Vila B.	102	59	41
MacLean, Pearl	97	56	49
MacLellan, Ruth G.	97	56	49
MacNeil, Bessie	98	57	07
MacPherson, Le Etta	101	58	83
MacPherson, Leona	98	57	07
MacSavaney, Annie	98	57	07
Melanson, Lelia G.	103	60	00
Morris, Annie F.	103	60	00
Moss, Winnie	98	57	07
Mott, Effie T.	102	59	41
Murray, L. V.	98	57	07
Noiles, Alfredda	98	57	07
O'Rourke, Mary	98	57	07
Parsons, Anna H.	98	57	07
Reade, Elizabeth	98	57	07
Ripley, Mildred	99	57	66
Rudolf, E. Adah	101	58	83
Simpson, Elsie	20	11	64
Sinclair, Willena	98	57	07
Smith, Jennie J.	102	59	41
Sproule, Lottie	98	57	07
Tait, Nellie	98	57	07
Tanner, Gladys I.	103	60	00
Trerice, Mary	16	9	81
Wambolt, Gertrude	98	57	07
Watt, Beatrice	98	57	07

Dow, Alta M.	102	39	61
Dow, Sadie I.	78	30	29
Harrison, Gwendolen	83	32	23
MacDonald, Annie J.	18	6	99
MacIntosh, Lulu M.	94	36	50
Seaman, Annie	87	33	78
Yorke, Lillian E.	84	32	62

DIGBY.

Coulter, Christina S.	103	90	00
Belliveau, Marie Ann	102	59	41
Bowlby, Lila M.	103	60	00
Churchill, Gordon H.	103	60	00
Crawford, Florence M.	103	60	00
Cocker, Nina B.	102	59	41
d'Entremont, Hattie L.	103	60	00
Hines, Bertha M.	98	57	07
Hogg, Nathaniel W.	103	60	00
Kedy, Claude J. W.	103	60	00
Lent, Nellie I.	102	59	41
Lombard, Marie A.	102½	59	70
Longley, Reginald A.	103	60	00
Melanson, Frank E.	103	60	00
Nichols, Harriet E.	103	60	00
Ruggles, Annie B.	103	60	00
Sister M. Cecile	103	60	00
Sister M. Madeline	193	60	00
Sister M. Norbert	103	60	00
Surette, Blanche M.	103	60	00
Trevoy, Nellie H.	103	60	00
Troop, Winnifred G.	103	60	00
Turnbull, Bessie B.	103	60	00
Young, Ermina V.	103	60	00
Young, Reta M.	103	60	00
Zinck, Florence H.	103	60	00
Amirault, Isabelle	103	45	00
Bishop, Josephine	103	45	00
Comeau, Artemise	103	45	00
Comeau, Aimee M.	103	45	00
Comeau, M. Lucie	103	45	00
Corning, Nellie R.	103	45	00
Deveau, Mary E.	103	45	00
Doucet, Adele	102	44	56
Doucet, Jos. P.	102	44	56
Doucet, M. Elizabeth	102	44	56
Doucet, M. Evelyn	102½	44	78
Grant, Estella V.	103	45	00
Harris, Nellie M.	103	45	00
Hayford, Helen C.	103	45	00
LeBlanc, Ann Elizabeth	103	45	00
LeBlanc, M. Aimee	103	45	00
Letteney, Edith P.	91	39	75
McCarthy, Emma L.	103	45	00
McIntosh, Chas. W.	103	45	00
Myers, T. Agnes	103	45	00
Nichols, Daisy E.	103	45	00
Pottier, Louise M.	103	45	00
Rice, Bessie A.	103	45	00
Ring, Myra C.	102	44	56
Robichaud, Marie M.	103	45	00
Saulnier, Laura E.	103	45	00
Sister M. Anthony	103	45	00
Sister M. Elise	103	45	00
Sister M. Modesta	103	45	00
Thimot, M. Elina	103	45	00
Titus, Elva B.	102	44	56
Trask, Lizzie B.	102½	44	78
Walsh, Grace B.	103	45	00
Wentzel, Harriet I.	103	45	00
Bourgue, Margaret	103	30	00
Comeau, Annie Esther	103	30	00
Comeau, Margaret M.	103	30	00

PARRSBORO.

Foster, Mayhew P.	103	105	00
Martin, O. MacNutt	103	90	00
Blackmare, Hortense	103	75	00
Evans, Louise	103	60	00
Hatfield, Mary F. C.	103	60	00
Knowlton, Cassie	103	60	00
O'Mullin, Mary	103	60	00
O'Regan, Ellen A.	103	60	00
Smith, Ada H.	103	60	00
Smith, Miriam K.	103	60	00
Suthergreen, Elaine	103	60	00
Titus, Lorne F.	103	60	00
Troop, Alice M.	103	60	00
Berry, Ethel	103	45	00
Berry, Sadie L.	103	45	00
Copp, Mary E.	94	41	06
Dowell, H. Grace	102	44	56
Elderkin, Winnifred	103	45	00
Kerr, Minnie G.	103	45	00
Henderson, Aileen	97	42	37
Lindsay, Harriett	103	45	00
Lockhart, Annie J.	103	45	00
Nickerson, Leslie	102	44	56
Salter, Vivien	103	45	00
Smith, Leda M.	103	45	00
Austen, Florence	103	30	00
Ayer, Violet R.	102	29	70
Brown, Bessie B.	103	30	00
Crossman, Irene	102	29	70
Fage, Lottie L.	89	25	91
Fralic, Enid C.	100	29	12
Graham, Iva M.	103	30	00
Harrison, Laura	103	30	00
Matheson, Ada B.	103	30	00
Miller, Lillian G.	103	30	00
Quinn, Dora	103	30	00
Roberts, Vivien A.	103	30	00
Robinson, Alice	103	30	00

Poor Sections.

Bowden, Rose E.	94	36	50
Broderick, Myrna	99	38	45
Callow, Margaret	103	40	00
Keith, Ethelberta	72	27	95

Consolidation.

Wentworth	103	30	00
Advocate	103	30	00

Annuitants.

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

Cossaboom, Annie F.	103	30	00	Bruce, Anna M.	103	60	00
Doty, Floris G.	53	15	43	Bruce, Bessie M.	103	60	00
Douglas, Mildred M.	64	18	63	Balcom, Hilda B.	103	60	00
Franklin, Frances E.	87	25	33	Chisholm, Christina	103	60	00
Frost, Laura E.	103	30	00	Giffin, Annie H.	103	60	00
Greene, Bertha M.	89	25	91	Hadley, Agatha A.	103	60	00
Harris, Hazel G.	86	25	04	Hadley, Marion S.	103	60	00
Harris, Lillian B.	89	25	91	Hartley, Mrs. Charles	83	48	34
Hawboldt, Ida E.	103	30	00	Hurst, Blanche	103	60	00
Holmes, Margaret E.	103	30	00	Kavanagh, Florence E.	34	19	79
Jones, Estella A.	103	30	00	Lawlor, Rose F.	103	60	00
LeBlanc, Madeline	103	30	00	McEachern, Stella	103	60	00
LeBlanc, Symphorien	103	30	00	McGillivray, Amelia	103	60	00
Lewis, Minnie O.	103	30	00	Maguire, Nita	103	60	00
McKay, Grace D.	89	25	91	McKenzie, Donald J.	68	39	60
Melanson, Mary M.	93	27	08	Oxley, Gertrude O.	103	60	00
Melanson, Nellie M.	102	29	70	Barss, Annie D.	20	8	72
Morehouse, Viola B.	103	30	00	Boudreau, Evangeline E.	103	45	00
Prime, Lenetta	103	30	00	Burke, Hattie	100	43	68
Ritchie, Florence M.	98	23	53	Callahan, Maude H.	103	45	00
Robichaud, Eveline	102	29	70	Chisholm, Dan M.	100	43	68
Robicheau, Isabel	103	30	00	Crittenden, Ida May	103	45	00
Saulnier, Pauline M.	103	30	00	Cox, Josephine	103	45	00
Savary, Laura B.	103	30	00	Irish, Helena G.	103	45	00
Seeley, Janet M.	103	30	00	Jenkins, Cecelia F.	103	45	00
Theriault, Symphorien	103	30	00	Lowe, Elizabeth A.	102	44	56
Thibodeau, Catherine M.	103	30	00	Lipsett, Beryl A.	103	45	00
Thurber, Bessie G.	102	29	70	Luddington, Phoebe M.	103	45	00
Van Tassel, Bertha S.	103	30	00	Mason, Emma F.	5	2	18
Welch, Fannie A.	103	30	00	Scott, Katherine	103	45	00
Wentzel, Mildred M.	20	5	82	Spanks, Elora J.	103	45	00

Poor Sections.

Babin, Laura	84	32	62	Adamson, Andrew S.	75	21	84
Crowell, Gladys R.	103	40	00	Atwater, Ethel H.	103	30	00
Dodge, Hazel H.	77	29	90	Bezanson, Louis S.	28	8	15
Doty, Lytha M.	103	40	00	Boudreau, Clara L.	95	27	66
Eldridge, Reta J.	89	34	56	Cameron, Catherine E.	96	27	95
Elliott, Mabel I.	35	13	60	England, Emma	83	24	17
Greene, Gertrude F.	103	40	00	Fogarty, Laura	98	28	53
Hines, Minnie L.	103	40	00	Giffin, Susie S.	88	25	62
Laing, Anna A.	84	32	62	Halfpenny, Viva E.	103	30	00
Lane, Stella L.	76	29	51	Halloran, Mary E.	103	30	00
Lombard, Ellen	89	34	56	Kelly, Mary	57	16	59
Marshall, Edna E.	89	34	56	Kennedy, Lena	103	30	00
Snow, Minnie L.	103	40	00	Lawlor, Hilda L.	88	25	62
Thimot, M. Elsie	103	40	00	Lukeman, Eva F.	103	30	00
Vidito, Pearl M.	74	28	73	McLellan, Annie J.	75	21	84

Annuitants.

Goodwin, Mrs. Emma M.	45	00		Parlee, Alwilda M.	50	14	56
Sister M. Ursula	45	00		Maynes, Grace D.	58	16	88
Hill, Mrs. Dorcas A.	30	00		Myers Marion S.	103	30	00
Smallie, Mary	30	00		O'Brien, Evelyn M.	84	24	46

Assistant.

LeBlanc, Eulalie	85	16	50
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GUYSBORO.

Hemmeon, M. D.	103	105	00
Lawrence, Abbie B.	103	75	00
Barss, Muriel J.	103	60	00

Poor Sections.

Barss, Sarah M.	81	31	45
Ehler, Minnie E.	79	30	58
Fisher, Clara I.	67	26	01
Grady, Sadie B.	20	7	77
Grant, Isabel	103	40	00
Johnston, Carrie S.	88	34	17
Kennedy, Mary T.	87	33	78
Lawlor, Monica	103	40	00

MacDonald, Clara L.	73	28	34
Miller, Mary C.	88	34	17
Murphy, Annie O.	102	39	61
Rogers, Isabel	62	24	07
Simpson, Winnifred	69	26	79

Special Poor Sections.

Kennedy, Annie	103	45	00
Hugh McLean, Sec. Lakedale	30	00	

Annuitants.

Hannifen, Maggie	30	00	
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ST. MARY.

McGregor, Edith Jean	103	75	00
Deckman, Clara E.	103	45	00
Fisher, Sarah E.	103	45	00
Hartt, Carrie May	97	42	37
Hewitt, Martha	99	43	24
Howard, Ruth M.	102	44	56
Kirk, Gertrude B.	102	44	56
Miller, Agnes M.	103	45	00
Stewart, Catherine E.	103	45	00
Stewart, Sadie D.	102	44	56
Archibald, George H.	84	24	46
Cameron, Margaret J.	84	24	46
Chisholm, Elizabeth K.	103	30	00
Hartling, Minnie F.	101	29	41
Hartling, Mary H.	89	25	91
Jollotta, Edna M.	98	28	53
Janes, Clara M.	50	14	56
McLean, Catherine	61	17	76
Wilson, H. Florence	103	30	00
Worth, Harry S.	102	29	70

Poor Sections.

Fraser, Catherine	103	40	00
Hennigar, Edith	66	25	63
Murdoch, Lillian	83	32	23
Suttis, Ada Maud	93	36	11

Special Poor Sections.

Crooks, Hilda G.	103	30	00
Solomon Croft, Sec. Chegoggin	30	00	

HALIFAX COUNTY.

Stapleton, W. C.	103	105	00
Faulkner, Colin B.	103	75	00
Bent, Annie E.	45	26	21
Cameron, Sadie E.	103	60	00
Cragie, Albert W.	98	57	07
Creighton, Francis G.	103	60	00
Davis, Mabel L.	98	57	07
Devan, Nans	103	60	00
Dickie, Lillie A.	103	60	00
Hamilton Mary A.	108	60	00

Harrison, Helen	103	60	00
Hawkins, Viola S.	103	60	00
Hiltz, Adelaide Sophia	103	60	00
Hiltz, Ethel M.	103	60	00
Meisner, Eldora	101	58	83
Miller, Katherine F.	103	60	00
Moseley, Mabel C.	103	60	00
Murchy, Alice	103	60	00
MacQuarrie, Sadie E.	103	60	00
Phillips, Carrie E.	103	60	00
Prescott, Alice	103	60	00
Scott, Katherine M.	102	59	41
Shaffelburg, Ada L.	103	60	00
Stevens, Verna B.	97	56	49
Stoddard, Mildred B.	103	60	00
Strople, Janie I.	103	60	00
Wambolt, Ethel A.	103	60	00
Wolfe, Jessie A.	103	60	00
Archibald, Ruby O.	103	45	00
Barron, Margaret	98	42	80
Bates, Esther Scott	93	40	62
Bentley, Bessie C.	102	44	56
Boutilier, Muriel H.	101	44	12
Brown, Jessie M.	103	45	00
Christie, Ruth M.	102	44	56
Clark, Janet Graham	103	45	00
Cox, Sarah E.	103	45	00
Croft, Margaret W.	103	45	00
Collins, Pearl	103	45	00
DeVan Eileen	103	45	00
Fahie, Maragret	98	42	80
Faulkner, Melissa	100	43	68
Findlay, Sadie	103	45	00
Garrison, Vera	64	27	95
Gould, Ethel V.	74	32	31
Grant, Janet Mary	102	44	56
Higgins, Emma	103	45	00
Hilchie, Stella B.	100	43	68
Hume, Bessie W.	103	45	00
Hurley, Kathleen V.	103	45	00
Johnson, Hattie R.	94	41	06
Laidlaw, Elizabeth	103	45	00
Langille, Myrtle B.	91	39	75
Luscombe, Annie C.	102½	44	78
Morash, Sara M.	100	43	68
Murray, B. F. J.	103	45	00
Myers, Jeanetta A.	103	45	00
MacCarthy, Katherine	101	44	12
MacCarthy, Tena J.	100	43	68
McLeod, Beatrice	103	45	00
MacKay, Isabel (1912-13)	98	42	80
MacKay, Isabel	103	45	00
MacMillan, Minnie E.	103	45	00
Mackenzie, Margaret A.	103	45	00
Parke, Nellie L.	103	45	00
Roche, Mary	103	45	00
Siteman, Anna B.	102½	44	78
Smith, Isabel	68	29	70
Smith, Mary Cathernie	102	44	56
Spares, Sadie J.	103	45	00
Thomas, Bessie	103	45	00
Thompson, Sadie	103	45	00
Tulloch, Emily C.	103	45	00
Webber, Joyce	103	45	00
Wier, Amelia	59	25	77
Worthe, Marion S.	100	48	68

Archibald, Mac	103	30	00
Balcombe, Rosa K.	100	29	12
Boutillier, Adelaide C.	74	21	55
Brady, Esther	103	30	00
Burris, Fannie	103	30	00
Cameron, Flora E.	102	29	70
Conrad, Hazel	103	30	00
Corner, Bessie	103	30	00
Creighton, Irene	102	29	70
Creighton, Maynie C.	103	30	00
Cruikshank, Mary McD.	102	29	70
Darcs, Gladys G.	89	25	91
Dauphinee, Mary L.	89	25	91
Day, Beatrice Ellen	100	29	12
Dillman, Minerva	89	25	91
Drysdale, Annie I.	103	30	00
Elliot, Marion R.	103	30	00
Ellis, Gertrude J.	83	24	17
Foley, Arley Margaret	103	30	00
Fraser, Lulu J.	98	28	53
Gormley, Grace H.	102	29	70
Gourley, Margaret J.	29	8	44
Graham, Alice Muriel	103	30	00
Grant, Sadie A.	95	27	66
Gray, Annie E.	98	28	53
Gray, Cecilia J. M.	103	30	00
Guild, Ethel G.	103	30	00
Hartling, Joanna	92	26	79
Hilchie, Nellie M.	62	18	05
James, Cora V.	99	28	82
Kearns, Mary E.	103	30	00
Kelly, Jennie L.	53	15	43
Killen, Marguerite E.	103	30	00
Langille, Ella A.	103	30	00
Leslie, Alice L.	89	25	91
Leslie, Mary Gladys	84	24	46
Lowe, Kathernie M.	96	27	95
Lownds, V. E.	102	29	70
Mason, Guy	103	30	00
Moren, Laura B.	98	28	53
Myers, Bertha F.	83	24	17
Myers, Elvie S.	84	24	46
Myers, Roxie E.	73	21	26
MacDonald, Laura	86	25	04
McGrath, Annie M.	97	28	24
MacKay, Katherine M.	103	30	00
McLeod, Ellen J.	103	30	00
Naufts, Minnie R.	89	25	91
Ogilvie, Alice	103	30	00
Prest, Violet E.	48	13	97
Punch, Catherine	89	25	91
Reid, Mabel R.	89	25	91
Reid, Lina McG.	86	25	04
Russell, Plessa	88	25	62
Schultz, Jessie M.	101	29	41
Scott, Annie M.	63	18	34
Scott, Ella M.	84	24	46
Sillars, Pearl A.	103	30	00
Sibley, Mary G.	73	21	26
Smith, Laura E.	103	30	00
Stewart, Bessie M.	94	27	37
Stoddard, Ellen G.	94	27	37
Sutherland, Bessie	74	21	55
Sutherland, Grace	103	30	00
Thompson, Martha J.	89	25	91
Thompson, Myrtle F.	103	30	00

Townsend, Dorothy	103	30	00
Warner, Mary	103	30	00
Webber, Maud	103	30	00
Webber, Myrtle E.	103	30	00
Yeadon, Annie L.	97	28	24
Yeadon, Ida M.	103	30	00

Poor Sections.

Beck, Estella M.	79	30	58
Benvie, Annie M.	69	26	79
Brown, Mildred	83	32	23
Cooke, Nettie M.	68	26	40
Dean, Susan F.	66	25	63
Densmore, Helena B.	103	40	00
Drysdale, Jessie E.	88	34	17
Havill, Mary B.	74	28	73
Havill, Ruth	106	41	16
Jones, M. Eleanor	103	40	00
Kennedy, Irene L.	98	38	06
King, Sydney	93	36	11
Marsman, Keran I.	82	31	84
MacCarthy, Chadwick	20	7	77
MacPherson, Gertrude E.	103	40	00
Purdy, Jane Myrtle	20	7	77

Annuitants.

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

HALIFAX CITY.

McKay, A.	103	105	00
Morton, S. A.	103	90	00
Logan, J. W.	102	89	12
MacKintosh, S. K.	102	89	12
Trefry, J. H.	103	90	00
Matheson, D. J.	103	90	00
Peters, F. A.	103	60	00
Bigney, E. M.	102	59	41
MacDonald, E. M.	103	45	00
Blois, H. H.	103	90	00
Brunt, H. D.	99	86	50
Butler, G. K.	103	90	00
Cummings, E.	79	69	02
Evaristus, Sr.	103	90	00
Huggins, G. M.	103	90	00
Marshall, G. R.	103	90	00
Murray, Mme.	103	90	00
O'Hearn, P.	103	90	00
Rosaire, Sister	103	90	00
Agnes, Sister	103	75	00
Bayer, H. M.	103	75	00
Clark, L. G.	103	75	00
DeChantal, Sister M.	103	75	00
Distant, M. L.	103	75	00
Ethelrad, Sister	103	75	00
Finn, Mme.	103	75	00
Fitzgerald, Mme.	103	75	00

Francis, Sister	103	75 00	Publicover, L. D.	103	60 00
Haverstock, A. M.	103	75 00	Pye, E. C.	103	60 00
Lyons, M.	44	32 04	Rankinc, A. B.	103	60 00
Maria, Sister	103	75 00	Ross, E. J.	103	60 00
Mumford, B. E.	39	28 39	Saunders, A. C.	103	60 00
Phelan, F. J.	44	32 04	Sanders, K. O.	103	60 00
Vincent, Sister M.	103	75 00	Shields, E. G.	103	60 00
Vincent, Sister T.	103	75 00	Shields, S. W.	103	60 00
Agnes, Sister	103	60 00	Sims, S. A.	103	60 00
Agnita, Sister	103	60 00	Smith, S. B.	103	60 00
Allen, M. E.	103	60 00	Spencer, E. M.	103	60 00
Archibald, S. M.	103	60 00	Sullivan, Mme.	103	60 00
Armitage, H. D. A.	103	60 00	Sylvester, G. M.	103	60 00
Berchmans, Sister	103	60 00	Theakston, H. S. F.	103	60 00
Bernard, Sister	103	60 00	Thompson, F.	103	60 00
Blackman, W.	68	39 60	Tulloch, M. E.	103	60 00
Blackie, E. M.	98	57 07	Trefry, E. C.	103	60 00
Blakeney, B. H. V.	103	60 00	Tynan, J. C.	103	60 00
Bowden, I. M.	103	60 00	Vincent, A.	103	60 00
Bowden, L. J.	103	60 00	Wakeley, A. C.	103	60 00
Brim, M. C.	69	40 18	Wallace, E. M.	103	60 00
Brodie, I.	103	60 00	Wickwire, A. L.	103	60 00
Burgoyne, A. V.	103	60 00	Wilson, B. C.	103	60 00
Carmel, Sister	103	60 00	Wiswell, I. M.	103	60 00
Cecilia, Sister	103	60 00	Woolrich, M. E.	103	60 00
Concepta, Sister	103	60 00	Ackhurst, M. L.	103	45 00
Concepta, Sister Maria	103	60 00	Bayer, A. L.	103	45 00
Conrad, E. M.	89	51 83	Blakeney, E. M.	103	45 00
Craig, A. F.	103	60 00	Blois, E. H.	99	43 24
Cunningham, A. M.	42	24 46	Catherine, Sister	103	45 00
DeChantal, Sister F.	103	60 00	Christina, Sister	103	45 00
Delahanty, K.	103	60 00	Cunningham, E. S.	103	45 00
Dempsey, I. B.	103	60 00	Curren, E. M.	103	45 00
Dolorita, Sister	103	60 00	DePazzi, Sister	103	45 00
Dwyer, M. T.	103	60 00	Delphine, Sister	103	45 00
Edwina, Sister	103	60 00	Davine, M. E.	103	45 00
Ernestine, Sister	103	60 00	Ethelburga, Sister	103	45 00
Ethelbert, Sister	103	60 00	Felix, Sister	103	45 00
Florence, Sister	103	60 00	Gualbert, Sister	103	45 00
Flowers, E. M.	103	60 00	Gierson, F.	103	45 00
Flowers, H. L.	103	60 00	Grierson, M. H.	103	45 00
Fraser, W. M.	103	60 00	Hamilton, H. H.	103	45 00
Freeman, N.	103	60 00	Hartling, N. J.	103	45 00
Fry, B. E.	103	60 00	Healy, K. E.	103	45 00
Greig, L. C.	103	60 00	James, C. A.	103	45 00
Harlow, A. O.	103	60 00	Jamieson, H. I.	103	45 00
Holder, E. G.	103	60 00	John Baptist, Sister	103	45 00
Ignatia, Sister	103	60 00	Johnstone, J. I.	103	45 00
Kelly, Mme.	103	60 00	Joseph, Sister	103	45 00
Keirstead, D. F.	64	37 27	Kennedy, M. C.	103	45 00
Laracy, A. X.	103	60 00	Leo, Sister	103	45 00
Leontine, Sister	103	60 00	Logan, A.	103	45 00
Lockward, G. E.	103	60 00	Lyall, B. H.	103	45 00
McDermott, Mme.	103	60 00	McArthur, J. R.	103	45 00
McDonald, A. A.	103	60 00	McDonell, Mme.	103	45 00
Marshall, L. E.	103	60 00	McGill, F.	103	45 00
Mason, B. E.	103	60 00	McGillivray, F. G.	103	45 00
Maxwell, J. M.	103	60 00	McLean, A.	103	45 00
Morrison, E. J.	78	45 42	Marryatt, I. M.	103	45 00
Mosher, C. M.	25	14 56	Martin, M. I.	103	45 00
O'Brien, M. A.	103	60 00	Mary, Sister	49	21 40
Pace, J. I.	103	60 00	Maskell, E. A.	103	45 00
Palmer, G. L.	103	60 00	Mitchell, L. E. J.	103	45 00
Peart, A. H.	103	60 00	Mooney, E. M.	103	45 00
Phelan, M. F.	103	60 00	Nicoll, M. W.	103	45 00
Pius, Sister	103	60 00	O'Brien, N. E.	59	25 77

O'Donoghue, M. T. T.	103	45	00	Weldon, Augusta	29	16	88
Perpetua, Sister	103	45	00	Anthony, Louise B.	103	45	00
Publicover, J. E.	83	36	25	Benedict, Lottie M.	103	45	00
Putnam, A. F.	103	45	00	Blenkhorn, Ethel	103	45	00
Remigijs, Bro.	103	45	00	Blois, Cassie B.	103	45	00
Rita, Sister	103	45	00	Crowe, M. D.	103	45	00
Rockett, M. M.	103	45	00	Grant, Elizabeth B.	102	44	56
Ross, Carrie E.	103	45	00	Miller, Mary A.	103	45	00
Strattan, E.	103	45	00	MacKenzie, Gertrude	103	45	00
Sullivan, M.	103	45	00	McDonald, Donnie	103	45	00
Sullivan, M. T.	103	45	00	McCully, Velma	103	45	00
Sullivan, M. T. R.	103	45	00	McLellan, Annie	103	45	00
Theakston, S. E.	103	45	00	McKay, Eva M.	98	42	80
Travis, A. A.	103	45	00	Nelson, Ermina	98	42	80
Trivett, M. E.	103	45	00	O'Brien, Maggie A.	103	45	00
Vaughan, E.	103	45	00	O'Brien, Miles A.	103	45	00
Vincent, Sister	103	45	00	Rose, Anna M.	103	45	00
Walsh, A. M.	103	45	00	Rankine, Ella E.	103	45	00
Warner, M. F.	103	45	00	Scott, James	102½	44	77
Webber, M. C.	25	10	91	Wallace, Della	102	44	56
Wells, C.	103	45	00	Wallace, Ellen	97	42	37
Wells, M. H.	103	45	00	Weatherhead, Jessie	103	45	00
Gillen, Mme.	103	30	00	Wickwire, Margaret	103	45	00
Jemmont, M. F.	103	30	00	Withrow, Adelia	103	45	00
Kennedy, W. M.	103	30	00	Withrow, Mary L.	99	43	24
Mary, Sister of G. C.	54	23	58	Anthony, Ruby D.	89	25	91
Patrick, Bro.	103	30	00	Bowes, Violet	87	25	33
Sweeney, M.	103	30	00	Greenough, Jennie	103	30	00
				Horne, Mary E.	103	30	00
				Jewers, Annie A.	10	2	91
				Lantz, Annie A.	78	22	71
				Lawson, Hedley	74	21	55
				Melvin, Wilhelmina	93	27	08
				MacKenzie, Elsie	89	25	91
				McCallum, Elizabeth	89	25	91
				O'Donnell, Gertrude	77	22	42
				Ogilvie, Gertrude	103	30	00
				Parker, Laura B.	97	28	24
				Sinclair, Margaret	103	30	00

Annuitants.

Waddell, W. H.	75	00	
Creighton, I. M.	60	00	
Gaul, R. E.	60	00	
Hall, H. McG.	60	00	
Broadhurst, M. E.	45	00	
Coleman, Hannah E.	45	00	
Hartigan, Catherine	45	00	
Johns, M. A.	45	00	
Lyle, Emily R.	45	00	
McGregor, Annie	45	00	
Torrey, C. E.	45	00	
Wier, Lewis	45	00	
Gossip, C. M.	30	00	

Assistants.

Phinney, E. C.	51	15	86
Ross, C.	39	11	36

HANTS EAST.

Beckwith, Florence A.	102	59	41
Brown, Edith S.	103	60	00
Custance, Sara	103	60	00
Fox, Miriam	103	60	00
Fraser, Stanley L.	103	60	00
Holesworth, Mabel	103	60	00
MacDougall, Eva E.	103	60	00
MacDougall, Myrna	103	60	00
MacKenzie, Estelle J.	103	60	00
Simm, Ethalyn	103	60	00
Strong, Gladys	103	60	00
Turner, Flora D.	103	60	00
Underwood, George R.	101	58	83

Cooke, Myrtle L.	89	34	56
Lynch, Pearl	89	34	56
McCulloch, Lucy	84	32	62
McIntosh, Laura	82	31	84
O'Donnell, Teresa	84	32	62
Rose, Annetta M.	102	39	61
Sheehy, John Earl	103	40	00
Smith, Ellen E.	103	40	00

Annuitants.

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

HANTS WEST.

Dill, Geo. W.	98	99	90
Patterson, Mabel	97½	85	19
Smith, John A.	101	102	96
Dawson, Katherine	103	75	00
Scott, Agnes B.	103	75	00

Black, Pearle McK.	103	60	00
Browlby, Alice M.	98	57	07
Burgoyne, Naomi A.	103	60	00
Carde, Edna R.	103	60	00
Davies, Kathleen	103	60	00
Davison, Bicco J.	98	57	07
Dodge, Leila J.	103	60	00
Foote, E. W.	101	58	83
Hawboldt, Avery	103	60	00
Lantz, Helena	102	59	41
MacRae, Luella	103	60	00
McCully, Iola	103	60	00
McCurdy, Helen	103	60	00
O'Brien, Ellen J.	103	60	00
Ryan, Gladys	103	60	00
Wentzell, Elsie	103	60	00
Withrow, Ethel	85	49	50
Armstrong, Aileen	103	45	00
Bennett, Hannah	102	44	56
Campbell, Margaret	103	45	00
Caldwell, Melda	103	45	00
Caldwell, Winnie B.	90	39	31
Dimock, Annie A.	103	45	00
Fraser, Daisy R.	98	42	80
Haley, Edythe	102	44	56
Jenkins, Gualda	97	42	37
Kelley, Minnie	103	45	00
Kileup, Edith	103	45	00
Lynch, Jessie A.	103	45	00
Mariette Emma	89	38	87
Marshall, Ida	103	45	00
McDonald, Katherine	103	45	00
Palmer, Queenie	103	45	00
Salter, Hattie M.	103	45	00
Sweet, Annie E.	103	45	00
Underwood, Elizabeth	101	44	12
Underwood, Emma	102	44	56
Woodworth, Alfreda	103	45	00
Burgess, Florence A.	102	29	70
Burgess, Nellie H.	93	27	08
Cole, Lydia M.	97	28	24
Crouse, Mary Gertrude	102	29	70
Duff, Jessie Joy	103	30	00
Hennigar, Grace D.	96	27	95
Illsley, Lila B.	103	30	00
Laws, Lillian	103	30	00
MacDonald, Joanna	103	30	00
MacDougall, Bertha	89	25	91
McLair, Christina	103	30	00
Platt, Gwladys, M.	94	27	57
Rose, Laura D.	103	30	00
Sanford, Gracie A.	89	25	91
Vaughan, Cora	103	30	00

Poor Sections.

Aldred, Laura M.	80	31	06
Brown, Sarah M.	103	40	00
Lightizer, Marguerite	15	5	82
Meister, Olive M.	86	33	39
McInnis, Jean	102	39	61
Turpell, Viola	53	20	58
Underwood, Ruth	103	40	00

INVERNESS SOUTH.

MacDonell, Pauline	103	105	00
Martin, Marion	103	60	00
Cameron, Janet F.	103	60	00
Courteen, Violet	99	57	66
Cunningham, Velma P.	80	46	59
Finlayson, Duncan K.	103	60	00
Sister St. Zephyrin.	103	60	00
Dickie, Mabel B.	103	45	00
Henderson, Mamie B.	103	45	00
MacDonald, Christina	98	42	80
MacDonald, Katheron	103	45	00
McDonald, Jessie	103	45	00
MacDonell, Christina E.	20	8	72
MacFadyen, Florence M.	95	41	49
McInnis Catherine C.	103	45	00
McLean, Edgar H.	103	45	00
McMaster, D. B.	103	45	00
Murphy, Mary M.	103	45	00
Sister St. Mary	103	45	00
Sister St. Olga	103	45	00
Sister St. Philip	103	45	00
Barrigan, Lila M.	102	29	70
Beaton, Cecilia	76	22	13
Cameron, Arthur D.	78	22	71
Campbell, Catherine A.	87	25	33
Campbell, Lucy Jane	102	29	70
Chisholm, Mary	102	29	70
Chisholm, Katherine	102	29	70
Forbes, Jessie A.	89	25	91
Fox Rena May	102	29	70
Gillis, Mary B.	69	20	09
Gillis, Mary C.	39	11	35
Hurley, Aileen	102	29	70
Ingraham, Mary C.	91	26	50
Joyce, Annie C.	63	18	34
MacAskill, Jessie M.	88	25	62
McCalder, Norman A.	103	30	00
MacDonald, Agatha A.	102	29	70
McDonald, Mary Agnes	98	28	53
McDonald, Mary Ann	103	30	00
McDonald, Tena E.	89	25	91
MacDonald, Mary Jane	87	25	33
MacDonald, Katie Anne	43	12	52
McDonald, Anna M.	92	26	79
MacDonald, Mary Belle	103	30	00
MacDonald, Alexander	30	8	73
MacDougall, Mary C.	82	23	88
MacEachren, Jessie A.	103	30	00
MacFadyen, Sarah M.	103	30	00
McIntosh, Jessie A.	98	28	53
MacLean, Effie B.	50	14	56
MacLean, Jessie Flora	102	29	70
MacLean, Annie F.	82	23	88
McLean, Sadie J.	81	23	59
McLellan, M. Josephine	102	29	70
McLellan, Johanna	93	27	08
McLeod, Ernest M.	78	22	71
MacNeil, John Neil	80	23	30
McPhail, Archibald S.	89	25	91
Martin, Dollie	75	21	84
Martin, Cassie A.	103	30	00
Shannon, Mary M.	89	25	91
Sister St. Wilbrod	103	30	00
Smith, Anna L.	103	30	00

Smyth, Philomena	103	30	00
Watts, Ada Myrtle	103	30	00
Williams, M. Irene	103	30	00
Williams, Margaret	103	30	00

Poor Sections.

Austen, Catherine C.	79	30	17
Campbell, Margaret	94	35	88
Chisholm, Jessie	103	39	33
Jameson, Alexandra M.	74	28	26
Leonard, Katherine C.	32	12	22
McDonald, Florence	103	39	33
McDonald, Florence E.	103	39	33
MacDonald, Oswin	77	29	40
McIntosh, Catherine	19	7	25
McKeigan, Christina	88	33	61
McPhail, Ellen S.	89	33	97
Nicholson, Catharine M.	79	30	17
Robertson, Mamie	17	6	49

Special Poor Sections.

Lake Horton	74	50	00
Skye Mountain	96	60	00
Big Harbor Island	89	40	00

Annuitants.

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

INVERNESS NORTH.

Arseneault, Mary B.	103	60	00
Arseneau, Florence	103	60	00
Bishop, Emma	103	60	00
Boudreau, Anslem C.	103	60	00
Gillis, Malcolm H.	103	60	00
Gillis, James D.	53	30	36
LeBlanc, John J.	103	60	00
McDaniel, Sadie B.	103	60	00
MacInnis, Robert J.	103	60	00
McLellan, Annie M.	103	60	00
Sister Mary St. Stephen	103	60	00
Sister St. Andrew	103	60	00
AuCoin, James H.	103	45	00
Blanchard, Annie J.	103	45	00
Chiasson, Ephraim	103	45	00
Chisholm, Arch'd A.	103	45	00
Coady, Francis P.	98	42	80
Coady, Rebecca E.	92	40	18
Doucet, Delina	103	45	00
Doucet, Cecilia	103	45	00
LeBlanc, Margaret H.	103	45	00
LeBlanc, Annie Rose	103	45	00
LeBlanc, Severin	103	45	00
LeBlanc, Paul F. D.	20	8	72
MacDougall, Agnes	103	45	00
MacDougall, Mary C.	103	45	00
McKinnon, Mary C.	103	45	00
McLellan, Marjorie	103	45	00
McLellan, J. Ronald	103	45	00

McLellan, Mamie	74	32	31
McLellan, Florence C.	102	44	56
McLellan, A. N.	45	19	65
MacQuarrie, Annie	103	45	00
Ross, Jennie H.	103	45	00
Tompkins, Rose E.	103	45	00
Walker, Mary K.	102	44	56
Arseneau, Bessie	103	30	00
Arseneau, Mathilda	103	30	00
Austen, Bella M.	79	23	00
Beaton, Bridget	101	29	41
Cameron, Florence	102	29	70
Collins, Sadie C.	101	29	41
Doucet, Lucy F.	103	30	00
Fraser, Lulu R.	70	20	39
Gillis, Dougald A.	91	26	50
Hannigan, Mary	71	20	68
Keenan, Catherine	103	30	00
Langley, Gertrude A.	98	28	53
LeFort, Michael C.	103	30	00
McDermid, Collingwood	83	24	17
McDonald, Mary C.	102	29	70
McDonell, Catherine	80	23	30
McLean, Jean S.	102	29	70
MacKay, Neil Dan	89	25	91
MacKenzie, A. Grant	89	25	91
MacKinnon, Minnie C.	102	29	70
MacLellan, Sarah A.	101	29	41
McLellan, Margaret B.	102	29	70
McLellan, Elsie	29	8	44
McLellan, Mary C.	102	29	70
McLeod, Mary A.	102	29	70
Robertson, Mamie	102	29	70
Margaret Mary, Sister	103	30	00
St. Mary, Sister	98	28	53
St. Marie Florence, Sister	5	1	45
Smith, Katie Maria	103	30	00

Poor Sections.

Cameron, Mary B.	86	32	83
Cameron, Christina J.	89	33	97
Chisholm, Christina A.	89	33	97
Ferguson, Susie J.	84	32	07
MacDonald, Angus A.	95	36	27
McKinnon, Christina I.	84	32	07
Nelson, Gustave Adolph	98	37	40
Roach, Arsene H.	73	27	88

Special Poor Section.

Murphy	45	00	
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Consolidation.

Eastern Harbor	83	24	17
Aberdeen (1913).	142	41	35

Annuitants.

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

KINGS.

Ford, R. W.	98	99	90
Swanson, P. I.	98	99	90
Webster, Winnifred	98	85	63
Baizley, Abbie B.	98	71	34
Barrett, Lillie D.	98	71	34
Farrel, Maureen	98	71	34
Hardwicke, Helen	103	75	00
Higgins, Stella M.	103	75	00
Walker, Mabel R.	102	74	27
Baker, Maude	103	60	00
Benjamin, Harriet	103	60	00
Bligh, Annie D.	103	60	00
Brown, Ellen C.	95	55	33
Charlton, Mabel E.	103	60	00
Coggins, Adelaide	98	57	07
Crandall, Ella D.	63	36	69
Dennison, Gertrude	98	57	07
Elliott, E. Evangeline	103	60	00
Faulkner, Ellen	103	60	00
Franey, Mary J.	20	11	64
Kennedy, Gladys B.	98	57	07
Kent, Alice M.	83	48	34
Kinnie, Mary M.	103	60	00
Longmire, Flora C.	103	60	00
Lutz, Carrie M.	103	60	00
Marchant, Laura	103	60	00
Margeson, Susie	103	60	00
Martin, Clara	98	57	07
MacKenzie, Marjorie	97	56	49
McCormick, A. E.	103	60	00
O'Brien, Annie B.	103	60	00
Ogilvie, Bertha C.	103	60	00
Pineo, Ida B.	103	60	00
Purdy, Agnes L.	98	57	07
Reddy, Gertrude	98	57	07
Rettie, Annie I.	103	60	00
Stephens, Gladys	97	56	49
West, Gladys	98	57	07
Westcott, Eva B.	103	60	00
West, Marguerite	98	57	07
Woodward, Grace	34	19	79
Wright, Joanna	103	60	00
Wright, Nellie	103	60	00
Wylde, Sara	98	57	07
Bancroft, Helen	101	44	12
Baxter, Mabel C.	103	45	00
Borden, Leah	102	44	56
Boutilier, Mary	98	42	80
Browne, Mertiel	103	45	00
Chesley, Ella M.	98	42	80
Chute, Edith	103	45	00
Chute, Zephina B.	103	45	00
Cochrane, Pearl A.	103	45	00
Corkum, Prudence	103	45	00
Dargie, Charlotte	103	45	00
Dickie, Gertrude	103	45	00
Dow, Margaret	98	42	80
Eaton Bertha M. I.	103	45	00
Franey, Bertha	103	45	00
Gray, Mary E.	98	42	80
Hall, Ella C.	101	44	12
Hutchinson, Gladys	102	44	56
Kaulbach, Ella D.	103	45	00
Lamberton, Minnie	103	45	00

Lamont, Nancy	89	38	87
Laurence, Lille	103	45	00
Lantz, Elsie	98	42	80
Leck, Leah M.	103	45	00
Lent, Marion	103	45	00
MacDonald, Ada	103	45	00
Mappleback, Idella	103	45	00
Marshall, Nina	103	45	00
Morison, Madge	103	45	00
Morse, Kate O.	103	45	00
Nichols, Lola	35	15	28
Neary, Stella B.	103	45	00
Parker, Essie	103	45	00
Partridge, Ethel	103	45	00
Patterson, Florence	100	43	68
Phillips, Winnifred	103	45	00
Plant, Thos. W.	103	45	00
Quigley, Mary	98	42	80
Rodgerson, Pearl	103	45	00
Sanford, Alida	103	45	00
Sawler, Pearl	103	45	00
Sawler, Merinda	103	45	00
Smith, Nellie	103	45	00
Spinney, Helen L.	102	44	56
Strong, Gertrude	98	42	80
Sutherland, Jessie	102	44	56
Swindell, Charlotte	103	45	00
Tobin, Gertrude	102	44	56
Trenholm, Edith	103	45	00
Vance, Luella	93	40	62
Aalders, Jessie M.	103	30	00
Blackburn, Laura D.	88	28	62
Condon, Kathryn	103	30	00
Cox, Leah Maria	89	25	91
Davison, Nellie L.	102	29	70
Graves, Eva Maude	64	18	63
Hale, Sadie E.	103	30	00
Henderson, Elizabeth	103	30	00
Lantz, Muriel	100	29	12
Levy, Addie G.	89	25	91
Longeran, Annie B.	60	17	47
Lyons, Elizabeth	103	30	00
McKeen, Ethel	103	30	00
Nieforth, Ada F.	87	25	33
Parker, Maude	103	30	00
Parker, Hattie	100	29	12
Reid, Evelyn J.	102	29	70
Smith, Susie R.	89	25	91
Steele, Mrs. C. B.	97½	28	36
Thorpe, Kate V.	103	30	00

Poor Sections.

Algee, Gertrude	88	32	35
Barkhouse, Hattie M.	35	12	86
Barrett, Mary E.	76	27	94
Beach, Sarah	55	20	22
Bishop, Raleigh	70	25	75
Carey, E. Lavinia	88	32	35
Coldwell, Mary E.	82	30	15
Cox, Lavilla	98½	36	20
Gray, Nellie A.	79	29	04
Hiltz, Livian M.	97	35	66
Keddy, Annie M.	102	37	58
Layton, Cecelia	82	30	15
Loneragan, Leila	88	32	35

Marsters, Emelyn	98	36	01	Dauphinee, Tessie	103	45	00
Marsters, Kathryn	77	28	32	Deal, Bernice	103	45	00
Mathews, Kathleen	28	10	30	Dolliver, Olive	98	42	80
McLeod, Elsie	103	37	87	Durland, Gladys	103	45	00
Pierce, Tena May	86	31	62	Hawkesworth, Eva	98	42	80
Ritchie, Hazel	79	29	04	Hebb, Arthur W.	98	42	80
Sanford, Ida	103	37	87	Hebb, Jennie L.	43	18	77
Sanford, Laura M.	39	14	33	Himmelman, Carrie	103	45	00
Sanford, Ruth A.	36	13	23	Hirtle, Mary E.	103	45	00
Sim, Jennie P.	19	6	98	Hitle, Nora M.	103	45	00
Spidell, Vera E.	77	28	31	Joudrey, Eva M.	103	45	00
Stronge, Pansy	87	31	97	Joudrey, Hazel	103	45	00
Sweet, Georgina	89	32	71	Knox, Perry M.	103	45	00
Assistants.				Langille, Edith	103	45	00
Craig, Alice B.	35	6	79	Lohnes, Minnie A.	98	42	80
Annuitants.				Lohnes, Stella	103	45	00
Godfrey, John	192	88		Mader, Bessie	103	45	00
Banks, Alonzo	60	00		Manning, Myra	103	45	00
Craig, James	45	00		Mason, Jessie	103	45	00
LUNENBURG.				Millett, Sadie	103	45	00
McKittrick, B.	103	105	00	Morton, Tessie	100 $\frac{1}{2}$	43	90
Hirtle, A. G.	98	85	63	MacIntosh, D. S.	98	42	80
Hewitt, M. C.	103	90	00	Naugler, Agnes, V.	98	42	80
Bishop Annetta C.	98	71	33	Nicol, Minnie J.	103	45	00
Bailley, Hazel	98	57	07	Robar, Hilda E.	103	45	00
Creighton, Lucy	103	60	00	Romkey, Mary C.	103	45	00
Ernst, Rhoda	101	58	83	Smith, Eva M.	100	43	68
Feindall, Addie	98	57	07	Smith, Lola L.	98	42	80
Freeman, Nettie	103	60	00	Tobin, Ellen M.	98	42	80
Getson, Grace	98	57	07	Warner, Emma L.	98	42	80
Hebb, Bessie C.	98	57	07	Webber, Ola B.	103	45	00
Hirtle, Bertha I.	103	60	00	Wile, Dora A.	102	44	56
Houghton, Mary C.	103	60	00	Wharton, Zella M.	103	45	00
Kaulback, Ruby	103	60	00	Zwicker, Rhoda	98	42	80
Keddy, Florence P.	103	60	00	Allen, Christie	103	30	00
Letson, Ella M.	103	60	00	Andrews, Irene	103	30	00
Maxner, Morris	103	60	00	Bell, Gertrude	101	29	41
Millett, Susie	102 $\frac{1}{2}$	59	70	Bell, Lizzie	103	30	00
MacLeod, Annie	103	60	00	Brooks, Jessie	103	30	00
Rafuse, Eva E.	98	57	07	Brooks, Lena	102	29	70
Ritcey, Geraldine	103	60	00	Burgoyne, Mildred	103	30	00
Veinotte, Alice M.	103	60	00	Bushen, Oda	102	29	70
Veinot, Murine	103	60	00	Chesley, Isabel	102	29	70
Wentzell, Mary P.	101	58	83	Conrod, Rhoda	103	30	00
Whitney, Lois	101	58	83	Cook, Leda	98	28	53
Wile, Dora D.	55	32	03	Corkum, Hazel	89	25	91
Wynacht, Margaret	98	57	07	Creaser, Florence	103	30	00
Young, Helen R.	98	57	07	Crouse, Georgina	101 $\frac{1}{2}$	29	56
Young, Mary E.	98	57	07	Crouse, Naomi	89	25	91
Acker, Beulah B.	103	45	00	Eisenhauer, Harris	102 $\frac{1}{2}$	29	84
Arenburg, Grace	103	45	00	Eisenhauer, Vida	103	30	00
Bolivar, Alma M.	98	42	80	Ernst, Amynella	103	30	00
Bowers, Mary	98	42	80	Ernst, Gladys	103	30	00
Brooks, Blanche	103	45	00	Ernst, Winifred	103	30	00
Cook, Lulu	103	45	00	Fancy, Jessie M.	103	30	00
Conrad, Grace	103	45	00	Feener, Lottie M.	100	29	12
Crawford, Florence	98	42	80	Fitch, Murray	103	30	00
Crouse, Viola	103	45	00	Fleet, Cora	98	28	53
				Hebb, Bearice	103	30	00
				Heckman, Katie	103	30	00
				Hilton, Etta M.	103	30	00
				Hirtle, Gladys	103	30	00
				Hirtle, Pearl	103	30	00
				Hyson, A. E.	96	27	95
				Hyson, Myrna	103	30	00
				Joudrey, Lida	103	30	00

Johnson, Mary	103	30	00
Kaulback, Birdie	103	30	00
Kaulback, Louise	103	30	00
Kennedy, Lois	103	30	00
Knock, Cora E.	103	30	00
Langille, Gladys	79	23	00
Mailman, Mary	103	30	00
Mailman, Violet	103	30	00
March, Nina	98	28	53
Minard, Margaret	94	27	37
Morgan, Sadie	101	29	41
Morgan, Percy	102	29	70
Myra, Blanche	102	29	70
MacKinnon, Maude	103	30	00
Naas Mabel	89	25	91
Naas Mildred	89	25	91
Nichols, Allison	94	27	37
Rafuse, Hazel	103	30	00
Rafuse, Sybil	103	30	00
Rodenhiser, Mildred	103	30	00
Sarty, Eva	102½	29	87
Schnare, Annie C.	103	30	00
Schrader, Carrie	103	30	00
Silver, Basil	103	30	00
Shupe, Annie	98	28	53
Skerry, Phyllis	103	30	00
Slaunewhite, Florence	102	29	70
Smith, Ada A.	98	28	53
Verge, Minnie	103	30	00
Veinot, Ida	94	27	37
Veinot, Genevieve	85	24	75
Walters, Muriel	55	16	01
Wentzell, Elsie	103	30	00
Wentzell, Sadie	103	30	00
Whynot, Katie	103	30	00
Wolfe, Beatrice	103	30	00
Young, Daisy	103	30	00
Zinck, Ella	103	30	00
Zinck, Sadie	103	30	00
Zwicker, Gladys	102	29	70

CHESTER.

Acker, Hattie	103	60	00
Corkum, Inez B.	103	60	00
Graves, Ena E.	103	60	00
Hawboldt, Susie	103	60	00
Nauss, Blanche	103	60	00
Zinck, Jessie	103	60	00
Zinck, Sydney	103	60	00
Langille, Jessie E.	103	45	00
McGinty, Katherine	98	42	80
Smith, Minnie B.	103	45	00
Webber, Mamie B.	103	45	00
Jewers, Beatrice	98	42	80
Backman, Ollo	103	30	00
Boyd, Elfreda	103	30	00
Corkum, Ethel	103	30	00
Corkum, Mildred A.	88	25	62
Etter, Coraline	103	30	00
Etter, Florence E.	103	30	00
Hatt, Merta D.	89	25	91
Hiltz, Cora E.	103	30	00
Millett, Kathleen	103	30	00
Mills, Joseph G.	94	27	37
MacMinn Georgie,	103	30	00
Rafuse, Meta B.	103	30	00
Rafuse, Vera G.	103	30	00
Sheehan, Hilda	103	30	00
Skerry, Clara M.	98	28	53
Skerry, Joseph B.	89	25	91
Vaughan, Hilda	103	30	00
Walters, Margaret	103	30	00

Poor Sections.

Boylan, Frances	103	38	32
Boylan, Olive	103	38	32
Crofts, Sadie	88	32	74
Keddy, Mildred	79	29	39
Rafuse, Ruth	55	20	46

Poor Sections.

Backman, Hilda M.	60	22	32
Baker, Ella V.	89	33	10
Boland, Susie	74	27	53
Feindell, Hilda	94	34	96
Frank, Flossie	103	38	32
Haines, Violet	102	37	94
Hamm, Marguerite	103	38	32
Hebb, Evelyn	102	37	94
Heckman, Belle	88½	32	91
Hiltz, Helen	103	38	32
Mader, Ira	103	38	32
Meisner, Bertha	103	38	32
Ramey, Elma	98	36	45
Risser, Maude	103	38	32
Selig, Minnie	103	38	32

Annuitants.

Rieser, Daniel	60	00	
Faulkner, James	45	00	
Heckman, A. D.	30	00	
Kaulback, Laura	30	00	

PICTOU EAST.

MacLeod, John T.	98	99	90
Baillie, A. G.	98	71	36
Morgan, Christie	103	75	00
Skinner, L. R.	98	71	36
Balcom, L. S.	103	60	00
Ballantyne, Esther	103	60	00
Ballantyne, May	82	47	76
Bannerman, Margaret	103	60	00
Dickson, Elsie B.	102	59	41
Douglas, Irene	103	60	00
Doyle, Sarah	63	36	69
Freeman, Dorothy	103	60	00
Grant, Jessie M.	103	60	00
Grant, Clara	103	60	00
Gould, Lulu	103	60	00
Graham, Janet	103	60	00
Jacques, G. V.	103	60	00
Lent, F. I.	103	60	00
Lewis, Myrtle	103	60	00
Lockhart, Bessie	103	60	00
MacLeod, Isabelle	10	5	82

MacLean, Cassie	103	60	00	Cameron, Isabel	103	30	00
MacLean, Sarah E.	103	60	00	Cameron, Hannah	103	30	00
MacLean, William	103	60	00	Creighton, Jean	17	4	94
MacPherson, Eliza	103	60	00	Cumming, A. D.	103	30	00
Murray, Sadie A.	103	60	00	Dewar, Margaret	103	30	00
Oulton, Millage	103	60	00	Dawson, Annie L.	103	30	00
Philip, Maude	103	60	00	Dunn, Catherine	93	27	08
Ross, Annie L.	103	60	00	Fleming, Elizabeth	90	26	21
Reid, Jeannette	103	60	00	Fraser, Bertha	102	29	76
Russell, Martha	103	60	00	Fraser, Alice	94	27	37
Sproull, Annie	103	60	00	Fraser, Ethel	103	30	00
Smith, Margaret	20	11	64	Holmes, Marjorie	74	21	55
Savage, Martha	103	60	00	Kennedy, Sarah C.	103	30	00
Thompson, Elizabeth	102	59	41	MacBean, Mary G.	103	30	00
Thurber, R. E.	103	60	00	MacDonald, Ida M.	89	25	91
Vance, Suther	103	60	00	MacKenzie, Ethel	103	30	00
Walker, Jennie	103	60	00	MacLean, Eva K.	103	30	00
Walker, Jean R.	103	60	00	MacNeil, Mary A.	103	30	00
Wright, Catherine	103	60	00	MacPherson, Katherine	103	30	00
Young, Nettie	103	60	00	Mills, Martha	103	30	00
Archibald, Ann	103	45	00	Pushie, Janet	102	29	70
Bryden, Almira	103	45	00	Robertson, Edna C.	103	30	00
Cameron, Hazel	66	28	83	Ross, Isabella	103	30	00
Crockett, Annie	103	45	00	Smith, Laura E.	103	30	00
Cameron, Lizzie	102	44	56	Sutherland, Elizabeth	81	23	59
Chisholm, Florence	103	45	00	Sutherland, Hattie	82	23	88
Chisholm, Mary M.	103	45	00	Sutherland, Jean	89	25	91
Cunningham, Leah	103	45	00	Wilson, Jean	103	30	00
Dawson, Agnes	48	20	96				
Flynn, Sadie	103	45	00				
Gillis, Minnie	103	45	00	Poor Sections.			
Gunn, Mary	103	45	00	Cruickshank, F. Ruth	83	32	23
Gunn, Maimie	103	45	00	Cruickshank, Alice	103	40	00
Harris Annie E.	103	45	00	Fraser, Barbara	97	37	67
Harris, Mary M.	103	45	00	Fraser, Christena	69	26	79
Inglis, Clara M.	102	44	56	McDonald, Eva B.	103	40	00
Keith, Sylvia	103	45	00	MacDonald, Annie	87	33	78
MacDonald Ella M.	103	45	00	MacKay, Alla	103	40	00
MacDonald, Katherine	103	45	00	MacKinnon, Isabel	89	34	56
MacDonald, Eva M.	103	45	00	Munroe, Dolina	103	40	00
MacGillivray, Jane	103	45	00	Stewart, A. D.	103	40	00
MacIver, Dolina	98	42	80	Swinhamer, Lila	98	38	06
MacKay, Ethel	93	40	62				
MacKnight, Jessie	103	45	00	Special Poor Sections.			
MacLean, Adelaide	103	45	00	Greenvale		25	00
MacQueen, Margaret	101	44	12	Green's Brook		24	17
Maxwell, Bessie	103	45	00	Black Brook		30	00
Moran, Sadie	102	44	56				
Morgan, Edith	20	8	72	Consolidation.			
Meikle, Anna B.	103	45	00	Bailey's Brook		90	00
Munroe, Annie W.	103	45	00				
Munroe, C. Tena	52	22	71	Annuitants.			
O'Neil, Annie H.	103	45	00	Cameron, Jessie		45	00
O'Connell, Edith	103	45	00	Cruickshank, Jessie		45	00
Rose, Annie	103	45	00	Ross, Maggie		45	00
Robertson, Susie	103	45	00				
Robertson, Sarah	103	45	00	PICTOU WEST.			
Sutherland, Lexie	103	45	00	Inglis, R. E.	97	84	76
Sutherland, Annie M.	103	45	00	MacDonald, J. C.	95	83	89
Sylvester, Mary	103	45	0p	MacLellan, Robt.	97	98	88
Smith, Clara M.	103	45	00	Mussels, H. H.	96	83	02
Atkinson, Mattie	103	30	00				
Allen, Elizabeth	103	30	00				
Ballantyne, Agnes	100	29	12				
Butler, Katherine E.	103	30	00				
Bousfield, Rosa	89	25	91				

Carter, Elverena	103	60	00
Dunn, Maud	103	60	00
Gunn, Jessie	103	60	00
Johnson, Amy	101	58	83
MacArthur, Olive	103	60	00
Murdoch, Louisa M.	103	60	00
Robinson, Sadie	102	59	41
Sutherland, Chris.	103	60	00
Sutherland, Mary C.	103	60	00
Ballantyne, Jean	103	45	00
Bryenton, Katherine	102	44	56
Cameron, Mary M.	98	42	80
Colter, Mary L.	101	44	12
Chisholm, Ethel	103	45	00
Colquhoun, Christena	103	45	00
Crowe, Elizabeth	83	36	25
Davies, Bertha H.	103	45	00
Elliott, Laura	103	45	00
Gilchrist, Christena	103	45	00
Haley, Mary	103	45	00
Hamilton, Mary	102	44	56
MacCara, Mary	103	45	00
MacDonald, Ada S.	103	45	00
MacKay, Jennie M.	100	43	68
MacQuarrie, Christena	100	43	68
McQuinn, Isabel	102	44	56
Murray, Grace	102	44	56
Ross, Anna	103	45	00
Rose, Jessie	103	45	00
Sillers, Annie F.	103	45	00
Stewart, Marguerite	102	44	56
Bell, Martha K.	64	18	63
Brown, Bessie	87	25	33
Campbell, Jamie	68	19	79
Crichton, Willamma	101	29	41
Crooks, Helena	89	25	91
Fraser, Annie	100	29	12
Gray, Alice	101	29	41
Grant, Ethel V.	98	28	53
Graham, Margaret	103	30	00
Hamilton, Edythe	93	27	08
Hambley, Elsie	102	29	70
Johnson, Iillian	102	29	70
Johnson, Robina	97	28	24
Langille, Agnes C.	102	29	70
MacGregor, Annie	102	29	70
MacGregor, Mary B.	103	30	00
MacKay, Mary E.	103	30	00
MacKenzie, C. Estelle	103	30	00
MacLeod, Christena	103	30	00
MacLeod, Bessie	102	29	70
MacPherson, Annie C.	89	25	91
Munro, Chiscy	102	29	70
Munro, Edna M.	103	30	00
Murray, Jennie N.	102	29	70
Murray, Elizabeth	98	28	53
Priest, Elizabeth	103	30	00
Redmond, Ada	103	30	00
Redmond, Annie	103	30	00
Sutherland, Ella F.	101	29	41

Poor Sections.

MacGregor, Margaret	103	40	00
MacKenzie Christena	101	39	22
MacTavish, Caroline	80	31	06

Murray, Pauline	101	39	22
Murray, Mary	75	29	12

Annuitants.

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

QUEENS SOUTH.

Morton, R. F.	103	105	00
Mullins, Jennie	103	90	00
Wetmore, R. H.	102	74	26
Chivers, Gladys	83	48	34
Baltzer, Mary	98	57	07
Dexter, M. A.	98	57	07
Freeman, Jessie E.	103	60	00
Harrington, E. B.	96	55	91
Hemeon, Elizabeth	98	57	07
Keddy, Elva M.	100	58	25
Locke, Helen R.	98	57	07
Mauzer, Laliah	103	60	00
Ritcey, Lillas A.	98	57	07
Ritcey, Mac T.	15	8	73
Sheilds, Dorinda	102½	59	70
Bell, Maric R.	103	45	00
Freeman, Allene	103	45	00
Godfrey, Bessie	103	45	00
Kempton, Abbie	103	45	00
Murphy, Ruth	86½	37	76
MacLeod, Ethel	103	45	00
MacQuarrie, Gladys	103	45	00
Robinson, Clara	103	45	00
Cole, Ezelia	89	25	91
Gardner, Estella	30	8	73
Gaskill, Emma	102	29	70
Gerhardts, Frances	103	30	00
Gibbons, James M.	103	30	00
Harlow, Emma	57	16	59
Harlow, Jennie	14	4	07
Hiltz, Ella M.	103	30	00
Kempton, Cora A.	81	23	59
Latham, Hattie	92½	26	93
McGuire, Annie T.	103	30	00
Phelan, Emma	98	28	53
Rhynard, Gertrude	103	30	00
Smith, Henrietta	91	26	50
Sperry, Rhoda	66	19	21
Van Horne Marion	103	30	00
Wamboldt, Myrtle	98	28	53

Poor Sections.

Colp, Mildred	94	36	50
Crowley, Ida	102	39	61
Huskins, Opal	64	24	85

QUEENS NORTH.

Feindell, Hilda M.	103	60	00
Frank, Merna M.	102	59	41
Lantz, Verta P.	103	60	00

Ramey, J. Marie	103	60	00	Campbell, Alexander	101	29	41
Ennis, Hilda	102	44	56	Campbell, Katie	103	30	00
Awalt, Florence	102	29	70	Currie, Jessie	103	30	00
Conrad, Edith	9	2	62	Daigle, Joseph	103	30	00
Cushing, Eva	63	18	34	De Roche Gertrude	103	30	00
Crouse, Osaphine	94	27	37	Ferguson, Annie M.	84	24	46
Crouse, Lettie	94	27	37	Gagnon, Evangeline	103	30	00
Frank, Mabel	101½	29	55	Jameson, Roberta	74	21	55
Manthorn, Mildred	97	28	24	Kyte, Josephine	94	27	37
MacNeil, Sadie	103	30	00	Laurie, Mary Ann	103	30	00
Reinhardt, Gladys	103	30	00	MacKichan, Annie B.	103	30	00
Richards, Laura	98	28	53	MacKichan, K. Eva	84	24	46

Poor Sections.

Berrigan, E. D.	87	33	78	McKillop, Kenneth A.	89	25	91
Dukeshire, Elizabeth	93	36	11	MacLean, Jessie Belle	103	30	00
Dukeshire, Gladys	102	39	61	MacNeil, Mary E.	103	30	00
Hartlee, Fanny	83½	32	42	MacPherson, Barbara	103	30	00
Joudrey, Bernice	79	30	58	Martel, Mary C.	103	30	00
Skerry, Jessie B.	103	40	00	Monbourquette, Clara D.	98	28	53
				Morrison, Gertrude C.	15	4	36
				Murphy, Frances	103	30	00
				Poirier, Mabel A.	103	30	00
				Ross, Alexina M.	103	30	00
				Samson, Mary Louise	103	30	00
				Sister, Mary St. Wilfrid	103	30	00
				Tate, Katherine A.	93	27	08

RICHMOND.

MacLeod, Jeanette	98	99	90				
Bissett, Clara V.	49	28	53				
Boyd, Christina	53	30	86				
Etienne, George W.	103	60	00				
Grady, Alice Maud	103	60	00				
LeBlanc, Andrew A.	103	60	00				
MacKinnon, John J.	103	60	00				
Samson, Florence A.	103	60	00				
Sister Marie Ste. Firmine	103	60	00				
Boyd, Laura E.	103	45	00				
Boyle, Mary	103	45	00				
Burke, Eva May	103	45	00				
Burke, Mabel H.	98	42	80				
Cameron, Christina	103	45	00				
Currie, Charlotte S.	102	44	56				
Devereux, Charlotte M.	103	45	00				
Forgeron, Eva May	103	45	00				
Gagnon, Alfred G.	103	45	00				
Gillis, Annie	103	45	00				
Giroir, Beatrice	103	45	00				
Jackson, Henrietta E.	103	45	00				
MacLeod, Tena H.	103	45	00				
MacDougall, Mary A.	103	45	00				
MacCuish, Dan A.	103	45	00				
MacEwen, Mary C.	97	42	37				
MacLeod, Kathleen	85	37	12				
MacLeod, Peter A.	102	44	56				
MacNeil, Minnie P.	103	45	00				
Mauger, Lina	103	45	00				
Murphy, Margaret A.	103	45	00				
Nelson, J. Scott	103	45	00				
Nicolle, Everett J.	103	45	00				
Power, May Gertrude	89	38	87				
Sister Marie du Cenacle	103	45	00				
Boudreau, Jeanne	103	30	00				
Boudreau, Antoinette	98	28	53				
Boutin, Irene H.	103	30	00				
Boyd, Florence T.	101	29	41				
Brymer, Lotie M.	103	30	00				
Cameron, Henrietta J.	94	27	37				

Poor Sections.

Bourque, Firman H.	93	36	11
Gillis, Cecilia H.	89	34	56
MacDonald, Mary	94	36	50
McDougall, Annie F.	84	32	62
MacLeod, D. A.	74	28	73
MacKenzie, Sadie A.	81	31	45
Morrison, Alena B.	64	24	85
Ross, Finlay A.	86	33	39
Ross, Mary Belle	98	38	06
Sutherland, Don. A.	94	36	50
Thibeau, Peter	102	39	61

Consolidation.

Samson, Alfred Sec., Louisdale	30	00
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Annuitants.

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

SHELBURNE.

McLeod, A. M.	103	105	00
Ruggles, A. J.	103	75	00
Bellivue, M.	103	60	00
Capstick, Grace	103	60	00
Decker, B. C.	103	60	00
McGill, L. P.	103	60	00
Bower, Elizabeth	103	45	00
Bruce, Augusta	103	45	00
Etherington, Lillian	103	45	00
Firth, Alice W.	20	8	72
Firth, E. Louise	103	45	00
Freeman, Nellie B.	103	45	00

Goodick, J. B.	97	42	37	Nickerson, K. K.	100	43	68
Hagar, S. B.	103	45	00	Nickerson, L. I.	78	34	06
Mamilton, M. A.	103	45	00	Reinhardt, A. M.	103	45	00
Hemeon, W. B.	103	45	00	Smith, Elsie B.	100	43	68
Kean, Evelyn S.	103	45	00	Smith, Jacobine	103	45	00
Locke, Alberta	103	45	00	Thomas, Ida M.	103	45	00
Mack, Theresa	98	42	80	Brannen, John R.	102	29	70
McCinnis, A. H.	103	45	00	Brannen, Ruby V.	103	30	00
Muir, Jennie	103	45	00	Cameron, M. L.	88	25	62
Nicol, Charlotte	103	45	00	Crowell, Sara B.	25	7	28
Smith, Myrtle	103	45	00	Downie, V. B.	67	19	50
Taylor, Eva H.	103	45	00	Forbes, H. E.	89	25	91
Decker, Isabel J.	102	29	70	Friggens, Vera G.	103	30	00
Golden, Lola D.	84	24	46	Greenwood, V. L.	89	25	91
Hardy, F. B.	82	23	88	Hamilton, L. G.	96	27	95
Hilton, Muriel	89	25	91	Harlowe, Olive C.	103	30	00
Hogg, Laura	103	30	00	Nickerson, L. F.	102	29	70
Laing, Isabel J.	103	30	00	Nickerson, F. E.	89	25	91
Lloyd, Verona	83	24	17	Simms, E. M.	79	23	00
Locke, Eulalie	89	25	91	Thomas, G. B.	103	30	00
MacDonald, K. G.	103	30	00	Young, L. J.	103	30	00
Mack, Winnifred	83	24	17				
McKay, Margaret	103	30	00				
McKay, Myrtle	103	30	00				
McKenny, E. A.	89	25	91				
McMillan, Bernice	103	30	00				
Morton, L. B.	37	10	76				
Morton, E. M.	103	30	00				
Perry, Lola E.	101	29	41				
Pierce, M. J.	103	30	00				
Rawlings, J. A.	103	30	00				
Swaine, Bessie H.	89	25	91				

Poor Sections.

Cunningham, L. C.	89	34	56
Pike, Mary W.	103	40	00
Smith, D. L.	83	32	23

Annuitants.

Matheson, Wm. H.	45	00	
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Poor Sections.

Freeman, Hilda	69	26	79
Rhynard, M. S.	89	34	56
Snow, M. E.	89	34	56
Williams, Hazel C.	79	30	58

Annuitants.

Goodick, J. D.	45	00	
McMillan, Elizabeth	45	00	

BARRINGTON.

Doane, D. A.	103	60	00
Fox, A. D.	103	60	00
Morse, S. H.	103	60	00
Nodwell, C. P.	103	60	00
Prime, D. R.	97	56	49
Reynolds, A. E.	56	32	61
Sears, L. F.	103	60	00
Stewart, F. MacG.	15	8	78
Abbott, Wenona	103	45	00
Atwood, M. L.	103	45	00
Baxter, Agnes B.	102	44	56
Christie, K. E.	103	45	00
Freeman, L. W.	103	45	00
Goodwin, Mabel E.	103	45	00
Hopkins, Bella L.	103	45	00
Hopkins, A. W.	103	45	00
Murphy, C. Helena	100	43	68

VICTORIA.

MacLean, Christena O.	103	1	05
MacLeod, Annie M.	103	60	00
MacLeod, Belle C.	103	60	00
Watson, Anna M.	98	57	07
Buchanan, Margaret V.	94	41	06
LeBlanc, Hattie J.	100	43	68
LeBlanc, Mary	103	45	00
Lent, Georgie, A.	63	27	52
MacDonald, Louise	98	42	80
MacDonald, Angus T.	75	32	75
McDonald, Loretta	77	33	62
McKay, Jean	103	45	00
MacKenzie, Margaret M.	98	42	80
MacLeod, Abbie	103	45	00
McLeod, John D.	103	45	00
Montgomery, Sadie	86	37	55
Stevens, Maude	64	27	95
Bill, Percy	87	25	33
Crowdis, Dorothy	103	30	00
Fraser, Archie C.	39	11	35
Horton, Annie	103	30	00
MacDermid, Rachael	103	30	00
MacDonald, Dollie C.	89	25	91
MacDonald, Flora Anne	98	28	53
MacGillivray, Mary A.	103	30	00
MacGregor, Willena R.	103	30	00
MacIver, Annie A.	83	24	17
McIvor, Hannah	50	14	56
MacKay, Anges May	108	30	00
McLellan, Margaret E.	92	26	79

MacLennan, Jessie M.	101	29	41	Doucette, A. M.	87	50	66
McLeod, Dan J.	83	24	17	Durland, A. W.	81	47	18
McLeod, John D.	73	21	26	Floyd, A. Pearle	101	58	83
MacMillan, Joanna	81	23	59	Goodwin, E. B.	103	60	00
Macrae, Christena E.	100	29	12	Gray, Eva I.	103	60	00
Montgomery, Christene	82½	24	02	Grierson, Jean E.	103	60	00
Morgan, Emma	79	23	00	Hatfield, L. V.	103	60	00
Morrison, Josie Anne	103	30	00	Hines, Nora G.	99	57	66
Nicholson, C. Margaret	103	30	00	Hopkins, Marion	91	53	00

Poor Sections.

Blanchard, Henry H.	43	16	10	McLeod, A. J.	103	60	00
Buchanan, Tina A.	57	21	34	McMurtery, M.	98	57	07
Campbell, John R.	9	3	37	Perry, Emma F.	101	58	83
Horton, Kathérine	103	38	57	Platt, Bessie H.	83	48	34
Horton, Kathcrine (V. S.)	38	14	22	Raymond, Luella	103	60	00
MacAskill, Anabel	96	35	94	Scott, Martha	103	60	00
McDonald, Annie C.	103	38	57	Smith, Charlotte G.	103	60	00
MacIver, Annie	83	31	08	Winter, Maude	98	57	07
MacIver, Christena	103	38	57	Allen, F. G.	103	45	00
MacKenzie, Jessie M.	74	27	71	Bain, Ethel M.	103	45	00
MacKenzie, Christena	103	38	57	Brown, M. S.	98	42	80
McKenzie, Rhoda J.	83	31	08	Bryant, Astella	103	45	00
McLeod, Annie T.	103	38	57	Delamere, S. P.	103	45	00
McLeod, Donald A.	103	38	57	Firth, A. W.	77	33	62
McNeil, Elizabeth A.	81	30	34	Horner, N. B.	103	45	00
McNeil, Katherine	88	32	95	Kavanagh, E. A.	103	45	00
McNeil, Sarah M.	84	31	46	McKay, Janet M.	91	39	75
Macrae, Jessie	83	31	08	Moses, Agnes	103	45	00
Matheson, Helen A.	103	38	57	Pennington, J. G.	102	44	56
Miller, Christina J.	102	38	18	Pentz, H. M.	103	45	00
Morrison, Joanna B.	96	35	94	Plat., Ada M.	103	45	00
Nicholson, Christine A.	64	23	96	Rogers, Nellie S.	12	5	23

Special Poor Section.

Upper Washabuck	50	00		Seeley, G. M.	10	4	36
				Troop, Bessie L.	20	8	72
				Wyman, C. W.	103	45	00
				Burrell, Hilda	103	30	00
				Farrell, Kathleen	102	29	70
				Goodwin, B. A.	97	28	24
				Goreham, Nettie A.	102	29	70
McDonald, Michael B.	60	00		Graham, Helen	89	25	91
				Harding, Verna E.	84	24	46
				Higby, Decima	103	30	00
				McCrae, Andrey	102	29	70
				McGuire, Maggie I.	103	30	00
				McNeil, Olin	85	24	75
				Nickerson, Beulah	103	30	00
				Nickerson, Stella	103	30	00
				Perry, E. C.	102	29	70
				Pitman, Janet	97	28	24
				Purney, Maria I.	103	30	00
				Rice, Olive A.	103	30	00
				Ryder, K. A.	103	30	00
				Snow, Ruby H.	103	30	00
				Wood, Arthur	103	30	00

YARMOUTH.

Blackadar, G. D.	103	90	00				
Horner, A. W.	94	82	14				
Kempton, W. F.	103	105	00				
McKay, M. W.	103	75	00				
Tooker, Beatrice	26	18	93				
Wyman, H. J.	103	90	00				
Allen, E. C.	102	74	27				
Ross, F. G.	103	75	00				
Spinney, M. E.	103	75	00				
Thorne, A. E.	103	75	00				
Allen, G. W.	103	60	00				
Allen, S. B.	103	60	00				
Bond, M. G.	103	60	00				
Cameron, Margaret	103	60	00				
Cameron, E. W.	103	60	00				
Churchill, Nelson	103	60	00				
D'Eon, J. O.	103	60	00				

Poor Sections.

Earle, Beatrice	87	33	78
Golden, Lola D.	16	6	21
Hurlbert, Hazel E.	79	30	58
Kinney, Marguerite	89	34	56
Trefry, Josie T.	84	32	62
Walcott, G. R.	89	34	56

Annuitants.

Goudey, Theodosia	60	00
Huestis, Hannah	60	00
Chipman, Agnes J.	45	00
Hilton, Mary M.	45	00

Surette, M. Ada	103	45	00
Taylor, A. D.	103	45	00
Taylor, Lillian	102	44	56
Thibodeau, B.	103	45	00
Walton, Bessie R.	103	45	00
Amirault, Celestine	103	30	00
Amirault, Rose I.	103	30	00
Babin, Chantale	103	30	00
Babin, R. A.	103	30	00
Bourque, Rosie	89	25	91
Bourque, Estelle	103	30	00
Bourque, M. E.	103	30	00
Crosby, Addie M.	74	21	55
Cunningham, E. S.	57	16	59
D'entremont, Clara	103	30	00
Goodwin, R. P.	103	30	00
Higby, Helena M.	103	30	00
LeBlanc, John B.	103	30	00
Lorgere, Alvinie	3		87
Muise, Joseph R.	96	27	95
Pothier, Martha	103	30	00
Pottier, Marguerite	103	30	00
Ricker, A. L.	103	30	00
Sister Gonzaga	103	30	00
Surette, A. E.	103	30	00
Surette, Mary	98	28	53
Whitman, G. R.	78	22	71

ARGYLE.

Mack, R. T.	103	75	00
Belliveau, C. B.	93	54	16
Brannen, Lottie G.	101	58	83
D'encremont, Rhoda	103	60	00
Hall, H. E.	98	57	07
Hines, Gladys H.	102	59	41
King, Alice L.	102	59	41
Victoire, Sister	103	60	00
Amirault, S. A.	83	36	25
Amirault, Edith S.	103	45	00
Amirault, A.	103	45	00
Babin, M. T.	103	45	00
Belliveau, M. R.	103	45	00
Bourgue, Mary A.	103	45	00
D'Eon, L. T.	103	45	00
D'entremont, E. C.	103	45	00
Goodwin, Leda M.	103	45	00
Hagar, L. G.	103	45	00
LeBlanc, Sara	103	45	00
Mius, Mary N.	103	45	00
Randall, Eva A.	102	44	56
Reeves, F. D.	96	41	93
Seraphia, Sister	103	45	00
Eugenie Sister	103	45	00
Surette, R. D.	103	45	00

Poor Sections.

Babin, Bertha	103	40	00
Boudreau, T.	84	32	62
Bourque, L. A.	103	40	00
Deaveau, H.	65	25	24
Green, E. E.	96	37	28
Hatfield, Laurence	50	19	41

THE WEALTH OF NATIONS.

EDUCATION IN RELATION TO PUBLIC HEALTH.

[By Smith L. Walker, B. A., M. D., Medical Health Officer,
Truro.]

Philosophers of all ages have agreed that the strength of a nation depends upon those virtues in its citizens which enable them to possess sound minds in sound bodies. The early school authorities held the same opinion, and lately statesmen, physicians, teachers and other leaders in civic life, are taking the same stand.

Wealth consists not so much in the things possessed as in the things produced; not so much in resources as in their development; not so much in the men and women as in the efficiency of the population. This is the period of "Conservation-of-our-resources" and public health is our greatest asset.

Franklin:—"Public Health is Public Wealth."

Disraeli:—"The care of the public health is the first duty of the statesman."

Gladstone:—"In the health of the people lies the strength of the nation."

Roosevelt:—"Our national health is, physically, our greatest national asset."

New York City Board of Trade:—"Resolved,—That health and protection of life are more precious to the people and more necessary to their happiness than even the extension of our commerce, the fostering of our agricultural interests, the solving of our financial problems, the cheapness or efficiency of our postal service, the improvement of our rivers or harbors, or the enlargement of our navy."

Dr. Hattie:—"It is needless to assert that vigorous health is essential to the best performance of which any man is capable. It is a truism that what applies to the individual applies to the

nation at large. And history shows that the fate of nations has largely been determined by the attention bestowed upon that which we have come to term

Health Problems.

We have come in these days to speak very freely of 'health problems,' and the term is used advisedly. They are serious, vital problems. They are worthy of consideration and capable of solution. If they cannot thus be classified it would be a useless task to spend time over their solution. Yet how marked is the tendency, when these health problems are presented to those most interested in their solution, to find them completely ignored, or the flimsiest excuses given for not seriously attempting to aid in their solution.

Three great classes stand before the Bar, arraigned upon the charge of **NEGLECT** in regard to these problems:—1. The Medical Profession; 2. The Teaching Profession; 3. The General Public. And these three, with one accord, begin to make excuses.

As far as the Medical Profession is concerned their very course of study for years deals almost exclusively with disease, and the medical mind has become imbued with the idea that the sole aim of the physician is to cure. Medicine is the science devoted to the study of the Biology of man, but it has hitherto been turned into the study of the Pathology of man. Yet there is some reason for this; for the study of man from a medical standpoint began in a pre-scientific period, when curing the ills of man was the first study applied to him. Had a different course been followed long ago the chief aim of the physician would have been Prevention rather than Cure.

The Physician

bears a very special relation to the philanthropic and social work of the community, for no one gives so much of his own time, his own energy, or of his substance to this work than does he; and that without reward or hope of reward. Yet even physicians still fail to grasp the truth that it would be possible to solve the problem of infant feeding if the same amount of consideration had been given to making mothers supply good milk for their infants as has been given to making farmers supply good milk. The preventive principles of medicine must be expanded so as to include the undermining of health caused by faulty habits and environment. Preventive Medicine leads directly into the great problems of a social character, invariably

linked with the so-called health problems. There are still opportunities for the Physicians to take part in this greater campaign.

The Teachers

are not competent to solve these health problems. They lack the special knowledge that would give them an appreciation of the discoveries, and most of them are not interested in the subject. Yet it is the individual who must be taught. When the individual knows what is required for his own safety and well-being he will object to the careless and dangerous habits of his neighbor, and personal hygiene immediately becomes civic hygiene.

The education that is required for this end to be effective should aim at acquiring habits of sound personal hygiene and right living during childhood. The teaching of hygiene should be begun early in life before the habits of living are formed, while the child is in the plastic stage, so that he may be sent out from school with a physical expression of his instruction in the habits of his life. If the teacher has not himself been instructed then the system of education needs to be revised.

The Attitude of the Public

towards these health problems is indicated by the terms indifference, ignorance, suspicious, anxious, desirous of light, enthusiastic for reform. The public is excused before the Bar. How should they know if they be not taught? How shall they see if there be no light? How shall they go forward if they have no leaders? But with the medical profession pointing out the way, and the teaching profession giving the light, and both earnestly striving to arouse public sentiment and public conscience, the people will readily respond, and the solution of the problems will begin.

How and to what extent shall education lend itself to this work of securing the more efficient living that goes with a full observance of the principles of Hygiene? With the child at school the responsibilities of the parents pass to the teachers. The life-long influences exercised by successful teachers over the minds and conduct of their pupils is universally admitted and admired; but it is not so generally conceded that a man's physical health may in like manner be largely dependent upon the wise or ignorant regulation of his school life. The country boasts of its compulsory school laws, but they should be enforced only upon the assurance that the child's health will not suffer from ignorance or neglect of those in charge.

Yet again we must admit that our present teachers are but poorly equipped to accomplish this work. Indeed it may be stated that the rural schools in particular are very largely taught by very young and inexperienced girls who have not the knowledge or experience required to accomplish the desired result. Even school authorities and teachers, speaking generally, lack the special knowledge that would give them an appreciation of the modern discoveries of hygiene. Notwithstanding the splendid work that a few of them are doing for health most of them are not interested in the subject.

Hygiene Should be so Taught

in the schools that school authorities and parents will understand the benefits that follow an intelligent observance of the laws of health. The subject cannot be taught in any haphazard manner. The course should be organized in a systematic way and taught in a definite manner, getting first at the physiological fundamentals, and then giving the rules and practises. But at the same time hygiene must be taught informally on every possible occasion. It is proper to teach the importance of sound teeth, but it is necessary to give proper directions for their care. Teach the value of fresh air, but attend to the child who, on account of adenoids, is not getting its full quota of air. One of the most efficient instruments ever devised for the preservation of health is medical inspection of school children. If this could be linked with a course on the theory of health, and made to include defective habits of life as well as defective parts of the body, the teaching of hygiene in the schools would be placed upon a basis almost ideal.

Education may be defined as an effort to secure such development of the child as will enable him the more surely to attain the highest opportunities as a citizen and a member of society. Hygiene endeavors to put the child into the best possible condition to attain this object. The relationship between Education and Hygiene is as vital as that between Faith and Works, of which it is said that the one without the other is dead. No system of education is complete, perhaps of no value, which does not include the teaching and observing of those laws and conditions which tend to promote our physical well-being.

That these two together may accomplish their proper mission there is needed,—A suitable course of instruction to be outlined for teachers, and their full training therein; the incorporation of this course in the school curriculum; direct instruction of the children by the teachers, aided by the universal medical inspection of school children; all heartily supported by the educational authorities and the state.

A Brief Summary

of a paper on "The training of teachers in child hygiene" may be appropriate.—Dr. Mary Sutton Macy says:—

"Let us consider the teacher's instruction in child hygiene. "To be more accurate in the use of the present tense I should "have said, let us consider the teacher's lack of instruction there- "in. In no other profession with which I am the least familiar "does the practitioner know so much theoretically about the "tools for the work and so little about the material upon which "the work is to be performed. Our normal colleges and train- "ing schools for teachers ground their students most carefully "in method and in matter to be taught, including much theory "in psychology, in didactics, in school hygiene, in grammar and "rhetoric, in discipline, in domestic science, and other sciences "which the future teachers may or may not be able to put into "practise, depending upon the character and amount of super- "vision they are subjected to, and the whims of the school "boards which may govern their individuality. But, alas, the "physiology taught to the teachers is a farce, the hygiene is "theoretically good for the school and practically impossible "with the child. The mistake pedagogy has made, "and continues to make, is to emphasize the psychic nature of "the child, and ignore the physical—the fundamental—nature, "which must be normal before the psychic can mature."

"The courses in physiology and hygiene of childhood in the "normal and training schools for teachers should be practical; "not only didactic or inductive, but laboratory methods be- "ing employed. They should be wide in scope and inclusive "in range of years covered, and they should be compulsory on "all teachers.

"The physiology course should be practical, not only in "the instruction of mature function in the digestive, the respira- "tory, the circulatory, etc., systems, but also in the variations "of balance due to variations in maturity. The differences ob- "servable at stated periods of growth, and the effects thereof "upon the physical efficiency of the child, should all be made "definite and repeatedly emphasized to the pedagogical student. "This should be a major course in the curriculum, and should "be taught by a specialist, preferably a physician or an expert "from a physiological laboratory, and not by a teacher from the "ranks."

"The student teacher should be called upon to give evidence "of efficiency, by suggestions in actual cases, for (1) the improve-

ment of home hygiene in specific cases, (2) for the adaption of the ordinary schoolroom facilities to the greatest good of the greatest number of children in a given class, and (3) by being required to make practical suggestions for the improving of existing school conditions, with a view to minimizing the non-hygienic obstacles in the paths of the children of the given class. This should also be conducted by an expert."

"There are certain school-needs calling for instruction in school hygiene. (1) The maintenance of a normal standard of efficiency in the physique, and therefore in the minds of the children. (2) The regulation of the curriculum to the capacities of the child, by avoiding over-stimulation and consequent exhaustion thru a crowded curriculum, and by avoiding under-stimulation and consequent inertia among the highly gifted children, to whom the present curriculum might readily be adapted, and by avoiding misdirected stimulation prevent much truancy, delinquency, backwardness, and inefficiency; and (3) the institution and development of a practical eugenics, which shall assist in the elimination of mental deficiency and preventable physical deformity."

Dr. Wile of New York

recently read a paper with regard to the teaching of the children which may be thus summarized:—

"The plan proposed is based upon a correlation of existing courses in nature study, physiology, hygiene, domestic science, etc., without the introduction of new studies and without any additional cost to the educational authorities. The success of the plan depends upon the interest, spirit, and conscientiousness of the teacher."

"The average child will readily grasp and appreciate the facts that are essential to the correct mode of living, while it lacks interest to appreciate the scientific fundamental principles that are supposed to go with a school curriculum. The appreciation of the reasons for the principles that tend to prolong life and to promote bodily health necessitates an understanding only of the most practical facts in anatomy and physiology. The general subject of hygiene is based upon a few fundamental topics that are the main factors in determining the physical and mental status of an individual or a community. Air, sunlight, clothing, exercise, rest, food, cleanliness and order form the basic subjects that, in the aggregate with proper discussion, constitute hygiene. To understand the dominating rules of life as they apply to the individ-

“ual, and then to grasp the relation of this personal hygiene to the family and to groups of families is a natural and reasonable task for the child mind.

“In order to meet the maximum number of children at school it is necessary to grade a course in hygiene so that the main elements are disposed of before the sixth grade. First comes the element of self or personal hygiene. During this period it is important to take up such fundamentals as position, breathing, cleanliness, the value of fresh air, sunlight, exercise, with some comment upon clothes, especially as related to the baby, the necessity of keeping them clean, etc. Foods must be treated in a most elementary way, but stress can be placed upon the use of coffee and tea, the eating of candy between meals, the ill effects of too much ice water. Stress may be placed upon the necessity of mastication. Rest plays a part in hygiene which might well receive attention in the very early grades.

The next form of Hygiene to be evolved

“is that which contemplates the idea of another self. Here would come such themes as the use of individual cups, tooth-brushes, towels, glasses, the dangers of contagious diseases. Also the care of bedrooms, open windows; family pets and the diseases from contact with animals; fresh air carries with it suggestions as to smoke and smoking. At the age of nine, (perhaps eleven would be better), would be a discussion of hygiene as related to the family. Home cleanliness, proper airing and lighting; the relation of dust to exposed foods, the danger from flies, etc., isolation of the sick in the home, and quarantine and disinfection. The hygiene of study as related to position, light, print, and intensity will serve the school as well as the home at this time. Then with the grouping of families come the community problems:—the nature of disease, its spread by microbes, and the relation of the individual to epidemics. Removal of garbage, clean back yards, careless sweeping and dusting are parts of neighborhood hygiene.

“The school and its hygiene as it relates to lighting, ventilation, toilet facilities, crowding, may be carefully developed by the thoughtful teacher. Naturally there grows from this all that relates to the prevention of disease in school, the individual pencils, vaccinations, exclusions for contagious diseases, the importance of lessening physical defects.”

Then follow the larger questions of town or city hygiene and sanitation.

The question of the medical inspection of schools and school children has been emphasized, but attention might be called to another phase of that work, namely:

What this Inspection can do for the Teacher?

What the teacher thinks about the medical inspection of schools makes a great difference to the success of any attempt to establish this state partnership between education and medicine. To be successful the work must stand the test of daily experience. The teacher is the judge whether the pupils have better health and make better progress. Walter Scott, in "Old Mortality", notes the contrast between the buoyancy of pupils upon the dismissal of the school and the depression of the teacher after the day's monotonous grind. To-day the teacher is still "stunned with the hum" of the school room and suffers its "closeness."

Medical inspection must do something to improve school air. We must show teachers that inspection can do something for them by lessening strain, by providing outlook, and by giving them the sense that we are "all with them," that we are thinking of providing better conditions for them and their scholars, so that their heads may not ache so often nor their nerves be shattered so frequently.

Besides every teacher meets, sooner or later, the stupid, the dull, the backward, the sick. They are our peculiar care. The stupid may have adenoids, the dull may be only dull of hearing, the backward may be really feeble-minded, and the sick may be sources of infection to the teachers as well as to the pupils. We doctors know what to do for these pupils. They are heavy burdens for the teacher. Send them to us, for we know what to do for them and how to do it, and that is the purpose of our appointment.

Light in the schoolroom is almost as important as air. Look at the windows. Probably we all know of instances where the poor teacher suffered far more than the pupils (for pupils stay but one term in a room but the teacher for years) from insufficient and improper lighting.

There is an isolation in the teaching profession, seeing pupils pass on and enter the activities of life, while the teacher goes back over the same routine of preparing pupils for this end. You need some sense of comradeship with your equals and some community of interests—some recognition of the higher references of life which children (except occasionally by direct in-

spiration of God) can not give you. We do not claim that the call to the Doctor to stand beside the teacher can accomplish all this. But it can help, for the Doctor grasps the hand of the teacher as an equal and says, "What can I do for you?"

And so while being school doctors, we can certainly bring the teacher better health by giving protection from infection and impure air diseases, and from eye strain caused by bad lighting, while we can make the teacher's work easier by improving the child's sight and hearing and breathing, while we can find the mentally deficient child among a hundred or a thousand and relieve the class, the teacher, and the nation by pointing out the absolute necessity of the special class and the permanent care in after life for the mentally deficient—tho this one thing alone would justify medical inspection of schools—yet the greatest thing we can do, as school doctors, is to remind the teacher and the world that the schoolroom, next to the home, is the most important place in the world. Out of it issues that stream of life which determines national character and national destiny. Those who deal with the making of human beings are doing the greatest work in the world.

The Greatest Thing

we can do for the teaching profession is to help people to see its value and importance, so that better recruits shall enlist in that army, that we shall pay them in the coin of the realm, and by that coin of public respect, regard and influence, which is more precious than gold. We may so help teachers to do their best for their pupils in the most scientific way, that the tired heart takes courage because a new helper has come, that the weary hand grasps the task anew because greater accomplishment is possible with less effort than of old, and that the eyes, grown dim with too close scrutiny of small things, are lifted up to look at the distant horizon, where dawns a better day for the school and the world.

References:—Canadian Public Health Journal; Hygiene for teachers; Dr. Macy, Dr. Wile and Dr. MacMurchy in the Proceedings of the 15th Congress of Hygiene.

HEALTH IN INDIA.

Under the title, "A Modern Miracle," *The Pioneer Mail* of September 12, gives some striking figures of the improvement of health among the European troops in India—these figures being taken from the Army Medical Report for last year. With a strength of more than 71,000 British troops in India, there were positively only 328 deaths during the year, equal to 4.62 per 1000. This is really a remarkable achievement; and the smallness of the death-rate is not due in any way to an increase in the invaliding to England—as shown by the fact that the invaliding also fell markedly during the year to 6.68 per 1000, compared with 23 per 1,000 in 1892. These are by far the lowest rates on record, and are comparable

with the great decrease in the death-rate and the invaliding among non-native officials in West Africa, as disclosed by recent Colonial Office Reports.

Enteric fever, which was once such a terrible pest in India, has now decreased so much that there were only 118 admissions to hospital for it among the whole British garrison. This is undoubtedly due partly to the very great care now exercised in dealing with potential carriers of the disease, both human carriers and flies, and also to anti-typhoid inoculation. Malaria also has shown a very marked decrease during the year, though, as *The Pioneer Mail* points out, this may possibly be partly due to the usual fluctuations in the prevalence of the disease caused by variations in climate. Cholera and plague have also diminished.

Vaccination in India is also doing extremely well. Nearly two million vaccinations were performed in the Bengal Presidency alone during 1912-13, and the total number of deaths from smallpox in that Presidency during the year was only 0.21 per thousand of the population—a very good figure for a country where vaccination has been much opposed on account of "religious" scruples. The lanoline lymph, which I believe was originally invented by Colonel King, is principally responsible for this good state of affairs, and Colonel King is to be much congratulated upon it.

Nature, London, December 18th, 1913.

MEDICAL SUPERVISION OF SCHOOL CHILDREN.

Another of the main results to be expected from any system of medical supervision is some kind of guarantee that in the future the school buildings will be kept in a more cleanly and hygienic state than has been the case in the past. Again, more constant supervision of the children at their work will for many years be necessary to avoid many of the physical defects and deformities which result from faulty school methods and appliances.

Thus, in a variety of ways, the teachers' interest will be keenly stimulated and their co-operation will be much more readily obtained in all matters that appertain to the child's mental and physical welfare. The teacher, of course, is the chief instrument by which these objects are attained, and the best teachers are always the first to admit that in many such matters they are in need of medical guidance and help. In fact it is the physician's privilege to work **with** the teacher in fitting each individual child to play his part as a citizen of the state. All this work must be carried out with the help of tact and common sense on the part of the school doctor by establishing friendly relations between teacher, doctor and parents, and without interference with school routine.

*The Teacher's Encyclopaedia, Vol IV,
Caxton Publishing Co., Ltd.
London, England.*

(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.
(1914 Schedule).

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

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

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

Name and Address of the Teacher or other Compiler of the Observations responsible for their accuracy.	When First Seen.	When Becoming Common.
Average date for the year	1913	1913

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

1. Alder (<i>Alnus incana</i>), catkin shedding pollen.....	103	111
2. Aspen (<i>Populus temuloides</i>),	114	123
3. Mayflower (<i>Epigaea repens</i>), flowering.....	102	111
4. Field Horsetail (<i>Equisetum arvense</i>), shedding spores..	120	126
5. Blood-root (<i>Sanguinaria Canadensis</i>), flowering.....	135	138
6. White Violet (<i>Viola blanda</i>), flowering.....	116	123
7. Blue Violet (<i>Viola palmata, cucullata</i>), flowering.....	121	128
8. Hepatica (<i>H. triloba</i> , etc.), flowering.....	127	131
9. Red Maple (<i>Acer rubrum</i>), flower shedding pollen.....	120	126
10. Strawberry (<i>Fragaria Virginiana</i>), flowering.....	119	128
11. " " fruit ripe.....	163	172
12. Dandelion (<i>Taraxacum officinale</i>), flowering.....	123	130
13. Adder's Tongue Lily (<i>Erythronium Am.</i>), flowering.....	137	143
14. Gold Thread (<i>Coptis trifolia</i>), flowering.....	126	133
15. Spring Beauty (<i>Claytonia Caroliniana</i>), flowering.....	126	132
16. Ground Ivy (<i>Nepeta Glchoma</i>), flowering.....	133	141
17. Indian Pear (<i>Amelanchier Canadensis</i>), flowering.....	131	138
18. " " fruit ripe.....	159	168
19. Wild Red Cherry (<i>Prunus Pennsylvanica</i>), flowering....	139	145
20. " " fruit ripe.....	222	240
21. Blueberry (<i>Vaccinium Can. and Penn.</i>), flowering.....	137	145
22. " " fruit ripe.....	170	180
23. Tall Buttercup (<i>Ranunculus acris</i>), flowering.....	148	156
24. Creeping Buttercup (<i>R. repens</i>), flowering.....	153	159
25. Painted Trillium (<i>T. erythrocarpum</i>), flowering.....	147	153
26. Rhodora (<i>Rhododendron Rhodora</i>), flowering.....	144	149
27. Pigeon Berry (<i>Cornus Canadensis</i>), florets opening....	146	154

PHENOLOGICAL OBSERVATIONS:—(Continued).

Day of year corresponding to the last day of each month.						When First Seen.	When Becoming Common.	
Jan.	31	April	120	July	212			Oct.
Feb.	59	May	151	Aug.	248	Nov.	334	
March	90	June	181	Sept.	273	Dec.	365	
[For Leap years increase each number except that for January by 1]								
28.	Pigeon Berry (<i>Cornus Canadensis</i>), fruit ripe						173	184
29.	Star Flower (<i>Trientalis Americana</i>), flowering						147	152
30.	Clintonia (<i>Clintonia borealis</i>), flowering						153	159
31.	Marsh Calla (<i>Calla palustris</i>), flowering						160	165
32.	Lady's Slipper (<i>Cypripedium acaule</i>), flowering						158	164
33.	Blue-eyed Grass (<i>Sisyrinchium ang.</i>), flowering						158	165
34.	Twinflower (<i>Linnaea borealis</i>), flowering						160	164
35.	Pale Laurel (<i>Kalmia glauca</i>), flowering						152	159
36.	Lambkill (<i>Kalmia angustifolia</i>), flowering						158	163
37.	English Hawthorn (<i>Crataegus oxyacantha</i>), flowering						160	166
38.	Scarlet fruited Thorn (<i>Crataegus coccinea</i>), flowering						160	164
39.	Blue Flag (<i>Iris versicolor</i>), flowering						164	168
40.	Ox-Eye Daisy (<i>Chrysanthemum Leucanthemum</i>), flowering						167	172
41.	Yellow Pond Lily (<i>Nuphar advena</i>), flowering						161	167
42.	Raspberry (<i>Rubus strigosus</i>), flowering						158	165
43.	Raspberry (<i>Rubus strigosus</i>), fruit ripe						182	193
44.	Yellow Rattle (<i>Rhinanthus Crista-galli</i>), flowering						170	174
45.	High Blackberry (<i>Rubus villosus</i>), flowering						161	167
46.	High Blackberry (<i>Rubus villosus</i>) fruit ripe						197	211
47.	Pitcher Plant (<i>Sarracenia purpurea</i>), flowering						165	171
48.	Heal-All (<i>Brunella vulgaris</i>), flowering						170	174
49.	Common Wild Rose (<i>Rosa lucida</i>), flowering						173	174
50.	Fall Dandelion (<i>Leontodon autumnale</i>), flowering						169	175
51.	Butter-and-Eggs (<i>Linaria vulgaris</i>), flowering						164	168
52.	Expanding leaves in spring made trees appear green— (a) first tree, (b) leafing trees generally						128	141
(Cultivated Plants, etc).								
53.	Red Currant (<i>Ribes rubrum</i>), flowering						141	146
54.	" " " " fruit ripe						201	204
55.	Black Currant (<i>Ribes nigrum</i>), flowering						143	148
56.	" " " " fruit ripe						180	180
57.	Cherry (<i>Prunus Cerasus</i>), flowering						144	150
58.	" " " " fruit ripe						206	206
59.	Plum (<i>Prunus domestica</i>), flowering						144	150
60.	Apple (<i>Pyrus Malus</i>), flowering						149	157
61.	Lilac (<i>Syringa vulgaris</i>), flowering						160	166
62.	White Clover (<i>Trifolium repens</i>), flowering						160	165
63.	Red Clover (<i>Trifolium pratense</i>), flowering						160	165
64.	Timothy (<i>Phleum pratense</i>), flowering						164	170
65.	Potato (<i>Solanum tuberosum</i>), flowering						175	177
(Farming Operations, etc).								
66.	Plowing begun						112	123
67.	Sowing begun						126	134
68.	Planting of Potatoes begun						124	134

PHENOLOGICAL OBSERVATIONS—(Continued).

69. Shearing of Sheep.....	124	133
70. Hay Cutting.....	187	198
71. Grain Cutting.....	251	264
72. Potato Digging.....	274	289
(Meteorological Phenomena).		
	(a).	(b)
73. Opening of (a) Rivers, (b) Lakes without currents.....	79	89
74. Last Snow (a) to whiten ground, (b) to fly in air.....	121	128
75. Last Spring Frost (a) "hard" (b) "hoar".....	138	157
76. Water in streams, rivers, etc., (a) highest, (b) lowest ..	102	264
77. First Autumn Frosts, (a) "hoar" (b) "hard".....	265	284
78. First Snow (a) to fly in air, (b) to whiten ground.....	304	316
79. Closing of (a) Lakes without currents, (b) Rivers.....	355	349
80. Number of Thunder Storms		

January 11; February 3; March 12; April 15; May 14; June 21; July 4; August 7; September 5; October 12; November 4; December 1.

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			Oct.	304
Feb.	59	May	151	Aug.	243			Nov.	334
March	90	June	181	Sept.	273			Dec.	365
[For Leap years increase each number except that for January by 1]									

(Migration of Birds, etc).		
81. Wild Duck migrating.....	87	292
82. Wild Geese migrating.....	86	301
83. Song Sparrow (<i>Melospiza fasciata</i>).....	93	
84. American Robin (<i>Turdus migratorius</i>).....	75	
85. Slate coloured Snow Bird (<i>Junco hiemalis</i>).....	89	
86. Spotted Sand Piper (<i>Actitis macularia</i>).....	121	
87. Meadow Lark (<i>Sturnella magna</i>).....	128	
88. Kingfisher (<i>Ceryle Alcyon</i>).....	117	
89. Yellow Crowned Warbler (<i>Dendroeca coronata</i>).....	131	
90. Summer Yellow Bird (<i>Dendroeca aestiva</i>).....	135	
91. White Throated Sparrow (<i>Zonotrichia alba</i>).....	124	
92. Humming Bird (<i>Trochilus Colubris</i>).....	146	
93. King Bird (<i>Tyrannus Carolinensis</i>).....	135	
94. Bobolink (<i>Dolchonyx oryzivorous</i>).....	124	
95. American Gold Finch (<i>Spinus tristis</i>).....	125	
96. American Redstart (<i>Setophaga ruticilla</i>).....	181	
97. Cedar Waxwing (<i>Ampelis cedrorum</i>).....	132	
98. Night Hawk (<i>Chordeiles Virginianus</i>).....	130	
99. Piping of Frogs.....	97	
100. Appearance of Snakes.....	105	

(Other Observations or Remarks).

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

NOTICE.

Change of Dates for the Phenological Schedules.

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

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

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

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

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

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

PHENOLOGICAL OBSERVATIONS.

List of Schools sending in Schedules of Local Observations for the School Term ended July, 1913.

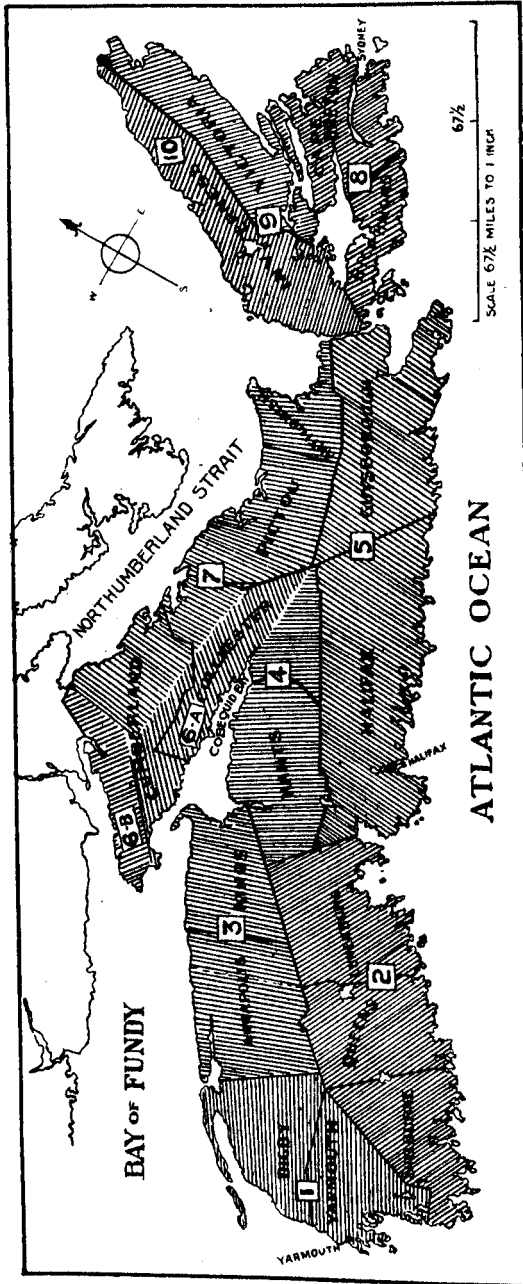
The number of observations recorded in the schedules sent in from each school named below is that made hurriedly while arranging them in the sets to be sent to the various compilers, who will critically examine and report on each schedule to eliminate errors or doubtful records. The number of observations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

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

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

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

No.	Regions or Slopes.	Belts.
I.	Yarmouth and Digby Counties,	(a) Coast, (b) Low Inlands, (c) High Inlands.
II.	Shelburne Queens & Lunen'g 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.*

Edna I. Marshall	S Range E	8
Hazel H. Dodge	S. Range W	10

REGION II.

Shelburne, Queens and Lunenburg Counties.

(a) *Coast.*

Nettie Freeman	W. Dublin	7
Daisy A. Young	Herman's Isl.	13
Rhoda E. Sperry	S.W.Pt.Mou'n	3
Elva A. McKenney	Roseway	21
Mary W. Pike	Villagedale	14

(c) *High Inland.*

Susie Boland	Rhyno's	7
J. Marie Ramey	Caledonia C'r	23
Edith F. Bower	Upp. Clyde	3

REGION III.

Annapolis and Kings Counties.

(a) *Coast.*

Lilla M. Nauglar	E. Inglisville	15
----------------------------	--------------------------	----

(b) *North Mountain.*

Annie M. Longley	Paradise West	6
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REGION IV.

Hants and Colchester Counties.

(c) *High Inland.*

Emma M. Vance	Lanesville	6
Lulu B. Treen	North River	5

REGION V.

Halifax and Guysboro Counties.

(b) *Low Inland.*

Alice F. Inglis	N. Lochaber	13
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REGION VII.

Pictou, Antigonish and Cumberland Counties.

(a) *Coast.*

Jean A. Sutherland	Granton	12
Mary Maedonald	Maryvale	13

(c) *High Inland.*

Isabel F. McKinnon	Marsh B. R.	18
Mary A. Gunn	E.R.St.Marys	25

REGION VIII.

Richmond and Cape Breton Counties.

(a) *Coast.*

Mary C. Martell	Pt. Micheau	6
Beulah Bagnell	Gull Cove	4
Jessie MacGillivray	Belfrey Lake	13
Annie C. McNeil	Castle Bay	8
Cath. G. Donohoe	Grand Narr's	8
Agnes Bond	Baleine	4
Alice B. King	Pt. Aconi	14
Margaret J. Shortt	Groves Pt.	6
Brenton M. Holmes	Round Island	14
Eunice McPherson	Ben Eoin	8
Cath. B. McDougall	Shenacadie	9
Catherine Martin	Catalone	4

(b) *Low Inland.*

Edith Moore	Front Lake	13
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(c) *High Inland.*

Cath. A. McNeil	Highlands	6
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REGULATIONS OF COUNCIL OF PUBLIC INSTRUCTION.

91. Rural Science Schools.

(1) The Regulations of the Council of Public Instruction referring to Rural Science education under the authority of Sections 5 (16, 17, & 18) and 72 of the Education Act, shall henceforward be construed to govern the appropriation of money granted by the Department of Agriculture of the Dominion of Canada in aid of elementary agricultural education in the province of Nova Scotia.

(2) A Director of Rural Science schools shall be appointed to develop, direct, inspect, and report upon the schools qualifying for such aid to the Superintendent of Education.

(3) The Director shall also be one of the Instructors in the Normal Rural Science Training School for teachers, which shall be conducted in affiliation with the Provincial Normal and Agricultural Colleges, and shall mutually co-operate with the Inspectors of Schools in every effective manner convenient, or as directed by the Council of Public Instruction.

(4) The funds received from the Dominion Department of Agriculture shall be applied to the training of qualified teachers for rural science schools, to the development and subsidizing of these schools with gardens and libraries for effective instruction, to the payment of the salaries of the Director and of the Dean of the Rural Science Teachers' Training School and to the minimum expenses of teachers in special training for these schools.

(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, possessor 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 Inspector 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, of respectively, \$25, \$50 or \$75 per annum; payable annually thru the Superintendent of Education, according as the Director reports the rural science work as "fair" "good" or "superior," the conditions of which are as follows:

(a) For the rank "fair" qualifying for a \$25 grant per annum, the school house, grounds, apparatus and library must indicate creditable effort on the part of all concerned to do well the general and special work of the school. There should be proper facilities for the growth and germination of seeds, and for the study of plant life history. The school must have a garden or window boxes, or the pupils must cultivate plots in their gardens at home, of which plans on a uniform scale shall be kept in the school room to enable them to show from week to week the progress of the home work. Nature lessons must be of special excellence and the library must have good nature-study

books and interesting books on any possible local industries, such as the farm, the garden, the forest, etc. Where the Director deems it advisable he may recommend a small grant to teacher or trustees to help pay expenses of establishing or maintaining gardens.

(b) For the rank "good" qualifying for a \$50 grant per annum, the school and grounds must be well equipped and kept in good form. The school garden should be at least about one eighth of an acre with 4x10 feet plots for each pupil, in addition to a large general experimental plot, flowers and shrubbery; the rural school library at least of the five dollar grant standard, adapted generously to nature study and rural industry.

(c) For the rank "superior" qualifying for a \$75 grant there must be at least two teachers in the school, the equipment and up-keep of which must be superior in all respects. The school garden should be about a quarter of an acre with 4 x 10 feet plots for each pupil, with a large general experimental plot, flowers, shrubbery and trees; the rural school library at least of the ten dollar grant standard, generously adapted to rural science and industry.

If the two teachers have the rural science diploma the grant may be divided according to the work of each teacher, to be decided in case of doubt by the Director. Where the school ranks lower than "fair" the Director may recommend a lower grant—an appropriate fraction of the regular grant.

(9) The Director shall not recommend a school garden grant without clear evidence that the necessary outlay of heavy labor and fertilizers supplied outside of teachers and pupils is at least as great as the grant. The grounds must be entirely at the cost of the section. The labor of teachers and pupils are school duties. The grant for the school garden shall be paid after it is recommended by the Director, to the order of the "teacher and school secretary," thru the Superintendent of Education. The Director shall send a duplicate of recommendations and classifications made to the Superintendent to the Inspector of each school. Notice of competition for school garden and Rural Science grants must be given to the Director and Inspector at the opening of the school each year, and should be signed by the *Secretary* as well as the Teacher.

(10) Where a school club, or similar organization, approved by the Superintendent of Education and involving the

performance of agricultural or horticultural operations by the pupils under the supervision of the teacher, is established and conducted in accordance with the instructions of the Director, the teacher shall be entitled to a grant equal to that payable for the conducting of a school garden appropriate to such school. In lieu of a school garden grant to the section a grant may be made to any such organization on the recommendation of the Director, for the purchase of seeds, fertilizers, etc., and for promoting its efficiency; such a grant not to exceed the amount of the school garden grant payable to the section on account of a school garden appropriate to such school.

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

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

(13) The course of study for the Rural Science diploma shall be as defined from year to year in the Rural Science Training School course of study, provided that on the recommendation of the Director and the Dean of the Rural Science faculty, supported by the Principals of the Agricultural and Normal Colleges, the Council of Public Instruction may authorize promptly thru the Superintendent any change likely to be of advantage to the general object in view.

PROVINCIAL EXAMINATION OF HIGH SCHOOL STUDENTS.

92. “High School Students” shall be held to mean all who have passed the County Academy Entrance Examination and are studying the subjects of any high school grade, or who are

certified by a licensed teacher as having fully completed a Common School course of study, and are engaged in the study of subjects beyond Grand 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, Lunenburg, 29, Mahone; 30, Maitland; 31, Margaree Forks; 32, Middle Musquodoboit; 33, Middleton; 34, New Glasgow; 35, North Sydney; 36, Oxford; 37, Parrsboro; 38, Pictou; 39, Port Hawkesbury; 40, Port Hood; 41, Pugwash; 42, River John; 43, Sheet Harbor; 44, Shelburne; 45, Sherbrooke; 46, Springhill; 47, Stellarton; 48, St. Peter's; 49, Sydney; 50 Sydney Mines; 51, Tatamagouche; 52, Truro; 53, Upper Stewiacke; 54, Westport; 55, Westville; 56, Windsor; 57, Wolfville; 58, Wood's Harbor; 59, Yarmouth.

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

(b) Candidates applying for the Grade IX examination, or for the next grade above the one already successfully passed by them shall be admitted free. But a candidate who has not passed Grade IX must have his application for X accompanied by a fee of one dollar; if he has passed neither IX nor X the application for XI must be accompanied by two dollars; and if he has passed neither IX, X nor XI the application for XII must be accompanied by three dollars. The candidates who are entitled to free examination are only those who pass the different grade examinations in consecutive order.

(c) For the Teachers' Minimum Professional Qualification Examination a fee of two dollars is required except from

those writing *only* the first *three* papers qualifying for third rank, who shall be admitted free; but this fee should not be forwarded with the application for it has been found more convenient to have it paid to the Deputy-Examiner on the Saturday when the candidate presents himself for examination. The Deputy-Examiner shall transmit the same to the Superintendent with his report.

- (d) The prescribed form of application, which can be obtained free from the Education Department thru the Inspectors, shall contain a certificate which must be signed by a licensed teacher having at least the grade of scholarship applied for by the candidate whose legal name must be fully and plainly written out on the application.
- (e) When a candidate presents himself for examination and his name is not found on the official list as having made regular application in due time, the Deputy-Examiner may admit him to the examination provisionally on his written statement that application was regularly made in due time, which with a fee of one dollar is to be transmitted with the Deputy's report to the Superintendent. If such candidate's statement is verified the dollar shall be returned. Providing there is sufficient accommodation, the Deputy-Examiner may admit any candidate on the payment of one dollar for any Grade in addition to the regular fees required under Reg. 95 (b).
- (f) The prescribed form of application is given in schedule B.

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

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

98. The Superintendent of Education shall cause to be prepared and printed suitable examination questions for each

examination in accordance with the regulations of the Council, and shall forward to each Deputy Examiner a sufficient supply of the same, together with copies of such rules and instructions as may be necessary for the due conduct of the examination.

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

100. Each examiner shall mark distinctly by colored pencil or ink at the left hand margin of each 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 "High School Program" from year to year.

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

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

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

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

104. Each candidate, provided no irregularity has been reported, shall receive from the Superintendent of Education a

certificate containing the examination record in each subject. If the candidate has made a "High School Pass," the certificate will bear the title "High School Certificate," and show the grade passed under the arms of the 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 ex-

amination room, and any candidate leaving the room during the progress of any examination must first hand in his or her paper to the deputy examiner, and not return until the beginning of the next paper.

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

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

(5) Each such paper must be *exactly* folded: First by doubling bottom to top of page, pressing the fold (paper now 6 1-12 by 8 inches); next, by doubling again in the same direction pressing the fold flat so as to give the size of 3 1-4 by 8 inches.

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

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

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

(7) The subject title, grade and candidate's number may be written within over the commencement of the paper also; but any sign or writing meant to indicate the candidate's name, station or personality may cause the rejection of the paper before it is even sent to the examiners.

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

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

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

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

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

(13) Candidates intending to apply for license upon a record made at this examination, should fill in a form of application for such license as is expected. The deputy examiner is provided with blank forms for those who do not already have

them. The applicant should have his certificate of age and character correctly made out and signed, and should fill in the number, station and year of any previous examination he has taken, whether he has been successful in obtaining a certificate thereon or not. He should also fill in his number, station, etc., and grade of certificate or rank, of M. P. Q. expected. This latter should be placed in *brackets*, which will be understood to mean that it is not yet obtained but is *expected* to be obtained.

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

Certificate.

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

Candidate's No. ()

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

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

.....

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

.....

108.

(a) TIME TABLE.

County Academy Entrance Examination, June, 1914.

Date.	Time.	Subject.
Thursday, 25 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. 26 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, 1914.

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.
Monday 22 June.	XII. XI. X.	German German German	Greek (a)	Chemistry.

Tuesday 23 June.	XII. XI. X. IX.	English (a) English English English	Greek (b) Greek Greek	French. French. French. French.
Wednesday 24 June.	XII. XI. X. IX.	Geometry Geometry Geometry Drawing	Ancient History	Physics. General History. English History. Geography.
Thursday 25 June.	XII. XI. X. IX.	Algebra Algebra Algebra Algebra	Latin (a)	Botany. Physics. Chemistry. Science.
Friday 26 June.	XII. XI. X. IX.	Latin (b) Latin Latin Latin	English (b)	Trigonometry. Prac. Math. Arithmetic. Arithmetic.

(c) TIME TABLE.

M. P. Q. Examination, June, 1914.

Saturday, 27th 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, 22nd to 30th June, 1914.

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

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

[Higher halves of *Major* Examinations].

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

*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 Regulations 111 to 124 inclusive, but the following collocation of the terms used will help to explain their general significance and relation:—

Generally,

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

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

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

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

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

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

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

Academic Class—Academic Headmaster.

Class A—Superior First Class.

Class B—First Class.

Class C—Second Class.

Class D—Third Class.

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

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 Teacher's License, do hereby certify.....

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

That I believe the moral character of the said candidate is good, and such as to justify the Council of Public 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 certificates in II above will be considered as equivalent to its presentation. When the candidate makes application at the High School Examination Station, the *grade* or *rank* of certificate *written for and expected* may be entered, but shall be enclosed in a parenthesis, which will be understood to indicate the *expected* result of the Examination.

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

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

Further Information From Applicant.

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

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

.....

.....

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

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

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

.....

.....

..... Inspector.

Place and Date.

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 XII, or a matriculation standard shown to be its virtual equivalent); and a pass on the post-graduate examination of University grade.
- (3) A certificate of Academic rank from the Provincial Normal College. In the awarding of this certificate, the Faculty of the Provincial Normal College may accept at their true value the certificates of the Normal training schools, of the Education Faculties of Universities, and of Inspectors, in lieu of a portion of the minimum attendance prescribed by the Council, provided (i) the candidate has made an Academic pass on the M. P. Q. syllabus (ii) has obtained the prescribed Physical Training certificate, (iii) has taught successfully for at least two years, one of which must be as a full teacher in a department of high school grade, and (iv) has demonstrated satisfactory professional proficiency in the art of teaching before the Normal College Faculty by whom the candidate shall also be examined *viva voce*.

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

121. For a Class B (First Class) License, the following conditions are necessary: (1) A certificate of the full age of nineteen years and moral character as in the foregoing regula-

tion. (2) A teacher's 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 France or Germany, the council may on the recommendation of the Superintendent and Principal of the Normal College, award a provisional license of the same class to the foreign substitute.

VACATION AND HOLIDAYS.

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

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

dorsed 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 shall constitute a full school year on the certification of the principal and the secretary approved by the inspector.

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

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

 here 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 Reader No. 1 or Primer is used. Words—names of familiar objects and sentences from these words. Phonetic practice, word building, sounds of the letters derived from the words. Reader No. 1. (For 1915-6, Ontario Primer). Continued drill in word analysis and word building. Reader No. 2 for second year (For 1915-6, Ontario First Reader) 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 blackboard. 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, fruits, 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.

Selections from Reader No. 3 first half year and from Reader No. 4 second half year. (For 1915-6, Ontario Reader No. 2). 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 seeds 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. Selections from Reader No. 5 first half year, and from Reader No. 6 second half year. (For 1915-6, Ontario Reader, No. 3). 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, roadway, 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 Georgraphy (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. (For 1915-6, Ontario Reader No. 4). 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 formulae 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.

Notes on the Program for Rural Schools.

By J. B. Calkin, M. A., LL. D.

Reading.—In phonetic exercises, word-building, and word analysis it is advisable to use short words of one syllable, made up of three letters—first and last letters consonants with vowel in middle. In first stage take words having short sound of vowel—*nouns, verbs and adjectives*,—as dog, pig, man, pen, gun, rat, lad, ran, run, sat, sit, log, bit, hen, Ned, Sam, dig, rod, box, fox, fat, red, sad, pin, &c.

In analyzing a word to find elementary sounds name the word slowly, dwelling slightly on each sound, so that pupils may discover the sounds without being told, as dog, d—o—g. Again, reverse the process, giving the sounds first, dwelling considerably on each sound at first, and repeating sounds several times, each time bringing sounds more closely together, as p—a—n; p—a—n; p—a—n; p-a-n; pan, there the pupils are supposed to recognize or discover the word and give it without being told. Thru drill of this kind pupils are trained to make out many new words without help.

Teachers should remember that the names of the letters are quite useless as aids in making out new words. For example take the word *leg*: the names of the letters are *el, e, je*, which spell *elegy*. Again, take *cab*: the names of the letters spell *see a bee*. It is the sound of the letter in the word that counts. Learning to spell words and to pronounce them in our language are two very different things.

Combine words already given into sentences at an early stage. Indeed it is best, as far as may be practicable, that the pupils make up some simple statement which the teacher then writes on the blackboard, as *Tom can spin the top. The fat pig is in the pen.* Give thoro drill on the words before asking pupils to read a sentence, moving pointer rapidly here and there on the words, pupils naming word promptly as pointer rests on it. This will prevent drawling and hesitating habits. It is helpful also to draw a curve line over words in the sentence which are grouped in good reading. For example—*The old man got his gun and shot the red fox.* Note that this sentence comprises three groups of words, and that in reading the sentence these groups are separated by short pauses. Be careful that pupils do not carry the final sound of a word over to the following word, or drop out the first sound of a word when the preceding word ends with the same sound, as *The Ethiopian cannot change his skin nor the leopard his spots.* This may become—*The Ethiopian cannot change his kin, nor the leopard his pots.* Such drill will aid in securing fluency, distinctness, and impressiveness.

Spelling.—In spelling insist on a distinct pause at the end of each syllable. Pupils will thus learn to divide syllables properly in writing when there is not space for the whole word on a line. It will also prevent confusion in spelling long words. In dictation for spelling exercise, as a general rule, give complete clauses rather than separate words taken here and there. It is not always that errors in spelling are confined to the long words. Pupils very often need training in the use of such words as *two, to, too; affect, effect; attendance, attendants.* Always require pupils to pronounce the word distinctly and correctly before spelling it.

Language.—Show that when we talk or write, we have something to speak about and something to say or state concerning that of which we speak. Illustrate by asking for things to speak of, as *dogs, roses, carpenters.* Ask for statements in each case as *dogs bark, roses are beautiful, Carpenters build houses.* Give sentences and ask pupils to state the two parts. Show that either of these parts taken by itself has little or no meaning. For example—*The apple trees*—Well, what about them? one asks. *The apple trees are dead, or bear fruit.* Again—*lost his way.* Who lost his way? *The old blind man.* These two parts go together in making up a whole. We call this whole a *sentence.* Then a sentence is made up of two parts. what we speak about, we call this the *subject,* and what we say or state of the subject—the *predicate.* Give the rule—every sentence should begin with a capital letter and end with a *full stop or period or question mark.*

Geography.—For hints on teaching beginners thru oral lessons see Calkin's Introductory Geography.

Arithmetic.—Develop ideas of numbers from objects, as balls on ball-frame, splints, &c. Pupils count objects, adding by *ones, twos, threes, &c.* Beginning with 20 or 25, take away by ones, twos, &c. Give terms *plus, minus, sum, remainder.* Multiplication is based on addition, as two balls plus two balls, or *twice, two, are four.* Two plus two plus two, or three times two is six, &c. In this way multiplication may be taught by lines on black-board. Thus II II II II, four times two is eight. Teach division in same way,—IIIIIIIIII. How many twos in twelve? Separate the lines by commas only or by lines, making groups of two,—*six* groups or six twos in twelve. Find number of threes in twenty in the same manner, showing six threes in twenty and two remainder. Give terms *multiplier, multiplicand, product, division, dividend, quotient, remainder,* tho not requiring them to be *memorized* but rather speak of them, using the proper term as the exercise is going on.

Give various figures, 1, 2, 3, 4, &c., showing that 0 has no value in itself, but is used to show value of other figures. See that pupils call this figure by right name *cipher* or *nought*. Never allow *ought*.

Show that the value of a figure depends on the place it occupies. In doing this draw lines on black-board, forming columns. Write headings over columns, showing value of figures in them.

hundreds	tens	ones or units
	1	5
1	9	6
2	1	8

Count off five objects as splints, five *ones*. Place figure 5 in units column. Count off sixteen. State that no larger number than nine can be placed on units column. Tie up ten splints into a bundle, one bundle of *ten*, or a ten bundle. We have *one* bundle of ten and six *ones*.

Write 6 in units place and 1 in tens place. Tell pupils that *teen* means ten. Count off one hundred and ninety-seven. Divide into bundles of ten. We have 7 over. Place 7 in units column. We have nineteen bundles of ten. Make a big bundle by tying up ten small bundles. This big bundle contains one hundred ones or units, call it a *hundred* bundle. We have one *hundred* bundle and nine bundles of tens left over. Place 9 in the tens column and 1 in the hundreds column.

Add these figures. The sum of the units is eighteen. Make a bundle of ten, write the 8 in units column, and carry 1 to the tens column. We find now that we have eleven bundles

of ten. Tie up ten of them, making a hundred bundle. There remains one ten bundle which we place in the tens column, and we carry the hundred bundle to the hundreds column giving 2 for this place. The sum is 218. Erase the vertical lines that separate the columns and the pupils can readily see that they

$$\begin{array}{r} 5 \\ 16 \\ 197 \\ \text{---} \\ 218 \end{array}$$

were unnecessary. But suppose we desire to write ten or one hundred or two hundred and five, there is a difficulty. We write 1 for one ten, but it is liable to be mistaken for a unit and we mean it

for a ten. Show the use of the cipher (o). It keeps the other figures in the proper place. Thus we write ten and two hundred and five, thus 10, 205.

Subtraction may be illustrated in a similar manner. Thus in taking 137 from 246. Write 246 on the board. Place before the class six splints, four bundles of ten, and two bundles of a hundred. We cannot take 7 from 6, so we break up one of the bundles of ten, giving sixteen units, and seven from sixteen leaves nine. Place 9 in the units column. In getting this we

$$\begin{array}{r} 246 \\ 137 \\ \text{---} \\ 109 \end{array}$$

took one bundle from the tens, so that only three can be there now. Take three from three and nothing remains. Write nought in the tens column. Then one hundred from

two hundred leaves one hundred. Thus the remainder is 109.

Show that multiplication is a short method of adding, or of finding the sum of a number taken more than once. Thus 3-3-3-3 when added gives 12. That is 4 times 3 is 12. Find the product of 78 X 3. When added the sum is 234. We shall

$$\begin{array}{r} 78 \\ 78 \\ 78 \\ \text{---} \\ 234 \end{array}$$

$$\begin{array}{r} 78 \\ 3 \\ \text{---} \\ 234 \end{array}$$

multiply. Three times 8 is 24, or two bundles of ten and four over. Write the 4 in the units column. Three times 7 is 21, 21 tens and two tens to be added, 23 tens, two big bundles and three tens,

making 234.

In multiplying by two figures, proceed as before with the first multiplier. Then in multiplying by the second figure

$$\begin{array}{r} 177 \times 32 \\ 32 \\ \text{---} \\ 354 \\ 531 \\ \text{---} \\ 5664 \end{array}$$

shows that it is not a unit but a *ten* figure. Thus in the exercise 177 X 32 show that after multiplying by 3 we must multiply the result by ten, and that we can do this by setting the figures one place to the left. It may be advisable for a short time to use a cipher in the first or units column.

I have found it advisable to introduce written work in division by the long division method, using small divisors at

first. Train pupils to note the value of each figure in the dividend before they begin to divide; also to find the value of each figure in the quotient as they advance in the process. Take the example $438 \div 2$. There we have 4 hundreds, 3 tens, and 8 units to be divided by 2, that is made into parcels of two each.

How many *twos* are there in 438? The 4 hundreds would give two hundred parcels, or 2 is contained 200 times in 400. We place 2 in the quotient. This two means 200. For the next quotient figure we find 2 is contained in 3 only once. We place 1 in the quotient. As the number 3 was in the tens column, so the quotient figure is 1 ten. We have 1 remainder a ten bundle. Which now becomes ten units, and with the 8 units brought

down makes 18 units. This divided by 2 gives 9 units without remainder.

After pupils become familiar with the method of long division, give the short method, showing that in this method we write only the quotient figures of our work.

Pupils should learn the more common tables of weights and measures, as long measure and avoirdupois weight. Then the exercises of the early stages in the four fundamental rules could employ concrete numbers, as in bringing feet to inches, ounces to pounds, &c., or the reverse.

For further suggestions in Arithmetic for beginners see Calkin's Notes on Education.

222. COUNTY ACADEMY ENTRANCE EXAMINATION.

The regular mode of admission into county academies shall be by an entrance examination in the last week of the school term in June, *mainly on the subjects of Grade VIII*. There shall be six subjects of examination as follows, the questions being sent out from the education office:—(1) *Reading*—to be tested by the examiners on the Grade VIII reading (*Third series for 1914*). *Music*; Candidates known from individual or class exercises, or from reliable certificates, to be able to sing, especially when they have a practical acquaintance with any system of musical notation, may receive an extra mark as a bonus under this head at the option of the examiner, providing the *Reading* is passable. (2) *Language*. (3) *Drawing and Book-keeping*. (4) *Geography and History*—specially the Geography of Asia, Africa, Oceania, in detail, with a review of Canada and *History of Canada* as in Hay or Calkin. (5) *General Knowledge*: including (a) The five families, Crowfoot, Rose, Heath, Violet and Lily; with the important native trees, and the common weeds and insects injurious to agriculture. (b) The common rocks and minerals of Nova Scotia. (c) A few of the common birds. (d) *Health Readers*. (*Mechanic or Domestic or Rural Science, or Music as in Regulations, and Physical Training*). (6). *Mathematics*.

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

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

(10) From one to three points may be added by the examiner for specially good writing. Bad writers have no right to be admitted to an examination except on certificate of physical defects, and if examined, the papers are subject to a deduction of marks. One point shall be deducted for every 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 in Grade IX, may take the IX French paper instead of the regular one in Grade X, and the X French paper in Grade XI, provided a 60 or 50 per cent. mark is made respectively for a Teachers' or a High School pass in each case. But the substitution of a lower grade work for that of a higher will be allowed under no other conditions than specified above. The candidate should state this fact in his final examination statement so as to allow of its verification.

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

"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.

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

Grade IX.

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

1. English:—(a) **Literature:**—Dickens' *Christmas Carol* by Van Every (MacMillan, Toronto, limp cloth, 15 cents), and Scott's *Lay of the Last Minstrel* by Saul (MacMillan, Toronto, limp cloth, 15 cents); with critical study, word analysis, prosody and recitations. English Composition as in *Sykes*, to page 101, or an equivalent in the hands of the teacher, with essays, abstracts and general correspondence so as to develop the power of fluent and correct expression in writing.

(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 to be used in all grades].

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

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

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

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

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

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

8. **Science**:—Botany (5Q.). *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 (3 Q.). As in Primer or equivalent (winter months). Text to be used only as an aid to the study of the subject.

Grade X.

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

1. **English**:—(a) Same subjects as in previous grade, but more advanced scholarship required. Composition as in *Sykes*, or an equivalent in the hands of the teacher, with special attention to the development of readiness and accuracy in written narrative, description, exposition and general correspondence. For outside reading and theme writing: *Dickens' Tale of Two Cities* (Longmans, 25 cents).

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

2. **Latin**:—As in Collar and Daniell's *First Latin Book*, complete, and "Caesar's *Invasion of Britain*," by Welch and Duffield. [For 1915-16; As in Ontario High School Latin Book, complete from Lesson XLIII, omitting the B and C exercises—.

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

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

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

6. **History**:—Review of British History 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* to end of Chapter XXVII.

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. Tennyson's *Princess* (Longmans, 25 cents); and Shakespeare's *Julius Caesar* (Longmans, 25 cents). For outside reading and theme writing; Goldsmith's *Vicar of Wakefield* (Longmans, 25 cents).

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

(a) Caesar's *De Bell. Gall.*, Book 1. (b) Vergil's *Aeneid*, Book 1, with grammatical and critical questions. (c) *First Exercise in Latin Prose Composition* by Wells (Geo. Bell & Sons, London).

3. **Greek**:—Grammar and easy composition based partly on author read; and White's *First Greek Book* to end of Chapter LIX. Xenophon's *Anabasis*, Book 1, with grammatical and critical questions.

4. **French**:—Berthon's *Specimens of Modern French Prose* omitting IV, VI, IX and X, and *A Traverse le Canada* (Quatrième Livre de Lecture).

Ontario High School French Grammar by Fraser and Squair, lessons 1-LX (Copp, Clarke, 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, Boston, \$1.10).

7. **Physics**:—*Ontario High School Physics*, Parts I, II, III, IV, and VI, (Copp, Clarke, 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* to end of Chapter XL, *except* Chapter XXIX to end of XXIXd.

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).

(b) Shakespeare's *Merchant of Venice*, with an historical and critical study of the play, (Longmans 25 cents);

Palgrave's *Golden Treasury*, Book 11, complete, by Bates, Longmans, 25 cents), and Burke's *Speech on Conciliation with America* (Longmans, 25 cents).

With the following books for outside reading and theme writing:—Stevenson's *Master of Ballantrae* (Macmillan, 25 cents); Jeffries' *Longer Narrative Poems* (Macmillan, 15 cents); Carlyle's *Essay on Burns* (Longmans, 25 cents).

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

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

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

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

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

5. **German**:—Buchheim's *Modern German Reader*, Part II to end of selection 10, second division; and Schiller's *Wilhelm Tell*, Acts I, II, III and IV (edited by Carruth, Macmillan, 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*.
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 & Schurman's)	2 sessions.....	60 p.c.
Commercial 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 per. min.
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].

CADET INSTRUCTION.

A six weeks course to qualify male teachers as Cadet Instructors will be held in Halifax, Nova Scotia, commencing on the *seventh* of July.

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

Applications.

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

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

FORM OF APPLICATION.

Place.....

Date.....

To the Superintendent of Education,

Province of Nova Scotia,
Halifax.

Sir:

I hereby make application to attend the Cadet Instructors' Course to be held at Halifax, N. S., during July and August of this year.

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

Or

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

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

Transport will be required from.....

I have the honor to be sir,

Your obedient servant,

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

Inspector of Schools for.....

The Course.

The Course will include:—

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

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

School of Musketry.

A three weeks course in Musketry for Militia Officers and qualified Cadet Instructors will be held in Ottawa or Halifax commencing about the *first* of July. Should a large number of applications be received preference will be given to those Cadet Instructors who are actually engaged in instructing a Cadet Corps. Free transport to the place where the school is held will be given to those who attend the course and return transport to those who obtain certificates. The usual pay and subsistence allowances will be given those who attend.

Applications for this course should reach the Superintendent of Education, Halifax, not later than the *first* of June.

Corps of School Cadet Instructors.

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

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

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

Uniform for Corps of School Cadet Instructors.

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

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

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

CAP.—Forage, N. P.

As an alternative the Khaki service Uniform, officers' pattern, may be worn.

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

Allowances to Cadet Instructors.

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

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

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

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

Sub-Target Gun Machines.

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

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

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

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

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

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

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

CADET UNIFORMS.

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

The Department of Militia and Defence gives a bonus of \$1.00 per Cadet for each smart and serviceable uniform shown at the Annual Inspection, to assist in paying for it. This very generous allowance enables the corps to practically pay for their uniforms in three years, and has the advantage of having the uniforms made for the individual boys and owned by them, instead of being interchangeable as a government issue would be, to which objection might be taken by some parents.

This illustration of the uniform is from a photo of a sealed pattern furnished Messrs. Clayton & Sons of Halifax, N. S., by the Militia Department. For detailed description see page 82, April *Journal of Education*, 1913.



Cadet Camp.

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

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

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

Cadet Corps in Schools.

It is to be regretted that in some High Schools and Academies the opportunity for the organization and carrying on of a Cadet Corps is not embraced. The fact that schools in which are the most efficient Cadet Corps, usually stand highest also in scholastic attainments, is not only an answer to those who say they have no time for such work but should be an added incentive to the carrying on of this very important branch of education.

School Boards should also realize that definite bargain has been made with the Militia Department, and financial assistance received from that Department for our teachers in both Physical and Military drill, in consideration of the encouragement of Cadet Corps in the schools. Some schools are living up to the agreement. Others are profiting by the increased efficiency of the teachers in physique and disciplinary ability imparted by the Physical Training Courses which they have undergone, but are not successful in completing their side of the bargain by training Cadet Corps.

Physical Training Imperative in all Schools.

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

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

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

Physical Training is more than mere recreative exercises. It is an educational subject and should take its place in the time table of each school. A Physical Training lesson, consisting of a complete table and occupying at least twenty minutes should be taught two or more times per week.

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

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

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

.....Principal.

Note.—Column 2 "lesson" means the period of 20 minutes or more, devoted to teaching a Table of exercise.
 Column 3, "Recreative Exercise" is the short break in each long period during which the pupils are vigorously put through one or more familiar exercises.

Physical Training Text Books.

In all the Schools of the Province, the Physical Training will follow the "Syllabus of Physical Exercises for Schools,"

Canadian edition 1911, published by the Executive Council, Strathcona Trust. It is designed to furnish a uniform standard of training in this subject throuth the Dominion and is practically a reprint of the Syllabus authorized by the British Board of Education.

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

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

Table 64, group 1, (b).—"With Turning Feet—Change" is performed in four motions.

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

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

Physical Training Courses.

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

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

Grade "B" Physical Training Certificates.

AWARDED 1913-1914.

6921—Mrs. E. J. Willis, Acadia School, Halifax.

Mount St. Vincent, Halifax, (20 October, 1913 to 2 January, 1914).

- 7431—Marion Agatha Boning.
- 7432—Loretta Boudreau.
- 7433—Margaret Cass.
- 7434—Delia Cyr.
- 7435—Anastasia David.
- 7436—Carrie Davison.
- 7437—Katie Desmond.
- 7438—Nora Keating.
- 7439—Ruth Lee.
- 7440—Julia Lenane.
- 7441—May Mitchell.
- 7442—Causetta Melanson.
- 7443—Lucina McLeod.
- 7444—Frances McCarthy.
- 7445—Sarah McNeil.
- 7446—Jennie McKeon.
- 7447—Mary Clare Martin.
- 7448—Margaret McNamara.

- 7449—Gertrude McDonald.
- 7450—Cecelia Macneil.
- 7451—Clotilda O'Donnell.
- 7452—Catherine O'Brien.
- 7453—Gertrude Pinkham.
- 7454—Madeline G. Powers.
- 7455—Estella E. Sullivan.
- 7456—Anna M. Stretch.
- 7457—Catherine L. Shinnick.
- 7458—Bessie McDonald.
- 7459—Adele McInnis.
- 7460—Mary Delaney.
- 7461—Mary Morrissey.
- 7462—Mary Fitzpatrick.
- 7463—Annie Gardner.
- 7464—Clare McEachern.

Grade "C."

- 187—Catherine Campbell.
- 188—Annie T. McCormick.

Normal College, Truro, (25 September, 1913 to 27 January, 1914).

7465—John Park McQueen.....	Kings Head.....	Pictou.
7466—Frank Foster Chute.....	Berwick.....	Kings.
7467—Edith Jane Johnston.....	Sydney Mines.....	Cape Breton.
7468—Eleanor E. McCormick.....	Annapolis Royal.....	N. S.
7469—Elizabeth Darby Mosher.....	Newport Station.....	Hants.
7470—Helen Irene Landels.....	Box 702.....	Truro.
7471—Lucy Julia Creelman.....	Box 744.....	Truro.
7472—Augusta Louisa Daniel.....	Digby.....	N. S.
7473—Caroline Edith Babin.....	Belleville.....	Yarmouth.
7474—Eva Jean Baker.....	West Jeddore.....	Halifax.
7475—Lena Mac Beaver.....	St. Peters.....	Richmond.
7476—Helen Mary Bourque.....	Belleville.....	Yarmouth.
7477—Florence Jennie Congdon.....	Berwick.....	Kings.
7478—Sadie Ellen Crispo.....	Harbour Au Bouche.....	Antigonish.
7479—Minnie Edith Crockett.....	Eastville.....	Colchester.
7480—Julia Delaney.....	Friars Head.....	Inverness.
7481—Elsie Anna DeViller.....	Pinckney's Point.....	Yarmouth.
7482—Marion Isabel Godfrey.....	Brooklyn.....	Queens.
7483—Wealthie Hutchinson.....	Roxville.....	Digby.
7484—Leona Nancy Josey.....	Ship Harbor.....	Halifax.
7485—Margaret Kennedy.....	River Denys Station.....	Inverness.
7486—Margaret Mary Kenny.....	Guysboro.....	N. S.
7487—Rose Salina King.....	Frankville.....	Antigonish.
7488—Mary Irene Levandier.....	West Arichat.....	Richmond.
7489—Agnes Jane Manger.....	Cape La Ronde.....	Richmond.
7490—Anna M. Murray.....	Meadowville.....	Pictou.
7491—Mary J. McDaniel.....	Harbor Road.....	Antigonish.
7492—Cassie McDonald.....	Antigonish.....	N. S.
7493—Eva R. McDonald.....	Gabarus.....	Cape Breton.
7494—Mary McDonald.....	Louisburg.....	Cape Breton.
7495—Annie McInnis.....	Black Brook Bouladarie.....	Cape Breton.
7496—Jessie M. McKenzie.....	Back Shore.....	Pictou.
7497—Elizabeth McMillan.....	Aulds Cove.....	Guysboro.
7498—Cora Minnie McRae.....	Nuttby.....	Colchester.
7499—Gladys Mary O'Connor.....	Guysboro.....	N. S.
7500—Christina Scott.....	McLean St. Glace Bay.....	Cape Breton.
7501—Isabel Watkins.....	Lismore.....	Pictou.
7502—Annie Isabel Langille.....	Denmark.....	Colchester.

(Normal College, Truro (27 September to 17 December, 1913).

7775—Frederick Justin Phelan.....	St. Patrick's B. H. S.	Halifax.
7776—Mary Lyons.....	255 Tower Road.....	Halifax.
7777—Annie L. Murray.....	Box 265.....	Pictou.
7778—Georgina M. MacKay, B. A.....	Reserve Mines.....	Cape

Strathcona Physical Training Prizes, 1914.

The present twelve inspectorates of the Province are the Provincial sub-divisions for supervision of, and competition in, Physical Training for the Strathcona prizes which will be apportioned for 1913-1914 to each inspectorate in proportion to the annual school enrolment of the previous year, as follows:

Division No.	1	Inspector	Creighton.....	\$113.48
"	2	"	MacIntosh.....	67.63
"	3	"	Bruce.....	56.51
"	4	"	Morse.....	61.20
"	5	"	Robinson.....	63.93
"	6	"	Macdonald.....	43.54
"	7	"	Macneil.....	36.54
"	8	"	McKinnon.....	35.60
"	9	"	Armstrong.....	48.24
"	10	"	Craig.....	69.58
"	11	"	Phelan.....	115.34
"	12	"	Campbell.....	38.78
				\$750.37

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

232. TEXT BOOKS FOR PUBLIC SCHOOLS.

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

Instructors and teachers are reminded—

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

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

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

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

(5) Price of Books for Common School Grades.

	Per one	Per dozen
	\$	\$
Acadian Reader No. 1, Part 1 (Nelson, Edinburg)	.07	.63
Acadian Reader No. 1, Part 2 (Nelson, Edinburg)	.07	.63
Acadian Reader No. 1, Complete (Nelson, Edinburg)	.20	1.80
Acadian Reader No. 2, Complete (Nelson, Edinburg)	.20	2.70
Acadian Reader, No. 3, Complete (Nelson, Edinburg)	.35	3.15
Acadian Reader, No. 4, Complete (Nelson, Edinburg)	.40	3.60
Nova Scotia Reader No. 1 (Morang, Toronto)	.15	1.44
Nova Scotia Reader No. 2 (Morang, Toronto)	.20	1.92
Nova Scotia Reader No. 3 (Morang, Toronto)	.25	2.40
Nova Scotia Reader No. 4 (Nelson, Edinburg)	.25	2.25
Nova Scotia Reader No. 5 (Nelson, Edinburg)	.30	2.70
Nova Scotia Reader No. 6 (Nelson, Edinburg)	.30	2.70
Reading for VII and VIII [Series 1]	.19	1.83
Ontario Readers (From August, 1915) per set of five	.49	
Lessons in English [Grammar and Composition]	.23	2.21
History of Canada [Calkin's Brief] (MacKinlay)	.25	2.25
History of Canada [Hay's] (Copp, Clark)	.20	2.04
Brief History of England (Nelson)	.15	1.44
Geography [Calkin's Junior] (MacKinlay)	.60	5.40
Royal Crown Copy Books (Nelson)	.03	.29
Prang's Drawing Books (Prang's, New York)	.12	1.16
Augsburg's Drawing Books (Educational Book Co., Boston)	.12	1.16
Ontario School Hygiene (Copp, Clark, Toronto)	.25	1.92
Common School Arithmetic (Simpson, Toronto)	.18	1.85

(6) Price of Books for High School Grades.

Nova Scotia English Grammar (MacKinlay)	.23	2.07
Outlines of British History (MacKinlay)	.35	3.36
Canadian Civics [N. S. Edition] (Copp, Clark, Toronto)	.35	3.36
Geography [Calkin's Advanced] (MacKinlay)	.90	8.64
Morton's Mechanical Drawing (Allen)	.40	3.84
Collar & Daniell's Latin Book (Ginn & Co., U. S. A.)	1.00	10.20
Ontario High School Latin Book	.60	
White's First Greek Book (Ginn & Co., U. S. A.)	1.25	12.00
Waddell's Chemistry (Macmillan)	.90	7.68
Bailey's Botany for Beginners (Macmillan)	.55	5.60
Hall & Knight's Algebra (Macmillan)	.75	6.75
Hall & Steven's School Geometry, I-VI (Macmillan)	.85	7.20
Academic Arithmetic (Allen)	.30	2.88
Common School Course of Study (Handbook for Teachers)	.10	
Manual of School Law, 1911	.25	

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

Books at Wholesale Prices.

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

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

NEW BOOKS.

List of Books received at Education Office since publication of the *Journal of Education* October, 1913. The names of publishers are arranged in alphabetical order.

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

- Bell's Outdoor and Indoor Experimental Arithmetics* by Goodacre, a book for each year of a five years course, pp. 30-48, each $7\frac{1}{2} \times 5\frac{1}{2}$, each 0/4.
A First English Grammar by Wallis, pp. 80, $7 \times 4\frac{1}{2}$, 1/-.
Exercises in English, by Bewsher, pp. 141, $7\frac{1}{2} \times 4\frac{1}{2}$, 1/-.
A Course of Practical English, by Balley, pp. 182, $7\frac{1}{2} \times 5$, 1/6.
Representative Passages from English Literature, by Hudson, 1914, pp. 319, $7\frac{1}{2} \times 5\frac{1}{2}$, 2/6.
Early English Social History, by Dodd, 1913, pp. 211, $7\frac{1}{2} \times 5\frac{1}{2}$.
The Building of the British Empire, by Richardson, 1913, pp. 166, $7\frac{1}{2} \times 5$, 1/6.
Western Europe, by Henderson, 1913, pp. 258, $7\frac{1}{2} \times 5$, 2/-.
English Industrial History, by Meadows, 1913, pp. 254, $7\frac{1}{2} \times 5$, 2/-.
French Vocabularies, by Marichal, 1912, pp. 137, $7\frac{1}{2} \times 5$, 1/6.

CAMBRIDGE UNIVERSITY PRESS, LONDON, ENG.

- **The Cambridge Historical Readers*, by Bosworth, 1913, each $8 \times 5\frac{1}{2}$. *Primary*, pp. 242; *Introductory*, pp. 155; each 2/6. *Junior*, pp. 284; *Intermediate*, pp. 286; each 2/6.

CASSELL AND COMPANY LIMITED, LONDON AND TORONTO.

*Modern School Series.

- Stories of Other Lands*, by Duckworth, pp. 128, $7\frac{3}{4} \times 5\frac{3}{4}$, 0/10.
Under Other Skies, by Duckworth, pp. 160, $7\frac{3}{4} \times 5\frac{3}{4}$, 1/-.
England and Wales, by Palmer, pp. 212, $7\frac{3}{4} \times 5\frac{3}{4}$, 1/3.
Scotland, Ireland and Canada by Berry, pp. 224, $7\frac{3}{4} \times 5\frac{3}{4}$, 1/4.
Europe and North America by Bentley and Treble, pp. 246, $7\frac{3}{4} \times 5\frac{3}{4}$, 1/6.

W. B. CLIVE (UNIVERSITY TUTORIAL PRESS LIMITED) LONDON, ENGLAND.

- Preliminary English Course*, by Walmsley, 1913, pp. 163, 7×5 , 1/6.
Preliminary Arithmetic, by Banadough, 1913, pp. 184, 7×5 , 1/6.
Preliminary Geography, by Hodgkinson, 1913, pp. 225, 7×5 , 1/6.
Preliminary French Course, by Chayton and Truelove, 1913, pp. 155, 7×5 , 1/6.
Junior English Grammar and Composition, by Walmsley and Edmunds, 1914, pp. 224, 7×5 , 2/6.
Junior Geometry, by Cracknell, 1913, pp. 276, 7×5 , 2/6.
Spelling and Punctuation, by Shoosmith, 1913, pp. 120, 7×5 , 0/8.

THE COPP, CLARK COMPANY, LIMITED, TORONTO.

- First Science Book*, by Higgins, pp. 237, $7\frac{1}{2} \times 5$, 65 cents.
Common Errors in Speaking and Writing, by Strang, pp. 129, $7\frac{1}{2} \times 5$.

J. M. DENT & SONS, LIMITED, LONDON, ENG.

- **Selections from Prescott*—"The Conquest of Mexico and Peru," by Smeaton, pp. 271, $6\frac{1}{2} \times 4\frac{1}{2}$.

Dent's Modern Language Series.

- First French Book*, by Rippmann, 1913, pp. 172, $7\frac{1}{2} \times 5$, 2/.
Second French Book, by Rippmann, 1913, pp. 236, $6\frac{1}{2} \times 4\frac{1}{2}$, 2/.
New First German Book, by Rippmann, 1913, pp. 182, $6\frac{1}{2} \times 4\frac{1}{2}$, 2/6.

GEORGE G. HARRAP AND COMPANY, KINGSWAY, LONDON, ENG.

"All-Time Tales" Series.

- Heroes of Old Britain*, by Oates, pp. 128, $7\frac{1}{2} \times 5$, 0/6.
Tales of Early England, by Wilmot Buxton, pp. 160, $7\frac{1}{2} \times 5$, 0/9.

"Told through the Ages" Series.

- Stories from Shakespeare* by Carter, pp. 286, $7\frac{1}{2} \times 5\frac{1}{2}$, 1/6.
The Story of Napoleon, by Wheeler, pp. 314, $7\frac{1}{2} \times 5\frac{1}{2}$, 1/6.

MCDUGALL'S EDUCATIONAL COMPANY LIMITED, LONDON AND EDINBURGH.

- Little Dramas of History*, Book 111, pp. 126, $7\frac{1}{2} \times 5$, 0/8.

MACMILLAN AND COMPANY LIMITED, LONDON AND TORONTO.

- **The Children's Anthology of Verse*, 1913, in three parts, *Junior*, *Intermediate* and *Senior*, each pp. 80, each $7\frac{1}{2} \times 5$.

- A First Book of English Literature*, by Saintsbury, 1914, pp. 283, 7×5 ,
A First Book of Nature Study, by Stenhouse, 1913, pp. 145, 7×5 .
 (Ontario Public School) *History of Canada*, 1912, pp. 306, $7\frac{1}{2} \times 5\frac{1}{2}$, 25 cents.
 (Ontario Public School) *History of England*, 1912, pp. 320, $7\frac{1}{2} \times 5\frac{1}{2}$, 25 cents.
The (P. E. I.) History of England, 1913, pp. 320, $7\frac{1}{2} \times 5\frac{1}{2}$, 25 cents.
England's Story (Manitoba) 1913, pp. 320, $7\frac{1}{2} \times 5\frac{1}{2}$, 30 cents.

THOS. NELSON AND SONS, LONDON, ENG.

Royal School Series.

- The Alert Arithmetics*, by Wilkinson, in three parts, each $7 \times 4\frac{1}{2}$. *Introductory*, pp. 48, 0/4; *Intermediate*, pp. 64, 0/4; *Senior*, pp. 64, 0/6.
Highroads of Literature, Introductory, 1913, pp. 106, $8\frac{1}{2} \times 6\frac{1}{2}$, 0/10.

GEORGE PHILIP & SON, LIMITED, LONDON ENG.

- **Piers Plowman Histories*, 1913, Junior Books VI and VII, each pp. 296, $8 \times 5\frac{1}{2}$, each 2/.

- Semi-Upright Copy Books*, a series of twenty-one books, each $8\frac{1}{2} \times 6\frac{1}{2}$, each 0/2.

RENOUF PUBLISHING COMPANY, MONTREAL.

CANADIAN AGENTS FOR D. APPLETON AND COMPANY, NEW YORK AND CHICAGO.

"Twentieth Century Text-Books" Series.

- Elementary Studies in Botany*, by Coulter, 1913, pp. 461, $7\frac{1}{2} \times 5\frac{1}{2}$, \$1.25.
An Inductive Chemistry, by Bradbury, 1912, pp. 415, $7\frac{1}{2} \times 5\frac{1}{2}$, \$1.25.
A High School Course in Physics, by Gorton, 1912, pp. 482, $7\frac{1}{2} \times 5\frac{1}{2}$, \$1.25.
Laboratory Studies in Chemistry, by Bradbury, 1912, pp. 129, $7\frac{1}{2} \times 5\frac{1}{2}$.
Laboratory Exercises in Physics, by Gorton, 1912, pp. 166, $7\frac{1}{2} \times 5\frac{1}{2}$.
A High School Algebra, by Young and Jackson, pp. 508, $7\frac{1}{2} \times 5\frac{1}{2}$.
The Elements of Latin, by Moore and Schlicher, pp. 284, $7\frac{1}{2} \times 5\frac{1}{2}$, \$1.10.
A Latin Grammar, by West, pp. 264, $7\frac{1}{2} \times 5\frac{1}{2}$, 90 cents.

Caesar's Gallic War, Books I-VII, by Westcott, pp. with vocabulary 294, 7½x5½, \$1.25.

Virgil's Aeneid, Books I-VI, by Carter, pp. with vocabulary 385, 7½x5½, \$1.40.

'Renouf's English Course' Series.

Easy Exercises in English and Grammar, 1913, pp. 136, 7x5.

Easy Exercises in English, 1912, in five parts for 3rd, 4th, 5th, 6th, 7th year pupils, pp. 76-80, each 7x4½.

Graded Lessons in Physiology and Hygiene, by Krohn and Crumbine, pp. 341, 7½x5½.

First Book in Physiology and Hygiene, by Krohn, pp. 160, 7½x6.

The Appleton Arithmetics, by Young and Jackson, 1912, in two parts: *Primary Book*, pp. 264, 7½x5½; *Grammar School Book*, pp. 462, 7½x5½.

A First Year in Bookkeeping and Accounting, by Macfarland and Rossheim, 1913, pp. 227, 9x6.

**Pictures from Canadian History*, by MacPherson, pp. 230, 7½x5½.

CHARLES SCRIBNER'S, SONS, NEW YORK.

**Physiology and Hygiene for Young People*, by Eadie, pp. 353, 7½x5½.

**Physiology and Hygiene for Children*, by Eadie pp. 204, 7½x5½.

OTHER PUBLISHERS.

American Book Company, New York, *Practical Exercises in English*, by Buehler, pp. 161, 7½x5½.

Adam and Charles Black, London, *Sentinel Readers*, Book VI, 1913, by Speight, pp. 254, 7½x5½, 1/9.

Blackie & Son, Limited, London and Glasgow, *Standard Shilling Dictionary*, pp. 444, 7½x4½, 1..

The Comstock Publishing Company Ithaca, *The Bird Notebook*, by Comstock, 1913, 7½x5.

Doubleday, Page and Company, New York, *The Stock Exchange from Within* by Van Antwerp, pp. 459, 7½x5.

The Educational Book Company, Toronto, *New Method Writing Copy Books*, in seven books varying from 8x6 to 9x7½.

The Lakeside Press Chicago, *Open Air Crusaders*, by Kingsley, 1913, pp. 118, 8½x6½.

McClelland, Goodchild and Stewart, Limited, Toronto, **Manners*, 1914, pp. 93, 7½x5, 25 cents.

Young Alaskans in the Rockies, by Emerson Hough, 326 pp., 5x8 inches, (Harper Bros., New York and London, 1913). A railway surveyor with Moise and three plucky young lads, pass from the head waters of the Athabasca thru the Yellohead Pass down to Tete Jaune on the Fraser River, then across to the Canoe River where they hunt grizzly bears for a few days to the Columbia which they follow down to Ravelstoke; giving a very clear idea of the character of the country, of the history of previous pioneers in the same region, and an intensely realistic description of what it felt like going thru there just before the railroads materialize.

***Recommended for School Libraries.**

PROGRAM OF STUDIES, RURAL SCIENCE SCHOOL**Truro, N. S., 8 July to 6 August, 1914.**

(1) 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.

(2) 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.

(3) 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.

(4) 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.

Comments by the Director of Rural Science Schools.

About half of the Rural Science teachers have this year done very creditable work indeed. One-fourth did fairly good work, and the remainder are doing little better than the average teacher who has had no training for this work. A few are looking for the extra grant; but are not anxious to *earn* it.

A few excellent teachers thruout the Province are doing Nature work equal to that of the best of our Rural Science teachers. It is hoped that these teachers will see their way

clear to qualify for the extra grants which they really deserve. Legally, they cannot claim such until they have attended the Summer Session at Truro.

As the number of well qualified teachers increases, the conditions under which grants will be paid must become more limited. Only passably good Nature work does not qualify for any extra grant; for Nature work is required of *all* teachers. This year was an experimental one. Next year, we shall know more definitely what to expect of teachers; and they will know more definitely what is expected of them.

It is not the teacher who does the most work herself who is worthy of the greatest grant. The one who can influence her pupils in such a way as to get them to *do* things is the teacher we want. Teachers who complain that they have not time for Nature work and gardening have missed the point. It is the children's spare time outside of school hours rather than the teacher's time during school hours that we want to utilize. Very little of the teacher's time is necessary to work up an enthusiasm among the children for out-door work. This work will include gardening, poultry raising, collecting wild plants and insects, in fact a study of everything touching the child's daily life.

The regular Nature Study period, which is of course on all school time-tables, may be devoted to a study of material collected or to giving instruction about garden making. The teacher who is really alive will do this anyway. The Rural Science School is ready to help such teachers, and is glad to recognize their worth by allowing them an increased government grant.

Teachers interested should not fail to read the latest revision of the Regulations governing Rural Science Schools.— See page 50.

**RURAL SCIENCE GRANTS RECOMMENDED FOR
HALF YEAR ENDED 31 JAN., 1914.**

Halifax County	<i>Inspector Creighton.</i>	
Mabel Moseley, Dartmouth.....		\$30
Lunenburg & Queens	<i>Inspector H. H. MacIntosh.</i>	
Pearl Kedy, Mahone Bay.....		\$30
Laliah Mauzar, Port Medway, Queens.....		30
Merna M. Franke, North Brookfield.....		55
Ralph H. Wetmore, Milton.....		11
Mary P. Wentzell, Riverport, Lunenburg.....		

Annie J. McLeod, Lunenburg.....	15
Alice Veinotte, Mahone Bay.....	15
Morris O. Maxner, Mahone Bay.....	10
Morris Maxner, Mahone Bay.....	15
Hilda Feindel, South Brookfield, Queens.....	10
Miss J. M. Ramey, Caledonia, Queens.....	10
Mrs. A. Edwina Hyson, East River, Lunenburg.....	10
Shelburne and Yarmouth.....	<i>Inspector C. S. Bruce.</i>
Mildred McMurtery, South Ohio, Yarmouth.....	\$30
Agnes Moses, South Ohio, Yarmouth.....	15
Crandell Nodwell, Lr. Woods Harbor, Shelburne.....	15
Kathleen Farrell, Pleasant Valley, Yarmouth.....	15
Emily Cameron, Hebron, Yarmouth.....	15
Wenona Abbott, Clarke's Harbor, Shelburne.....	10
Digby and Annapolis.....	<i>Inspector L. S. Morse.</i>
B. S. Banks, Lawrencetown.....	\$30
Lenfest Ruggles.....	15
Kings and Hants.....	<i>Inspector E. Robinson.</i>
Albert E. McCormick, Canning.....	\$30
Estelle McKenzie, Upper Selma, Hants.....	30
Mabel E. Charlton, Auburn, Kings.....	15
Gladys Stephens, Waterville, Kings.....	15
Eva McKay, South Maitland, Hants.....	15
Winnie Caldwell, Summerville, Hants.....	10
Helena M. Lantz, Kempt Shore, Hants.....	10
Katherine Dawson, Three Mile Plains, Hants.....	10
Colchester.....	<i>Inspector W. R. Campbell.</i>
Marie Calder, Economy.....	\$30
Wm. Doane, Bass River.....	30
Georgie Stevens, Bible Hill.....	30
Beatrice Roy, Brookfield.....	15
Stella Logan, Beaver Brook.....	15
Pictou.....	<i>Inspector E. L. Armstrong.</i>
Mary M. Cameron, Bay Biew.....	\$15
Sadie Flynn, Thorburn.....	15
Elverina Carter, Salt Springs.....	10
Cumberland.....	<i>Inspector I. C. Craig.</i>
Ellen O'Regan Parrsboro.....	\$30
Effie Mott, West Brook.....	30
Harold Fitch, River Hebert.....	30
Nellie Sinclair, River Hebert.....	30
Leslie Nickerson, Apple River.....	30
Eugene Lent, Joggins.....	30
F. G. Morehouse, Amherst.....	30
Winifred Lavers, Amherst.....	30
Leona McMillan, Amherst.....	30
Grace Brownell, Amherst.....	15
Leon L. Nichols, Amherst.....	15
Mrs. Annie J. Lockhart, Harrison Settlement.....	15
Dora Quinn, West Halfway River.....	10

Inverness and Richmond	<i>Inspector Macneil.</i>	
D. K. Kinlayson, Port Hawkesbury.....		\$10
Geo. W. Etienne, D'Escouse, Richmond.....		10
Florence McFadyn, S. S. River Denys, Inverness Co.,.....		10
Annie M. McLellan, S. W. Margaree, Inverness.....		10
Florence C. McLellan, Dunvegan, Inverness.....		10
Victoria	<i>Inspector Jas. MacKinnon.</i>	
Annie M. McLeod, South Gut.....		\$30
Belle McLeod, Big Bras. d'Or.....		15

SUMMER SCHOOL OF SCIENCE FOR THE ATLANTIC PROVINCES OF CANADA.

The next session of the Summer School of Science will be held in Charlottetown, P. E. I., from Tuesday, 7 July to Wednesday, 29 July.

This School has been established for the purpose of affording teachers and others the opportunity of combining the study of some specialty with the rest and recreation of a delightful and inexpensive outing.

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

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

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

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

Instructors in Physical Training will be provided by the Department of Militia and Defense so that attending students may qualify for the grade "B" certificate. The Department will pay to those who qualify for the "B" certificate at the school the sum of \$15.

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

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

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

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

Drawing, by Mr. George Chavignaud, Principal of Art School, Halifax, N. S.

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

Literature, by Miss M. M. Wood, New York, U. S. A.

Manual Training, by W. N. Biggar, Director of Manual Training in the Public Schools of Sussex, N. B.

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

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

Zoology, by Chesley Allen, of Yarmouth, N. S.

A large number of scholarships is being offered for competition.

For information regarding board apply to the Local Secretary, F. C. McKenzie, Charlottetown, P. E. I.

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

INTERPROVINCIAL EDUCATION CONVENTION.

(P. E. I., N. B., and N. S.)

To meet in the Technical College, Halifax, 26, 27 and 28 August, 1914.

PROVISIONAL PROGRAM.

Wednesday, 26th.

- 9. 00 a. m. Registration.
- 10.00 a. m. Opening Address by Dr. Carter, Superintendent of Education for New Brunswick.
- 10.30 a. m. "Uniformity of School Texts thruout Canada" by Prof. H. Murray, LL. D., Dalhousie University.

11.30 a. m. "Standardization of Secondary Education and of Teachers' Training Certificates and of School Statistics thruout Canada; and the advantage of a Dominion Education Bureau" by Dr. A. H. MacKay, Superintendent of Education for Nova Scotia.

Discussion opened by Dr. Bridges, Supervisor of Schools, St. John, N. B.; R. H. Campbell, B. A., Superintendent of Education, P. E. I.; S. A. Starratt, Principal of Public Schools, Roxbury, Mass, U. S. A.

2.00 p. m. "Vocational, Industrial and Technical Education" by (A foreign speaker is endeavored to be secured); Dr. Jas. W. Robertson, C. M. G., Ottawa, and Dr. C. C. James, Deputy Minister of Agriculture, Ottawa.

Discussion opened by Theodore Ross, B. A., Charlottetown; R. P. Steeves, M. A., Director of Rural Science Schools, N. B.; Loran A. DeWolfe, M. Sc., Director of Rural Science Schools, N. S.

4.30 p. m. "Our claims to Federal Subsidies for the support of Education in the Atlantic Provinces" by Dr. Soloan, Principal of Normal College, Truro.

Discussion opened by Members of the Provincial Governments of P. E. I., N. B., and N. S., (to be continued at the evening session).

8.00 p. m. Public Meeting.

Addresses by Members of Governments of P. E. I., N. B., and N. S., by Dr. J. W. Robertson, C. M. G., and others.

Thursday, 27th.

9.00 a. m. "The Medical Inspection of Schools" by Dr. E. Blackadder, Halifax.

Discussion opened by Dr. S. L. Walker, Truro.

- 9.40 a. m. "Extension of the Educational System to include the Feeble-minded and Incurables" by Rev. Dr. Goddard of Vineland, New Jersey.
- Discussion opened by Mr. E. H. Blois, Superintendent of Dependent and Neglected Children.
- 10.30 a. m. "The Cadet Movement and Physical Training" by Geo. N. Elliott, Esq., Secretary Can. Defence League, Toronto.
- 11.00 a. m. "The Cadet Movement in New Brunswick," by A. Sterling McFarlane, A. M., Prov. Nor. School, Fredericton.
- 11.20 a. m. [Not yet determined.]
- 2.00 p. m. [Provincial Educational Associations meet separately]. N. S. Educational Association. Report of Committee on High School Course of Study by Inspector MacIntosh of Lunenburg.
- N. B.* (1) Election of officers. (2) Election of Representatives to Sen. of U. N. B. (3) Discussion of Nature Study and Agriculture, grades I to VIII.
- P. E. I.* (No instructions received at date).
- 8.00 p. m. A social entertainment opened by short addresses from prominent individuals.

Friday, 28th.

- 9.00 a. m. "A three or four years Undergraduate College Course—which?" Rev. President Cutten, Acadia University; Rev. President Powell, Kings University; President MacKenzie, Dalhousie University; Rev. President McPherson, St. Francis Xavier University; Rev. President Borden, Mount Allison University; Chancellor Jones, University of New Brunswick and Dr. Robertson, Principal of Prince of Wales College. (15 [minutes papers]).

- 10.30 a. m. "Co-operation of School and Home" by Controller R. V. Harris, Chairman of School Board, Halifax.
- 11.00 a. m. "Teachers' Salaries and the Rural School Problem" by W. A. Creelman, B. A., Principal Sydney Academy, and Inspector V. Crockett, President Teachers' Association, P. E. I.
- 2.00 p. m. Resolutions, postponed discussions and other business.
- 5.00 p. m. Adjournment.

U. S. A.

National Educational Association.

will be held in St. Paul, Minn., U. S. A., July 4th to 11th, 1914.

The meetings of the National Council will begin on Saturday, 4 July; Educational Sunday will be observed on 5 July; and the general sessions of the many different sections or departments will open on Monday, 6 July.

CADET UNIFORMS.

Notice of Changes in Prices.

Messrs. Clayton & Sons, Halifax, N. S., have advised the Education office that the prices for uniforms quoted on page 95 of this issue of the **Journal** are not now current.

The prices are henceforward as follows:

Suits: Denim—\$3.00 to \$3.85, according to size.

Serge— \$3.75 to \$4 60, " "

Serge Puttees 55 cents per pair.

Khaki Stockings 40 cents per pair.

R. S. P. C. A.

The Royal Society for the Prevention of Cruelty to Animals, known for short as the R. S. P. C. A. has for its *Secretary* Edward G. Fairholme, 105 Jermyn Street, London, S. W., England.

The Band of Mercy movement which commenced in 1875, became united to the R. S. P. C. A., in 1883. Mr. Fairholme is secretary of the United organizations, and can supply gratis "The Band of Mercy Movement," a pamphlet describing the origin and object of the movement, where cards of application and cards of membership can be cheaply obtained, song books, music, literature, members' medals, lantern slides, and the like.



JOURNAL OF EDUCATION.

APRIL, 1914.

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 26 June is 102. School year 205 teaching days.

Summer Calendar, 1914.

April	20.	Fourth Quarter began.
May	1.	Applications for University Graduate Exams. due.
May	8.	Arbor Day.
May	22.	Empire Day.
May	23.	Applications for Provincial Exams. due.
May	25.	Victoria Day (Holiday).
June	1.	Applications Cadet Instr. and Musketry due.
June	3.	Anniversary King's Birthday (Holiday).
June	18.	Normal College closes.
June	22.	Provincial Examinations begin.
June	25.	County Academy Entrance Exams. begin.
June	26.	Last authorized teaching day of school year.
June	29.	Annual meeting of school sections.
June	30.	Applications Rural Science course due.
July	1.	Dominion Day.
July	7.	Summer School of Science at Charlottetown opens.
July	8.	Rural Science Training school, Truro, begins.
July	29.	Summer School of Science closes.
Aug.	6.	Rural Science Training School course ends.
Aug.	24.	First Quarter school term begins.
Aug.	26.	Interprovincial Educational Convention opens at Technical College, Halifax.
Aug.	28.	Interprovincial Educational Convention closes.
Sept.	7.	Labor Day (Holiday).

DISTRICT SCHOOL COMMISSIONERS.

(Appointed 8 May, 1913).

Kings—F. G. Curry, Horton Landing.

(Appointed 22 May, 1913)

Inverness South—Rev. J. A. McLellan, Malagawatch.

(Appointed 16 June, 1913)

St. Mary—C. W. Anderson, Sherbrooke.

Jas. R. MacDonald, Sherbrooke.

L. D. Densmore, M. D., Sherbrooke.

Wm. Cruickshanks, Sherbrooke.

C. W. Pye, Sherbrooke.

Jas. Hemlow, Jr., Liscombe.

Capt. Jas. McConnell, Port Hilford.

A. W. Reid, Port Hilford.

(Appointed 14 July, 1913)

Colchester South—J. Murle Fulton, Lower Onslow.

Wm. M. Ferguson, Truro.

(Appointed 13 January, 1914)

Lunenburg—C. R. DeLong, New Germany.

Robert Dawson, Bridgewater.

Richmond—Rev. Donald Fraser, St. Peter's.

Rev. Geo. A. Andrew, Arichat.

Rev. Jas. Fraser, Loch Lomond.

C. P. Le Lacheur, West Arichat.

E. L. Comeau, Arichat.

Cape Breton—Rev. John J. MacNeil, Dominion.

Rev. Moses Coady, Reserve Mines.

Rev. John MacIntosh, B. D., Sydney.

Rev. Geo. S. Gardiner, Dominion No. 6.

Rev. J. H. Hamilton, B. A., New Waterford.

(Appointed 26 March, 1914)

Guysboro—Rev. A. H. Cormier, P. P., Larry's River.**Pictou East**—William Murray, Union Centre.

Samuel McKay, Riverton.

Joseph Delaney, Island.

Asa J. Crockett, Hopewell.

Annapolis East—Dr. J. B. Hall, Lawrencetown.

DATES OF MEETINGS OF BOARDS OF DISTRICT SCHOOL COMMISSIONERS.

- Halifax East**—Thursday, 14 May.
Halifax West—Wednesday, 17 June.
Halifax Rural—Wednesday, 20 May.
 (a) **Lunenburg**—Wednesday, 6 May.
Chester—Friday, 5 June.
Queens South—Wednesday, 13 May.
Queens North—Thursday, 7 May.
Barrington—Tuesday, 12 May.
Shelburne—Friday, 15 May.
Yarmouth—Monday, 1 June.
Argyle—Friday, 5 June.
Annapolis East—Tuesday, 28 April.
Annapolis West—Monday, 27 April.
Digby—Saturday, 25 April.
Clare—Tuesday, 21 April.
 (b) **Hants East**—Wednesday, 20 May.
 (c) **Hants West**—Thursday, 30 April.
 (d) **Kings**—Tuesday, 12 May.
Cumberland—Tuesday, 26 May.
Parrsboro—Thursday, 30 April.
Antigonish—Wednesday, 20 May.
Guysboro—Wednesday, 13 May.
St. Mary—Wednesday, 27 May.
Victoria—Saturday, 6 June.
Inverness South—Thursday, 7 June.
Inverness North—Tuesday, 2 June.
Richmond—Thursday, 2 July.
Pictou East—Monday, 11 May.
Pictou West—Friday, 8 May.
Cape Breton—Wednesday, 27 May.
 (e) **Colchester West**—Friday, 1 May.
 (f) **Colchester South**—Saturday, 2 May.
 (g) **Colchester North**—Saturday, 9 May.

(a) Bridgewater; (b) Elmsdale; (c) Windsor; (d) Kentville; (e) Great Village; (f) Truro; (g) Tatamagouche.

SECTIONS PLACED ON THE SECOND SCHEDULE.

(21 May, 1913).

Colchester West:—West Folly Mountain, No. 16.

(31 July, 1913).

Annapolis East:—Inglewood, No. 30.

Cumberland:—Lower Greenville, No. 87.

(13 January, 1914).

Pictou East:—Broadway, No. 54.

Annapolis West:—Lake May, No. 39.

Yarmouth:—Brooklyn, No. 25.

(26 March, 1914)

Richmond:—Martinique, No. 6.

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

(13 January, 1914).

Argyle:—Argyle (Lower), No. 9.

Inverness South:—West Mabou Harbor, No. 20, Queens-
ville, No. 43.

ERRATA.

Journal of Education, October, 1913.

*Page 64—Middle Musquodoboit—add to list received
Grade IX.*

Una Hall Mosher (IX on X).

Guy Warren Vaughan Dickie (IX on X).

David Ray McMullen (IX on X).

Page 159 -Cumberland.

Nichol, Leon L. —78—\$45.42 should read Nichol, Leon L. —
78—\$34.08.

Page 161—Digby.

Add Jas. P. Doucet, R. S., \$15.00.

Page 166—Halifax.

Ethel M. Hiltz \$15.00 should read Ethel M. Hiltz, R. S., \$15.00.

Page 179—Average date for the year 1912.

No. 13: Adder's Tongue Lily flowering 124-145 should read No. 13: Adder's Tongue Lily flowering 140-145.

The publication of the *Journal of Education* could not wait, as originally intended, for the close of the Legislature, and the Regulations usually passed immediately afterwards.

Freeport shall be the examination station instead of *Westport* No. 54, as specified on page 54 of this *Journal*, for the present year.

The "**Ontario Readers**" have been prescribed for the schools of Nova Scotia from the 1st day of August, 1915, when the contract for the present series expires. A Nova Scotian edition, with new cover and cuts will be issued at the same price by the Eaton Co. Ltd.

"**Manners**" is the name of the new book just recommended by the Minister of Education for Ontario for use in their school libraries. Its Contents include such subjects as "Introductions, Calls, Cards, Visiting, Notes of Invitations, Wedding Invitations, Dinners, Luncheons, Teas, Dances, Chaperonage, Etiquette, Dress, Table Manners, Children's Manners, School-room Etiquette, Forms of Address, etc.

It is published by McClelland, Goodchild and Stewart, Ltd., Toronto, at 25 cents, 5x7½ inches, board cover, 93 pages.

It is now also recommended for the school libraries of Nova Scotia.

EDITORIAL NOTES.

Engage Teachers early in July: It is to be hoped, that in these progressive municipalities the rural trustees will be smart enough to promptly employ the best teachers they can get, immediately. If teachers cannot be engaged before July is over, it will be generally speaking too late; for teachers not promptly employed are making other arrangements for the year.

Medical Inspection of Schools: Which of our progressive rural school sections are going at the next annual school meeting to show how a beginning may be made in the rural schools, where it is as necessary as in the town or city schools?

The Awful Examiner: Thanks are due to many teachers and others for calling attention to the differences between the new and the older texts allowed to be used; so that the examinations may not discriminate unfairly against any class.

Timid, nervous young students often implore the superintendent to see that the examinations are not allowed to eliminate the people who are in an unhealthy excitement while preparing for and undergoing examinations.

The Superintendent says: "My dear young student, no nervous examination-tortured boy or girl should be allowed to compete at the high school examinations. They should be 'passed' by the principal or teacher who knows best what they can do under normal circumstances."

But it will be replied: "We cannot become a licensed teacher, or be admitted into college without examination, if we do not have a High School Pass Certificate."

"That is true," says the Superintendent. "But no Teacher or College student should be admitted from among people who are over excited by an examination; for the duties of the teacher and of the college trained man are likely very often to be even more strenuously critical where nervous people will surely lose their grip, disappoint and injure themselves and their employers. They should be saved by cutting them off from examination."

"Any one showing excessive excitement in preparing for and undergoing examination, is thus clearly marked out for some other kind of employment than those reached thru competitive examination."

"A high school pass should mean that the boy or girl holding it is in good health and mental balance as well as instructed. Such individuals might in certain states of health be too excitable for examination; but then they should be excluded until they are well and examination is no worry."

Bands of Mercy. If teachers who have organized "Bands of Mercy" transmit to this office the following information:

The name of the teacher,

The school section,

The county,

The name of the "Band of Mercy," and

The number of names enrolled,

the General Secretary for the Province promises to transmit the list to Her Royal Highness the Princess Patricia who is Patroness of the movement.

The National Humane Association of the U. S. A., has its headquarters at 285 State Street, Albany, New York State; and its organ is the "National Humane Review" monthly, in Canada, price \$1.12 per annum. In clubs of ten or more, or for school teachers and school children, *sixty-five* cents each a year.

Increased Municipal School Grants: Where Municipal Councils have adopted the *fifty cent* rate per unit of population for the basis of their municipal school fund, the legislature has just provided that \$50 instead of \$25 will be the amount payable to school trustees for each teacher employed the full year.

"Poor" sections will come in for their own proportion of this increased grant under the Education Act.

Educational Legislation Abroad: The great and progressive State of Ohio, U. S. A., this winter, has adopted the following amendment to its school laws, which is closely suggestive of the Nova Scotian municipal fund distribution—only it is not up to the counties of Cumberland and Victoria.

"Ohio provides for apportionment of the state school fund on the basis of the number of teachers and average daily attendance. The county auditor shall apportion \$30 for each teacher, the remainder on basis of average attendance."

\$5 better than the old Nova Scotian scheme. \$20 poorer than the Nova Scotian new municipal fund scheme just authorized by the legislature, and already adopted by some of our municipalities. The advantage of our "old" scheme of distributing school aid, is just now the newest thing in the central eastern United States.

Dr. Charles Budd Robinson, Jr.

On the 5th of December last, 1913, the young Nova Scotian, teacher, scholar, and world-wide known botanist, was killed by Boetonese Malay savages who had landed on the coast of the tragic storied island of Amboyna (or Amboina) where Robinson, always too venturesome, was collecting without his guide or escort.

More than two centuries ago a Dutch botanist had collected and described the flora of this central isle of the great Malayan archipelago—from the Philippines a thousand miles south. In order to establish a definite nomenclature thruout this vast region, it was necessary that the flora of the Island should be compared with the old descriptions. This fundamentally important work was assigned to the enthusiastic and accomplished Dr. Robinson. As he was for eight years a member of the Pictou Academy staff, and for one year of the Kings County Academy at Kentville; and as his short tho brilliant scientific career reflects glory on his countrymen; this brief memorial chronology of his life is put on record.

He was born in Pictou, 26 October, 1871, named after his father from whom he was distinguished by the *Jr.* (junior). He showed his genius in the common schools, where his remarkable mnemotechnic feats first moved the wonder of the ordinary boy. Before he was ten, he passed into the Pictou Academy, 1st May, 1881.

In the Academy as well as in the University later he was always to the front wherever anything was doing. He set up and printed the first editions of what later developed into the periodical literature of the secondary schools of Nova Scotia. First, a few numbers of the Pictou Academy Bulletin were printed by him in 1882; the type and press being placed in the Academy. Then followed "The Pictou Academy Gazette," the first issues brought out by Robinson alone. Altho so young, he always stood high in his science subjects and mastered them practically. What was specially surprising, however, was that this multiplicity of practical interests did not interfere with his also scoring well in the Academy and the University in both ancient and modern languages.

He matriculated into Dalhousie in 1886, won the Munro Exhibition and other distinctions, graduating with "high honors" in the Spring of 1891.

After graduation he took his first year as a teacher in the County Academy at Kentville.

The next four years from 1893 to 1897 he had charge of mathematics and science in the Pictou Academy.

Then he took two years of post-graduate work in Botany in the University of Cambridge, England.

He returned to the Academy as science master for another four years; 1899 to 1903.

All this time, both himself and his enthusiastic students were scouring the whole country in the interests of botanical research; and many interesting discoveries rewarded their zeal. He was now appointed to the Botanical Gardens of New York as assistant curator of the Herbarium, during which time he graduated as Ph. D., from the Columbia University.

In 1908 he was finally appointed Economic Botanist to the Bureau of Science at Manila in the Philippine Islands. It was from this secondary headquarters he went with his party of collectors to the little island of Amboyna, about four degrees south of the equator, in longitude 128 east, in the heart of the most glorious natural world of seas, islands, mountains, little continents, balmy breezes, but sometimes amid the shrill music of tornados, volcanoes and savage superstition-ridden men.

There, somewhere a thousand miles east and west between the scented Celebes and dark Papua; there, within a thousand miles north and south from the Moluccas to the islands of the Cloves; there where the tropic sea streams around the northern foot of the Amboyna hills, the five savages thinking they were heroes, dropped to its final resting place beneath the sea wrapped in coco-leaves and loaded with stone, the mortal remains of the noble Pictou boy, the Nova Scotian Academic teacher, a scholar of two continents, a botanist of the world at the age of forty-two.

Friends of Dr. Robinson and of the Pictou Academy have already started a movement to raise \$1000 to provide an annual "Charles Budd Robinson, Jr." Scholarship in Botany on graduation from the Academy.

THE CENSUS LITERACY STATISTICS OF 1911.

On page 462 of the second volume of the Canadian Census of 1911, Table XXVIII gives the percentages of the total populations of the different Provinces of the Dominion over 5 years of age who are unable to read and write as follows:

Alberta.....	12.72
British Columbia.....	11.61
Manitoba.....	13.31
New Brunswick.....	14.05
Nova Scotia.....	10.34

Ontario.....	6.51
Prince Edward Island.....	7.61
Quebec.....	12.66
Saskatchewan.....	13.70
Yukon.....	13.58
North West Territory.....	69.25
Canada.....	10.50

It must be very difficult to train every census enumerator to interpret the instructions in the same way. In New Brunswick some people maintain that as the school age begins technically at *six* while in Nova Scotia it begins at *five*, this explains the more favourable literacy of Nova Scotia. But even in Nova Scotia some people of high literary and educational standing publicly advocate and practise the keeping of children from the public school until they are seven or eight years of age, on the ground that it is likely to be an advantage to them ultimately. This, of course, we do not believe.

But if children should attend school from five to six years of age would they be enumerated by the census men among those who could read and write? Some may say, according to the census instructions, *yes*. Others say, *no*, for a child one year in school should not be expected to be able to *read* and *write*.

We give below a list of the percentages in each of the Counties of Nova Scotia and New Brunswick, which must suggest some further reasons for discounting the presumption of uniform accuracy in the interpretation of the census instructions on the part of at least some of the enumerators.

Population over *five* years of age unable to read and write in

Nova Scotia—total 44,838.		
Nova Scotia.....	per cent.	10.34
Colchester.....	"	5.11
Pictou.....	"	5.84
Annapolis.....	"	5.88
Hants.....	"	6.13
Kings.....	"	7.07
Halifax.....	"	8.05
Cumberland.....	"	8.44
Shelburne and Queens.....	"	9.09
Lunenburg.....	"	9.90
Yarmouth.....	"	12.39
Cape Breton, South.....	"	12.76
Digby.....	"	13.05

Inverness	per cent.	13.53
Guysboro	"	15.31
Cape Breton N. and Victoria	"	16.51
Antigonish	"	16.84
Richmond	"	23.66
New Brunswick—total 43,114		
New Brunswick	per cent.	14.05
Charlotte	"	5.20
Carleton	"	6.05
York	"	6.37
Kings and Albert	"	6.64
Saint John	"	6.66
Sunbury and Queens	"	8.34
Westmoreland	"	13.28
Northumberland	"	14.93
Restigouche	"	22.31
Kent	"	25.06
Victoria and Madawaska	"	28.18
Gloucester	"	32.78

[FROM THE EDUCATION REPORT, N. S., 1913.]

The Provincial Aid in all the small pioneer and old decaying sections is many times greater per pupil attending school than it is in populous settlements, villages, towns and cities. Schools have been kept in many rural sections all the year round with only two, three or four pupils in the section. The provincial grant paid the teacher, and the greater part of the municipal school fund paid to the trustees are just as great as those paid a third-class teacher of a school with thirty, forty or fifty pupils. The Government pays more per pupil in some of these small sections than it does in the towns with higher class teachers. The main difficulty is that a school for a few children is not generally able to obtain sufficient local (sectional) money to supplement the regular grants to teachers and school trustees to the degree necessary to employ an efficient teacher who is always in demand somewhere else.

From table XXV of the Superintendent's Report for 1913, it will be seen that there were 409 schools last year with only about an average of seven pupils each every day at school. There were no less than 55 of these for instance, in Pictou county, which had only 2 vacant school houses,—one because there was not even one pupil within the section, and the other because it was building a new schoolhouse, some pupils being educated for the time elsewhere.

Now while the government is giving five or ten times as much for each pupil in these small schools as compared with pupils attending larger schools, the problem is mainly the attracting of a teacher to the small school, especially if it is in an inhospitable or remote region of the county. It costs the teacher of seven pupils as much to live as the teacher of seventy. The teacher's salary is the main problem.

Municipal School Fund Supplements Provincial Aid. Now, altho of the large school, the large school generally exists in centers of population, where there is wealth enough to employ the best teachers and those of the higher classes. Villages, towns and cities have also opportunities to enjoy the advantages of manu-

al training and evening technical schools; altho at the same time they may not be receiving half as much public money for each pupil as in the "poor" rural section.

In order to balance this inequality the founders of our free school system devised the Municipal School Fund (known formerly as the "County School Fund") The fund for each Municipality is determined in total amount at present by the population—35 cents for each unit. This amount is levied on the assessable property within each municipality, which means that the wealthy communities bear the heaviest share of the taxation, thus equalizing the conditions of the rich and poor sections. For the fund is paid out in two portions to school trustees, *first* \$25 for each teacher—the third class teacher in the smallest school bringing to the funds of the school as much money as the highest class teacher in the towns or villages. In addition, "poor" sections get half as much more to help them out, and also one third more provincial aid. The *second* portion is paid in proportion to the attendance of pupils, to encourage full and regular attendance of pupils. The populous sections have the advantage here, under the present system. For "*special poor*" sections, still further aid is allowed. All these aids to the poorer sections have allowed schools to be kept even when as already mentioned, there were only two pupils in the section.

Small Rural Schools. In these small schools, however, the annual salary is so small that able teachers who are in demand elsewhere and in other employments, cannot be induced to take charge of them. Third class teachers, Temporary and Permissive teachers—all third class—are the best, as a rule, to be obtained.

The temporary third class teacher is a regularly licensed teacher of the general scholarship of the old third class teachers. The *permissive* are those who did not qualify themselves for teaching, but who passed scholarship examinations, some of them not only of grade IX, but even of grades X or XI, and who are sometimes not only better scholars but prove to be better teachers than those qualifying for temporary or even permanent third class licenses. These are never employable, however, until after the opening of the term when the Inspector can find no licensed teacher who will accept an appointment to the school.

The present Proposal. Now if the Municipal fund should be increased as recommended by the Act of the Legislature in 1910 [Sec 76 (5) of the Education Act of 1911, page 33 of the Manual of the School Laws], from 35 to 50 cents per head by every Municipality, it would create a fund of about \$224,000 instead of about \$156,000 as at present. Deducting from this \$14,000 for the schools for the blind and deaf, and changing the law so as to grant \$50 to trustees for each teacher, there would still be left about \$84,000 to be distributed according to attendance, instead of about \$79,000 as last year. Poor sections would then automatically come in for half as much more, \$75 instead of only \$37.50 as at present. This extra income would be a great inducement to every poor section to make an effort to attract a teacher to its school as promptly as possible. All other schools would also have the additional stimulus of a \$50 grant instead of the present \$25. The "poor" sections would be specially helped by the fund created mainly at the expense of the wealthy sections which would be employing the higher class teachers drawing the higher Provincial grants. No one would be so likely to try to keep the school closed to save money, for the poor section would thereby lose \$75.

The Public School Tripod. The three supports of our public schools are (1) Sectional Assessment (2) Provincial Expenditure, and (3) the Municipal School Fund. The following table shows how these three supports have grown every ten years since 1867 when the free school system became regular in its operation:

Year.	Sectional Assessment.	Provincial Expenditure.	Municipal Fund.
1867.....	\$262,913	\$162,000	\$ 91,477
1877.....	324,550	204,000	106,833
1887.....	337,216	216,085	119,047
1897.....	448,263	242,811	119,602
1907.....	616,430	277,415	146,958
1913.....	944,992	385,733	156,864
Percentage of increase in 46 years.....	259%	138%	71%

It would appear to be the turn of the Municipal Fund now to lengthen its leg to keep the system level. Too much praise cannot be given to the people in the majority of the school sections for the creditable manner in which they have advanced in the section support.

In Round Numbers, the following table shows the distribution of the Municipal School Fund last year and the proposed distribution should all the municipalities increase the rate from 35 to 50 cents.

Year.	Total Fund.	Blind and Deaf.	Teachers.	Attendance.
1913	\$156,000	\$ 14,000	\$63,000	\$79,000
Proposed	224,000	14,000	126,000	84,000

For exact details of the 1913 distribution of this fund see tables on pages 22, 23, and 34.

Cumberland County had the honor to lead in this movement with the result that already the Inspector reports a migration of teachers from the other counties to the Cumberland schools. As I write the county of Victoria is reported to have unanimously raised its rate to 50 cents per unit of population. This, it is believed will soon place Victoria county in advance of all the eastern counties in opening up rural schools, notwithstanding the greater inaccessibility of its northern territory.

Municipal Versus Sectional Assessment. Some provincial and many foreign educationists maintain that the principle of local assessment for the support of schools is wrong; because the poorer and remote localities do not receive all the aid they should from being a part of the state and thus contributing to the importance and wealth of the more central communities in various ways. A municipal assessment would distribute the burden of the local support of schools on the wealth of the municipality, thus enabling the strong communities to reciprocally aid the weak, which in their way are of essential value to the local business centers as well as to the state. But our present proposition is not so revolutionary. It simply pleads for an increase in the present comparatively small municipal assessment which will still leave it very much smaller than the Provincial grants, and only about one quarter of the sectional assessment. It would be still fairer to all concerned if the Municipal figure would be raised to the limit of 60 cents per unit of population which the Legislature of the Province in 1910 had committed itself to as a reasonable and useful rate.

SIMPLIFIED SPELLING.

From "The Times," Weekly Edition, 9th January, 1914.

Need of Reform of Present Methods: At the University of London on Monday, in connexion with the Conference of Educational Associations, there was a meeting of the "Simplified Spelling Society." Sir W. Ramsay presided, and the attendance was very large, much interest being taken in the proceedings.

Professor Gilbert Murray sent a letter of apology, in which he declared emphatically for the necessity of spelling reform, and the Chairman was no less emphatic, expressing his conviction that with such a reform the chances were 100 to 1 that English would become the universal language.

Professor Gilbert Murray wrote: Many languages in the past have gone through a crisis similar to that in which English now finds itself. Some have had the vigour and foresight to keep their written signs abreast of their speech; some have failed, and eventually become unintelligible even in their own country. I can have little doubt that sooner or later the speakers of English will prove themselves strong enough to grapple successfully with the dangers of decay that lie in our unreformed spelling.

The Bugbear of Spelling: Sir William Ramsay emphasized the point raised by Professor Murray as to the difficulties of foreigners in learning the English language.

What he emphasized particularly was that if we altered our system and made it reasonable, the chances were more than 100 to 1 that English would be adopted as the universal language. It was spoken by the inhabitants of the United States, Canada, and South Africa; a large part of Japan now spoke English; in India the only language in which the natives could communicate with each other when they did not come from the same part of the country was English; the educated inhabitants of Germany learnt it; they could hardly go anywhere in Norway and stop anyone in the street who would not answer in English, while the Swedes knew it extremely well.

Educated people in the whole world almost knew English, and if it was made easy to write English, if there was any rule for modern pronunciation and spelling, we should have English adopted as the universal language, to the enormous advantage not only of ourselves as English people, but of the whole world.

The New Poet Laureate.

[*The Independent*, New York, 18 December, 1913.]

The Poems of the new British Poet Laureate, Robert Bridges, have just been issued, and of set purpose—for he is principled in the matter—he has adopted not a few of the simplified spellings which we employ, such as *pluckt*, *hopt*, *refresht*, *stript*, *possest*, *addrest*, *affixt*. In the case of preterits ending in *d* he uses the apostrophe, as in *turn'd*, *lull'd*, and it also appears in *thro'*, *tho'*, *wer'*, *activ'*. Silent letters are frankly omitted, as in *delite*, *coud*, *coudst*, *faln*, *acordant*, *acompllice*, *hav*, while we have the spelling *dominyon*. He has even profaned Greek names by giving us the nymph Pherusa as *Ferusa*. Thus he goes somewhat further than Tennyson in reform.

FORMS.

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

Notice of Engagement of Teachers.

Name of Teacher Class
Name of Section Department
Address of Sec'y, Trustees
Address of Teacher
Date: 191.

[To be sent to Inspector as soon as teacher engages a school.]

Teacher's Notice of Opening of School.

To
Inspector of Schools.
School opened to-day in Section, No. District of in
which Mr is Sect'y to Trustees. My engagement is for
Taught last in Section, Co. of My License is Class
No. Year, 19 I am competing for
Date Teacher.
P. O. Address.

TRUSTEES' FORMS.

No. 1.

Minutes of Annual Meeting.

The Annual School Meeting of Section, No. District of was held in on June 19

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

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

Copy of this to be sent to Inspector within one week!

No. 2.

Rate Roll.

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

No. 3.

Form of Secretary's Account.

..... School Section, No.

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

No. 4.

Account.

John Smith, Esq.,

.....19...

To..... School Section, Dr.

To School Tax Current Year, viz.;

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

Immediate payment is requested.

.....
Sec. to Trustees.

No. 5.

Annual School Meeting.

The ratepayers of School Section No. in the District of are hereby notified that the Annual School Meeting will be held in the on the day of June, 191 .., at 8 o'clock, p. m.

Date..... Trustees.

No. 6.

Special Annual School Meeting.

..... School Section No. District of having failed to hold the regular Annual School Meeting at the time required by law, upon notice from the Trustees and in accordance with Chapter 2, Section 29 (2) of the Education Act, I hereby fix,, the day of A. D., 191 .., as the date for holding a Special Annual School Meeting for said Section.

Date..... Inspector of Schools.

P. S.—Notice of such Special Annual Meeting shall be given in the manner provided in the case of the Regular Annual Meeting.

No. 7.

Special School Meeting.

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

Date..... Trustees.

No. 8.

Application for Temporary License by the Trustees.

To..... Inspector of Schools.

We, the Trustees of Section, No. District of hereby assure you that although we have made reasonable effort to employ a regular teacher of permanent class, one could not be obtained; and we believe Miss who appears to have the legal qualifications specified in Regulation 114, would be acceptable to the School Section for the year. We therefore request you to recommend her to the Council of Public Instruction for a Temporary License for this Section so that we may have a School for the remainder of the term.

Date..... Trustees.

P. S.—Application should not be made to the Inspector of Schools for such license till time has been taken to make sure that a licensed teacher cannot be obtained. No such license can be granted before the 15th of September.

TEACHER'S AGREEMENT.

Memorandum of Agreement made and entered into the day of A. D., 191 , between (name of teacher) a duly licensed Teacher of the Class of the one part, and (names of trustees) Trustees of School Section No. in the District of of the second part.

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

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

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

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

[Name of Witness].

Witness,

[Name of Teacher].

[Names of Trustees].

*Comment: or quarterly.

Bond of the Secretary of Trustees.

Province of Nova Scotia.

Know all men by these Presents, that we (name of Secretary) as principal, and (names of sureties) as sureties, are held and firmly bound unto our Sovereign Lord George V, by the Grace of God, of the United Kingdom of Great Britain and Ireland, King, etc., in the sum of dollars of lawful money of Canada, to be paid to our said Lord the King, his heirs, and successors, for the true payment whereof we bind ourselves, and each of us by himself, for the whole and every part thereof, and the heirs, executors and administrators of us and each of us, firmly by these presents, sealed with our seals and dated this day of in the year of Our Lord one thousand nine hundred and

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

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

Signed, sealed and delivered in the presence of

[Name of Witness].

[Name of Secretary]. (Seal).

[Names of Sureties]. (Seals).

Journal of Education.

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