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JOURNAL

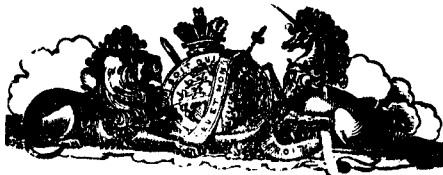
OF

EDUCATION

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

NOVA SCOTIA

APRIL, 1911.



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HALIFAX, NOVA SCOTIA, APRIL, 1911.

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**To Teachers employed in the Public Schools
for the half year ended, Feb. 3rd, 1911.**

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

	Number of Teaching Days employed.	Amt't paid to Teach- ers from Provincial Treasury.		
ANNAPOLIS.				
Magee, Wm. H.	103	105 00	Walker, Mabel R.	20 11 64
Whitman, Elbert J.	10	5 82	Woodward, Lola M.	77 44 84
Armstrong, Laura M.	103	60 00	Woodworth, B. May	103 60 00
Balcom, Irene C.	103	60 00	Annis, Vivian A.	103 45 00
Banks, Beriah S.	103	60 00	Baker, Ermina M.	103 45 00
Banks, Wilford E.	103	60 00	Baker, Kathleen A.	103 45 00
Bent, Sarah R.	103	60 00	Chute, Zephina B.	103 45 00
Bishop, Annetta C.	103	60 00	Cochrane, Florence M.	103 45 00
Burbridge, Josephine G.	102	59 41	Crowe, Bessie H.	98 42 80
Bustin, Harry L.	103	60 00	Dimock, Imogene	103 45 00
Chesley, Carrie E.	102	59 41	Foster, L. Winnifred	81 35 37
Chute, Flossie H.	103	60 00	Gaul, Ethel	18 7 84
Crisp, Wm. K.	103	60 00	Harris, Mary H.	103 45 00
Davis, May T.	102	59 41	Hiltz, Annie L.	103 45 00
Dexter, Mattie A. G.	103	60 00	Jackson, Annie L.	102½ 44 78
Elliott, Ora B.	103	60 00	Kempton, Susie W.	88 38 43
Elliott, S. E. Primrose	103	60 00	Letteney, Edith P.	102 44 56
Gesner, Agnes P.	103	60 00	Longly, Annie G.	51 22 27
Gilliatt, M. Esther	102	59 41	Longmire, Rosa T.	103 45 00
Gilliatt, Ruth E.	103	60 00	Margeson, Hanna L.	103 45 00
Gormley, Katherine I.	103	60 00	Marshall, Lettie A.	102 44 56
Graves, Ena E.	103	60 00	McCormick, Albert E.	103 45 00
Graves, Laura H.	103	60 00	Messinger, M. Alexes	103 45 00
Hardwicke, Helen McA.	103	60 00	Mills, Hattie G.	103 45 00
Harris, C. Louise	98	57 07	Morse, Nellie C.	51½ 22 49
Kent, Alice M.	103	60 00	Newcombe, Bertha E.	5 2 18
Long, Alma C.	103	60 00	Phillips, Carrie E. B.	103 45 00
Longley, Ella F.	103	60 00	Roy, Maude E.	99 43 24
Martin, Jennie V.	103	60 00	Rumsey, Clara I.	98 42 80
McGill, Flora M.	103	60 00	Shortlife, N. Maude	103 45 00
McGill, Geo. B.	103	105 00	Simpson, Lulu A.	102 44 56
McLean, Minnie I.	103	60 00	Smith, B. Evelyn	103 45 00
McMurtery, Haidee P.	102	59 41	Stevenson, Margaret B.	103 45 00
Morton, Beatrice F.	103	60 00	Troop, Beatrice E.	101 44 12
Palfrey, Mary M.	103	60 00	Troop, Bessie L.	103 45 00
Phinney, Ethel P.	103	60 00	Walls, Gertrude McK.	103 45 00
Rice, L. Maude	15	8 73	White, Geneva T.	47 20 62
Robbins, Myrtle J.	103	60 00	Whitman, Arthur G.	93 40 62
Spinney, Theo. H.	103	60 00	Whitman, Minnie C.	103 45 00
Snow, Delma	102	59 41	Wilkins, Hattie E.	103 45 00
Tibert, Walton K.	103	60 00	Withrow, Elsie M.	103 45 00
Troop, Alice M.	103	60 00	Wotton, Jennie R.	103 45 00
Van Buskirk, John L.	103	60 00	Adams, Mildred L.	103 30 00
Wade, Edna M.	103	60 00	Armstrong, Mary M.	103 30 00
			Baker, Hattie J.	102 29 70
			*Banks, Ida B.	103 40 00
			Beals, Alma M.	83 24 17
			Beardsley, Jos. D.	97 28 24
			Bent, Hazel W.	91 26 50
			Bent, Rhoda M.	103 30 00
			*Berry, Ella M.	98 38 06
			Brinton, Birdie P.	94 27 37
			*Buckler, Alma L.	50 19 41
			*Buckler, Kathleen R.	102 39 61
			Calnek, Alma A.	102 29 70
			Dunn, Beatrice H.	103 30 00
			*Elliot, Mable I.	103 40 00
			Fair, Bessie C.	82 23 88
			*Foster, A. Maudie	81 31 45
			Gates, Lilla L.	103 30 00
			*Godfrey, Maggie E.	83 32 23
			Goodspeed, Claire V.	102 29 70
			Hayes, Evangeline	102 29 70
			*Hebb, Maude G.	103 40 00
			Hinds, Elsie L.	103 30 00
			*Lohnes, Chas. E.	88 34 17

Longley, Cora M.	102	29 70
Lougshire, Flora C.	81½	23 73
Marshall, Luella M.	59	17 17
McMurtery, Mildred E.	84	24 46
Messinger, Lizzie L.	69	20 09
Miller, Bessie B.	103	30 00
Naugar, Lilla M.	103	30 00
Phinney, Annie M.	102	29 70
Phinney, Wilbur, E.	103	30 00
Potter, Effie M.	103	30 00
*Pulley, Susan	85	33 00
Sanders, E. Grace	103	30 00
*Sanford, Ethel G.	34	13 21
Schaffner, Margaret M.	103	30 00
Schofield, Lily B.	68	19 79
*Slocomb, Louis W.	32	12 43
Todd, Lloyd L.	103	30 00
*Trimper, Catherine	84	32 62
Tupper, Fannie C.	103	30 00
Van Tassel, Bertha, S.	103	30 00
*Wentzell, Mildred M.	83	32 23
*West, Margaret O.	103	40 00
Young, Flossie C.	103	30 00

ANNUITANTS.

Shaffner, Samuel C.	75	00
Brown, Alfred D.	60	00
Munro, Henry	60	00
Vidito, Helen A.	60	00
Jones, Watson, C.	45	00
Sanders, Arthur W.	45	00

ANTIGONISH.

McLeod, John W.	84	73 36
Porter, Sadie E.	103	90 00
Sister St. Leonard	103	90 00
Sister St. Thomas des Anges	103	75 00
Tompkins, Jas. J.	84	85 60
Chisholm, Wm. J.	103	60 00
McAmis, Katie	103	60 00
Macdonald, Mary C.	101	58 83
Macdonald, Cassie	102	59 41
McKenzie, Donald J.	103	60 00
McLean, William	103	60 00
McLennan, Josephine	103	60 00
Somers, Alexander M.	48	27 95
Sister M. Leanora	103	60 00
Taylor, Maud Lillian	103	60 00
Cameron, Wm. D.	101	44 12
Campbell, Libbie	102	44 56
Hanifen, Marg M.	92	40 18
Hulbert, Hazel D.	103	45 00
Kennedy, Janie	93	40 62
Mullins, Annie J.	84	36 68
Munro, Mary Cleophas	103	45 00
Macdonald, Mary C.	82	35 81
Macdonald, Sadie E.	103	45 00
McEachern, Elizabeth	102	44 56
McGillivray, Jane Roy	103	45 00
McGillivray, Rose	103	45 00
McIntosh, Margaret E.	103	45 00
McKeough, Anna	95	41 49
McKenzie, Gertrude	102	44 56

McPherson, John A.	43	18 77
McPherson, Alexander	80	34 94
Rogers, William J.	103	45 00
Sutton, Katherine E.	99	43 24
Sister M. Dionysia	103	45 00
Sister St. Hugh	103	45 00
Sister St. Walburga	103	45 00
Sister St. Marcella	103	45 00
*Boyle, Mary	90	34 95
Beaton, Joseph	79	23 00
Boyd, Effie Ann	89	25 91
Cameron, Sarah	103	30 00
Cameron, Mary Agnes	103	30 00
*Chisholm, Mary C.	88	34 17
Chisholm, Marg M.	103	30 00
Chisholm, Marg Ann	64	24 85
*Chisholm, Catherine M.	91	35 34
Chisholm, Florence	91	26 50
Campbell, Mary	78	22 71
Dunlavy, Jennie	93	27 08
Forrestall, Evelyn Crispo	20	5 82
*Gillis, Angus Dan	75	29 12
Gillis, Augusta J.	73	21 26
Gillis, Sarah B.	103	30 00
Inglis, Alice F.	87	25 33
Levandier, William	97	28 24
*Martin, Ellen	103	40 00
Macdonald, Annie	103	30 00
Macdonald, Eva	97	28 24
*Macdonald, Mary Ann	68	26 40
Macdonald, Mary F.	91	26 50
Macdonald, Catherine	103	30 00
Macdonald, Laura B.	103	30 00
*Macdonald, Maisie	71	27 57
Macdonald, Mary C.	98	28 53
McGillivray, Mary	102	29 70
McGillivray, Bessie A.	57	16 59
McGillivray, Margaret	101	29 41
*McGillivray, Margaret	52	20 19
McLean, Josephine	91	26 50
*McLean, Margaret	60	23 30
*McLean, Margaret B.	99	38 45
McLellan, Sadie May	50	14 56
McNiel, Vincent	96	27 95
McPherson, Loretta	87	25 33
Purcell, Matthias	74	21 55
Purcell, Jennie Agnes	103	30 00
Purcell, Margaret E.	96	27 95
Pettipas, Walter A.	89	25 91
Sister Rose Berchman	103	30 00
Sister St. Thomas de S. C.	103	30 00
Consolidated Sec. 47	103	30 00
"	"	103 30 00

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Chisholm, Alexander	75	00
Gillis, Angus	60	00
McGillivray, Andrew	60	00
Boyd, Angus A.	45	00
Bonin, John B.	45	00
Fraser, William	45	00
Macdonald, Donald	30	00

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Cormier, A.	84	24 46

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Bingay, James	103	105	00	Morrison, Alexander B.	103	60	00
Creelman, William A.	99	100	90	Munro, M. Mildred	103	60	00
Davidson, Milton D.	103	105	00	Nichols, Morley P.	103	60	00
Dodds, Agnes A.	103	75	00	Parker, Lillian C.	103	60	00
Ellis, Russel	103	90	00	Patridge, Eleanor E.	9	5	23
Haverstock, Wm. Ernest	103	105	00	Reynolds, Edna G.	30	17	47
Keating, Florence M.	95	69	15	Ross, Annie J.	102	59	41
MacDougall, Jessie L.	103	75	00	Schurman, Sadie M.	98	57	07
MacLeod, James D.	103	90	00	Simpson, A. Olive P.	103	60	00
MacRae, Mary I.	98	71	33	Sister Agnes Maria	98	57	07
Matheson, Duncan M.	94	82	12	" M. Alonzo	103	60	00
Smith, Gertrude O. H.	98	71	33	" " Ambrosia	103	60	00
Trask, J. Logan	103	90	00	" " Andria	98	57	07
Anderson, Minerva B.	103	60	00	" " Annette	98	57	07
Arsenault, Mary T.	101	58	83	" " Clarissa	103	60	00
Barss, Muriel J.	103	60	00	" " Cleophas	98	57	07
Bishop, Emma E.	98	57	07	" " Edwina	103	60	00
Bown, Eleanor F.	103	60	00	" " Gerard	103	60	00
Bruce, Harriet S.	103	60	00	" " Josita	98	57	07
Burke, Domatella M.	102	59	41	" " Lawrence	103	60	00
Cameron C. Augusta	102	59	41	" " Lucina	103	60	00
Campbell, Lizzie M.	98	57	07	" " Norbert	98	57	07
Cann, Lillian B.	103	60	00	" St. Bernard	98	57	07
Carson, Teresa B.	97	56	49	" " M. Aloysius	98	57	07
Chisholm, Jennie	20	11	64	" " Mary (Asc.)	102	59	41
Courteen Violet	96	55	91	Sutherland, Mary	98	57	07
Crowell, Annie E.	103	60	00	Thurber, Ronald E.	101	58	83
Curry, Dilela Pearl	97	56	49	Titus, Lawrence L.	102	59	41
Dawson, J. Arthur	94	54	74	Townsend, Tillie F.	103	60	00
Doyle, Cecilia J. M.	103	60	00	Wilton, Richard T.	96	55	91
Edgecombe, Ethel L.	103	60	00	Withrow Helena H.	20	11	64
Egan, Carlotta	100	58	25	Woodbury, Harold C.	102	59	41
Fife, Annie M.	103	60	00	Woodill, Arthur W.	103	60	00
Fownes, Grace M.	80	46	59	Young, N. Edgar	101	58	83
Fulton, Edith Irene	103	60	00	Ahern, Mary E.	17½	7	62
Fulton, Elora	103	60	00	Bruce, Alice A.	102	44	56
Fulton, Mary E.	88½	51	53	Burke, Helena B.	97	42	37
Gates, Lena M.	103	60	00	Cameron, Annie	59	25	77
Gillis, Simon P.	97	56	49	Cameron, Mary C.	103	45	00
Goode, Myrtle M.	103	60	00	Currie, Donald J.	103	45	00
Grant, Jessie M.	101	58	83	Currie, Teresa	98	42	80
Gray, Gracie L.	58	33	77	Curry, Alice B.	98	42	80
Greenwell, Bertha L.	103	60	00	Downing, Florence C.	98	42	80
Gunn, Jessie A.	103	60	00	Francis Hildred O.	98	42	80
Harrison, Edna M.	102	59	41	Fyfe, Magdalen M.	102	44	56
Hassan, John T.	92	53	58	Gillis, Jennie M.	9	3	92
Hawkins, Viola S.	103	60	00	Gillis, Katherine	94	41	06
Jenner, Ada Blanche	103	60	00	Gillis, Margaret H.	98	42	80
Kennedy, Christie B.	19	11	05	Graham, Bessie F.	98	42	80
Kerr, M. Estella	103	60	00	Grattan, A. Myrtle	98	42	80
Kilpatrick, Hattie	103	60	00	Greig, Ida H.	103	45	00
Kinley, Florence	96	55	91	Hamilton, Agnes E.	98	42	80
Lawley, James H.	103	60	00	Harris, Gladys E.	98	42	80
MacDougall, Jean	98	57	07	Hartigan, Katherine L.	73	31	88
MacDougall, John	98	57	07	Johnston, Mary C.	96	41	93
MacIntosh, Anna B.	103	60	00	Kelly, Amy R.	103	45	00
MacKinnon, Mary	98	57	07	Kerr, Annie F.	93	40	62
McLean, Christina	103	60	00	Knowlton, Edith	97	42	37
MacLennan, Florence B.	103	60	00	Knox, S. Edna	102	44	56
MacMillan, Katherine	103	60	00	MacAulay, Eben K.	33	14	41
McNeil, Jennie E.	98	57	07	MacCabe, Georgie	98	42	80
MacNeil, Katie	103	60	00	McCarthy, Helen	102	44	56
McPhee, Ammie	102	59	41	McCormick, Katherine	28	12	22
				MacDonald, Angus L.	102	44	56
				MacDonald, Angus T.	86½	37	77

McDonald, Annie C.	92	40 18	Sister M Reginald	98	42 80
McDonald, Daisy F.	98	42 80	Smith, Jessie P.	99	42 80
MacDonald, Ethel M.	98	42 80	Sullivan, Marie	102	44 56
MacDonald, Jean C.	103	45 00	Thompson, Alexander M.	98	42 80
MacDonald, Jean F.	98	42 80	Adamson, Mary E.	102	29 70
MacDonald, Lola	102	44 56	Battersby, Ethel E.	103	30 00
MacDonald, Nellie	98	42 80	Brennan, Maude E.	103	30 00
MacDonald, Norman	57	24 89	Cameron, Barbara E.	101	29 41
MacDonald, Theresa	5	2 18	*Cameron, Jemima R.	73	28 34
McDougall, Mabel	97	42 37	Cameron, Katie A.	103	30 00
MacInnis, Dorothea J.	103	45 00	Campbell, Florence M.	97	28 24
McIntyre, Matilda	98	42 80	Campbell, John A.	64	18 63
MacIsaac, Agnes	58	25 33	*Campbell, Margaret	91	35 34
MacIsaac, Margaret	98	42 80	Campbell, Maude L.	41	11 94
McIsaac, Mary C.	35	15 28	Carmichael, Jessie	103	30 00
MacIsaac, Mary Jos.	98	42 80	Coady, Frances P.	89	25 91
McKinnon, Christine	103	45 00	Coady, Margaret A.	79	23 00
McKinnon, Jessie M.	103	45 00	Crewe, Myra A.	103	30 00
McKinnon, John J.	103	45 00	Currie, Mamie	81	23 59
McKinnon, Katie	95	41 49	Dillon, Agnes W.	98	28 53
MacLean, Christine V.	101	44 12	*Farrell, Hugh	88	34 17
McLeod, Cecilia	103	45 00	Flynn, Janie	90	26 21
MacMaster, Christina	103	45 00	Fraser, Josephine	89	25 91
MacNeil, Alexandra	8	3 48	Fulton, Lewis M.	59	17 17
McNeil, Annie L.	98	42 80	Gillis, Margaret E.	98	28 53
McNeil, Florence	78	34 06	Gillis, Mary E.	98	28 53
McNeil, Maria A.	98	42 80	*Gillis, Mary L.	79	30 58
McNeil, Minnie A.	103	45 00	*Gillis, Rose A.	99	38 45
Martin, John J.	86	37 55	*Ingraham, Levi H.	45	17 47
Merritt, Mary	102	44 56	Ingraham, Mary C.	85	24 75
Morgan, Edith	102	44 56	Jameson, Roberta	98	28 53
Morrison, Jessie A.	97	42 37	Kerr, Annie	101	29 41
Morrison, Lottie M.	103	45 00	King, Alice B.	100	29 12
Morrison, Margaret	103	45 00	Leonard, Eliza M.	73	21 26
Mosher, Blanche	103	45 00	Macaulay, Katherine	89	25 91
Muggah, Margaret	83	36 25	MacCormick, Mary	102	29 70
Nicholson, Mary V.	103	45 00	McDonald, Anna F.	97	28 24
Phillips, Katie E.	103	45 00	MacDonald, Elizabeth	99	28 82
Phoran, Alice	103	45 00	MacDonald, Joanna	103	30 00
Reid, Mary H.	78	34 06	MacDonald, Katherine	101	29 41
Robinson, Hattie L.	103	45 00	*MacDonald, Mary	70	27 18
Rose, Lenora,	103	45 00	*MacDonald, Mary Ann	43	16 70
Sampson, Mary E.	103	45 00	MacDonald, Mary L.	98	28 53
Simpson, Margaret J.	94	41 06	MacDonald, Minnie	95	27 66
Sister M. Ambrose	103	45 00	McDonald, Sarah	92	26 79
Sister M. Annina	96	41 93	*MacDonald, Teresa B.	101	39 22
" " Camillus	98	42 80	MacGillivray, Mary A.	102	29 70
" " Eulalia	98	42 80	MacInnis, Margaret M.	103	30 00
" " Isadore	98	42 80	MacIsaac, Elizabeth	98	28 53
" " Leonard	98	42 80	McIsaac, Margaret	76	22 13
" " Louise	103	45 00	McIver, Lizzie	99	28 82
" " Oswald	103	45 00	McKay, Georgina M.	97	28 24
" " Pelagia	103	45 00	*McKeigan, Christine	87	33 78
" " Stephen	98	42 80	McKenzie, Lottie	91	2 76
" " Thomas	98	42 80	McKenzie, Teresa	103	30 00
" " Veronica	98	42 80	McKinnon, Katherine	7	2 04
" " Wilfrid	103	45 00	McKinnon, Sadie M.	30	8 73
" St. Aldric	98	42 80	MacLean, Katherine	40	11 65
" " Alexander	162	44 56	MacLean, Rachael	73	21 26
" " Augustine	98	42 80	McLellan, Mary	102	29 70
" " Berthold	98	42 80	McLellan, Mary A.	72	20 97
" " Casilda	91	39 75	*McLeod, Catherine M.	55	21 36
" " Frances	88	38 43	McLeod, Margaret	83	24 17
" " Genevieve	98	42 80	MacLeod, Sarah	103	30 00
" " Henedine	102	44 56	*MacNamara, Rose J.	87	33 78
" " John C.	102	44 56	McNeil, James	93	27 08

McNeil, Katie J.	96	27	95	Hunter, Jennie A.	83	48	34
MacVicar, Annie	89	25	91	Jost, Harold T.	103	60	00
Martel, Elsie M.	81	23	59	Lank, Annie C.	103	60	00
Matheson, Flora C.	89	25	91	Lavers, Josephine	103	60	00
Matheson, Sarah	103	30	00	Lewis, Kenneth M.	103	60	00
Meagher, Stella M.	102	29	70	Linton, Alice	20	11	64
*Morrison, Katherine	93	36	11	Logan, Margaret	103	60	00
Munn, Ella M.	103	30	00	Morgan, Christie	102½	59	70
Nicholson, Mary	91	26	50	McCleave, R. D.	102	59	41
Nickerson, Margaret	98	28	53	McKenzie, Agnes	103	60	00
O'Brien, Nora E.	43	12	52	McLean, Jessie R.	98	57	07
O'Handley, Joanna	98	28	53	McLennan, Jennie	103	60	00
*Old, James G.	86	33	39	McNutt, Bessie	103	60	00
Phalen, Annie J.	90	26	21	McNeil, Bessie	103	60	00
Purcell, Alice	98	28	53	McPherson, Margaret	103	60	00
Reid, Annie E.	91	26	50	Parker, Helen G.	103	60	00
*Roach, Mary A.	71	27	57	Parker, Jean R.	103	60	00
Ross, Margaret M.	103	30	00	Wright, Jessie	103	60	00
Sampson, Clara M.	103	30	00	Wright, Johanna J.	102	59	41
*Scott, Mary A.	103	40	00	Archibald, Janet	103	45	00
Sister Francis Paula	98	28	53	Blackmore, Hortense	102½	44	78
" St. Ann	98	28	53	Brenton, Mable	102	44	56
" " Gregory	98	28	53	Clarke, Janet G.	102	44	56
" " Mary	98	28	53	Cooke, Agnes B.	103	45	00
Smith, Christina	102	29	70	Crowe, Martha Della	102	44	56
Smith, Mary A.	89	25	91	Crowe, Elizabeth R.	103	45	00
Spencer, Mildred M.	89	25	91	Clarke, Elizabeth A.	88	38	43
Stephenson, Sarah E.	57	16	59	Elliot, S. W.	39	17	03
Sullivan, Catherine	102	29	70	Fox, Edith J.	103	45	00
Sutherland, Colin F.	84	24	46	Fox, Bertha	103	45	00
Wallace, Jean	98	28	53	Fulmore, Della M.	97	42	37
Watt, Bridgie	103	30	00	Gammell, Janet	103	45	00
Weir, Elsie M.	20	5	82	Graham, Ida M.	103	45	00
CONSOLIDATIONS.				Laurence, Gladys	20	8	72
The Meadows,	94	27	37	Marsters, Helena	103	45	00
Ocean View,	103	30	00	Meadows, Pearle	96	41	93
East Bay,	102	89	10	Murray, Christina	34	14	84
ANNUITANTS.				McKay, Beatrice	97	42	37
McDonald, Joseph		60	00	McLean, Gertrude E.	103	45	00
Garrett, Charles V.		45	00	O'Brien, Hazel B.	103	45	00
McDougall, Philip		45	00	O'Brien, Rufus B.	103	45	00
McMillan, Fanny		30	00	Pearson, Mary G.	102	44	56
COLCHESTER.				Parke, Nellie L.	102	44	56
SOUTH COLCHESTER.				Sutherland, Jessie C.	102	44	56
Davis, D. G.	103	105	00	Taylor, Mary Edith	88	38	43
Archibald, G. G.	103	90	00	Turner, Josephine	103	45	00
England, H. E.	103	90	00	White, J. Mabel	103	45	00
Osborne, N. A.	103	90	00	Archibald, Annie F.	103	30	00
Richardson, L. A.	103	90	00	Archibald, Bertha I.	100	29	12
Mosher, Amy	103	60	00	Bates, Esther S.	58	16	88
Baizley, Abbie	103	60	00	Crowe, Hattie N.	22	6	40
Bradley, Annie	103	60	00	*Bates, Edwina	98	38	06
Cossitt, Ethel J.	103	69	00	*Cox, Sarah E.	89	34	56
Dickson, Hattie D.	103	60	00	Fisher, Mildred	71	20	68
Doyle, Sarah M.	102	59	41	Graham, Agnes G.	71	20	68
Edwards, Elizabeth	103	60	00	Grant, Elizabeth B.	88	25	62
Fitz-Randolph, Mary	103	60	00	Higgins, J. Etta	79	23	00
				Harrison, Maud M.	97	28	24
				Johnson, Ruby	61	17	76
				Johnson, Amy	102	29	70
				Logan, Stella May	89	25	91
				*Lockhart, Edna	86	33	39
				Lynds, Maud	39	11	35
				Morgan, Liggie	103	30	00
				*Moore, Bertha	84	32	62
				McLeod, Christina	50	14	86

McLeod, Ellen J.	63	18 34
McLeod, Susie	102	29 70
*McLellan, Ruth	102	39 61
McLellan, Rose A.	75	21 84
McKay, Hazel	102	29 70
Parker, Laura D. B.	102	29 70
*Pratt, Lena H.	102	39 61
*Sibley, Harriet M.	103	40 00
Spencer, Katheryn	25	7 28
Stropole, Florence	103	30 00
Thrush, Daisie	79½	23 15
*Vance, Luella	88	34 17
*Wilson, Ida E.	58	22 52

ANNUITANTS.

Calkin, J. B.		75 00
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WEST COLCHESTER.

Cottle, Maude	103	60 00
Doane, Margaret A.	103	60 00
Fulton, Elsie L.	103	60 00
Lewis, Myrtle G.	103	60 00
Lightbody, Edna I.	103	60 00
Moore, Cleveland W.	103	60 00
Morse, E. P.	103	60 00
Peppard, Ruth R.	103	60 00
Stevens, Georgie	103	60 00
Vance, Sadie, E.	100	58 25
Archibald, Maynard B.	103	45 00
Burgess, Bertha,	98	42 80
Morrison, Ida M'.	96	41 93
Morash, Isabel	102	44 56
McCleave, H. A.	103	45 00
McIntosh, Laura B.	98	42 80
Nelson, Loie R.	86	37 55
Robbins, Violet	89	38 87
Treen, Lulu B.	102	44 56
Vance, Luther C.	102	44 56
Flemming, Jenfa	12	3 49
Higgins, Stella M.	97	28 24
Huntley, Ida M.	103	30 00
Kent, Clare H.	97	28 24
Lewis, Hattie B.	88	25 62
Lynds, Carrie W.	103	30 00
Mills, Nellie M.	89	25 91
McLaughlin, Verna M.	103	30 00
McLaughlin, Nellie H.	98	28 53
McLaughlin, Erma R.	103	30 00
*McLellan, Myrtle	79	30 58
McLellan, Ada Jean	87	25 33
McLellan, Ruth Mary	90	26 21
McLearn, Nellie V.	89	25 91
McQuinn, Dora P.	98	28 53
Reynolds, Edmund	89½	26 06
O'Brien, Bessie	94	27 37
*Stevens, Minerva	102	39 61
Vance, Ruby H.	97	28 24
Vance, Emma Maud	103	30 00

NORTH COLCHESTER.

Reid, Alice C.	103	60 00
Byers, Maggie	103	45 00
Byers, Janie C.	77	33 62

Craig, Jean	103	45 00
Harris, Mattie T.	103	45 00
Langille, Hilda B.	103	45 00
Langille, Annie M.	62	27 08
Mattatall, Daisy	102	44 56
McLeod, Jessie A.	103	45 00
Payne, Sadie M.	103	45 00
Ross, Annie J.	103	45 00
Bailey, Maud	101	29 41
Cameron, Ethel E.	88	25 62
Cunningham, Laura M.	101	29 41
Currie, Elizabeth	79	23 00
Forbes, Olive T.	103	30 00
Langille, Mable E.	103	30 00
Langille, Susan W.	9	2 62
*Langille, G. Douglas	76	29 51
Matheson, Annie M.	98	28 53
Murray, Mabel	102½	29 85
McKay, Annie Jenette	103	30 00
McKay, Mary E.	84	24 46
McLanders, Minnie	103	30 00
*Rae, Margaret, J.	65	25 24
Roberts, Alexandra	83	24 17
*Sutherland, James M.	71	27 57
Sutherland, John P.	94	27 37
Sutherland, Christie	98	28 53
Tattrie, Florence	76	22 13
*Thompson, Laura May	102	39 61

CUMBERLAND.

Evans, Laura	103	90 00
Lay, E. J.	103	105 00
Maxwell, Margaret L.	59	34 36
Morehouse, F. G.	102	103 98
Smith, Elizabeth	103	90 00
Atkinson, Florence	102	59 41
Barnes, Blanche	13	7 56
Bent, Evelyn	98	57 07
Blanche, Julia	97	56 49
Burthen, Isabel	98	57 07
Chandler, Isabella	98	57 07
Chapman, Myra	98	57 07
Charman, Mary E.	103	60 00
Conway, Isabella	10	5 82
Craig, Jean E.	103	60 00
Crawford, R. D.	98	57 07
Elliott, Minnie	78	45 42
Fulton, Beatrice	103	60 00
Fulton, Lillian M.	103	60 00
Glennie, Emma	98	57 07
Hall, Georgie	98	57 07
Harrison, Kathleen B.	98	57 07
Hennigar, Mabel	40	23 30
Hill, Alice D.	96	55 91
Johnson, Laura	98	57 07
Kenny, Mary	98	57 07
MacDonald, Hilda	103	60 00
MacDonald, Isabella	85	49 50
MacDonald, V. J.	93	54 16
MacDonald, Gertrude	98	57 07
MacDonald, Ethel	98	57 07
MacKay, Katie	10	5 82
MacLean, Emma P.	103	60 00

MacPhee, Annie R.	98	57 07	Ripley, Jennie	101	44 12
MacPherson, Laura	98	57 07	Roach, Lena	103	45 00
MacWilliams, Jessie	98	57 07	Roach, Bessie	101	44 12
Muise, J. B.	103	60 00	Robertson, Annie M.	103	45 00
O'Brien, Della	98	57 07	Shipley, Ethel	97	42 37
O'Brien, Bertha	98	57 07	Shipley, Mary	103	45 00
Paul, Augusta	98	57 07	Slade, Almira	89	38 87
Purdy, Pearle	103	60 00	Terrica, Ruth	103	45 00
Russel, Jean	103	60 00	Anderson, Percy	78	22 71
Smith, Mary E.	103	60 00	Austin, Florence	103	30 00
Smith, Mamie K.	103	60 00	Baillie, May J.	67	19 50
Sproule, Lottie	103	60 00	Baker, Sadie G.	103	30 00
Swift, Alice	98	57 07	Bird, Elsie	98	28 53
Thompson, Alice	97½	56 78	Bird, Retta L.	103	30 00
Trerice, Mary	103	60 00	Brander, L. Edith	79	23 00
Watt, Beatrice	98	57 07	Brown, Margaret J.	67	19 50
Webb, Hattie	103	60 00	Brownell, Myrtle	103	30 00
Wilson, Zella P.	102	59 41	Brownell, Grace	102	29 70
Archibald, Minnie E.	97	42 37	*Brownell, Emma M.	77	29 90
Baird, Jean F.	99	43 24	Cameron, Jennie B.	97	28 24
Bigney, Bessie	98	42 80	Campbell, Annie E.	103	30 00
Bird, Vera	98	42 80	Canning, Minnie	15	5 82
Brundage, Kate	98	42 80	Chapman, Margaret	97½	28 38
Butler, M. E.	95	41 49	Clarke E. May	69	20 09
Cameron, Annie M.	85½	37 34	*Crossman, Martha	44	17 09
Cameron, Donnie	98	42 80	Crossman, Irene	103	30 00
Charman, Eliza	103	45 00	Crowe, Grace	98	28 53
Clark, Agnes	98	42 80	Davis, Sadie B.	103	30 00
Clark, Elizabeth	79	34 50	Dickinson, Carrie E.	103	30 00
Craig, Muriel E.	103	45 00	Farrell Annie	98	28 53
Creelman, Jean	103	45 00	Fountain, Hilda	82	23 88
Dickinson, Jessie	94	41 06	Fraser, Greta	78	22 71
Faulkner, Jean	78	34 06	Giles, Estella S.	79	23 00
Faulkner, Colin B.	101	44 12	Gilroy, Clarence	19	5 52
Fiske, Laha E.	97	42 37	Glennie Edith	83	24 17
Fraser, M. M.	98	42 80	Gordon, Hattie M.	103	30 00
Fullerton, Marion	103	45 00	Gordon, Bertha G.	98	28 53
Gallager, Adelaide	103	45 00	Grant, Sadie A.	99	28 82
Graham, Alice	103	45 00	Gray, Ethel M.	103	30 00
Gray, Alice E.	39	17 03	Harpell, Annie B.	103	30 00
Hall, Mabel	98	42 80	Harrison, Ruby	20	5 82
Hennesey, Elva G.	103	45 00	Hayward, Inez	77	22 42
Hill, Ruby	103	45 00	Herrett, Jessie S.	102	29 70
Hunter, Augusta	103	45 00	Hunter, Minnie E.	103	30 00
Hunter, Lillian	98	42 80	Hunter, Winnifred	103	30 00
Jobb, Irene	94	41 06	Jameson, Bertha	103	30 00
Lindsay, Cora	99	43 24	Johnson, Snsie	20	5 82
Lockhart, Annie J.	102	44 56	Johnson, Edna	83	24 17
Manthorne, J. Medora	103	45 00	Jones, Estella	103	30 00
MacCabe, V. Pearl	103	45 00	Kelly, Vera	103	30 00
MacCullum, Alberta	103	45 00	Langille, Jean M.	103	30 00
MacIntosh, Jessie B.	102	44 56	Layton, Fannie M.	74	21 55
MacIvor, Ethel	93	40 62	Leslie, Everett	98	28 53
MacLeod, Georgina	97	42 37	*MacAleese, Bessie	59	22 91
MacPhee, Tressa	98	42 80	MacCully, Florence J.	102	29 70
MacPherson, Leona	98	42 80	MacDonald, Annie	72	20 97
Muller, Agnes M.	103	45 00	MacDonald, Eileen L.	96	27 95
Moreash, Georgina	103	45 00	*MacDougall, Iva May	86½	33 58
Morris, Edith L.	103	45 00	*MacEachern, Kathaline	88	34 17
Nuttall, Mamie	103	45 00	MacEachern, Lydia	50	14 56
Nowlin, Bessie	20	8 72	MacIvor, Wylie	78	22 71
O'Brien, Fannie	98	42 80	MacIvor, Frances	86	25 04
O'Brien, Margaret E.	101	44 12	MacKay, Etta M.	100	29 12
O'Brien Agnes	92	40 18	MacNeil, Linda B.	103	30 00
O'Connell, Edith G.	103	45 00	*MacKinnon, Edna	80	31 06
Patton, Mary E.	98	42 80	MacKim, Delia	89	25 91

MacLean, Pamela	103	30 00
MacNeil, Margaret	79	23 00
Melvyn, Wilhelmina	103	30 00
*Milner, Mildred	87	33 78
Mitchell, Gertrude	80	23 30
*Mosher, Susie	20	7 77
Mott, Effie S.	103	30 00
Parsons Anna	98	28 53
Patton, Annie	101	29 41
Purdy, Sadie A.	94	27 37
*Purdy, Amy C.	103	40 00
Reed, Mae I.	102	29 70
Robinson, Margaret	103	30 00
Salter, Josephine M.	103	30 00
Seaman, Hector	79	23 00
Shipley, Jessie H.	103	30 00
Sproule, Kathleen	54	15 72
Tabor, Clara	98	28 53
Tait, Nellie E.	82	23 88
Thompson, Gussie C.	87	33 78
Thompson, Flora	102	29 70
VanBuskirk, Marjorie	88	25 62
Willis, Jennie	101½	29 55
Wood, Ruby	94	27 37
Wood, Willo	69	20 09
Woodland, Hattie E.	103	30 00

PARRSBORO.

MacDonald, J. Crerar	103	105 00
Angus, Edgar I.	35	20 38
Atkinson, Ruby E.	103	60 00
Ross, Maud	103	60 00
Cameron, Guy E.	44	25 62
Foley, Margaret E.	103	60 00
Hemmeon, Elizabeth	102	59 41
Hennigar, Mabel	47	27 37
Hiltz, Adelaide	102	59 41
Jenks, Winnifred	103	60 00
Lavers, Winnifred G.	103	60 00
Leitch, Holly	103	60 00
MacLean, Viola B.	103	60 00
O'Mullon, Mary	103	60 00
O'Regan, Nellie	103	60 00
Sinclair, Willena	101½	59 12
Smith, Ada	103	60 00
Walton, Lillian	103	60 00
Williams, Margaret	102	59 41
Barnes, Grace A.	98	42 80
Challen, Minnie V.	98	42 80
Ellis, Nina M.	20	8 72
Lulu, F.	39	17 03
Fullerton, Eva S.	103	45 00
Gibson, Florence	98	42 80
Kerr, Minnie G.	98	42 80
O'Connell, Irene	97	42 37
Ward, Cora B.	103	45 00
Bradshaw, Georgina	102	29 70
*Copp, Mary E.	20	7 77
Boutillier, Eunice	103	30 00
Jeffers, Gussie	99	28 82
Jeffers, Myrtle	103	30 00
Knowlton, Rose E.	98	28 53
*Lamb, Leah M.	103	40 00
*Morris, Mayzod	79	30 58
*Patterson, Claire A.	88	34 17

Roberts, Minnie E.	84	24 46
Robinson, Alice	102	29 70
Pettygrewe, Ellen E.	97	28 24
Smith, Mamie	74	21 55
Yorke, Lillian E.	103	30 00

ANNUITANT.

Sister Mary Ann		60 00
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CONSOLIDATED SCHOOLS.

Wentworth,	95½	27 80
Spencers, Island	101½	29 55
Advocate	103	30 00

DIGBY.

Patterson, Mabel G.	101	90 00
Belliveau, Catherine	103	60 00
Belliveau, Marie A.	103	60 00
Belliveau, Willie J.	103	60 00
Berringer, Ross J.	103	60 00
Berry, Ruperta L.	93	54 16
Bishop, Josephine	23	13 39
Gesner, C. Leonard	103	60 00
Gower, Ina L.	103	60 00
Hall, Bradford R.	103	60 00
Hines, Bertha M.	103	60 00
Hines, Nora G.	102	59 41
Hogg, Nathaniel W.	103	90 00
Morse, Ethel E.	103	60 00
Payson, H. Franklin	103	60 00
Phinney, M. Gwendolyn	103	60 00
Prime, Arthur W.	103	60 00
Sister Baptista Maria	95	55 33
Sister M. Madeline	103	60 00
Thorne, Alice E.	103	60 00
Turnbull, Bessie B.	80	46 59
Withers, Lulu B.	103	60 00
Wolfe, Hattie F.	103	60 00
Belliveau, Antoinette	103	45 00
Bourneuf, M. Emma	103	45 00
Bourgue, Elizabeth	103	45 00
Brannen, Lennie M.	102	44 56
Comeau, M. Annie	103	45 00
Comeau, Eugenie	103	45 00
Crocker, Eva M.	103	45 00
Crosby, Mildred	103	45 00
Denton, B. Mildred	103	45 00
Deveau, Beatrice M.	103	45 00
Doucet, Adele	103	45 00
Doucet, Elizabeth	98	42 80
Doucet, Jos. P.	98	42 80
Dugas, Aggie	103	45 00
Foster, L. Winnifred	20	8 72
Fougere, Remi	103	45 00
Gibbons, Grace L.	103	45 00
Hamilton, Mildred	102½	44 78
Harris, Ethel M.	103	45 00
Harris, Nellie M.	103	45 00
Hutchinson, Mary J.	102	44 56
LeBlanc, Daniel	84	36 68
LeBlanc, Sarah	103	45 00

Melancon, Rose A.	103	45 00	Winter, Mildred B.	83	24 17
Phinney, Mary S.	52	22 71	Young, Ermina V.	103	30 00
Robichaud, Mary M.	103	45 00	ANNUITANTS.		
Saulnier, Catherine	103	45 00	Goodwin, Emma M.		45 00
Simpson, Florence E.	103	45 00	Sister M. Ursula		45 00
Sister M. Anthony	103	45 00	Hill, Dorcas A.		30 00
“ “ Cecile	103	45 00	Smallie, Mary		30 00
“ “ Modesta	103	45 00	GUYSBORO.		
“ “ Virginia	103	45 00	McLeod, Anna E.	98	99 86
Thibault, M. Alma	103	45 00	Barss, Edna M.	94	54 74
Thimot, M. Elina	103	45 00	Carmichael, D. Everett	103	60 00
Urquhart, Margaret P.	103	45 00	Cunningham, Esther K.	103	60 00
Walsh, Grace B.	50	21 84	Dennis, Agnes M.	82	47 76
Young, A. Maude	103	45 00	Dillon, Eva M.	20	11 64
Belliveau, Mary S.	13	3 78	Hadley, Marion	103	60 00
Blackford, Lillie D.	103	30 00	Hadley, Agatha A.	103	60 00
Caldwell, Lola I.	103	30 00	Hurst, Blanche	103	60 00
Campbell, Lola B.	103	30 00	Kavanagh, Florence E.	103	60 00
Comeau, Eva	103	30 00	McGuire, Nita	103	60 00
Comeau, Marie Ann	103	30 00	McGillivray, Amelia	103	60 00
*Comeau, Marie Rose	103	40 00	McMillan, Janet	103	60 00
Doty, Floris G.	101	29 41	Oxley, Gertrude O.	103	60 00
Doty, Lytha M.	102	29 70	Pye, Edna C.	103	60 00
Doty, Susie W.	88	25 62	Brown, Mary C.	24	10 47
Franklin, Alma M.	103	30 00	Bruce, Bessie W.	103	45 00
*Frost, Hope H.	77	29 90	Chisholm, Dan M.	92	40 18
*Grant, Ellen E.	103	40 00	Cox, Josephine	103	45 00
Harris, Ada S.	103	30 00	Ferguson, Ruth R.	103	45 00
Harris, Lucy E.	103	30 00	Fraser, Ida J.	98	42 80
*Harris, Gladys M.	89	34 56	Girroit, Beatrice	103	45 00
Hayford, Helen C.	91	26 50	Kyte, Angela E.	103	45 00
Hersey, Laura B.	103	30 00	Kennedy, Annie M.	79	34 50
Hiltz, Elizabeth B.	103	30 00	Miller, Katherine F.	103	45 00
*Holmes, Iola M.	20	7 77	Nelson, Annie M.	103	45 00
*Hutchinson, Maud D.	103	40 00	Paget, Gertrude W.	103	45 00
*Jones, M. Eleanor	79	30 58	Somers, Geo. T.	103	45 00
*Lambertson, Minnie G.	85	33 00	Scott, Katherine	79	34 50
Lambertson, Myrtle F.	20	5 82	Walsh, Helen B.	102	44 56
Lambertson, Pearl E.	103	30 00	Boudreau, Clara L.	103	30 00
Lane, Evangeline	103	30 00	Callahan, Maud H.	91	26 50
LeBlanc, Symphorien	103	30 00	*Chisholm, Christina	103	40 00
Lewis, Jessie M.	97½	28 38	Crittenden, Ida M.	84	24 46
*Lewis, Minnie O.	101½	39 41	Ferguson, Ida A.	100	29 12
Marshall, Tracey H.	94	27 37	Forrestall, Mary	102	29 70
*McInnis, Jessie	63	24 46	*Hadley, Nina J.	69	26 79
McNeill, Sadie R.	82	23 88	Howard, Ruth W.	87	25 33
Melancon, Leonie A.	103	30 00	Hollaran, Mary E.	103	30 00
Melancon, Nellie M.	103	30 00	*Hurst, Lila M.	91	35 34
*Morehouse, Viola B.	90	34 95	Inglis, Clara M.	87	25 33
Parker, Hettie E.	103	30 00	Jameson, Bessie G.	103	30 00
Parker, I. Claire	102½	29 85	*Jollotta, Edna M.	38	14 77
Pierson, Ralph O.	103	30 00	Josie, Izzetta Blanche	100	29 12
Prime, Lenetta	103	30 00	Jones, Clara M.	103	30 00
Robichaud, Eveline	93	27 08	Kennedy, Mary T.	103	30 00
Robichaud, Loretta M.	103	30 00	Kennedy, Lena	103	30 00
*Savary, Laura B.	64	24 85	*Kelly, Mary	103	40 00
Sister M. Gonzaga	103	30 00	Levandier, Bertha E.	103	30 00
Snow, Lennie M.	103	30 00	LeBlanc, Berwin	61	17 76
*Spinney, Margaret T.	74	28 73	*Lipsett, Eva C.	84	32 62
Suthern, Lois B.	103	30 00	Mason, Erma	72	20 97
Taylor, Sophia M.	103	30 00	Malloy, Orries B	99	28 82
Theriault, Symphorien	30	8 73			
Thibodeau, Amy	67½	19 64			
Thurber, Bessie G.	103	30 00			
Titus, Lorne F.	71	20 68			
Trask, Lizzie B.	103	30 00			

Martin, Mabel B.	103	30 00	Blois, H. H.	103	90 00
Morgan, Katie L.	103	40 00	Butler, G. K.	103	90 00
Morgan, Emma J.	103	30 00	Cummings, E.	103	75 00
Munro, Nettie	37	14 38	Evaristus, Sr.	54	47 16
McIntosh, Gertrude I.	93	27 08	Fitzgerald, Mme.	103	75 00
McKenzie, Lettie V.	103	30 00	Huggins, G. M.	103	75 00
McLean, Katherine A.	103	30 00	Marshall, G. R.	103	90 00
McLean, Katherine I.	98	28 53	Matheson, D. J.	103	75 00
O'Connor, Lawrence	91	26 50	Murray, Mme.	35	25 46
Proctor, Mamie E.	103	30 00	O'Hearn, P.	103	90 00
Reeves, Robert L.	103	30 00	Rosaria, Sr.	103	90 00
Reynolds, Cynthia	97	28 24	Rosaire, Sr.	103	75 00
Rogers, Mary E.	87	25 33	Agnes, Sr. M.	103	60 00
Spanks, Katie	91	26 50	Agnes, Sr. R.	103	60 00
Wells, Clara P.	96	27 95	Agnita, Sr.	103	60 00
Worth, Marion S.	103	30 00	Allen, M. E.	103	60 00
Worth, Josie L.	103	30 00	Archibald, S. M.	103	60 00
			Armitage, F. M.	103	60 00
			Bayer, H. M.	103	60 00
			Berchmans, Sr.	103	60 00
			Blakeney, B. H. V.	103	60 00
			Bowden, I. M.	103	60 00
			Bowden, L. J.	103	60 00
			Brims, M. C.	103	60 00
			Brunt, B. G.	103	60 00
			Brodie, I.	103	60 00
			Brown, E. R.	103	60 00
			Brown, M. L.	103	60 00
			Cecilia, Sr.	103	60 00
			Chapman, E. L.	103	60 00
			Concepta, Sr. M.	103	60 00
			Cunningham, A. M.	103	60 00
			DeChantal, Sr. F.	103	60 00
			DeChantal, Sr. M.	103	60 00
			Delahanty, K.	103	60 00
			Dempsey, I. B.	103	60 00
			Dolorita, Sr.	103	60 00
			Dolorosa, Sr.	103	60 00
			Dwyer, M. E.	103	60 00
			Ernestine, Sr.	64	37 27
			Ethelbert, Sr.	103	60 00
			Florence, Sr.	103	60 00
			Flowers, E. M.	103	60 00
			Flowers, H. L.	103	60 00
			Francis, Sr.	103	60 00
			Fraser, W. M.	103	60 00
			Frye, B. E.	103	60 00
			Gaul, R. E.	83	48 34
			Gervase, Sr.	103	60 00
			Grant, M. L.	103	60 00
			Greig, G. S.	103	60 00
			Greig, L. C.	103	60 00
			Harlow, A. C.	103	60 00
			Harlow, A. O.	103	60 00
			Haverstock, A. M.	103	60 00
			Hazel, E. M.	103	60 00
			Joseph, Sr.	103	60 00
			Kelly, J. M.	103	60 00
			Kelly, Mme.	103	60 00
			Laracy, A. X.	103	60 00
			Leontine, Sr.	103	60 00
			Longueil, E. E.	103	60 00
			Maria, Sr. R.	103	60 00
			Maria, Sr. S.	103	60 00
			Macdonald, V. A.	103	60 00
			McLeod, G. L.	103	60 00
ANNUITANTS.					
Hanifen, Maggie		30 00			
Taylor, Mrs. Anne		30 00			
ST. MARYS.					
Munro, Mary E.	103	60 00			
Balcombe, Florence C.	102	44 56			
Corneally, Lottie G.	80	34 94			
Dickson, Margaret	97	42 37			
Faulkner, Susie Copp	103	45 00			
Hartling, Nettie J.	103	45 00			
Hewitt, Martha	101	44 12			
Hattie, John D.	103	45 00			
Jordain, Catherine J.	103	45 00			
Kirk, Gertrude B.	102	44 56			
McNaughton, D. P.	103	45 00			
Stevens, Maud	103	45 00			
Stewart, Robert A.	103	45 00			
Ashton, Maud E.	103	30 00			
Balcombe, Lucy W.	59	17 17			
*Barkhouse, Mary J. M.	93	36 11			
*Chisholm, Ethel May	103	40 00			
*Chisholm, Elizabeth K.	103	40 00			
Fisher, Sarah E.	57	16 59			
*Forbes, M. G.	48	18 64			
*Manson, Agnes Kate	83	32 23			
McIntosh, Sophie	98	28 53			
McLane, Vera E.	94	27 37			
Naylor, Kate	98	28 53			
Smith, Eva Isabel	72	20 97			
HALIFAX.					
CITY.					
McKay, A.	103	105 00			
Morton, S. A.	103	90 00			
Logan, J. W.	103	90 00			
Mackintosh, K.	103	90 00			
Trefry, J. H.	103	90 00			
Bancroft, G. R.	103	60 00			
Peters, F. A.	103	60 00			
Bigney, E. M.	103	60 00			
MacDonald, E. M.	103	45 00			
Beattie, F. H.	62	45 13			

Marshall, L. E.	103	60 00	Tyall, B. H.	103	45 00
Mason, B. E.	103	60 00	Lyons, M.	103	45 00
Morrison, E. J.	103	60 00	McArthur, J. R.	103	45 00
O'Brien, M. A.	103	60 00	McDonell, Mme	103	45 00
Phelan, M. F.	103	60 00	McGregor, A.	103	45 00
Pius, Sr.	103	60 00	McLean, A.	103	45 00
Publicover, L. D.	103	60 00	Martin, M. I.	103	45 00
Rankine, A. B.	103	60 00	Mary, Sister	103	45 00
Richardson, R.	103	60 00	Mitchell, L. E. J.	103	45 00
Ross, E. J.	103	60 00	Mooney, E. M.	103	45 00
Sanders, K. O.	103	60 00	O'Donoghue, M. T. T.	103	45 00
Saunders, A. C.	103	60 00	Perpetua, Sister	103	45 00
Shields, E. G.	103	60 00	Phelan, F. J.	103	45 00
Shields, S. W.	103	60 00	Publicover, J. E.	103	45 00
Sims, S. A.	103	60 00	Putman, A. F.	103	45 00
Spencer, A.	103	60 00	Remigius, Bro.	103	45 00
Spencer, E. M.	103	60 00	Rita, Sister	103	45 00
Sullivan, Mme.	103	60 00	Rockett, M. M.	103	45 00
Theakston, H. S. F.	103	60 00	Ross, Carrie E.	103	45 00
Tulloch, M. E.	103	60 00	Stratton, E.	103	45 00
Thomson, F.	103	60 00	Sullivan, M.	103	45 00
Tynan, J. C.	103	60 00	Sullivan, M. T.	103	45 00
Vincent, Sr. M.	103	60 00	Sullivan, M. T. R.	103	45 00
Vincent, Sr. T.	103	60 00	Theakston, S. E.	103	45 00
Wakely, A. C.	103	60 00	Travis, A. A.	103	45 00
Whalen, A. T.	103	60 00	Trivett, M. E.	103	45 00
Wickwire, A. L.	87	50 66	Umlah, L. A. B.	103	45 00
Wiswell, I. M.	103	60 00	Vaughan, K. A.	103	45 00
Woolrich, M. E.	103	60 00	Walsh, A. M.	103	45 00
Ackhurst, M. L.	103	45 00	Wamboldt, E.	-1	17.90
Ancient, F. S.	103	45 00	Warner, M. F.	103	45 00
Angelorum, Sr.	39	17 03	Wells, C.	103	45 00
Baker, G. H.	103	45 00	Wells, M. H.	103	45 00
Bayer, A. L.	103	45 00	Willis, E. J.	103	45 00
Blois, E. H.	103	45 00	Christie, A.	5	1 45
Broadhurst, M. E.	103	45 00	Jemmott, M. F.	103	30 00
Catherine, Sr.	103	45 00	Ross, D. H.	103	30 00
Christina, Sr.	103	45 00	Patrick, Bro.	103	30 00
Clark, E. M.	103	45 00	Sweeney, M.	93	30 00
Clement, Sr.	103	45 00			
Conrad, E. M.	103	45 00	EVENING SCHOOLS.		
Cunningham, E. S.	103	45 00	Huggins, G. M.	18	10 47
Curren, E. M.	71	31 00	Parker, C. W.	17	9 89
DePazzi, Sr.	103	45 00	Titus, R. L.	17	9 89
Delphine, Sr.	103	45 00	McKeough, W. T.	16	6 97
Devine, M. E.	103	45 00			
Ead, M. J.	68	29 70	ANNUITANTS.		
Evangalista, Sr.	103	45 00	Hall, H. McG.		60 00
Felix, Sr.	103	45 00	Torrey, E. C.		45 00
Finn, Mme.	103	45 00	Gossip, C. M.		30 00
Gualbert, Sr.	103	45 00	Creighton, I. M.		60 00
Grierson, F.	103	45 00	Johns, M. A.		45 00
Grierson, M. H.	103	45 00			
Hamilton, H. H.	103	45 00	COUNTY.		
Hartigan, Sr.	103	45 00	Stapleton, W. C.	103	105 00
Healy, K. E.	103	45 00	Stapleton, W. C. (evening school)	16½	9 60
Henrion, C. E.	103	45 00	Allen, Christina.	98	57 07
James, C. A.	103	45 00	Bell, Mary F.	101	58 83
Jamieson, H. J.	103	45 00	Burgoyne, Alice V.	103	60 00
J. Baptist, Sr.	103	45 00	Corkum, Ethel.	103	60 00
Johnson, I. J.	103	45 00	Creighton, Frances G.	101	58 83
Joseph, Sr.	103	45 00	Dickie, Lillie A.	102½	59 70
Kennedy, M. C.	103	45 00			
Leo, Sr.	103	45 00			
Leocadia, Sr.	103	45 00			
Logan, A.	103	45 00			

Hamilton, Mary A.	101	58 83	Thomas, Bessie.	103	45 00
Hiltz, Ethel M.	103	60 00	Thompson, Roy M.	98	42 80
Hiltz, Mary C.	103	60 00	Vaughan, Ethel.	97	42 37
Miller, Florence M.	101	58 83	Wallace, Eva.	103	45 00
Moseley, Mabel C.	82	47 76	Wier, Amelia.	96	41 93
Murchy, Alice B.	102	59 41	Bambrick, Lena.	102	29 70
McCurdy, Mary J.	103	60 00	*Behie, Alma.	100½	38 31
Ogilvie, Bertha C.	102	59 41	Bentley, Bessie C.	78½	22 85
Ogilvie, Bessie R.	103	60 00	Benvie, Annie M.	86	25 04
Ogilvie, Phebe S.	103	60 00	Bligh, Annie Dorothy.	70½	20 53
Palmer, Gladys L.	98	57 07	Brown, Martha H.	103	30 00
Prescott, Alice.	101	58 83	Burns, Annie.	102	29 70
Scothorne, Priscilla.	101	58 83	*Bunbury, Sydney.	75	30 69
Settle, Gertrude.	103	60 00	Carroll, M. Adele.	98	28 53
Shaffelburg, Ada	102	59 41	Christie, Margaret A.	20	5 82
Auld, Margaret E.	102½	44 78	Condran, Ethel B.	65½	19 06
Balcom, Hilda C.	102	44 56	Corner, Anna.	86	25 04
Cameron, Sadie E.	101	44 12	Corner, Bessie.	100	29 12
Coleman, Hannah E.	103	45 00	Cruikshank, Estella.	94	27 37
Cooke, Mary L.	43	18 77	Cruikshank, Melville.	89	25 91
Croft, Margaret.	57	24 89	Cruikshank, Pearl Ellen.	95	27 66
Cruikshank, Edna.	103	45 00	Curry, Emma A.	79	23 00
Dechman, May.	93	40 62	*Erskine, Alexandra.	48	18 15
DeVan, Eileen.	103	45 00	*Ernst, Grace.	116	43 86
DeVan, Nano.	100	43 68	Dauphinee, Elsie M.	103	30 00
Dickie, Gertrude H.	103	45 00	Dauphinee, Minnie.	103	30 00
Dickie, Mabel B.	103	45 00	Dauphinee, Margaret.	103	30 00
Erskine, Jennie B.	103	45 00	Dooks, Edith Pearl.	80	23 30
Fahie, Annie M.	99	43 24	Drysdale, Annie J.	103	30 00
Ferguson, Cora M.	103	45 00	Feindell, Addie L.	102	29 70
Findlay, Sadie.	101	44 12	Fox, Stella E.	103	30 00
Findlay, Sadie. (Ev. sch'l)	16	6 97	Fox, Alice O.	103	30 00
Gallagher, Mildred.	101	44 12	Gaetz, Florence E.	96	27 95
Gates, Gertrude M.	103	45 00	Gaetz, Mina A.	100	29 12
Glawson, Ethel M.	103	45 00	Goff, Flora M.	20	5 82
Gourley, Catherine I.	100	43 68	Gould, Ethel V.	74	21 55
Graham, Myrtle E.	103	45 00	Gray, Bessie C. A.	103	30 00
Guild, Jean.	101	44 12	Green, Elizabeth.	66	19 21
Harrison, Helen.	103	45 00	Guild, Ethel G.	103	30 00
Harvey, Arabella.	103	45 00	Guild, Effie Jane.	89	25 91
Hennigar, Nina.	103	45 00	Hall, Mabel E.	103	30 00
Hume, Bessie W.	103	45 00	Harpell, Amanda.	102	29 70
Hume, Mary E.	103	45 00	Hartling, Minnie F.	103	30 00
Hurley, Kathleen.	83	36 25	*Henley, William L.	84	31 79
Jewers, Beatrice.	103	45 00	Henry, Ethel M.	103	30 00
Jollimore, Ella Mabel.	103	45 00	*Henry, Ida M.	78	29 51
Laidlaw, Elizabeth.	103	45 00	Hilchie, Stella B.	101	29 41
Langille, Jessie E.	103	45 00	Hopkins, Annie E.	90	26 21
LeBlanc, Daniel.	14	6 10	Hopkins, Effie R.	103	30 00
Marryatt, Ida.	101	44 12	Hopkins, Mary E.	103	30 00
Moore, Maud.	93	40 62	Hutchinson, Angus.	98	28 53
Myers, Tillie A.	103	45 00	Isenor, Cora B.	62	18 05
MacGillivray, Flora.	103	45 00	*James, Cora V.	94	35 57
MacKay, Isabel.	101	44 12	Julien, Emma B.	103	30 00
MacKenzie, Margaret A.	103	45 00	*Kavanagh, Cecelia.	73	27 64
McLean, Adelaide.	103	45 00	Kennedy, Winnifred M.	99	28 82
McLeod, Beatrice.	103	45 00	Lowe, Katherine Margaret.	97	28 24
McQuarrie, Gladys.	103	45 00	LaPierre, Matilda.	103	30 00
Osburn, Melissa.	103	45 00	Mason, Guy.	93½	27 22
Partridge, Ethel.	97½	42 59	Morrow, Stella A.	93	27 08
Poole, Ella.	98	42 80	Macaloney, Kathleen.	103	30 00
Roche, Mary.	103	45 00	Murray, Isabell V.	98	28 53
Shaw, Sarah E.	102	44 56	McCarthy, Cornelia V.	79	23 00
Smith, Alice M.	97	42 37	McCarthy, Katherine.	103	30 00
Smith, Anna M. E.	102	44 56	McCarthy, Tena J.	103	30 00
Smith, Pearl M.	92	40 18	McKay, Violet K.	101	29 41

Ogilvie, James H.	97	28 24	Cox, Jean R.	103	45 00
*Parlee, Alwida M.	101	38 21	Dimock, Annie A.	103	45 00
Pearl, Ada.	99½	28 97	Fraser, Daisy R.	98	42 80
Perry, Eva M.	103	30 00	Fraser, Ellen J.	19	8 28
Richardson, Edith M.	74	21 55	Goudey, Emily F.	103	45 00
*Richardson, Mildred.	73	27 63	*Hebb, Florence E.	68	29 70
Reid, Mabel L.	103	30 00	Jenkins, Giralda H.	79	34 50
Ritey, Augusta O.	97	28 24	Kelley, Minnie A.	103	45 00
*Ritey, Jean L.	103	38 98	Kent, Bessie W.	103	45 00
*Schultz, Jessie E.	76½	28 94	King, Ada A.	103	45 00
*Sibley, Hazel B.	79	29 49	Lawrence, Harriett E.	102	44 50
*Skerry, Emma.	87	32 93	Lynch, Jessie A.	103	45 00
Smith, Laura E.	103	30 00	Mahan, Effie E.	103	45 00
Smith, Emmie G.	95	27 66	Miller, Edna J.	103	45 00
Stoddard, Hildred B.	96	27 95	Millet, Georgetown.	12	5 23
Stoddard, Lena.	97	28 24	Moore, Jennie.	103	45 00
Stoddard, Sabina B.	77	22 42	Mosher, Idella P.	103	45 00
Tolson, Elizabeth A.	100	29 12	Mussels, Dora R.	103	45 00
*Tully, Edith D.	98	37 07	McCurdy, Helen M.	103	45 00
*Upshaw, Ethel I.	98	37 07	O'Brien, Jennie E.	103	45 00
Urquhart, Nellie.	103	30 00	O'Brien, Maggie A.	103	45 00
Warner, Mary.	102	29 70	Palmeter, Nora A.	103	45 00
*Wise, Gwendoline.	101½	38 40	*Parsons, Harriett A.	102	44 56
*Withrow, Ethel.	103	38 98	Robinson, Clara.	102	44 56
*Yeadon, Annie L.	103	38 98	Rogers, Sadie.	103	45 00
Yeadon, Ida M.	103	30 00	Roscoe, Viola M.	103	45 00
Yeadon, Ida May.	20	5 82	Sanford, Alida R.	103	45 00
*Yeadon, Vera L.	108	40 87	Selfridge, Erica.	103	45 00
Murphy, Margaret.	32	9 31	Underwood, Annie.	103	45 00

ANNUITANTS.

Miller, George J.	75	00
Bacon, Amelia.	30	00
Gibbons, John.	30	00

HANTS.

WEST.

Dill, George W.	102	103 98
Kaulbach, Lenore.	98	85 62
Smith, John A.	102	103 98
Davies, Kathleen	103	60 00
Dennison, Gertrude S.	14	8 14
Lawrence, Lillie M.	97	56 49
Lewis, Lena L.	102	59 41
Lockhart, Bessie B.	98	57 07
Maddonald, Ruby.	103	60 00
McLellan, Mary.	103	60 00
Nunn, May E.	78½	45 71
O'Brien, Annie B.	103	60 00
O'Brien, Ellen J.	103	60 00
Sexton, Thelma M.	43	25 04
Scott, Agnes B.	103	60 00
Scott, Catherine M.	87	50 66
Weldon, Augusta.	103	60 00
White, Jennie M.	103	60 00
Bennett, Hannah.	103	45 00
Bissett, Amy R.	103	45 00
Boyle, Harriet M.	71	31 00
Burgoynne, N. A.	103	45 00
Caldwell, Winnie B.	103	45 00
Campbell, Lena B.	103	45 00

*Backman, Olla M.	101	39 22
*Benedict, Lottie M.	91	35 34
*Caldwell, Melda A.	79	30 58
Davison, Rebecca A.	103	30 00
*Eisenhaur, Wynne.	91	35 34
Grey, Cecilia J.	103	30 00
Graham, Louise.	103	30 00
Hamilton, Olivia P.	103	30 00
Lantz, Mabel E.	94	27 37
Laws, Lillian F.	103	30 00
McCulloch, Mary S.	102	29 70
Sanford, Ethel G.	53	15 43
*Schnare, Annie C.	74	28 73
Smith, Kathleen E.	40	11 65
*Underwood, Janie.	98	38 06
*Veinotte, Minnie.	65	25 24
Withrow, Blanche.	103	30 00

EAST.

Dewis, Martha E.	103	60 00
Dowell, Vera B.	103	60 00
Healy, Lily A.	103	60 00
Holesworth, Mabel E.	103	60 00
Main, Mildred E.	103	60 00
Moore, Jamisina	102	59 41
McKenzie, Florence	103	60 00
O'Brien, Alice M.	103	60 00
O'Brien, Greta F.	103	60 00
O'Brien, Florence M.	103	60 00
Reade, Elizabeth H.	103	60 00
Baker, Grace J.	103	45 00
Baxter, Mabel C.	102	44 56
Blois, Josephine C.	103	45 00
Boutillier, May	101	44 12
Crowe, Bella	103	45 00
Densmore, Harlan	94	41 06

Dowell, Helen G.	103	45 00
Eastham, Gertrude L.	103	45 00
Faulkner, Susan O.	103	45 00
Foley, Ethel	103	45 00
*Fraser, Ellen J.	54	23 58
Fulton, Mildred	102	44 56
Harvie, Alice A.	20	8 72
Isenor, Lena M.	103	45 00
Marshall, Ida M.	102½	44 78
*Mitchener, Leona	103	45 00
Morash, Sara M.	102½	44 78
McDougall, Myrna	20	8 72
McLeod, Margaret	102	44 56
Nicholson, M. Vance	103	45 00
Palmeto, Elizabeth	102	44 56
Robertson, Jennie A.	98	42 80
Salter, Hattie M.	77	33 62
Taylor, Sadie E.	55	24 02
Wallace, Ellen	78	34 06
Withrow, Mary L.	98	42 80
Burgess, Nellie	91	26 50
*Chute, Sadie J.	55	21 36
*Densmore, Audrey	103	40 00
*Etter, Gordon A.	57	22 13
Goodwin, Alberta M.	103	30 00
Horne, May E.	103	30 00
Howe, Elizabeth	83	24 17
Mason, Sara J.	103	30 00
*McCallum, Mabel W.	79	30 58
*McKenzie, Carrie E.	59	22 91
McLellan, Annie M.	103	30 00
O'Brien, Miles A.	89	25 91
*Parker, Ruby H.	83	32 23
*Parker, Inez M.	103	40 00
Patterson, Mary E.	103	30 00
Patterson, William A.	91	26 50
Platt, Gwladys M.	103	30 00
Rose, Bessie	63½	18 48
*Scott, Annie M.	69	26 79
*Sim, Jennie P.	72	20 97
*Spares, Sadie J.	102	39 61
Stephens, Gladys G.	103	30 00
Stillman, Flora B.	103	30 00
Wallace, Della E.	89	25 91
Williams, Reta H.	102	29 70
Wright, Nellie C.	102	29 70

ANNUITANTS.

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

INVERNESS.

SOUTH.

Tompkins, Ida	102	103 98
Gillis James D.	103	60 00
Gray, Jennie V.	103	60 00
Hennesey, Margaret	103	60 00
Johnson, Harriet	103	60 00
McDougall, Jessie A.	103	60 00
McInnis, Duncan	82	47 76
McInnis, Jessie	98	57 07
McLellan, Andrew G.	11	6 40

MacMaster, Annie J.	103	60 00
McNeily, William H.	103	60 00
Ross, Katherine J.	103	60 00
Sister, St. Marie Dolores	103	60 00
Sister, St. Zephyrin	103	60 00
Grant, Edith E.	133	58 10
Grant, Bertha A.	103	45 00
Henderson, Mamie B.	103	45 00
Hume, Florence	24	10 47
MacDonald, Mary	102	44 56
McDonnell, Christina E.	103	45 00
MacKay, David	103	45 00
McLean, Edgar H.	67	29 26
MacLeod, Mary M.	103	45 00
McMaster, D. B.	103	45 00
Monbourquette, May	103	45 00
Murray, Winnifred	103	45 00
Sister, St. Philip of J.	103	45 00
Sister, St. Olga	103	45 00
Smyth, Beatrice (last ½ year)	54	7 55
Tompkins, Mary E.	84	36 68
Beaton, Sarah A.	98	28 53
Chisholm, Cassie	69	20 09
Davis, Catherine M.	69	20 09
Doyle, Ellen J.	34	9 89
Forbes, Katie B.	98	28 53
Gillis, Mary C.	96	27 95
Jameson, Ona M.	98	28 53
Jameson, Mary B.	89	25 91
Kelley, Laura C.	79	23 00
Leonard, Dollie	74	21 55
McDonald, Jessie	88	25 62
McDonald, Mary Ann	58	16 88
McDonnell, Mary F.	89	25 91
McDougall, Agnes	103	30 00
McDougall, Jessie Ann	103	30 00
MacFadyen, Florence May	84	24 44
MacFadyen, Sarah M.	91	26 50
McFarlane, Mary C.	85	24 75
McLean, Duncan	73	21 28
MacLean, Effie B.	92	26 79
McLean, Jessie F.	65	18 92
MacLean, Sophia J.	89	25 91
McLellan, Marcella B.	65	18 92
McLeod, Mary Ann	72	20 97
MacMaster, Mamie	98	28 53
McMillan, Katie	103	30 00
MacNeill, Mary A.	103	30 00
MacRae, Jessie A.	58	16 88
Murphy, Mary	76	22 13
Proctor, Adeline	80	23 30
Rose, Janet F.	74	21 55
Skinner, Daniel, J.	98	28 53
Smith, Lillian L.	103	30 00
Smyth, Nora	103	30 00
*Breen, Frances E.	98	38 06
*Chisholm, Katie Ann	98	38 06
*Davis, Mary	93	36 11
*Joyce, Annie C.	75	29 12
*McIntosh, Catherine	72	27 95
*MacKay, Sadie B.	89	34 56
*McKeigan, Margaret	61	23 69
*MacLean, Christina	30	11 65
*MacNamara, Teresa A.	69	26 79
*MacNamara, Sarah J.	125	48 55
*Matheson, Katie Sophia	89	34 56

ANNUITANTS.					
Chisholm, Duncan	60 00			*Macdonald, Angus A.	93 36 11
McQuarrie, Angus	30 00			McDougall, Maggie	103 30 00
RECOMMENDED FOR SPECIAL POOR AID. FOR TERM ENDED, JULY 1910.				McEachern, Dougal	89 25 91
Lake Horton	60 00			Macgregor, Mary Annie	103 30 00
Big Harbor Island	36 00			MacKinnon, Roderick	40 11 65
NORTH.				Maclean, Nellie J.	63 18 34
Boudreau, Anselm C.	103 60 00			MacLellan, James A.	79½ 23 15
Chisholm, Janie A.	98 57 07			McLellan, Margaret E.	103 30 00
Collins, Daniel	103 60 00			McLennan, Angus A.	91 26 50
Collins, Daniel (1909)	20 11 64			McLellan, Mary C.	103 30 00
Cormier, Wm. E.	103 60 00			McLellan, Sara A.	63 18 34
Gillis, Malcolm H. (1909)	7 4 07			McLennan, Chas. R. F.	103 30 00
Gillis, Malcolm H.	91 53 00			*McMillan, Louis A.	91 35 34
McDermid, Donald	12 6 98			*McMillan, Dan. A.	19 7 38
McDonald, Duncan H.	98 57 07			MacMillan, Daniel	103 30 00
MacRae, Agnes	98 57 07			McNair, Margaret E.	95 27 66
Sister St. Andrew	103 60 00			MacQuarrie, Annie	91 26 50
Sister Mary St. Stephen	103 60 00			Miller, Christena J.	103 30 00
Smeltzer, H. R.	40 23 30			*Murphy, Mary R.	103 40 00
Tompkins, Matthew	103 60 00			Phillips, Maggie C.	101 29 41
Arseneault, Mary B.	103 45 00			*Robertson, Mamie	83 32 23
Austen, Kenneth J.	89 38 87			Rose, Violet	52 15 14
Boudreau, Placide C.	103 45 00			Sister St. John	103 30 00
Chiasson, Ephraim	103 45 00			Sister Margaret Mary	103 30 00
Chisholm, Arch. A.	98 42 80			Aberdeen, Section, D, Conveyance	103 30 00
Coady, Sara J.	103 45 00			ANNUITANTS.	
Daigle, Annie M.	103 45 00			McLean, Donald E.	60 00
Huntley, Edna	101 44 12			McDougall, Arch. S.	45 00
LeBlanc, Effie Ann	100½ 43 90			McKinnon, Malcolm	45 00
McDaniel, Annie E.	103 45 00			Gillis, John A.	45 00
McDougall, Katherine	102 44 56			Nicholson, Arch. G.	45 00
McKinnon, Mary C.	103 45 00			McDonald, Teresa	45 00
McLean, L. E.	103 45 00			KINGS.	
McLellan, A. N.	102 44 56			Campbell, Jessie B.	103 105 00
McLeod, Francis C.	103 45 00			Farrell, Mary A.	98 71 34
MacQueen, Katherine	55 24 02			Ford, Robie W.	103 105 00
Munro, Jephtha S.	102 44 56			Foster, Mayhew C.	103 105 00
Sister St. Mary Jane	103 45 00			Oxner, Bertha	103 90 00
Bayne, Gladys E.	91 26 50			Swanson, Peter I.	103 105 00
*Beaton, Bella	78 30 29			Webster, Winnifred	103 90 00
Blanchard, Anne J.	102 29 70			Armstrong, Flora B.	103 60 00
*Cameron, Christena J.	72 27 95			Best, Flora A.	103 60 00
*Campbell, Edward W.	89 34 56			Bishop, Terry N.	103 60 00
Des Vaux, Adele D.	103 30 00			Brinton, Effie S.	98 57 07
Doucet, Adele S.	103 30 00			Chute, Hettie M.	103 60 00
Doucet, Delina	103 30 00			Crandall, Ella D.	98 57 07
Ferguson, Rachel	62 18 05			Crossley, Nellie B.	36 20 96
*Fulton, Lewis McL. (1909)	38 14 77			Dennison, Gertrude	64 37 27
Hawley, Maude	103 30 00			Franey, Mary J.	94 54 74
*Kennedy, Murdoch D.	20 7 77			Hamilton, Helena H.	98 57 07
*King, George K.	45 17 47			Hird, Cassie B.	9 5 23
LeBlanc, Paul F.	103 30 00			Landels, Ermina G.	103 60 00
*LeFort, Michael C.	88 34 17			Lee, Minnie M.	103 60 00
*McCormack, Mamie A.	63½ 24 65			Lockhart, Lena M.	103 60 00
McDaniel, Sadie B.	103 30 00			Loomer, Estella	103 60 00
*McDonald, Margaret G.	25 9 71			Lutz, Carrie M.	83 48 34
*Macdonald, Stephen A.	103 40 00			Marchant, Laura	103 60 00
Macdonald, Stephen A. (1910)	20 5 82			Marshall, Gertrude	103 60 00
				Miner, Bertha	102 59 41

Morse, Elizabeth G.	103	60 00	Wagner, Zilpha A.	96	41 93
Munro, Lizzie B.	103	60 00	Weaver, Mabel A.	98	42 80
McMahon, Nellie	103	60 00	Woodworth, Cora E.	103	45 00
Parker, Lucia M.	103	60 00	*Aalders, Jessie M.	91	33 79
Parker, Maie, L.	103	60 00	*Beazley, Grover C.	78	28 95
Reddy, Gertrude E.	103	60 00	*Benjamin, Harriett.	84	31 19
Rines, Rossie	20	11 64	*Carver, Ida N.	89	33 06
Robinson, Winnifred	103	60 00	Coffin, Eunice M.	103	30 00
Rockwell, Lila I.	98	57 07	*Condon, Kathryn.	74	27 47
Roy, Lida J.	103	60 00	Denton, Helena A.	98	28 53
Smith, Vera S.	78	45 42	Dorrey, Hattie B.	103	30 00
Strong, Mary S.	103	60 00	Easson, Mable B.	103	30 00
Trenholm, Olga	103	60 00	*Hall, Ella C.	82	30 45
Turner, Beatrice	103	60 00	Hale, Sadie E.	101	29 41
Webster, Abbie R.	103	60 00	*Hill, Nathalie.	97	36 01
Webster, Elsie E.	103	60 00	*Hiltz, Livian M.	94	34 90
Welton, Jennie	88	51 24	*Holland, Florence B.	58	21 53
Woodbury, Mabel	103	60 00	*Illsley, Lila B.	55	20 43
Woodward, Grace L.	98	57 07	Illsley, Julia S.	103	30 00
Yould, Eva.	98	57 07	Illsley, Ruth M.	103	30 00
Bent, Blanche J.	98	42 80	*Jackson, May L.	103	38 01
Best, Bessie M.	102	44 56	Knowlton, Cassie.	103	30 00
Bishop, Hattie L.	103	45 00	*Levy, Evelyn M.	70	25 99
Bowser, Mary F.	94	41 06	McMahon, Gertrude.	103	30 00
Cahill, Cassie L.	98	42 80	Ogilvie, Charlotte M.	93	27 08
Calder, Marie E.	103	45 00	Ogilvie, Gertrude S.	103	30 00
Challen, Bessie	103	45 00	*Parker, Ida A.	89	33 04
Chipman, Alice R.	103	45 00	Parker, Winnifred E.	84	24 46
Chute, Edith M.	97	42 37	Parrish, Cora B.	102	29 70
Corkum, D. A.	103	45 00	Robbins, Cecil C.	35	10 18
Davison, Biccio J.	93	40 62	*Russell, Harriette L.	101	37 26
Davison, Nina E.	103	45 00	*Sanford, Marion.	72	26 73
Dimock, Jessie	103	45 00	*Sawler, Edith G.	68	25 23
Dow, Margaret J.	98	42 80	Sawler, Pearl M.	82	23 88
Eaton, Bertha M. L.	103	45 00	*Smith, Eva M.	83	30 82
Fairweather, Winnie L.	98	42 80	*Strong, Gertrude A.	80	29 70
Foote, Edith M.	101	44 12	*Swindell, Laura M.	82	30 45
Franey, Bertha M.	103	45 00	*Swindell, Ina.	80	29 70
Gibson, Ethel W.	68	29 70	Thorpe, Kate V.	103	30 00
Jones, Bessie M.	19	8 28	*Vaughan, Cora A.	98	36 38
Kennedy, Gladys B.	58	25 33	*Weaver, Emmie A.	68	25 23
King, Mildred E.	103	45 00	Westcott, Eva B.	98	28 53
Lamont, Nancy E.	103	45 00	*Woodworth, Alfreda.	83	30 82
Lee, Ena B.	103	45 00			
Lewis, Sadie R.	102	44 56			
Loomer, Elizabeth	103	45 00			
Macdonald, Laura	68	29 70			
Mapplebeck, Idella	103	45 00			
Morse, Kate O.	103	45 00			
Mosher, Margaret E.	101	44 12			
McFadden, Kathleen.	99	43 24			
McLeod, Mabel.	100½	43 90			
Neary, Stella B.	103	45 00			
Nichols, Lola M.	103	45 00			
Parker, Essie.	102	44 56			
Parker, Prudence.	98	42 80			
Patterson, Florence.	103	45 00			
*Plant, Thomas W.	103	45 00			
Quigley, Mary E.	103	45 00			
Rand, Harriette.	103	45 00			
Reid, Eva M.	98	42 80			
Shaw, Mildred L.	103	45 00			
Spidell, Jennie M.	103	45 00			
Spinney, Edith A.	103	45 00			
Swindell, Charlotte E.	103	45 00			
Tobin, Gertrude.	98	42 80			

ANNUITANTS.					
Godfrey, John T.				75	00
Andrews, Henry M.				60	00
Banks, Alonzo J.				60	00
Craig, James.				45	00

LUNENBURG.					
McKittrick, B.	103	105 00			
Hewitt, M. C.	103	90 00			
Mack, R. T.	98	99 86			
McLeod, Jeanette.	98	99 86			
Bailly, Hazel.	103	60 00			
Brahm, Muriel.	103	60 00			
Crowell, Brunhilda.	97	56 49			
Feindell, Gertrude.	98	57 07			
Freeman, Nettie.	103	60 00			
Getson, Grace A.	98	57 07			
Hebb, Bessie C.	103	60 00			

Harris, Cora M.	98	57 07	Thompson, Mary.	98	42 80
Herman, Bertha.	103	60 00	Wambach, Vera.	103	45 00
Hirtle, Roy.	103	60 00	Warner, Emma L.	103	45 00
Holder, Harriet.	98	57 07	Wentzell, Lois.	103	45 00
Knickle, Kathleen.	103	60 00	West, Ella.	103	45 00
Leary, Mary.	103	60 00	Wolfe, Jennie.	50	21 84
Millett, Susie.	103	60 00	Young, Edith M.	102	44 56
Maxner, Morris.	103	60 00	*Arenberg, Grace	91	35 34
Moore, Clara M.	103	60 00	Allen, Christie	103	30 00
Mullock, Florence.	103	60 00	Baker, Cora	103	30 00
Pearl, Etta M.	12	6 98	Baker, John L.	73	21 26
Rafuse, Eva.	103	60 00	*Bailly, Cora	86	33 39
Ritcey, Lillas.	103	60 00	Bell, Gertrude	92	26 79
Ritcey, Winnie.	103	60 00	Bell, Minnie	83	24 17
Silver, Lottie.	103	60 00	Brooks, Jessie	103	30 00
Strumm, Gladys.	103	60 00	Brooks, Lena	103	30 00
Tupper, Grace.	98	57 07	Burns, Elsie	103	20 00
Veinotte, Alice M.	103	60 00	Cunningham, Annie	79	23 00
Walker, C. E.	98	57 07	Corkum, Gladys	102	29 70
Whitman, Carrie.	102½	59 70	Corkum, Minnie	103	30 00
Whynacht, Maggie.	103	60 00	Crouse, Georgina	101	29 41
Wentzell, Mary P.	103	60 00	Craig, Alberta	98	28 53
Young, Helen R.	103	60 00	Dauphinee, Lee	103	30 00
Young, Mary E.	103	60 00	Durland, Gladys	89	25 91
Zinck, Minnie.	94	54 74	*DeLong, Rachie	84	32 62
Bowers, Mary.	103	45 00	Ernst, Gladys	96	27 95
Brooks, Blanche.	103	45 00	Emeno, Jennie B.	101½	29 55
Corkum, Cassie.	100½	43 90	Fancy, Elizabeth	103	30 00
Crouse, Cynthia.	48	20 96	Forbes, M. G.	20	5 82
Dauphinee, Tessie.	103	45 00	Hebb, Beatrice	103	30 00
Deal, Bernica.	103	45 00	Hebb, Lavinia	103	30 00
Eisner, Idella.	88	38 43	Hiltz, Hazel	103	30 00
Ernst, Jessie M.	103	45 00	Hiltz, Cora E.	98	28 53
Fralic, Elsie.	103	45 00	Hilton, Muriel	88	25 62
Hall, Bessie.	103	45 00	*Hirtle, Gladys	20	7 77
Hawksworth, Eva.	102	44 56	Hirtle, Jessen	103	30 00
Hebb, Arthur.	103	45 00	Hirtle, Kate	103	30 00
Hebb, Jennie L.	103	45 00	Hirtle, Nora	103	30 00
Hebb, Leda M.	103	45 00	Hirtle, Pearl	94	27 37
Hirtle, Bertha.	103	45 00	Heisler, Hilda	91	26 50
Hirtle, Ethel.	103	45 00	Jefferson, Minnie	95	27 66
Hirtle, Mary E.	103	45 00	Joudrey, Hazel	103	30 00
Hirtle, Olive B.	103	45 00	*Joudrey, Lida	103	40 00
Homans, Estella.	20	8 72	Keddy, Claude	103	30 00
Keddy, Bessie.	103	45 00	Keddy, Elva M.	103	30 00
Lohnes, Minnie A.	102	44 56	Keddy, Pearl	103	30 00
Lohnes, Stella.	97	42 37	Kennedy, Lois	103	30 00
Mader, Bessie.	103	45 00	Knickle, Jennie	89	25 91
Manning, Myra.	103	45 00	Langille, Myrtle	102	29 70
Mason, Jessie.	103	45 00	*Lacy, Hattie	103	40 00
Mouzar, Laliah.	103	45 00	Lohnes, Flossie	103	30 00
Myers, Jeanette.	103	45 00	*Lohnes, Elsie	103	40 00
Naugler, Agnes.	103	45 00	Meisner, Arnold	94	27 37
Parker, Carrie M.	103	45 00	Mosher, Hilda M.	20	5 82
Reinhardt, Grace.	78	34 06	*Mossman, Ada	103	40 00
Remby, Lottie.	103	45 00	Mossman, Cora	103	30 00
Richard, Edith.	103	45 00	Morton, Tessie	69	20 09
Rodenheiser, Lettie.	103	45 00	Morgan, Percy	89	25 91
Romkey, Mary C.	103	45 00	Naugler, Emma	103	30 00
Silver, Florence.	103	45 00	*Oickle, Sadie	103	40 00
Silver, Susie.	103	45 00	Oickle, Eleda	85½	24 89
Smeltzer, Lillie.	92	40 18	Rafuse, Maggie	103	30 00
Smith, Eva M.	103	45 00	*Rafuse, Sybil	103	40 00
Smith, Lola.	103	45 00	Reinhardt, Ethel	103	30 00
Smith, Minnie B.	102	44 56	Saltman, Ernest	103	30 00
Tobin, Mary E.	103	45 00	Simpson, Esther	84	24 46

Smith, Ada A.	103	30 00
Strumm, Emma	100	29 12
Thompson, Albertha	87	25 33
Veinot, Lillian	103	30 00
*Veinot, Murnie	93	36 11
Vogler, Ethel	69	20 09
*Walters, Byron	103	40 00
Wentzell, Edith	103	30 00
Wentzell, Sadie	91	26 50
Wentzell, Elsie D.	90	26 21
*Wentzell, Elsie W.	91	35 34
Wile, Dora A.	103	30 00
Wolfe, Blanche	103	30 00
Zwicker, Bessie	103	30 00
Zwicker, Rhoda	103	30 00
Bolivar, Bernice	88	25 62
Bolivar, Minnie	94	27 37

ANNUITANTS.

Rieser, Daniel	60 00
Faulkner, James	45 00
Stoddart, Marie	45 00
Heckman, Albert D.	30 00
Kaulback, Laura	30 00

CHESTER.

Chivers, Gladys	103	60 00
Corkum, Inez	103	60 00
Hatt, Laura	103	60 00
Haughton, Cyretha	103	60 00
Zinck, Austin A.	103	60 00
Bailly, Leta	98	42 80
Bruhn, Flora	103	45 00
Corkum, C. H.	103	45 00
Ernst, Florence C.	103	45 00
Harvey, Bessie	103	45 00
Hirtle, S. W.	103	45 00
Matthews, M. S.	94	41 06
Nicol, Minnie	103	45 00
Wolfe, Jessie	101	44 12
Zinck, Florence	103	45 00
Baker, May B.	73	21 26
Baker, Maud	83	24 17
*Eldridge, Jennie	103	40 00
*Elliott, Jennie	88	34 17
Ernst, Rhoda	101	29 41
Hebb, Gordon M.	55	16 01
Hawboldt, Ida	103	30 00
Hawboldt, Gertrude	102	29 70
Hubley, E. M.	103	30 00
Keddy, Sadie	103	30 00
*Levy, Addie G.	50	19 41
Millett, R. M.	86	25 04
*Murphy, Ruth	94	36 50
Skerry, Clara M.	20	5 82
Skerry, Jessie B.	103	30 00
Slauenwhite, Florence	102	29 70
*Vaughan, Mary P.	73	28 34
*Zinck, Sadie	81	31 45

PICTOU.

EAST.

Baillie, A. G.	103	75 00
MacLeod, John T.	103	105 00
Aikens, Chas. E.	93	54 16
Ballantyne, Esther	103	60 00
Balcom, L. S.	103	60 00
Bannerman, Margaret	103	60 00
Clarke, Adelia	103	60 00
Coulter, W. B.	103	60 00
Demmons, Mona	102	59 41
Fraser, Margaret	77	44 84
Fraser, M. Louise	103	60 00
Gray, Maude	103	60 00
Grant, Clare A.	103	60 00
Grant, Maria	103	60 00
Lent, F. I.	103	60 00
MacBean, Jennie	103	60 00
MacGlashan, Isabel	84	48 92
MacKay, Roberta	103	60 00
McLean, Sarah E.	102	59 41
MacPherson, Eliza	103	60 00
McLean, Cassie	103	60 00
Miller, Lola D.	103	60 00
Mosher, Mary L.	103	60 00
Munn, Nina	103	60 00
Murray, Sadie	103	60 00
Mussells, H. H.	103	60 00
Ogilvie, Ada M.	102	59 41
Ogilvie, Estelle	103	60 00
Oulton, C. Albert	103	60 00
Oulton, Millage	103	60 00
Philip, Maude	103	60 00
Reeves, Annie W.	103	60 00
Robertson, Edith	103	60 00
Russell, Martha	102	59 41
Savage, Martha J.	103	60 00
Thompson, Elizabeth	103	60 00
Archibald, Ann.	103	45 00
Archibald, Caroline.	79	34 50
Ballantyne, Jean.	103	45 00
Bryden, Myra.	103	45 00
Condon, Josephine.	102	44 56
Crockett, Annie C.	103	45 00
Chisholm, Mary M.	103	45 00
Flynn, Sadie.	99	43 24
Fraser, Katherine.	103	45 00
Fraser, Elsie.	103	45 00
Fraser, Gertrude.	103	45 00
Gunn, Mary A.	100	43 68
MacArthur, Annie.	103	45 00
MacGregor, Edith.	94	41 06
MacDonald, Ada.	103	45 00
MacDonald, Margaret.	82	35 81
MacKenzie, Charlotte.	55	24 02
MacKenzie, Tena.	102	44 56
MacKenzie, Emma.	103	45 00
Macgillivray, A. J.	77	33 62
MacKnight, Jessie.	103	45 00
MacLean, C. Myrtle.	103	45 00
MacLeod, Bessie J.	103	45 00
Maxwell, Bessie B.	98	42 80
McIsaac, Minnie.	103	45 00
McKay, Ethel J.	103	45 00

Mitchell, Jennie L.	102	44	56	MacRae, Muriel.	103	75	00
Patterson, Margaret.	103	45	00	Munro, H. F.	97	84	75
Park, Marion.	60	26	21	Tanch, J. W.	19	16	56
Rogers, Marion.	103	45	00	Cossitt, O. VonB.	103	60	00
Ross, Bessie B.	103	45	00	Fraser, Annie D.	98	57	07
Smith, Isabel C.	100	43	68	MacKay, Luella.	103	60	00
Sutherland, Lexie.	103	45	00	MacRae, Alice.	103	60	00
Thompson, Daisy.	103	45	00	McArthur, Olive.	98	57	07
Turner, Christena J.	103	45	00	Robson, Norman.	11	6	40
Wagner, Georgina.	67	29	26	Stewart, Martha.	103	60	00
Ballantyne, Agnes.	102	29	70	Smith, Margaret J.	102	59	41
Bryson, Minnie.	103	30	00	Thompson, Lou Ella.	103	60	00
Calder, Elsie.	103	30	00	Brown, Isabelle J.	103	45	00
Cameron, Hannah.	103	30	00	Campbell, Margaret.	83	36	25
Carter, Elverena.	93	27	08	Collie, Annie M.	102	44	56
Cochrane, Lena.	79	23	00	Fullerton, Mabel.	103	45	00
Craigie, Albert W.	70	20	39	Harris, Annie E.	84	36	68
Fraser, Alice E.	103	30	00	Haley, Mary.	98	42	80
*Fraser, Sarah C.	82	31	84	Johnson, Louise A.	92	40	18
*Fulmore, Cora.	72	27	95	Kent, Lillian.	61	26	64
Hickey, Lizzie.	93	27	08	MacDonald, Mabel.	101	44	12
Lynch, Gwendolin.	103	30	00	MacIntosh, Jennie.	102	44	56
MacArthur, Janet.	82	23	88	MacKenzie, Marjorie.	100	43	68
MacCuish, A. A.	87	25	33	MacKay, Tena B.	101	44	12
MacDonald, Katherine.	98	28	53	MacKay, A. Olivia.	98	42	80
Macdonald, Anna.	103	30	00	MacTavish, Elizabeth.	98	42	80
MacEachern, Mary E.	98	28	53	McCunn, Isabell M.	103	45	00
MacLean, M. Estelle.	102	29	70	McMillan, Anabelle.	35	15	28
*MacLeod, Alice.	79	30	58	McGirr, Gertrude.	85	37	12
MacKay, Ellen.	103	30	00	Munro, Margaret A.	103	45	00
MacKenzie, Ethel A.	103	30	00	Rose, Jessie.	98	42	80
MacKinnon, A. Adella.	70	20	39	Sutherland, Stella.	103	45	00
MacQueen, Margaret J.	84	24	46	Sutherland, Janie.	103	45	00
MacWilliam, Jessie.	103	30	00	Sutherland, Mina.	103	45	00
McDonald, Allister.	89	25	91	Bickers, Ethel M.	100	29	12
McDonald, Margaret K.	103	30	00	Campbell, Christena.	103	30	00
McGregor, Minnie.	103	30	00	Christie, Stella S.	78	22	71
McNeil, Mary A.	62	18	05	Christie, Margaret.	103	30	00
*McPhie, Mabel.	43	16	70	Currie, Grace.	89	25	91
Mills, Martha.	103	30	00	Davies, Bertha H.	87	25	33
Munroe, Nettie C.	103	30	00	Dwyer, Ella M.	103	30	00
*Parlee, Marion.	57	22	13	*Elliott, Laura.	88	34	17
*Pushie, Ida G.	20	7	77	Fraser, Laura S.	89	25	91
Robertson, Sarah E.	102	29	70	Graham, Janella.	101	29	41
*Ross, Christena.	103	40	00	Gilchrist, Christena.	103	30	00
Ross, Annie M.	82	23	88	Hamilton, Edythe.	99	28	82
Ross, Isabella C.	98	28	53	*Hamilton, Mary.	91	35	34
*Sillers, Annie F.	48	18	64	Heughen, Eleanor.	103	30	00
Sutherland, Mary.	103	30	00	MacBain, Mary C.	103	30	00
*Sutherland, Hattie.	103	40	00	MacBain, Henrietta.	84	24	46
Stewart, Mary L.	103	30	00	MacKenzie, Jessie M.	93	27	08
Thompson, Irene.	103	30	00	MacKenzie, Nina J.	72	20	97
*Weatherby, Hattie E.	90	34	95	MacKay, Mable.	103	30	00
				MacKay, Catherine.	79	23	00
				MacKay, Nettie J.	91	26	50
				*MacKean, Rilda.	102	39	61
				MacQuarrie, Jessie.	102	29	70
				MacLeod, Annie M.	103	30	00
				MacLeod, Bessie M.	84	24	46
				Matheson, Gladys S.	89	25	91
				Matheson, Maud.	88	25	62
				MacLean, J. Grant.	67	19	50
				Morrison, Mary.	54	15	72
				Murray, Helen.	82	23	88
				*Murray, Grace A.	98	38	06
				*Redmond, Ada F.	83	32	23

ANNUITANTS.			
Cameron, Jessie.	45	00	
Cruikshank, Jessie.	45	00	
Ross, Maggie.	45	00	

WEST.			
Fraser, W. P.	102	89	12
MacKay, Annie.	103	75	00
Maclellan, Robt.	97	98	87

Ross, Leola.	103	30 00
*Robinson, Sadie.	98	38 06
*Sutherland, Blanche.	102	39 61
Sutherland, Tena.	20	5 82
Wright, Bertha A.	103	30 00

ANNUITANTS.

Fraser, William.	60 00
Gollan, John.	60 00
MacKay, John.	60 00
McArthur, Alex.	60 00
McDonald, D. W.	60 00

QUEENS.

SOUTH.

Morton, R. F.	103	105 00
Mullins, Jennie	103	90 00
Baltzer, Mary	103	60 00
Freeman, Winnie	102	59 41
Harrington, E. B.	103	60 00
Harrington, Georgie	83	48 34
Longley, R. A.	103	60 00
Mader, Annie	98	57 07
Patterson, Cordelia	98	57 07
Smith, Sophia	103	60 00
Thompson, Lillian	103	60 00
Wylde, Sara W.	102	59 41
Bell, Marie	20	8 72
Brown, Mertie	103	45 00
Countway, Blanche	97	42 37
Freeman, Allene	103	45 00
Freeman, Juna	102	44 56
Frellick, Myra	102½	44 78
Greenlaw, Marion	103	45 00
Hanley, Ruth	93	40 62
Hartlen, Ida	103	45 00
Huskins, Pearl	103	45 00
McGinty, Katherine	103	45 00
McLeod, Ethel	19½	8 50
Perry, W. I.	88	38 43
Pineo, Ida B.	102½	44 78
Reinhardt, Mildred	98	42 80
Spurr, Annie M. W.	102	44 56
Godfrey, Bessie	103	30 00
Hume, Freeman G.	58	16 88
Hunt, Gladys	99	28 82
Mack, Winnifred	49	14 26
Meisner, Hilda	101½	29 55
Munroe, Effie	103	30 00
McKay, Gertrude	102	29 70
McLeod, Annie W.	103	30 00
Newcombe, Florence	98	28 53
*Rhynard, Alma	98	38 06
*Smith, Margaret	102	39 61

NORTH.

Fancy, Lydia	100	58 25
Frost, Mary L.	94	54 74
Hawboldt, Susie	103	60 00
Weldon, Alice G.	103	60 00

Freeman, Blanche	102	44 56
Kenney, Rowena	101	44 12
Millett, Sadie	103	45 00
Patterson, Lulu	92	40 18
Corkum, Annie	96	27 95
*Ennis, Hilda	74	28 73
Frank, Merna	102	29 70
*Freeman, Gertrude	103	40 00
Froude, Gertrude	19	5 52
*Joudrey, Eva	56	21 74
*Lantz, Hazel	82	31 84
McGuire, Mary	103	30 00
Smith, Henrietta	103	30 00
Snow, Florence	90	26 21
*Sperry, Rhoda	103	40 00
Wessell, Laura	82	23 88
*Wharton, Zella	82	31 84

RICHMOND.

Martin, Oscar MacN.	103	105 00
Ballantyne, Ina M.	103	60 00
Barrett, Teresa F.	103	60 00
Beranger, Mary Alvina	103	60 00
Bissett, Clara V.	103	60 00
Bourgeois, Henry	103	60 00
Boyd, Christina	103	60 00
Gillis, D. McK.	20	11 64
Herdman, Wm. C.	56	32 61
LeBlanc, Andrew A.	103	60 00
MacDonald, Sadie	79	46 01
Maxwell, Jane P.	103	60 00
Boyd, Laura E.	103	45 00
Burke, Eva May	103	45 00
Burke, Mabel H.	103	45 00
Cote, Alice P.	103	45 00
Devereaux, Charlotte M.	97	42 37
Gagnon, Alfred G.	103	45 00
Leslie, Alfreda M.	103	45 00
MacKillop, A. B. B.	103	45 00
MacKillop, Ewen D.	102	44 56
MacLeod, Tena H.	103	45 00
Macneil, Florence	103	45 00
Macneil, Margaret	103	45 00
Macneil, Minnie F.	20	8 72
Matheson, Maude H.	103	45 00
Mauger, Lina	103	45 00
Morrison, Annie	103	45 00
Murphy, Margaret A.	103	45 00
Mury, Simon	103	45 00
Nelson, Jotham Scott	103	45 00
Patterson, George John	100	43 68
Power, Mary Gertrude	103	45 00
Samson, Annie E.	103	45 00
White, Minnie M.	98	42 80
Boutin, Irene Honora	91	26 50
Boyd, Cameron	55	16 01
Boyle, Cecilia M.	103	30 00
Boyle, Lucy E.	89	25 91
Campbell, Katie	103	30 00
Coffey, Julia B.	101	29 41
Daigle, Joseph J.	103	30 00
Finlayson, Tena J.	29	8 44
Forbes, Jessie A.	101	29 41

Forgeron, Eva May	103	30 00
Gagnon, Evangeline	103	30 00
Gillis, Annie	101	29 41
Grant, Cassie J.	82	23 88
Holmes, Jessie K.	103	30 00
Jackson, Annie J.	101	29 41
Johnston, Catherine	103	30 00
McCuish, Dan Allan	92	26 79
MacKenzie, Annie M.	85	24 75
McKiggan, John	89	25 91
McKinnon, John H.	93	27 08
MacLeod, Marie S.	103	30 00
MacNeil, Mary Ella	58	16 88
Maguire, Nora Pearl	98	28 53
Martin, Marion	98	28 53
Murphy, Frances J.	103	30 00
Nicolle, Everette J.	88	25 62
Ross, Finlay A.	80	23 30
Samson, Florence A.	103	30 00
Samson, Mary Louise	103	30 00
Shannon, Ellen J.	34	9 89
*Burke, Sarah S.	103	40 00
*Doucet, Alvena E.	103	40 00
*Kyte, M. Josephine	31	12 04
*McDonald, Neil E.	82	31 84
*McInnis, Alex. A.	72	27 95
*McKillop, Kenneth A.	84	32 62
*McPherson, Barbara	78	30 29
*Morrison, Ella H.	102	39 61
*Sutherland, Donald A.	98	38 06
*Thibeau, Peter	72	27 95

ANNUITANTS.

Boyle, D. R.	60	00 00
McDougall, Peter	45	00 00
McKay, John	45	00 00

SHELBURNE.

Hirtle, A. G.	103	105 00
MacLeod, A. N.	103	105 00
Allen, Jane R.	103	60 00
Brannen, Lottie G.	103	60 00
Capstick, Grace	103	60 00
Freeman, Grace D.	103	60 00
Perry, Emma F.	103	60 00
Turner, Flora A.	103	60 00
Wylde, Mary A.	20	11 64
Cox, Jeanette	102	44 56
Doleman, T. W.	103	45 00
Dorrie, Gladys A.	79	34 50
Etherington, Lillian	98	42 80
Goodick, J. B.	103	45 00
Hardy, Ruby A.	103	45 00
Kempton, Jessie M.	103	45 00
Lyle, Emily R.	98	42 80
Nickerson, Charlotte	103	45 00
Smith, Myrtle L.	103	45 00
Stephens, Verna B.	98	42 80
Sutherland, Bessie	103	45 00
Webber, Ola B.	103	45 00
Bethune, Annie B.	74	21 55
Bower, Donald M.	103	30 00

Bruce, Mary M.	5	1 45
Cameron, Mildred.	73	21 26
Crowell, Josephine B.	79	23 00
Davis, Hattie H.	103	30 00
Doane, Ada G.	102	29 70
Doane, Estella S.	103	30 00
Downie, Eula M.	98	28 53
Firth, E. Louise.	103	30 00
Freeman, Louise.	103	30 00
Gardner, Estella F.	101	29 41
Harding, Laura M.	102	29 70
*Hemeon, W. B.	89½	34 79
Jones, E. Dora.	81	23 59
Lloyd, Florence V.	102½	29 85
Locke, F. Alberta.	103	30 00
McGuire, Maggie I.	101	29 41
McKenna, Lulu M.	103	30 00
Nickerson, J. S.	103	30 00
Perry, Lola E.	103	30 00
Shupe, Ianthe M.	102	29 70
*Smith, Robert.	69	26 79
Taylor, Lillian.	103	30 00
*Walls, Ruby W.	70	27 18
Whynot, Lily B.	103	30 00

ANNUITANTS.

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

BARRINGTON.

Black, Pearle M.	103	60 00
Fox, A. D.	103	60 00
Frost, Isabel F.	103	60 00
Hall, H. E.	98	57 07
Reynolds, Avis E.	103	60 00
Smith, Annie S.	103	60 00
Bacon, Agnes S.	103	45 00
Burrill, Harold O.	103	45 00
Firth, Alice W.	103	45 00
Hogg, G. W.	74	32 31
Hopkins, Belle L.	102	44 56
Jacques, G. V.	103	45 00
Melanson, B. E.	20	8 72
Nickerson, Bessie S.	103	45 00
Nickerson, Kate F.	103	45 00
Nickerson, L. Isora.	103	45 00
Nickerson, Nellie G.	103	45 00
Pentz, Harriet M.	103	45 00
Ross, B. B.	103	45 00
Smith, Elsie B.	103	45 00
Thomas, Elvah B.	103	45 00
Brannen, Belle F.	14	4 07
Brannen, Ruby V.	103	30 00
Brannen, Pearle V.	103	30 00
Goodwin, Berenice A.	103	30 00
Goreham, Nettie A.	103	30 00
*Harding, Muriel A.	78	30 29
Hartlen, Maude.	103	30 00
Hopkins, Anita W.	103	30 00
Knowles, Meda L.	103	30 00
Lewis, Ella A.	103	30 00
*McKay, Elizabeth B.	68	26 40
Nickerson, Ruth M.	69	20 09

Perry, Ora E.	102	29 70
Powell, Salome E.	103	30 00
Rhynard, Gertrude S.	102	29 70
Ross, Nora A.	103	30 00
*Smith, Josie M.	78	30 29
Thomas, Genevieve B.	103	30 00
Thomas, Helen L.	103	30 00
Whitman, Georgia R.	103	30 00
Wilson, Edna W.	103	30 00

ANNUITANTS.

Matheson, W. H.	45 00
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VICTORIA.

MacLean, Christena O.	103	105 00
Anderson, Annie C.	103	60 00
Grant, Katherine	100	58 25
Hennesey, Martha J.	99	57 66
McDonald, M. B.	102	59 41
MacKenzie, Emeline L.	103	60 00
Currie, Michael D.	63	27 52
MacAskill, Flora B.	98	42 80
MacAulay, Jessie	93	40 62
Macdonald, Louise	103	45 00
Macdonald, Katherine A.	84	36 68
MacInnis, Wm. C.	103	45 00
MacIntosh, Jessie	81	35 37
MacKay, John D.	77	33 62
MacKenzie, Margaret M.	103	45 00
MacKenzie, Annie S.	38	16 59
MacLeod, John D.	103	45 00
MacLeod, John R.	40	17 47
Montgomery, Sadie	99	43 24
Ross, May Lily	96	41 93
Watson, Ella M.	103	45 00
*Buchanan, Margaret	90 ⁺	35 14
Campbell, Mary J.	103	30 00
Campbell, Jean E.	103	30 00
Carey, John A.	79	23 00
Coady, Daniel M.	81	23 59
Crowdis, Louise	103	30 00
Devoe, Emma R.	89	25 91
Ferguson, Bessie C.	64	18 63
*Hackett, James G.	48	18 64
Horton, Annie	102	29 70
*Logan, Heber	46	17 86
MacAulay, Marguerita	103	30 00
*McDermid, Rachael J.	91	35 34
McDonald, Florence	58	16 88
*Macdonald, Hannah C.	79	30 58
Macdonald, Nellie	89	25 91
*Macdonald, Florence C.	103	40 00
Macdonald, Kenneth J.	96	27 95
*Melver, Christena	75	29 12
*MacKay, Jean	96	37 28
*MacKenzie, D. C.	47	18 25
MacKenzie, Arrabelle C.	88	25 62
*MacKinnon, A. Harold	55	21 36
Maclean, Wm. B.	45	13 10
*McLennan, Margaret R.	89	34 56
*MacLeod, Katherine	84	32 62
MacLeod, Roderick N.	43	12 52

MacLeod, Katherine	92	26 79
MacLeod, Annie M.	103	30 00
MacLeod, Belle C.	103	30 00
MacLeod, Catherine A.	30	8 73
*Macqueen, Roddie	91	35 34
MacRae, Christena A.	91	26 50
*Matheson, John R.	43	16 70
Montgomery, Christene	103	30 00
Morrison, Joanna B.	101	29 41
Morrison, James Hugh	89	25 91
*Nelson, Gustave Adolph	93	36 11
Nicholson, C. Margaret	103	30 00
*Robson, Rebecca	90	34 95
Roper, Emerson W.	84	24 46
*Ross, Annabel	79	30 58
*Sellon, Belle C.	103	40 00
"Kempt Head" Consoli- dated Section, D,	75	21 84

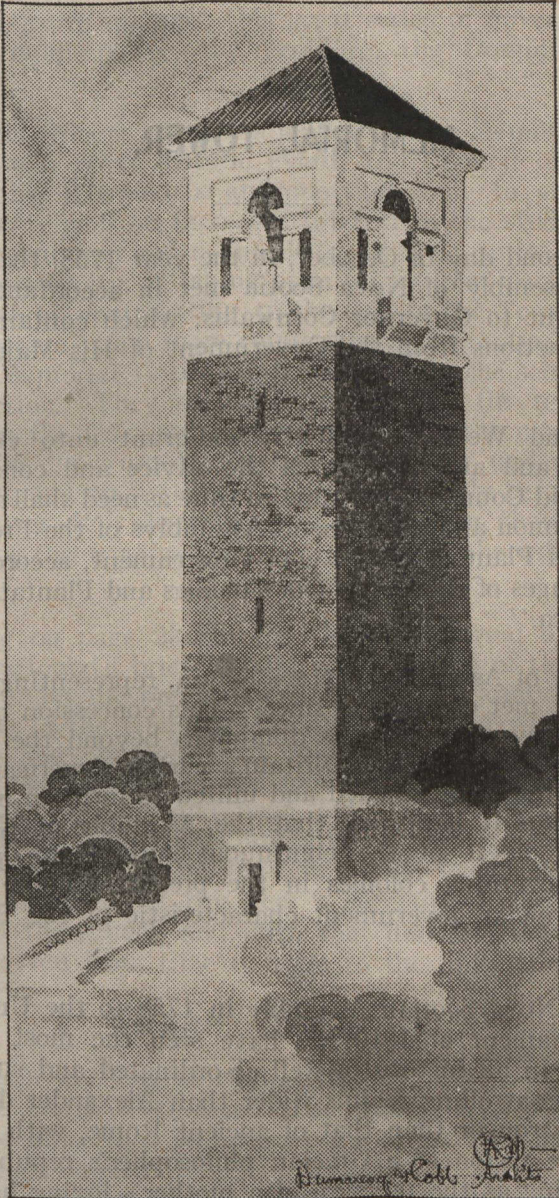
RECOMMENDED FOR SPECIAL POOR AID.

St. Columba Section	45 00
Jubilee Section	40 00

YARMOUTH.

Allen, E. C.	103	90 00
Allen, Letha S.	103	75 00
Blackadar, G. D.	91 ⁺	79 94
Hall, Florence B.	103	75 00
Horne, A. W.	103	75 00
Kempton, W. F.	103	105 00
MacGray, M. W.	103	75 00
Spinney, Mary E.	103	75 00
Wyman, H. J.	103	90 00
Allen, Georgie W.	103	60 00
Allen, S. B.	103	60 00
Bond, Mary G.	103	60 00
Burrill, F. T.	59	34 36
Churchill, Vera L.	103	60 00
Churchill, Gordon H.	103	60 00
Churchill, Nelson	102	59 41
D'Eon, J. Octave	98	57 07
Doane, Lora	103	60 00
Durland, Addie W.	103	60 00
Ellenwood, Margaret H.	99	57 66
Fleet, Sarah J.	103	60 00
Goodwin, Effie B.	103	60 00
Goudey, Alice A.	47	27 37
Grierson, Jean E.	12	6 98
Hines, Gladys H.	103	60 00
Hopkins, Marion J.	96	55 91
Huestis, Hannah	103	60 00
Inglis, Robt. E.	44	25 62
Kinney, Laura	103	60 00
MacGray, Jean D.	103	60 00
McLeod, A. J.	103	60 00
Moses, Della B.	103	60 00
Platt, Bessie H.	91	50 00
Potts, Louise	103	60 00
Raymond, Luella	103	60 00
Scott, Martha	103	60 00
Smith, Charlotte G.	80	46 59
Whyte, Margaret G.	102 ⁺	59 70

Allan, Frances L.	103	45 00	Giffin, Amy Clare	102	59 41
Bond, Anna	34	14 84	Scott, Anna	102	59 41
Brown, Maud S.	98	42 80	Sister M. Victoire	103	60 00
Bryant, Arletta	103	45 00	Amirault, Edith S.	103	45 00
Chipman, Agnes J.	103	45 00	Amirault, Eva A.	103	45 00
Corning, Nellie R.	103	45 00	Babin, Eugenie L.	103	45 00
Crosby, Jessie H.	103	45 00	Babin, Mary T.	103	45 00
Crowell, Iona	103	45 00	Bourque, Mary A.	103	45 00
Delamere, S. P.	103	45 00	D'Eon, Laura F.	103	45 00
Freeman, Nellie B.	103	45 00	D'Entremont, Edna C.	103	45 00
Goudey, L. Ada	82	35 81	D'Entremont, Edward J.	100½	43 90
Grant, Estella	103	45 00	Frost, Charlotte W.	103	45 00
MacKay, Janet MacP.	103	45 00	Gray, Eva I.	103	45 00
Mills, Mary E.	101	44 12	Keau, Evelyn S.	103	45 00
Moses, Agnes	103	45 00	McGinnis, Annie H.	102	44 56
Muise, E. E.	103	45 00	McKay, Nettie M.	103	45 00
Nickerson, Nettie M.	103	45 00	Mius, Mary N.	103	45 00
Pennington, J. Ginevra	103	45 00	Porter, Florence H.	96	41 93
Platt, Ada M.	103	45 00	Sister M. Elise	103	45 00
Roach, Florence L.	103	45 00	Sister M. Eugenie	103	45 00
Taylor, A. Delaurie	103	45 00	Sister M. Seraphia	103	45 00
Wetmore, Ralph H.	103	45 00	Surette, Rose D.	103	45 00
Wyman, C. W.	103	45 00	Swaine, Mysie M.	103	45 00
Churchill, Addie M.	55	16 01	Thibodeau, Beatrice	103	45 00
Crosby, Marion	102	29 70	Thomas, Ida M.	103	45 00
Hamilton, Stella	89	25 91	Walsh, Margaret M.	102	44 56
*Hatfield, Edgar E.	91	35 34	Amirault, Edith S.	103	30 00
Hatfield, Etta M.	73	21 26	Amirault, Muriel A.	103	30 00
Hatfield, Lizzie V.	103	30 00	Amirault, Rose I.	103	30 00
*Herkes, J. Irving	58	22 52	Babin, Bertha	103	30 00
Hurlbert, Bessie R.	86	25 04	*Babin, Chantale	103	40 00
Kavanagh, Elinor A.	101	29 41	Belliveau, Genevieve	103	30 00
*McCrae, Audrey A.	74	28 73	*Bourque, Rosie	103	40 00
McGray, A. Edna	100½	29 26	D'Entremont, Clara M.	103	30 00
Pitman, Helen	82	23 88	D'Entremont, Hattie L.	103	30 00
Porter, Herman L.	103	30 00	Doucette, Alma M.	103	30 00
Purney, Maria I.	103	30 00	Doucette, Edith A.	89	25 91
*Robicheau, Emily	99	38 45	Goodwin, Effie V.	102	29 70
Smith, Vesta P.	39	11 39	Goodwin, Rosa P.	102	29 70
*Turner, J. B.	91	35 34	Hatfield, Emma M.	89	25 91
Winter, Maud E.	103	30 00	Hogg, Jennie A.	102	29 70
ANNUITANTS.			LeBlanc, John B.	103	30 00
Hilton, Mary M.		45 00	*LeFave, Adele	83	32 23
ARGYLE.			Manzar, Gladys R.	103	30 00
D'Entremont, Rhoda M.	103	60 00	Moode, Regina M.	50	14 56
Doane, Jennie A.	103	60 00	Pothier, M. Annie	103	30 00
			*Purney, Helen J.	79	30 58
			Robichau, Isabella	55	16 01
			Seeley, Janet M.	103	30 00
			Spinney, Amy L.	103	30 00
			Surette, Ada	98	28 53
			Surette, Nemerise	103	30 00



MEMORIAL TOWER,
To Nova Scotia Parliament of 1758, Halifax.

MEMORIAL TOWER.

On the second day of October, in the year 1758, the first representative Assembly of Nova Scotia met in accordance with the Letters Patent to Governor Cornwallis, which contained the following instructions from the Government of His Majesty George the Second:

“And We do hereby give and grant unto you full
“power and authority, with the advice and consent of
“Our said Council, from time to time as need shall require,
“to summon and call General Assemblys of the Freehold-
“ers and Planters within your Government, according to
“the usages of the rest of Our Colonies and Plantations in
“America.”

The House of Assembly of Nova Scotia, representing its people, has regularly met every year since. This concession of the principle of self-government to its dominions beyond the seas was a new policy introduced into Britain's earlier American Colonies. In 1776 some of these seceded and united to form an independent republic. Thus it happened that the Assembly of Nova Scotia remains the oldest of the continuous subordinate parliaments of the self-governing colonies in the present grandly developed system of popular government characteristic of the British Empire.

From the Nova Scotian Assembly in 1758 to the United South African Parliament of 1910, we have seen the most marvellous development in all history of well co-ordinated and subordinated government controlling realms wider than Alexander dreamed of, with a grip stronger than that of ancient Rome, with a touch as elastic as the vision of a Grecian philosopher's republic, and as accommodating as the pressure of a mother's loving hand.

OUR DUTY.

It is our privilege to glorify those to whom we are indebted for so happy a development of human government. But it is the most important duty of those now attending our public schools to

prepare themselves within a very few years to carry on successfully, as full-grown citizens, this great series of governments, the school, the municipality, the Province, the Dominion and the Empire.

As patriotic citizens are now about to erect a Memorial Tower to commemorate a great historic event, the Council of Public Instruction thinks it would be an opportune time to arouse in the pupils of our schools an increased interest in the study of history leading to patriotism and a knowledge of civic duties. By giving them an opportunity of taking even an indirect part in the proceedings, and of contributing to the cost of the Tower, their studies will become much more impressive and practical. This picture of the Memorial Tower can be hung up in the school room for their inspection. They should have talks by the teacher on its meaning; on the old way of government; on the new way under representative government; on the newer way under responsible government; and on the civic duties immediately before us. First of all, however, it is desirable that the teacher should enlist the sympathy of the trustees and the interest of the influential local patriots.

Beginning on page 234 of the October Journal of Education, 1908, will be found a brief account of the laying of the foundation of the Tower on the one hundred and fiftieth anniversary of the first meeting of the House of Assembly, together with a sketch of the history and chronology of Colonial Parliaments, and a description of the location of the monument. On page 185 of the April Journal of 1909, and page 238 of the October Journal of 1910, additional particulars are given. The teacher can resort to history for further information. This instruction is recommended to be made for this year a specialty in the Empire Day exercises of the school, and until that date oral lessons or talks should be given from time to time to the pupils, in preparation for that date.

WHERE IS THE TOWER?

Just outside the City of Halifax, on the margin of and near the head of the North-West Arm. This beautiful fiord extending for about three miles in a picturesque gorge gouged out of rock by glacial action, flanked by public and private parks, gives a clear ocean view out through the mouth of the harbour.

Sir Sanford Flemming contributes the site, which is a rock promontory about ninety feet high jutting out into the water from the "Dingle," so that the Tower commands a fine view of the North-West Arm and the distant ocean, while on a little bay on the other side lies the quaint old military prison on romantic Melville Island.

WHAT WILL IT BE LIKE?

The Tower, suggesting an Egyptian obelisk or an Italian campanile, will taper from a base thirty feet square to a height of 110 feet, as shown in the picture. Around the internal stairway from the base to the top will be placed memorial stones and inscriptions presented by institutions, societies, provinces of the Dominion of Canada, and other States of the Empire—thus making the Memorial an imperial historic monument.

WHEN WILL IT BE COMPLETED?

Although the foundation was laid on the Anniversary in 1908, sufficient money was not obtained until last year to allow the Committee in charge to give out the contract. This is now done, and the Tower will be built during the present year. It will cost about \$27,000, of which \$23,000 have already been collected or promised. The various Provinces of Canada and the self-governing States of the Empire, cities, towns, municipalities, universities, other institutions, societies and individuals are contributing. Patriotic Nova Scotians abroad have contributed sums of several hundred dollars apiece.

WHY NOVA SCOTIANS ARE SPECIALLY INTERESTED?

Because destiny has given the Assembly of Nova Scotia the first place in the history of the Colonial development of the Empire; and because the Monument will, therefore, be located in Nova Scotia.

At the request of many patriotic people, the Council of Public Instruction has decided to give the public school pupils of this year the privilege of giving their contribution to the Memorial if they desire it. There is no one so poor as not to be able to give a cent to be able to say hereafter, "I am one of those who helped to raise that Monument."

HOW PUPILS MAY CONTRIBUTE.

In order that those who cannot give more may not feel inferior to others, teachers who receive these offerings are requested to intimate that all contributions should be sent enclosed in home-made envelopes about one and one-half by two inches. Anyone who sends in one cent has his share in the work as well as the one who sends in silver. The amount each sends in to the teacher should not be told, in order to avoid the possibility of hurting the feelings of those who cannot easily give as much. Nor should anyone be pressed to contribute at all, unless he or she desires to do so from a patriotic motive.

BRITISH PATRIOTISM AND THE WORLD'S PEACE.

But it will be a cause of pride to all, and a high gratification to the Department of Education, if the response of the children of the Province should demonstrate the presence of that patriotic spirit without which no country can ever become great. The school children of New Zealand, in the Britain-like Island on exactly the opposite part of the globe from Nova Scotia, sent \$1,000 to the Tercentenary of Canada, celebrated in 1908 at Quebec. Such a demonstration of the outreach of British patriotism in the rising generation has had its echo all around the globe, and is teaching mankind that the British Empire spirit is a growing force, pointing us to

“The Parliament of Man, the Federation of the World.”

ACKNOWLEDGING AND REMITTING.

Before Empire Day the teacher is requested to send the free-will offerings of the pupils to the Inspector by postal notes or other safe manner, with the name of the school and the section. The Inspectors have offered to publish in the local press the amount contributed by each school. They will then remit the whole amount from each district of their inspectorates to the Superintendent of Education, who will publish the amount from each inspectorial division and sub-division in the Journal of Education, and hand the total to the committee in charge of the erection of the monument.

The Inspectors have kindly consented to send three copies of this Circular to every teacher in their division—one for the teacher to read and two to be hung up on the walls of the school rooms (outside pages to the front), so that pupils may have an opportunity to examine the Circular for themselves. By Empire Day at the latest the whole school contributions should be sent to the Inspector with the account of the exercises. An earlier sending of the contributions would be a convenience for Inspectors, who after Empire Day are busy with examination applications.

By order of the Council of Public Instruction.



Superintendent of Education.

Education Office, Halifax, N. S.,
11th February, 1911.

TO THE PUBLIC SCHOOL TEACHERS AND PUPILS OF NOVA SCOTIA.

SIMPLIFIED DUTCH v. COMPLICATED ENGLISH IN SOUTH AFRICA.

By JOSEPH HOGARTH (Johannesburg).

EXPLANATORY NOTE

By THE "SIMPLIFIED SPELLING SOCIETY," 44 GREAT RUSSELL STREET, LONDON, W. C., ENGLAND.

The spellings adopted in the following pages are designed merely to accustom the reader to a certain measure of change.

They consist, for the most part, in the dropping of manifestly superfluous letters. It is fully recognized that simplification, to be of any substantial value, whether in education or in common life must go much further than this.

But, lest confusion be worse confounded, more fundamental reforms must be introduced with great caution, and after careful study of the complex problems involved. It is one of the objects of the S. S. S. to further this study. In the meantime, it endeavours in its publications to educate at once the seeing eye and the thinking mind.

Many seeming inconsistencies will doubtless be observed by the critical reader; some of them, in all probability, mere oversights. As absolute consistency is unattainable in a transition state, it has not been held necessary to aim at it too sedulously.

But many of the apparent inconsistencies have their reasons, which may or may not be deemed adequate.

The main principles kept in view have been (1) to do nothing which might probably have to be undone in the future; (2) to avoid all spellings which, in the absence of a systematic notation (especially for long vowels and diphthongs), might leave the pronunciation doubtful.

For example: No attempt is made to reduce to unity such forms as light, white, height, or great, late, bait, weight, or beet, bleat, deceit, mete, because there is as yet no consensus as to the notation to be ultimately adopted for these sounds.

The second "l" is dropped in "wil" and "spel," but not in "all" or "pull," because it seems likely that "wil" and "spel" may be final forms, which "al" and "pul" will scarcely be.

The "gh" is dropped in "taut" because there is no danger of its having to be replaced, and because no ambiguity of sound arises. It cannot be dropped in "ought" or "bought" until the symbol is finally chosen which shall represent the "au" sound.

Final "ce" preceded by a vowel is changed into "s," except in those cases in which the "c" determines the value of the antecedent vowel. Final "ced" in preterits and participles is changed into "st," even when preceded by a consonant.

This list of examples might be indefinitely extended. It is perhaps sufficient to show that seeming inconsistencies should be carefully examined before they are condemned.

PREFATORY NOTE.

This very interesting paper was written at the request of the Committee of the Simplified Spelling Society. In a letter accompanying the MS. Mr. Hogarth says:—

"At first I was somewhat discouraged by the difficulty of getting people to give me their views upon the matter.

"This is not surprising, since Dutch simplified spelling is at bottom a political move to preserve their nationality and to resist the process of becoming entirely English-speaking.

That is quite a natural ambition. For the same reason I advocate English spelling reform. Unfortunately we cannot do it ourselves, but must wait on the success of the movement which you represent.

"Another misfortune is that the people here of British race, if they think at all, think spelling reform beneath their notice.

"In the meantime, the English language is bound to suffer some loss.

"In the article I have tried to steer clear of politics—not always easy—and I hope nothing is written to offend either nationality."

What has English spelling or its simplification to do with South Africa?

This is a question that many people in the English-speaking world beyond our waters might ask, with the idea that so remote a place can have little or no interest in such a question.

That would be a mistake. There is a large population of British descent who are sons and daughters of the soil. Their knowledge of Britain is a tradition handed down to them by their parents. This land of golden sunshine is their home, and their English speech has taken root, and so flourishes, that it may claim to be one of the vernacular languages of the country.

South Africa, however, is large; and within its ample borders other tongues, Dutch and many native, are found living a healthy and vigorous life. In this polyglot country, everyone is more or less familiar with the languages of those surrounding them. The Dutch, everywhere renowned for their skill as linguists, know English better than South Africans of British descent know Dutch.

Consequently, nearly all white people, as well as a large number of natives, understand English.

This is not all. South Africa has a large home-made English literature, contributed by poets, historians, and novelists; which is remarkable for its excellence, considering the smallness of the community and the shortness of its historical life.

Journalism, too, has attained considerable development. Numerous dailies, weeklies, and even monthly magazines give expression to the enterprise and activity of the people. The great bulk of the South African Press is printed in English.

Therefore any serious proposal to change the system of English spelling is bound to have a great effect in South Africa, and is sure to draw forth a great deal of criticism, favorable and otherwise, from its people.

In the meantime, South Africa is no stranger to spelling reform—at least among one section of its people, namely, the Dutch.

Their leaders some years ago perceived its necessity. The movement began in Holland; but as old Dutch spelling was never so erratic and irregular as English, it is hard to believe that this alone supplied the motive force which must always be very great to induce the South African Dutch to depart from a style that was national, old-fashioned and beloved.

One cause more than any other helped to bring about this change. This was the heavy handicap which inconsistent spelling placed upon—and still places upon—the spread and progress of English in this country. The Dutch in their studies of our tongue personally experienced this heavy handicap; and were thereby thoroughly convinced that a great advantage could be won for their language by the adoption of a reformed spelling.

Therefore the old-fashioned style was sacrificed in order that the greater good might be obtained of establishing their mother-tongue more firmly in the hearts and on the lips of their people, and enabling it to flourish side by side with its rival, which is still condemned to flounder along under its "evil spell."

This simplified Dutch spelling, invented by Mr. Kolléwijn, was introduced into South Africa by Dr. W. J. Viljoen in 1905, just five years ago. It was at once taken up by the Dutch Language Union, by teachers, and by editors of Dutch newspapers. Its reception was exceedingly favorable, and to-day the Dutch language in South Africa is spelt according to consistent rules, which admit of no exceptions. Indeed, the system is so complete and perfect that it may be called a phonetic system.

Surely this example of the Dutch should be a great encouragement to British and American people to go and do likewise.

Mr. J. Lub, teacher of languages at the Transvaal University College in Johannesburg, most kindly granted me an interview, and gave his experience of the new system, and the following information.

Dutch children now learn to read with great ease and rapidity; but the facility of learning to read is not by any means the crowning glory of the new method. They now acquire easily and quickly an art which, under the old style, was always long and tedious of acquisition—namely, the art of composing and writing a letter.

A child no longer troubles his head with deciding whether a particular word is to be spelt with one "a" or with two "a's", or with one "e" or two "e's"; for it is one of the new rules that the first double letter shall be the end of its own syllable, and the second the beginning of a new one. Indeed, the child does not even have to think about letters at all; and his mind, being entirely relieved from the mere mechanics of spelling, is free to concentrate its full power upon the ideas which he wishes to express. Dutch teachers are enthusiastic, for their efficiency is greatly increased. They are enabled to impart a much greater amount of education, for the time which was hitherto devoted to the drudgery of spelling is now available for teaching the beauties of their language to the pupils, and for illumining their minds with the light of other knowledge.

Mr. Hubertus Elffers, one of the most prominent leaders of this movement, who has written many books for South Africa in the new spelling, most generously supplied the following information in reply to a request sent by letter:

20 SEPTEMBER, 1909.

DEAR SIR,

I have your letter of the 7th inst., and shall be glad if my reply is of any service to you, which, however, I am inclined to doubt. The spelling of Dutch has always been more or less phonetic, so that a reform could never at any time mean anything but a still nearer approach to that same ideal. The simplification to which you refer has for its aim the complete accomplishment of this ideal; Dutch as now spelt very nearly presents the sounds of the words.

The spelling of Dutch was reformed under the Government of Napoleon in 1806 and again about 1854; the present simplification comes to cap the work of a whole century, which was done in three divisions. . . . The advantage reaped from the simplification of Dutch is actually immense. Coupled with it goes the casting out of case forms, and the distinction between masculine and feminine forms, the presence of all which made the language hard to acquire and difficult to handle even to those born to its use. What is left of these forms is no more than is represented by the French "le" and "la". As a result of the simplification introduced by Dr. Viljoen and myself in our Dutch dictionary, the increase of Dutch scholars in the schools of South Africa is over 50 per cent., and at least the same increase in commercial circles. There can be no doubt, therefore, that the introduction of this simplification is a distinct triumph. Six months ago Dr. Viljoen went to Holland to push the matter there; not that no

work is being done there in the matter, but the promoters of the movement have trouble with the Government, which withholds its decision in language matters. He therefore went to lay before the Government and the Universities the signal advantages reaped in South Africa in regard to this question. . . . Speaking of matters educational, I may inform you that within a short space of time all existing Dutch grammars and readers have been issued in the new spelling, so that now, the education officers having all declared in favour of simplification, the schools of South Africa are provided with nothing in the old spelling. My dictionary (English-Dutch, Dutch-English), issued last year for the same purpose, has likewise had phenomenal success, and is now coming out in a second and revised edition.

I remain, dear Sir,

Yours faithfully,

HUBERTUS ELFFERS.

One sentence in Mr. H. Elffers' letter is worth quoting again: "The advantage reapt from the simplification of the Dutch spelling is actually immense."

In every Transvaal school the Dutch and English languages are taut. The Dutch schools are conducted in the Dutch language, with English taut as a lesson in much the same way as French is taut to a London schoolboy. In a similar manner English is used in an English school, with Dutch taut as a lesson.

This circumstance offers a splendid comparativ test of the progress the scholars make in either language, and an indication of the result is to be seen in the annual statement of the Transvaal Director of Education for the last year, ending June, 1909.

In this statement Mr. Stoffberg, Inspector of Schools, reports as follows:—

"As regards Dutch, I can confidently bear witness to the great progress in my circuit. When I visited the schools for the first time the pupils were far below their standards; on the occasion of the second visit a notable improvement was perceptible; the third time I felt altogether encouraged by the good progress which had been made; and I anticipate that at my next inspection there will be but few schools in which the scholars will not be able to satisfy fully the requirements of their standards."

In contrast to the above, it is depressing to find from the same annual statement that the English language is making less satisfactory headway,

Mr. Maurice White, M. A. Cantab., also Inspector of Schools in the Transvaal, writes:—

“There are one or two schools which stand out as exceptions, but as a whole the teaching of English to sub-standards is a failure.”

He also put the whole matter in a nutshell in a letter which he very kindly wrote, as follows;—

MARCH 20TH, 1910.

DEAR SIR,

In your letter of the 11th inst. you ask me to indicate the advantage which the simplified spelling gives the scholar in Dutch over the scholar in English. This I gladly do, without, however, expressing an opinion on the wider question as to whether the end justifies the means.

As Dutch is strictly a phonetic language, the scholar overcomes all difficulties of spelling during the first two years of school life, whereas in England the absence of simple phonetic laws causes him to struggle with fresh difficulties throughout his school career.—
Yours sincerely,

MAURICE WHITE, M. A., Cantab.,

Inspector of Schools.

Another Inspector of Schools, Mr. Corbett, reports in the same annual statement of the Transvaal Education Department as follows:—“In English I see no improvement, but many evidences of deterioration.” Then further on he gives some specimens of mistakes, one of which, “Children are ‘taughed’ drawing,” is a good example of the hardship which foreigners—not to speak of our own children—encounter in the endeavor to master our spelling.

From the previous statements it is clear that the progress of Dutch is very marked, while that of English is disappointing.

What is the cause? If the two languages were equally easy in their spelling, then English ought to be the easier to learn on account of the great simplicity of its grammar.

The above reports teach the great lesson that the absence of a consistent spelling makes all the difference between the slow and tedious advance of the one language and the rapid and easy progress of the other.

Another great lesson which South Africa offers is that the masses are not so wedded to the old style as are the educated classes. With these latter people, the old style is associated with happy memories of youthful days spent in colleges and universities. On the other hand, a simplified spelling would appeal to the common people, whose school life is all too short to waste in a continual struggle with the old style; and if ever a simple and easy reform is offered to English-speaking people, perhaps the surprise will be that they will eagerly and quickly adopt it.

Another lesson which South Africa teaches is that something ought to be done soon. The time is now ripe for action.

Professor Kidd, of Rhodes University College, Grahamstown, Cape Colony, writes;—

“Idiomatic English is becoming rarer and rarer, I am sorry to say, in the school examinations. . . . The school examinations of 1908 have also very pessimistic reports on the condition of English in the schools of the country. I do not think that people realize how poor the English teaching is in the great majority of the country schools. We are drifting slowly but surely towards a lingo and away from a language. Baboo English is clearly in sight in South Africa, and will be upon us unless we make a stand for English pure and undefiled.”

For the remedy of this he urges the serious study of fonetics in our training colleges and greater attention on the part of inspectors to correct pronunciation in schools.

This evil does not seem to affect South Africa alone. Similar complaints are heard from the United States of America, owing to the vast influx of Continental people.

How long will it take the public to realize that this bad pronunciation will continue to exist, and to increase, in spite of school teachers and dictionaries, so long as the present conventional spelling reigns supreme?

So far the Dutch of South Africa have not made similar complaints. They do not fear this evil, for they have gone very much

further in the study of fonetics in their training colleges. They made their spelling fonetic, and thereby in a sense carried the study of fonetics into every common school. It is only when the children in these schools turn to their English lesson that, insted of consistent laws, they find constant confusion between the letter and the sound.

What must their astonishment be when they are taut, for example, that the word "worse" is spelt like "horse," but pronounce like "verse"!

May the experience of South Africa help in some measure to convince the English-speaking people of the pressing need for a Simplified Spelling.

SIMPLIFIED SPELLING SOCIETY.

44 GREAT RUSSELL STREET, LONDON, W. C.

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The Simplified Spelling Society has been founded in order to promote a better understanding of the history of English Spelling; to advocate the gradual introduction of such reforms as shall remove the difficulties placed by our present chaotic spelling in the way of children and foreigners; and to provide teachers and others who are acutely conscious of these difficulties with an organization for furthering their views.

Membership of the Society is open to all who (without committing themselves to any particular proposals) approve of the general principle that English Spelling ought to be brought more into harmony with reason and conveniens, and are willing to sign a declaration to that effect.

The Minimum Annual Subscription is One Shilling, the Minimum Life Subscription, Twelve Shillings. Members are entitled to receive, gratis and post free, all the publications of the Society.

 PUBLICATIONS OF THE "SIMPLIFIED SPELLING SOCIETY."

- Pamflet 1.—On the History of Spelling. By the REV. PROFESSOR SKEAT, Litt. D.
- Pamflet 2.—Some Comon Objections: I. "I hav lernt to spel."
- Pamflet 3.—Some Comon Objections: II. The Etymological Argument.
- Pamflet 4.—Some Comon Objections: III. The Esthetic Argument. By WILLIAM ARCHER.
- Pamflet 5.—How to Employ the Symbol "ea." By the REV. PROFESSOR SKEAT, Litt. D.
- Pamflet 6.—The Spelling Reforms of James Howell. Edited by PERCY SIMPSON, M. A.
- Pamflet 7.—Professor Lounsbury on "English Spelling and Spelling Reform." Review by PROFESSOR RIPPMMANN.
-

 PUBLICATIONS OF THE "SIMPLIFIED SPELLING BOARD."

 1 MADISON AVENUE, NEW YORK CITY, U. S. A.

- The Amelioriation of our Spelling:** An address before the Modern Language Association. By CALVIN THOMAS, LL. D., Professor of Germanic Languages and Literatures in Columbia University.
- Simplified Spelling and the Universities.**
- Simplified Spelling in Writing and Printing:** A Publisher's Point of View. By HENRY HOLT, LL. D.
- The Medical Profession and Simplified Spelling.** By BURT G. WILDER, S. B., M. D., Professor of Neurology and Vertebrate Zoology in Cornell University, Ithaca, N. Y.
- Three Hundred Words Spelled in Two or More Ways.**
- The Problems before Us.** By THOMAS R. LOUNSBURY, LL. D., L. H. D., President of the Simplified Spelling Board.
- Simplified Spelling in Periodicals.** By WILLIAM HAYES WARD, D. D., Editor of The Independent.
- The Spelling of the Poets.** By BRANDER MATTHEWS, D. C. L., Professor of Dramatic Literature in Columbia University.
- Simplified Spellings.** A Third List.
- Alfabetic List of Simplifications in Spelling:** Recommended by the Simplified Spelling Board up to January 25th, 1909.
- Simplified Spelling: A Letter to Teachers.** By CALVIN THOMAS, LL. D.
-

Any or all of the above publications will be sent to members on application and to non-members on receipt of postage, at the rate of one penny for four pamphlets. Apply to the Secretary, Simplified Spelling Society, 44, Great Russell Street, London, W. C. England.

(REGULATIONS OF C. P. I., APRIL, 1911.)

RURAL SCIENCE TEACHERS AND SCHOOLS:

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

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

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

(b) For the rank "good" qualifying for the \$60 extra per annum, the school and grounds must be well equipped and kept in good form; the school garden should be at

least about one eighth of an acre with 4x10 feet plots for each pupil, in addition to a large general experimental plot, flowers and shrubbery; the rural school library at least of the five dollar grant standard, adapted generously to nature study and rural industrial literature. The municipal school garden grant shall not exceed twenty dollars.

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

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

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

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

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

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

PROVINCIAL EXAMINATION OF HIGH SCHOOL STUDENTS.

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

93. A terminal examination by the Provincial Board of Examiners shall be held at the end of each school year on subjects of the first, second, third and fourth years of the High School Program, to be known also as Grades IX, X, XI and XII respectively of the Public Schools.

94. The examinations shall be held during the first week of July, according to the time tables published for Grades XII, XI, X and IX, and the "Minimum Professional Qualification" of public school teachers, at each of the following stations viz:—
 1, Advocate; 2, Amherst; 3, Annapolis; 4, Antigonish; 5, Arichat; 6, Baddeck; 7, Barrington; 8, Bear River; 9, Berwick; 10, Bridgetown; 11, Bridgewater; 12, Canning; 13, Canso; 14, Chester; 15, Cheticamp; 16, Church Point; 17, Digby; 18, East River, St. Marys; 19, Glace Bay; 20, Great Village; 21, Guysboro; 22, Halifax; 23, Inverness; 24, Kentville; 25, Liverpool; 26, Lockeport; 27, Lunenburg; 28, Maitland; 29, Margaree Forks; 30, Middle Musquodoboit; 31, Middleton; 32, New Glasgow; 33, North Sydney; 34, Oxford; 35, Parrsboro; 36, Pictou; 37, Port Hawkesbury; 38, Port Hood; 39, River John; 40, Sheet Harbor; 41, Shelburne; 42, Sherbrooke; 43, Springhill; 44, Stellarton; 45, St. Peter's; 46, Sydney; 47, Tatamaguouche; 48, Truro; 49, Upper Stewiacke; 50, Westport; 51, Westville; 52, Windsor; 53, Wolfville; 54, 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 through the Inspectors, shall contain a certificate which must be signed by a licensed teacher having at least the grade of scholarship applied for by the candidate whose legal name must be fully and plainly written out on the application form.
- (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 coloured pencil or ink at the left hand margin of each question on the candidate's paper its value, placing the sum of the marks on the back of the folded sheet. From this sum the number of misspelled or obscurely written words is to be deducted to show the net value of the paper; provided, however, that from one to three may be added by the Examiner for specially good writing.

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

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

103. (a) Candidates failing to make a High School pass in the grade applied for shall be ranked as making a High School pass in the next grade below, provided an average of 40 per cent with no mark below 25 be made; and as making a pass on the grade second below, provided an average of 30 per cent. be made with no mark below 20.

- (b) Candidates failing to make a Teachers' Pass in the grade applied for shall be ranked as making a Teachers' Pass in the next grade below, provided an average of 50 per cent. be made with no mark below 30; and as making a Teachers' Pass on the grade second below, provided an average of 40 per cent. be made with no mark below 25.
- (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.

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. In 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, and must be therefore 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 timetable, provided they have sent in their applications and the titles of the papers on which they intend to write.

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

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

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

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

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

(13) 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.....July, 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, 1911.

DATE.	TIME.	SUBJECT.
Thursday 29th 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.
Friday 30, June.	9 to 11 a. m.	6. Mathematics.
	2 to 3.30	5. 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, JULY, 1911.

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.	XII. XI. X. IX.	German German German.	Greek (a)	Chemistry.

Tuesday	XII. XI. X. IX.	English (a) English English English	Greek (b) Greek Greek	French. French. French. French.
Wednesday	XII. XI. X. IX.	Geometry Geometry Geometry Drawing	Ancient History	Physics. General Hist'y English Hist'y. Geography.
Thursday	XII. XI. X. IX.	Algebra Algebra Algebra Algebra	Latin (a)	Botany. Physics. Chemistry. Science.
Friday	XII. XI. X. IX.	Latin (b). Latin. Latin. Latin.	English (b)	Trigonometry. Pract. Math. Arithmetic. Arithmetic.

(c) TIME TABLE.

M. P. Q. EXAMINATION, JULY, 1911.

Saturday.

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 Practice.	3.10 to 4.10	5. History of Education.
11.20 to 12.20	3. Hygiene and Temperance.	4.20 to 5.20	6. Pedagogy.

109. TIME TABLE

ACADEMIC HEADMASTER EXAMINATION, 1911.

AT THE NORMAL COLLEGE, TRURO.

July 3 9 to 12 A. M. Greek (higher, A) and Greek (lower).
2 to 5 P. M. German (higher, A) and German (lower).

July 4	9 to 12 A. M.	Latin (higher, A) and Latin (lower).
	2 to 5 P. M.	French (higher, A) and French (lower).
July 5	9 to 12 A. M.	English (higher, A) and English (lower).
	2 to 5 P. M.	Mathematics (higher, A) and Mathematics (lower).
July 6	9 to 12 A. M.	Science (higher, A) and Physics (lower).
	2 to 5 P. M.	Science (higher, B) and Latin (higher, B).
July 7	9 to 12 A. M.	English (higher, B) and Mathematics (higher, B)
	2 to 5 P. M.	Greek (higher, B) and French (higher, B)
July 8	9 to 12 A. M.	German (higher, B) and *Chemistry (lower).
	2 to 5 P. M.	*Biology (lower) and *Geology (lower).

*If these papers cannot be given out because some candidate desires to take an examination in the simultaneous paper, they will be given to candidates at an hour announced by the examiner in charge, possibly on Monday or Tuesday following.

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 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 from a regular physician proving freedom from active tuberculosis of lungs, offensively smelling catarrh, or other disqualifications. 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.....	22 years,
Class A	requires.....Grade XII.....	Academic Rank.....	20 years, etc.
Class B	".....Grade XI.....	First Rank.....	19 years, etc.
Class C	".....Grade IX.....	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.

The following are the exact requirements for the licensing of teachers:—

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 taken 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 three conditions more fully specified in the succeeding regulations, namely; the presentation of the prescribed proof of (1) age and character, (2) scholarship, and (3) professional skill.

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 written on the Saturday of Provincial Examination week.

MINIMUM PROFESSIONAL QUALIFICATION EXAMINATION.

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

1. *School Law and Forms.*

- (a) The acts of the Legislature and Regulations of the Council of Public Instruction bearing on public education, with their latest amendments, and a knowledge of the way in which the law is to be administered.
- (b) The proper keeping of the School Register, the making out of neat and accurate School Returns, and a knowledge of all the ordinary forms required by school boards in administering the affairs of the section.

2. *Theory and Practice of Teaching.*

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

3. *Hygiene and Temperance.*

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

4. *School Management.*

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

5. *History of Education.*

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

6. *Pedagogy.*

As in Bagley's *The Educative Process*.

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

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

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

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

117. The Provincial Normal College at Truro is recognized as the appropriate source of certificates of professional qualification for public school teachers, but the certificates of other Normal or teachers' training schools whose *curricula* may be satisfactorily shown to the Council to be at least the equivalent of those of the Provincial Normal College, may be accepted when qualified by the addition of the three following conditions: (a) a pass certificate of the Provincial "minimum" professional qualification on 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, (c) and 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.

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, through 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 through you to make application to the Council of Public Instruction for a Teacher's License of Class.....
.....and herewith I present evidence of compliance with the conditions prescribed, namely:—

I. The prescribed certificate of age, 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.

ACADEMIC HEADMASTER'S LICENSE.

119. For an Academic Headmaster's 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.

* Grade XI will be accepted until 1913.

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

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

121. For a Class B (First Class) License, the following conditions are necessary: (1) A certificate of the full age of nineteen years, and moral character as in the foregoing regulation. (2) A teacher's pass certificate of grade XI. (3) A teacher's certificate of first rank professional qualification from the Normal College; or a 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 as in the foregoing Regulation. (3) The third rank minimum professional qualification. (4) A recommendation of the candidate as a temporary teacher for a specified school by the Inspector who must previously be assured by the trustees of the said school that, although reasonable effort was made to employ a regular teacher of permanent class, one could not be obtained, and that the candidate would be acceptable to the school section as a teacher for the year. Such license can be re-issued for another year when the candidate has demonstrated an advance of *grade or rank* in his qualifications at a *subsequent* Provincial Examination.

(b) On the recommendation of the Normal College at Truro, the Council of Public Instruction may award Kindergarten Diplomas of *first* or *second* rank to 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 recommendation, the license may be continued for a subsequent year until a permanent license is qualified for.

Application for such temporary license should be made to the Superintendent with (1) a certificate of good standing in the profession at date from the chief educational authority of the province or country granting the teacher's 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 eight weeks in the months of July and August, or as intimated from time to time by the Council.

(b) But school trustees with the consent of their inspectors may take the same length of time as vacation in January and February, and continue school during the summer vacation term, for which a separate return must be made, and of which intimation should be endorsed on the regular term return sent in to the inspector during the first week of July. The money grants payable for services during the summer vacation term shall be payable at the next following regular time of payment of the respective public grants.

(c) In departments of the public schools in which all the pupils are of full high school grade, two hundred days 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 hereinafter provided), Victoria Day, Good Friday, Dominion Day, Labor Day,

any day proclaimed by the Governor-General or the Lieutenant-Governor, and two weeks at Christmas, according to the following scheme :

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

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

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

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

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

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.

EDUCATIONAL ASSOCIATIONS AND INSTITUTIONS.

PROVINCIAL EDUCATIONAL ASSOCIATION.

133. The Superintendent of Education shall have authority to assemble biennially or annually if desirable, at the Normal College, or any other place which may be approved by two-thirds of the executive committee hereinafter provided for, a provincial educational association, whose object shall be to promote the efficient operation of the public school system, and the professional improvement of its members by the discussion and elucidation of educational problems.

134. The membership shall be:

(a) Representative members entitled to enrolment on the payment of one dollar at each annual convention; *Ex officio*, the Superintendent, the principal and professors of the Normal College, the provincial examiners, the inspectors of schools, and the presidents of the universities within the province; *Elective*, one professor from each university chosen by the faculty, one teacher for every twenty in each inspectorial division chosen by the institute (or in the event of its failure by the inspector), one delegate chosen by any school board or group of school boards employing twenty teachers, or by any learned trade, or industrial society or organization of provincial scope.

(b) Ordinary Members consisting of persons interested in any way in public education are entitled to enrolment on the payment of one dollar at each annual convention.

135. The Superintendent, the principal of the Normal College, and ten other persons chosen at each annual convention by the ordinary members of the association, one of whom shall be from each inspectorial division, shall constitute the executive committee, which shall have control of all funds raised by the association,

and shall appoint its own secretary-treasurer to receive and disburse those funds under its own direction. The executive committee shall have general management of the affairs of the association, especially in respect to the fixing of the times of meeting and the program of exercises, subject to the approval of the Superintendent.

136. The association shall appoint a secretary, and, if necessary, an assistant secretary, who shall keep a record of the proceedings of the meeting, and forward a written report of the same to the Superintendent.

137. The Superintendent shall preside at the meetings of the association and of the executive committee. At his request another member may preside. In his absence the principal of the Normal College or the senior inspector present shall take his place.

138. The Superintendent is authorized to use the Normal College building and appliances for the meeting of the association when held in Truro, and the principal and professors will aid to the extent of their power in promoting the success of such meeting.

DIVISIONAL INSTITUTES.

139. Whenever ten or more duly licensed teachers within an inspectorial division shall in writing request the inspector to this effect, a teachers' institute for such district shall be formed, the exclusive object of which shall be to promote the efficiency of the teaching service within the limits of the inspectorate. The means to be employed for securing this object shall be conversation and discussion of educational methods, the preparation and reading of papers on special subjects, and illustrative exercises. All questions and discussions foreign to the practical work of teaching are to be strictly avoided.

140. The members shall be the inspector and all duly licensed teachers within his inspectorate on enrolment and the annual payment of such fee (not exceeding one dollar) as the institute may determine.

141. The inspector shall be *ex officio* president of the institute, which shall elect annually from its members a vice-president (who shall preside in the absence of the president), a secretary-treasurer (who shall send a report of the institute in writing to the Superintendent), and four other persons to form with the foregoing officers a committee of management, which shall have direction of the affairs of the institute, especially in respect to the fixing

of the times of meeting and the program of exercises, subject to the approval of the inspector.

GENERAL.

142. The ordinary meetings of the association shall occupy three days and of institutes two days, always ending when practicable and convenient on the Friday of the week.

A "union" or "normal" institute may be substituted for the ordinary institute, by permission of the Superintendent acting under the authority of the Education Department.

143. On giving a week's notice to trustees and pupils teachers will have the liberty of closing their schools for the purpose of attending the meeting of the association or an institute, and on the attachment of the certificate of regular attendance during the days specified in the preceding regulation from the secretary of the association or institute to the teacher's "return," the inspector is authorized to credit the same as teaching days in the apportionment of the provincial aid and the municipal school fund.

144. When teachers, after having received permission from their trustees, attend "summer schools" or other institutes (during regular teaching days), which are recommended by the Superintendent for the improvement of teachers in the exercise of their profession, allowance will be made by inspectors, as indicated in the preceding regulation; always provided, however, that in any school year no more than five days shall be credited under all the foregoing regulations to any one teacher or school section.

145. If a teacher who is engaged in a school section for the year shall have taken a "summer" vacation course approved by the Council, which does not entitle him to travelling expenses or a bonus, he may, on recommendation of the trustees of his school section and the certification of attendance and proficiency by the principal of the summer school, be allowed to take one week more of vacation at the opening of the school year without prejudice to the provincial aid or to the municipal school fund grants; provided the recommendation and certificate are approved by the inspector and transmitted attached to the return at the end of the first "half year."

SPECIAL DAYS.

146. It has been found very inspiring to devote certain days entirely to some special object the demonstrative effect of which can be made much more intensive than that of the same time

broken up into a routine of short fragmentary lessons spread over a few weeks. Such occasions when managed properly, are of more value in teaching effect than the ordinary routine day. In fact, they can accomplish in some cases what could never be accomplished so effectively in any other way. They are by no means holidays. Far otherwise, for they involve extra labor on the part of the teacher, and generally also on the part of the pupil.

147. *Arbor Day.*—To call special attention to the importance of the proper management and cultivation of our forests, to the value of the afforestation of lands which cannot be so productive in any other manner, and to the bearing of forestry on the rainfall, drainage, climatic and industrial condition of the province, to encourage the proper adornment of the school grounds, to cultivate a taste for the beautiful in nature, and to give some practical and objective lessons in tree planting, and the study of tree growth,—for such objects the following directions are given.

- (a) On such day of May as according to season, weather or other circumstances may be deemed most suitable, trustees are authorized to have substituted for the regular school exercises of pupils, the planting by the latter of trees, shrubs and flowers, on the grounds surrounding the school house. The day devoted to this purpose shall be known and entered in the register as "Arbor Day," and when duly observed full credit will be given for it in the apportionment of public funds, on the basis of the actual attendance of pupils as ascertained by roll call at the beginning of the exercises or other convenient time during their progress. Additional value and interest should be imparted by mingling with the practical duties of the occasion short addresses from the teacher and other competent persons on the æsthetic and economic importance of arboriculture. During their summer visitation, inspectors shall take note of all schools in connection with which "Arbor Day" has been observed.
- (b) Teachers who have been able to observe this day in a useful manner are recommended to make a special report on the same within a week to the inspector, specifying the work done on the occasion, and its prospective influence on the section. From these statements inspectors can have all the details necessary for their annual reports to the Superintendent of Education.
- (c) There will be found subjoined some practical suggestions which will be serviceable to those who wish to make the occasion a really profitable one.

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

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

(3) Our native trees grow so freely in the woods that we are apt to suppose they are merely to be taken up by the roots and transplanted, to start at once into a vigorous growth as before. This is a mistake. Great care should be taken in digging up the trees to preserve the fibrous roots: long runners should be cut across with a sharp knife, and not torn. All trees thrive best in well-drained soil, varying from sandy loam to clay. A clay loam suits all descriptions. The holes for the trees should always be made before the trees are brought to the ground, and should be too large rather than too small. In filling in, the better soil from near the surface should be returned first, so as to be nearer the roots, but where the soil is at all sterile, and generally, there should be put below and round the roots some well-rotted compost, mixed with sand, and sandy loam, in order to promote the growth of the rootlets. In setting the tree it should be placed a little deeper than it stood before, and the roots should be so spread out that none are doubled. When finally planted the tree should be tied to a stout stick in such a way as to prevent chafing the bark. Some mulch or stable litter should then be thrown around the stem to prevent the roots from drought. Stirring the ground is preferred by some cultivators to mulching. In transplanting evergreens, the roots should not be exposed to air or light—especially the heat of the sun—more than can be helped.

Several varieties of shrubs planted together in clumps produce a very pleasing effect, while the care of judiciously arranged flower beds will be to the children an important means of education.

148. *Empire Day.*

- (a) The establishment of this day followed a recommendation of the Dominion Educational Association at its third triennial convention which met in Halifax. The Council of Public Instruction of Nova Scotia adopted the recommendation shortly after, on the 18th of August, 1898, appointing as "Empire Day" the school day preceding the holiday commemorating the anniversary of the birthday of Queen Victoria, under whose reign the Empire so widely and harmoniously developed. This was the first institution of Empire Day by any Education Department.

HISTORICAL NOTE.—The June number of the *Educational Review*, 1890, contained a special lesson for the schools of Nova Scotia, New Brunswick and Prince Edward Island, on the evolution, composition, history, significance, and use of the flag. In 1893, the Ontario Minister of Education, issued still fuller instructions for patriotic display in the schools of that province. On the 2nd of December, 1897, Mrs. Clementina

Fessenden of Hamilton, Ontario, addressed a committee of the local school board on the subject of a patriotic day. Subsequently this and other school boards adopted her suggestion that the Education Department of Ontario be asked to set apart one day each year as a patriotic day. Tho Hon. G.W. Ross, then Minister of Education, arranged, after correspondence with the Superintendent in Nova Scotia, then president of the Dominion Educational Association, that it should be proposed to the D. E. A., to recommend that a day should be fixed immediately before Victoria Day, the 24th May, which is a statutory holiday in all Canadian schools, and that it should be called "Empire Day. The President in his opening address, on the 2nd of August, 1898, in the Academy of Music, Halifax, presented the proposal, and read the absent Hon. Minister's plea. The convention accordingly before its close, on the 5th August, recommended "Empire Day" to the several education departments of the Dominion. It was promptly adopted by that of Nova Scotia as indicated above, with the following instructions to the public schools.

- (b) The object of the day is the development of the Empire idea with power, by a more dramatic and impressive demonstration than would be possible in the routine method of teaching necessarily characteristic of the most of the work of the school. No set method is prescribed. Local orators may be utilized in short and appropriate addresses to the pupils and their parents. Teachers and pupils should take part in as effective and in as varied manners as possible from year to year. As a rule it is preferable to have it an exercise open to the public of the locality in the afternoon, the forenoon being devoted to phases best treated in the school room. It is one of the days when the school flag should be flying. The British Red Ensign (having the Union Jack in its upper quarter) was the flag originally used in Nova Scotia, and can always be appropriately flown. But in 1910 it was finally decided that the *Union Jack* should be considered the appropriate flag for public schools in the province as it had been so accepted throughout the Empire.
- (c) The exercises should not be directed to develop boastfulness in the greatness of the Empire. They should be a study of the causes why it became great, and how it may continue to be great; of the history of the rise, growth and alliance of its different peoples, of the evolution of the elastic system of self-government, and of the development of that spirit of Empire unity which is a new thing in history as the Empire's extent is in geography. And most important of all, the exercises should be an inspiration to stimulate all to seek how they may further reinforce the good tendencies and bind the distant members of the Empire more closely together in the bonds of reciprocal helpfulness as well as of sentimental love.
- (d) As in the case of Arbor Day, all worthy teachers are expected to file a report on the exercises of the day, no matter how brief, with the inspector of his or her division.

 EVENING SCHOOLS.

149. These schools are public schools under the immediate charge of the trustees or school board just as are the day schools, only the sessions are held at night and each session can count for no more than half a day. The return must be summed up with the return of the day school in the section, just as if they were all day schools, by the principal of the schools of the section. No evening school should be started by the school board, however, without the approval of the inspector.

- (a) Trustees of public schools may establish in their sections evening schools, for the instruction of persons upwards of thirteen years of age, who may be debarred from attendance at the day school.
- (b) Such evening school shall be in session $2\frac{1}{2}$ hours, and in relation to public grants, two evening sessions shall count as one day. The prescribed register shall be kept, and a return of the school made in the form directed by the Superintendent.
- (c) No portion of provincial or municipal funds for education, shall be appropriated in aid of evening schools, unless teachers are duly licensed.
- (d) The Council would greatly prefer that the teachers of evening schools should be other than teachers of day schools; but when in the opinion of the trustees a night school is desirable and no other teacher except that of the day school can be obtained, on the recommendation of the inspector, the Council, through the Superintendent, may authorize the day school teacher to conduct the evening school for no more than three nights each week during the term agreed upon.

 GOVERNMENT NIGHT SCHOOLS.

150. These night schools for adults are established by the Governor-in-Council under sections 120, 121 and 122 of the Education Act of 1911, after which they come under the sole control of the Council and its officers. The following statement has been authorized as a reply to those asking for information on the conditions which justify the establishment of such a school in a locality:—

Such conditions are likely to exist in the greater industrial centres, such as in the neighborhood of collieries, &c., where there may be found collected together a con-

siderable number of young workmen over school age who never had the opportunity of enjoying the advantages of our public school system in their youth.

The Government Night School System was not created for the purpose of doing educational work which can be done by the public school system in the locality; nor can a Night School be established where it will interfere directly or indirectly with the efficient administration of the public school. And in no case should the benefit of a Government Night School be asked for the permanent residents of a section unless they have shown their interest in the public school system to the extent of adopting and enforcing compulsory attendance on the day school in accordance with the provisions of the law.

Application should be made for the establishment of a Government Night School, *each term*, in the form of a petition to the Governor-in-Council; and the preamble should set forth the reasons justifying the establishment of such a school in the locality in the terms and spirit of the Act, the Regulations, and this *circular* note.

Among the facts represented the following should not be overlooked:

- (1) Special reason why the school is required in the community.
- (2) Names of those promising to attend, with their ages.
- (3) The free use of school room, with the necessary light, fuel and attendance.
- (4) The approval of the public school trustees and of the Inspector.
- (5) Has Compulsory Attendance on the day school been adopted and enforced in the section according to the provisions of law?

A Government Night School is established for a *single* term only, and in no case is continued a second year without a distinct re-establishment. The attempt to open a Government Night School without the regular appointment of the teacher *for the term* directly by the Government through the Superintendent of Education, will forfeit any claims such parties may have to the establishment of the school.

If those making application are *in good faith* "desirous of obtaining instruction," in the words of the Act, it is reasonable to expect a fair average attendance at the School, *twenty-five* being the minimum specified.

151. *Term.* The annual term shall begin Dec. 1st and close March 31st.

152. *Sessions.* There shall be three sessions of two and a half hours in length each week, but should it be found inconvenient during Christmas and New Year's weeks to hold the regular number of sessions, a fourth session may be held for as many succeeding weeks as will be necessary to make up the sessions so lost. The selection of the particular evenings of the week on which the schools are to be held is left to local arrangement, as is also that of the hour for opening school.

153. *Pupils.*—No person can be admitted as a pupil who is under fifteen years of age, or who attends or could conveniently attend, the day school of the locality.

154. *Teacher.*—No teacher of a Public Day School shall be engaged as a teacher of a Government Night School without the consent to said engagement of the school board of the section.

155. *Salary of Teacher.*—The teacher in charge of the night school for adults shall receive the following remuneration, to wit: one dollar for each session the school is actually open during the term (if the average attendance is 20 or upwards, otherwise the same proportion of a dollar that the average attendance is of twenty), and an additional dollar for each unit in the number representing the average attendance for the term, provided that the entire remuneration shall in no case exceed \$100.00

156. *Assistant Teachers.*—When the average attendance for the first two weeks exceeds 30, the Council may appoint a second or assistant teacher, who shall receive two-thirds of the amount of salary paid the principal, or at that rate for the time during which he actually teaches. When the average attendance exceeds 60, a second assistant may be appointed on the like scale of remuneration.

157. *Studies of Pupils.*—Owing to the diversified attainments of the persons likely to seek admission to the night school, the Council does not think it expedient to lay down a precise course of study. The Act under which the schools are established contemplates only "the ordinary branches of English education," and the Council directs teachers to place chief stress on these, particularly on reading, writing, and arithmetic. In mining districts, informal lessons on elementary science may profitably be given.

158. *Registration.*—All teachers of night schools shall keep correct records of their schools, according to the prescribed register, and shall make at the end of the term duly certified returns of the attendance, etc., in such form as may be required by the Superintendent of Education.

STRATHCONA PHYSICAL TRAINING PRIZES.

TO BE COMPETED FOR,

School year, 1910-1911.

The present twelve inspectorial divisions of the Province shall be the Provincial subdivision for supervision of, and competition in, Physical Training for the Strathcona prizes, the four hundred-

and fifty dollars shall be apportioned for 1910-11 to each inspectorate in proportion to the annual school enrolment. This gives the following totals for the present school year:

PHYSICAL TRAINING PRIZES.

Division No. 1	Inspector Creighton.....	\$133.08
“ “ 2	“ MacIntosh.....	43.11
“ “ 3	“ Bruce.....	35.90
“ “ 4	“ Morse.....	38.43
“ “ 5	“ Robinson.....	40.80
“ “ 6	“ Macdonald.....	52.78
“ “ 7	“ Macneil.....	43.29
“ “ 8	“ MacKinnon.....	42.97
“ “ 9	“ Armstrong.....	28.80
“ “ 10	“ Craig.....	76.42
“ “ 11	“ Phelan.....	109.34
“ “ 12	“ Campbell.....	24.39
		\$669.31

The Inspector of Schools 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* of it, with the approval of the Inspector and trustees, to some appropriate object to be permanently displayed in the school room as a memento. The following competition subdivisions of each Inspectorial Division are intimated, for the present year, 1910-1911.

No. 1. Total amount to be divided into four equal sums of \$33.27 each for (1) Halifax City, (2) West Halifax, (3) East Halifax, and (4) Rural Halifax. First, Second, third and fourth prizes in each of respectively, \$11.09, \$9.24, \$7.39 and \$5.55. Sixteen prizes amounting to \$133.08.

No. 2. A first and second prize, approximately \$10 and \$5 respectively, to each of the following three subdivisions of the inspectorate, sections having organized Cadet Corps, being excluded from the competition—(a) Lunenburg County East of the LaHave River, (b) Lunenburg County West of the LaHave River and (c) Queens County. Six prizes amounting to \$43.11.

No. 3. One prize to each of the following four sub-divisions, (a) Yarmouth, (b) Argyle, (c) Barrington, and (d) Shelburne Sections having a Cadet Corps to be excluded. Four prizes amounting to \$35.90.

No. 4. One prize of \$7.00 to each of the four sub-divisions of the inspectorate, (a) Annapolis East, (b) Annapolis West, (c) Digby and (d) Clare. Two second prizes of \$5.21 each, one for Annapolis Co., and one for Digby Co. Sections having Cadet Corps to be excluded from the competition. Six prizes amounting to \$38.42.

No. 5. One prize in each of the four following sub-divisions of the inspectorate, (a) Hants East, (b) Hants West, (c) Kings East (including Kentville, Blue Mt., Lake Mills Alton, Pine Woods, Steam Mill, Centreville and East Halls Harbor), and (d) Kings West. Sections with Cadet Corps excluded. Four prizes amounting to \$40.80.

No. 6. Three prizes, first, second and third to each of the Districts of Antigonish and Guysboro; and two, a first and second, to the District of St. Mary. Five prizes amounting to \$52.78.

No. 7. Three equal prizes each \$7.22 to South Inverness District, and three equal prizes each \$7.21 to Richmond District. Six prizes amounting to \$43.29.

No. 8. First and second prize each for (a) Inverness North, south of the Margaree River, and (b) Inverness North, north of the Margaree. A first, second and third prize for Victoria Co. Sections with Cadet Corps excluded. Seven prizes amounting to \$42.97

No. 9. A first and second prize in the proportion of 5 to 3 for (a) West Pictou, and (b) East Pictou. Sections with Cadet Corps excluded. Four prizes aggregating \$28.80.

No. 10. (a) A first prize of \$10 and a second prize of \$5.28 to the miscellaneous schools *East* of the I. C. R. (b) A first prize of \$10 and a second prize of \$5.28 to the miscellaneous schools *West* of the I. C. R. (c) A first prize of \$10 and a second prize of \$5.28 to the graded schools of the Division not in incorporated towns. (d) A first prize of \$12, a second of \$10, and a third of \$9.58 to the schools of incorporated towns. Nine prizes amounting to \$76.42.

No. 11. (1) Three elevenths of the whole sum assigned to be awarded to the ungraded schools of the Division in four prizes in the proportion of 9, 8, 7, and 6. (2) Eight-elevenths of the whole sum assigned to be awarded to the graded schools of the Division in eight prizes in the proportion of 13, 12, 11, 10, 9, 8, 7, and 6. Twelve prizes amounting to \$109.34.

No. 12. North Colchester one prize; West Colchester one prize; South Colchester two prizes. Sections having a cadet Corps-

will not be eligible for competition. Four prizes amounting to \$24.39.

PHYSICAL TRAINING IMPERATIVE IN ALL SCHOOLS.

Altho Third class teachers are not required to have a certificate of qualification to give physical training in school as it should be given, they are nevertheless required to qualify as far as possible, and to give the most suitable exercises from the prescribed text, to the conditions of the school. This is one of the health precautions imperative in every school.

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

1911 is the last year given for the qualification of former teachers higher than Class third who are not specially exempted on account of infirmity.

PHYSICAL TRAINING TEXT BOOKS.

In all the schools of the province the Physical Training will follow "The Syllabus of Physical Exercises for Public Elementary Schools, 1909," authorized officially by the British Board of Education, London. It is recommended by the Local Committee of the Strathcona Trust that a few of the words of command be changed so as to correspond with military commands to be used subsequently in the cadet corps and the militia. This simplification will call for the following changes.

Page 27. For last two sentences of paragraph entitled "Standing at Ease" substitute: The left foot is carried about a foot-length to the side, and the weight of the body should be divided equally between both feet. The hands to be lightly clasped behind the back at the full extent of the arms. After this motion has been completed the pupils are allowed to move their limbs but without quitting their ground, so that on coming to *attention* there will be no loss of dressing.

The title of above paragraph should read "Standing Easy."

At the bottom of page 27 add the following: If it is desired to move the right foot to the side instead of the left, the command will be "With the Right Foot Stand—easy."

When a class is standing easy and the caution "Class" is given the pupils will at once place the feet one foot-length apart, clasp the hands behind the back, look to the front and remain still until a command is given. If "Attention" is given, the left foot will be brought in to the right and the hands brought to the sides. The whole body assuming the position as previously described.

Page 50. The command "Quick—march" will be used not "Forward—march."

The paragraph "Turning about on the march" will read as follows:—On the command "About—turn," pupils will be taught to turn about to their right, which must be done by the pupils on their own ground, in three paces, without losing the time. Having completed the turn about, the pupils will at once move forward, the fourth pace being a full pace forward in the new direction. The word "turn" should be given when the left foot is on the ground, the first pace forward in the new direction will then be made with the left foot. With young children this pace may be slightly marked.

Page 51. The command "With change of step, forward—march" to read "With change of step, quick—march."

The command "Forward—march" after "Heels—raise" to read "quick—march."

Page 52. The command "With knee raising, mark-time" to read, "With knee raising, quick mark-time."

"With knee raising, forward-march" to read "With knee raising quick-march."

Page 53. The command "Forward—run" to read "Double—march."

Page 54. The command "Change-march" to read "Quick—march."

"With knee raising, forward—run" to read "With knee raising, double—march."

"Change—run" to read "Double-march."

"Running on the spot, left (right) foot—begin" is read "Double mark—time." All movements to begin with the left foot unless otherwise directed.

Page 59. In paragraph 2 read that the second line should be formed "two paces" behind the first instead of "two feet" behind.

Paragraph 4 should read as follows:—To straighten the lines, the children, of the first line with the exception of the pupil on the extreme right will turn their heads to the right and move by short steps until they are in line with the pupil at the right and at regular intervals from each other (about one hand's breadth at the elbow). The pupils of the second line will get two paces away from and directly behind the pupil in front. When this has been done the heads are again turned to the front.

The command "Eyes right and lines—straight" to read "Right—dress."

Add after the command "Eyes—front" the following: When children have reached the age of ten years they should be taught to turn the head to the front as soon as he or she is in line. The command "Eyes—front" will then become unnecessary.

Page 60. The command "Mark—time" to read "Quick mark—time."

Page 61. The command "Right (or left) about—turn" to read "About—turn." The turn to be made to the right about.

The command "Mark—time" to read "Quick mark—time."

The command "One step forward—march" to read "One pace forward—march."

"One step backward—march" to read "One pace step back—march."

"One step to the left—march" to read "One pace to the left—march."

Pages 62 and 63. In the commands where the word "step" is used substitute the word "pace" and for "backward" the word "step back."

Under the title "Dismissing a class" substitute "On the word Dis—miss, the class will first turn to the right, then after a momentary pause disperse quietly."

Page 87. For command "Slow march left (right) foot—begin" read "Slow—march."

The commands altered above occur throughout the tables and should there be amended accordingly.

1. THE MILITARY SUMMER SCHOOL AT HALIFAX.

This course is provided for teachers who desire to obtain the Grade A (Military) Certificate to qualify themselves for the organization and instruction of Cadet Corps. They will be admitted only on the recommendation of the Superintendent of Education who must vouch for their professional standing; and as on account of the expense the number of candidates is limited, those standing highest in the profession with the best prospect of being able to organize and instruct a Cadet Corps, will have the preference.

APPLICATION

for admission should be made to the Superintendent of Education not later than the first week of June, quoting the class of license held, or better still, (a) the school in which he is employed (b) his class and length of service, (c) the railway station from which he will require a requisition for free transportation, and (d) his address which should be sure to find him promptly at any time from the middle of June to the date on which he must start for the school which opens on the 11th July.

Those authorized to take the course will be promptly informed by the middle of June, and communications from the Military school authorities will follow later to the address given.

OFFICIAL INFORMATION.

2. The following official information has been obtained from headquarters respecting this Course which is given at the Wellington Barracks, Halifax, Nova Scotia.

(a) The Course will begin on the 11th of July and will last six weeks.

(b) It consists of Scouting, Musketry, Military Drill, Tactics and other military subjects which will qualify a teacher as a Cadet Corps instructor, or for what is sometimes called "a military 'A' certificate." Physical Training as now authorized for the schools will be taught.

(c) A transport requisition will be forwarded to those authorized to take the course. This when tendered to a ticket agent will procure a first class railway ticket.

(d) The actual expenses, such as cab fare, meals, etc., incurred in proceeding to and returning from Halifax will be refunded by the Government to those who obtain a certificate.

(e) So far as accommodation will allow, teachers will live in the Officers' Quarters at Wellington Barracks. The remainder will have to live in the City. Those who live in barracks will receive about \$1.25 a day. The cost of living in the officers' Mess and other expenses will practically use up this amount. Those who live in the City will receive about \$2.00 per day and will themselves arrange for their board and lodging.

(f) The rooms in the barracks are furnished with bed, bedding, electric light or lamps, bureau, commode, chamber set, table and chairs. Any other furnishings must be supplied by those occupying them.

(g) Those who do not now belong to a military unit will be required to wear uniforms as for Corps of School Cadet instructors, but without rank badges. (see paragraph 1).

(h) A sword and belt should be provided.

(i) Teachers who pass this course and become officers in a Regiment of the Militia, or officers of the Corps of School Cadet Instructors, and train a cadet corps which passes inspection and is connected with a public school will receive a yearly bonus as follows:—

ALLOWANCE FOR CORPS OF SCHOOL 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 Lieutenants, or others, calculated as follows:—

When the corps has an enrolled strength of less than 30 cadets,
—no allowance.

From 30 to a maximum of 50 cadets,—\$1.00 per cadet.

Where there are school teachers qualified as Cadet Instructors, a teacher instructor will be detailed to each company of 50 cadets for their instruction in military training and musketry.

In the event of there being but one teacher properly qualified to instruct cadets and more than one company of cadets connected with the educational institution receiving instruction from him, a further allowance may be paid him as follows:—

For each additional cadet over 50 and up to 100,—75c. per cadet.

For each cadet in excess of 100.—50c per cadet.

(j) Application to take the course at Wellington Barracks, Halifax, should be made as early as possible to the Superintendent of Education for Nova Scotia. The railway station from which transport will be required should be mentioned.

(k) Those authorized to undergo the course are to report to the Adjutant, the Royal Canadian Regiment, at Wellington Barracks, Halifax, N. S., by 10 o'clock A. M., the 11th of July.

(l)

UNIFORM FOR CORPS OF SCHOOL CADET INSTRUCTORS.

Jacket—Reefer or 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 colour of jacket; no stripe at seams.

Cap—Forage, N. P.

Uniform and equipment to be provided by the officers of the corps, as is done by other officers. (H. Q. 1798-3-2.)

(m) The Minister in Militia Council has decided that only those School Teachers who have qualified by attendance at a course of military instruction, and who are actually instructing *bona fide* organized and gazetted Cadet Corps, will be appointed to the Corps of School Cadet Instructors, with the rank of Lieutenant

in the Militia. The mere fact of qualifying as a Cadet Instructor will not be considered sufficient for according militia rank.

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 61½ 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 through 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 contained from the D. A. A. G., M. P.

(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.

SCHOOL OF MUSKETRY, OTTAWA.

Courses in Musketry, (including Maxim Gun), open to Cadet Instructors and School Teachers, will be given at the Canadian School of Musketry, Ottawa, for a period of six weeks commencing in July and September.

School teachers who apply for permission to attend these courses must have attended a School of Military Instruction and obtained an Instructor's Certificate.

Applications to attend these courses should be made to the Superintendent of Education not later than the 1st of June and 1st of August respectively. The name of the Railway Station from which a requisition for free transportation will be required, and should be so stated.

Those authorized to take the courses will be promptly notified, and a transport warrant to cover Railway journey will be forwarded.

The actual expenses, such as cab fare, meals, etc., incurred in proceeding to and from Ottawa, will be refunded by the Government to those who obtained a qualifying certificate.

GRADE B. "PHYSICAL TRAINING" CERTIFICATES ISSUED SINCE THE PUBLICATION OF THE LAST JOURNAL OF EDUCATION.

ANTIGONISH, 23RD DECEMBER, 1910.

- 3180—Malcolm Angus Beaton.
- 3181—George William Etienne.
- 3182—John Ronald McLellan.
- 3183—Daniel Powderly.
- 3184—Lewis MacLellan.
- 3185—Rev. Dr. Moses M. Coady.
- 3186—Cora Kathleen Hennessey.
- 3187—Florence Cora Boyd.
- 3188—Mary Euphrazie Cox.
- 3189—Jessie Chisholm.
- 3190—Hyemtha MacDougall.
- 3191—Stella McEachern.
- 3192—Margaret Jane MacDonald.
- 3193—Carrie Agnes MacDonnell.
- 3194—Hilda Gillis.
- 3195—Mary MacKeough.
- 3196—Catherine Dunlop MacKenzie.
- 3197—Catherine Gillis.
- 3198—Jean Frances Leyden.
- 3199—Annie McInnis.
- 3200—Margaret Gillis.
- 3201—Elizabeth MacPherson.
- 3202—Gladys Whitford.
- 3203—Hattie Ann Burke.
- 3204—Florence MacBonald.
- 3205—Catherine Mary Kennedy.
- 3206—Catherine Marcella McDonald.
- 3207—Anna Theresa Purcell.
- 3208—Isabelle Watkins.
- 3209—Mary Schmidt.
- 3210—Annie MacInnis.
- 3211—Catherine MacMaster.
- 3212—Margaret Sophie Jane Nash.
- 3213—Jennie Chisholm.
- 3214—Catherine Laura Gillis.
- 3215—Mary Johnetta Connors.
- 3216—Catherine Homer.
- 3217—Catherine Gillis.
- 3218—Alice Boyle.
- 3219—Mary McNeil.
- 3220—Mary Hanrahan.
- 3221—Margaret Smith.
- 3222—Veronica McDonald.
- 3223—Florence McIsaac.
- 3224—Alice O'Brien.
- 3225—Agnes McInnis.
- 3226—Sarah McGillivray.

AT TRURO, 25TH JANUARY, 1911.

- 3328—Lenore Smith.
- 3329—Sarah Belle Walker.
- 3330—Madeline LeBlanc.

- 3331—Ada Myrtle Watts.
- 3332—Hazel Beatrice Conrad.
- 3333—Cordelia Rose Comeau.
- 3334—Nina Belle Andrews.
- 3335—Marguerite Emilie Burke.
- 3336—Mary Margaret Bourque.
- 3337—Hannah Florence Wilson.
- 3338—Mary Angela Strahan.
- 3339—Ann Estelle Surette.
- 3340—Catherine Ann Tait.
- 3341—Annie Belle MacKichan.
- 3342—Victoria Katherine MacMillan.
- 3343—Letitia May Frazel.
- 3344—Christena May Ross.
- 3345—Gertrude Amelia Langley.
- 3346—Lena Jane O'Brien.
- 3347—Lily Morton Taggart.
- 3348—Margaret Jane Gourley.
- 3349—Caroline MacTavish.

LIVERPOOL, 3RD AUGUST, 1910.

- 1705—Phebe Ellen Ernst.

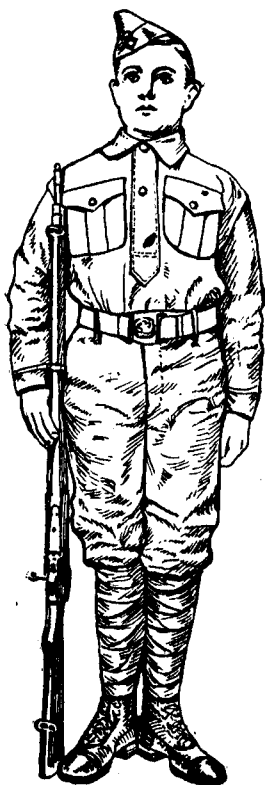
YARMOUTH, 9TH MAY, 1910.

- 3422—Norna Barry Bingay.

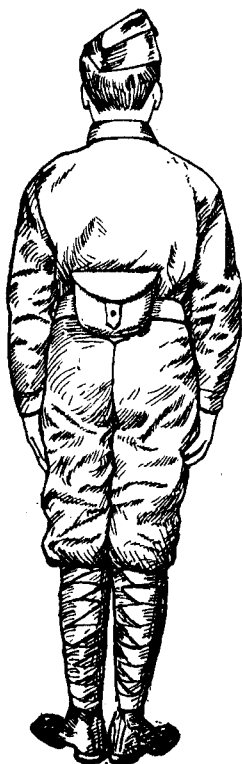
AT TRURO, 21ST FEBRUARY, 1911.

- 3536—John Kenneth McKenzie.
- 3537—Alice Ross Rimes.
- 3538—Mary Abbe Chesley.
- 3539—Margaret Jean Irwin.
- 3540—Susan Amelia Deane Creelman.
- 3541—Flora Elizabeth Chambers.
- 3542—Jessie Blackwood Logan.
- 3543—Abbie Buxton Lawrence.
- 3544—Anne Henrietta Macara Layton.
- 3545—Kathleen Dewolf Rathbun.
- 3546—Grace Victoria Baker.
- 3547—Margaret Dorothy Waddell.
- 3548—Hazel Lillian Marston.
- 3549—Millie Brown.
- 3550—Mary Gladys Lawrence.

Grade A. "Military Training" Certificate (Cadet Instructor's Certificates) issued since the publication of the last JOURNAL OF EDUCATION, 1910.
19624—Leon L. Nichols.



Uniform of
Cadet Corps



The above uniform is made of Green Denim, the same material as that used for the service dress of the Active Militia.

This material, 27 inches wide, is sold in Halifax to authorized Cadet Corps at 32 cents per yard.

The above uniform has been inspected and approved of by Brig. General C. W. Drury, C. B., A. D. C., The General officer Commanding the Maritime Provinces.

In measuring a Cadet for Uniform the following measurements should be given:

Shirt: Breast measure and size of collar worn.

Knick: Waist measure, inside leg to just below knee and measure around leg below knee.

Cap: Ordinary size.

The following prices are made as low as possible and for sizes:

	26-32 in. Breast.	33-35 in. Breast.	36-42 in. Breast.
Shirts.....	\$1.25	\$1.45	\$1.65
Knick.....	.85	.95	1.05
Puttees.....	.25	.30	.30
F. S. Cap.....	.30	.30	.30
Complete Suit....	\$2.55	\$2.90	\$3.20

Price of khaki stocking is \$0.35 per pair—sizes 7, 8, 9 and 10.

Further information is obtainable from the D. A. A. G., Headquarters, Halifax.

 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 1911). [*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. See also old Reg.] (2) *Language*. (3) *Drawing and Bookkeeping*. (4) *Geography and History*—Geography of Asia, Africa, Oceania, in detail, with a review of Canada. *History of Canada* (Hay or Calkin). (5) *General Knowledge*: (a) The five families, Crowfoot, Rose, Heath, Violet and Lily; with the important native trees and the common weeds injurious to agriculture. (b) The common rocks and minerals of Nova Scotia. (c) A few of the common birds. (d) *Health Reader*. (*Mechanic or Domestic or Rural Science, or Music* as in Regulations). 6. *Mathematics*.

 PUBLIC SCHOOL PROGRAM.

FROM THE REPORT OF THE COMMITTEE ON COLLEGE ENTRANCE REQUIREMENTS, NATIONAL EDUCATION ASSOCIATION, U. S. A. 1899.

Three distinct terms seem to be needed:

(1) *Program of studies*, which includes *all the studies* offered in a given school;

(2) *Curriculum*, which means the *group* of studies schematically arranged for *any pupil* or *set of pupils*;

(3) *Course of study*, which means the quantity, quality and method of the work in *any given subject* of instruction.

Thus the *program* of studies includes the *curriculum*, and may indeed furnish the material for the construction of an indefinite number of curriculums. The *course of study* is the unit, or element, from which both the program and the curriculum are constructed.

HIGH SCHOOL PROGRAM.

- (1) Description by drawing as well as by writing may be required in any question, and should always be used when brevity or clearness may be gained.
- (2) Generally the "High School Pass" in all grades shall be an average of 50% with no mark below 30% on a group of six *subjects* for Grades IX, X and XI; and a group of nine papers for Grade XII.
- (3) Generally the "Teachers' Pass" shall be an average of 60% on a group of six *subjects* in Grades IX, X and XI, and on a group of nine papers for Grade XII with no subject below 40%. 50% however must be made on *English* in each grade for a "Teachers' Pass."
- (4) Candidates may write on more than the *six* subjects or *nine* papers indicated in (2) and (3). In such cases the "pass" shall be determined by the group including the *highest* six subjects or the *highest* nine papers, as the case may be. A "pass" requires the fulfilment of all conditions specified in special regulations which refer to it elsewhere, as well as the general regulations above.
- (5) Two hours shall be given at examination for each paper which shall contain eight questions.
- (6) When a candidate wishes to raise a "High School Pass" to a "Teachers' Pass," he shall be required to make an average of at least 60 on each subject not previously up to this standard. That is, a "Teachers' Pass" by partial examinations will require at least sixty per cent., on every subject. This can be necessary only when a candidate is not writing for a higher grade, and therefore all such supplementaries can be taken on the papers of the regular examination.
- (7) The "High School Pass" admits to the corresponding class in the Provincial Normal College, whose faculty can raise it to the "Teachers' Pass" on evidence of improved scholarship, without which the Normal diploma cannot be awarded.
- (8) Candidates for Grade XII certificates (High School Pass) who fail on account of being too low in not more than two subjects, but who have made the High School average pass on the other subjects and 60% on English, shall have the privilege of completing the pass at a subsequent examination by making at least 50% on each of the nine papers not previously up to this standard.

(9) Candidates for Grade XII certificates (Teachers' Pass) who fail on account of being too low in not more than two subjects, but who have made a Teachers' average pass on the other subjects and 65% on English, shall have the privilege of completing the pass at a subsequent examination by making at least 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 word misspelled.

(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 Teacher's or a High School pass in each case. But the substitution of a lower grade work for a higher grade will be allowed under no other conditions than specified above. The candidate should state this fact in his final examination statement so as to allow of its verification.

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

GRADE IX.

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

1. ENGLISH:—

(a) LITERATURE:—Scott's *Lady of the Lake*, \$0.15 and Gaskell's *Cranford*, (Longmans, New York, \$0.25), 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 *Collar and Daniell's First Latin Book*, to end of chapter L., or any equivalent grammar, with easy translation and composition exercises. [The *Roman* (phonetic) pronunciation of Latin to be used in all grades].

3. FRENCH:—Bertenshaw's *Grammar*, Part 1., and *First Reader* to page 56.

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

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

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

7. DRAWING:—

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

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

8. SCIENCE: Botany—(5 Q.). *Beginners' Botany* by L. H. Bailey and the study of the Wild Plants of the Phenological Observations, with *Pteris*, *Aspidium*, *Asplenium*, *Onoclea*, and *Osmunda*.

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: *Hughes' Tom Brown's School Days*, (Macmillan, Toronto, \$0.25).

(b) As in GRAMMAR:—Text book complete.

2. LATIN:—As in *Collar and Daniell's First Latin Book* complete, and "*Cæsar's Invasion of Britain*," by Welch and Duffield.

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

Or FRENCH:—*Bertenshaw's Grammar*, Part 11, and *Souvestre's "Le Chevrier de Lorraine."*

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

4. HISTORY:—Review of British History as in "Outlines" or *Calkin's*; and oral lessons by teacher based on *Bourinot's "How Canada is Governed"* (three questions).

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

6. ARITHMETIC:—Text book complete.

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

8. GEOMETRY:—*Hall & Stevens' School Geometry* Book 1, with all included exercises to the end of Proposition 48.

GRADE XI.

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

1. ENGLISH:—*Shakespeare's As You Like It* (Longmans, \$0.25) *Macaulay's Essay on Johnson* (edited by Buehler, \$0.25). History

of English Literature as in *Meiklejohn*. For outside reading and theme writing: Scott's *Ivanhoe* (Longmans, \$0.25). [For two years beginning August, 1911.]

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

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

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

Or FRENCH:—*Berthon's Specimens of Modern French Prose* omitting IV, VI, X; and *A Travers le Canada* (Quatrieme Livre de Lecture—*Nelson & Son*, or *Mackinlay*).

Fraser and Squair's Grammar, sections 227 to 344, with the corresponding exercises, pages 343 to 371; or a thorough review of *Bertenshaw's Grammar*, parts I and II, with exercises complete.

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

4. HISTORY:—General History, as in *Swinton*.

5. PHYSICS:—The Chapters on either (a) *Light and Sound*, or (b) *Electricity*, to be taken with the rest of the text, alternative questions to be given on (a) and (b), as in *Gage's Physical Science*.

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

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

8. GEOMETRY:—*Hall & Stevens' School Geometry*, Books II, III and IV, with all included exercises and the "theorems and examples" italicized following each Book from I to IV.

GRADE XII.

(Leaving Examination).

[Nine papers out of fifteen on the following twelve subjects constitute a full course. The following subjects are imperative:—English, two foreign languages, one mathematical and one scientific subject; except that those who take both Latin and Greek may omit the scientific subject, and those who make an average of 70 (Teacher's pass) or 60 (H. S. pass) on English, with 5 more on each of the marks and averages determining the respective regular passes, may omit foreign languages].

1. ENGLISH (Two Papers): (a) Lounsbury's *English Language*, OR Bradley's *The Making of English*. History of English Literature as in Gwynn's *Masters of English Literature* (Macmillan Company, Toronto).

(b) Shakespeare's *Merchant of Venice*, (Longmans, \$0.25); Palgrave's *Golden Treasury*; Book II complete, (edited by Bates, Longmans \$0.25), and Emerson's *Essays* (selected, edited by Holmes, Macmillan, \$0.25).

With the following books for outside reading and theme-writing:—*Longer Narrative Poems* (edited by Jeffries, Morang, \$0.15). Holmes' *Autocrat of the Breakfast Table* (Everyman's Library), and Thackeray's *English Humorists* (edited by Bennett, Longmans, paper 0/3, cloth 0/6). [For two years beginning August, 1911.]

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) Cæsar's *De Bell. Gall.* II, III and IV, Vergil's *Æneid*, Books II and III.

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

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

4. FRENCH:—Sandeau's *Sacs et Parchemins* (edited by Pellissier, Macmillan, Toronto, \$0.90); Corneille's *Polyeucte* (Edited by Braunholtz, Pitt Press Series 2/—; Angier & Sandeau's *Le Gendre de M. Poirier* (edited by Preston, Blackie & Son, —/8); with questions upon grammar and composition as in Fraser and Squair's *Grammar*, sections 345 to 461, with the *Composition* exercises form page 371 to page 394.

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

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

7. GEOMETRY:—As in *Hall and Steven's School Geometry* I to VI and XI," *omitting* demonstrations of V, unsolved exercises in "Theorems and examples on Books VI," and the more cumbrous half of the subsequent three collections of exercises.

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

9. PHYSICS:—As in Goodspeed's Gage's *Principles of Physics*.

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

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

12. HISTORY:—Myer's *Ancient History* (revised edition), Parts I, II and III.

(SCHEDULE B.)

FORM FOR PROVINCIAL HIGH SCHOOL EXAMINATION APPLICATION.

AT.....STATION.

.....Inspector of Schools:

.....May, 191

I,, a duly licensed teacher of Class, do hereby certify that the candidates whose names are given below from No. 1 to No. inclusive, will, to the best of my knowledge, have completed, before the date of

next examination, the Prescribed Course of Study up to and including the Grade for which each applies; and furthermore, according to my judgment, both the *reading* and *writing* of each candidate are up to the standard desirable to be maintained for promotion in the High Schools of the Province.

I also forward herewith on behalf of these candidates..... dollars, being the amount of fees required under sub-section (b) of Regulation 95, "Provincial Examination of High School Students," as specified in the list below.

Candidates intending to take the M. P. Q., Examination (fee \$2.00—third rank free—payable to the Deputy Examiner at Examination) are indicated by the letters M. P. Q., in the column headed "remarks" below.

Signed

Principal.....*School*.....*Co.*

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

SYLLABUS

OF

THE ACADEMIC HEADMASTER

OR UNIVERSITY POST-GRADUATE EXAMINATION.

The testing provincial post-graduate examination shall be upon two series of papers—the *higher* of University "graduation distinction" standard, the *lower* of University "graduation pass" standard. The post-graduate examination "pass" shall require:—

1. A provincial pass (50%) in at least *one subject* of the higher standard (*major subjects*).

2. A provincial pass in *five other subjects* of the lower standard (*minor subjects*).
3. Certificates of the following University courses taken and passed by candidates shall be imperative and must be taken later than the first year of the University course, namely:—Logic and Psychology, and any two of the following: Ethics, Political Economy, Sociological Science, Modern Philosophy, History.

4. SYLLABUS OF THE HIGHER STANDARD.

[Two papers, three hours long, on each subject].

ENGLISH. I.

(A) History of the English Language as in Lounsbury or Emmerson and a general idea of the history of "English Spelling and Spelling Reform" as in Lounsbury.

(B) History of Nineteenth Century English Literature, as in Herford's "The Age of Wordsworth" (1798-1832), and Walker's "The Age of Tennyson" (1830-1870).

(C) A thorough knowledge of the following works:—Dowden's "Selections from Wordsworth," Browning's Shorter Poems by Baker, Tennyson's Shorter Poems by Nutter, Palgrave's Golden Treasury of Songs and Lyrics (Book IV). Pancoast's "Standard English Prose" (the selections from Lamb to Stevenson).

(D) Ten Brink's History of Early English Literature (Vol. I).

(E) Bright's Anglo-Saxon Reader (the introduction and Parts I, II, and IV).

(F) Morris' Specimens of Early English Part I (Extracts ix to xviii inclusive).

[N. B. All candidates are expected to have a thorough knowledge of the principles of Composition. To ensure the possession of this knowledge and of the ability to make practical use of it, the writing of an Essay on some one of several given subjects will form an important part of this examination.]

 II. AND III.—FOREIGN LANGUAGES.

Translation at sight, from any ordinary authors, with Grammar (including Prosody), Composition, and a fair knowledge of the national, social, institutional and literary history of the people whose language is dealt with, in any two of the following languages:—Latin, Greek, French, German.

[Extracts will be set from at least three prose and three poetical authors in each language. In French and German the candidates' ability to use the spoken language may be tested by one or more questions requiring *viva voce* examination.]

IV.—MATHEMATICS.

(A) Algebra, Geometry and Trigonometry *as in Grade XII*.

(B) Plane and Solid Analytical Geometry, including the general equation of the second degree. Differential and Integral Calculus, as in Murray's *Infinitesimal Calculus*.

V.—SCIENCES.

Any *one* of the following:

PHYSICS.

(A) A knowledge of *General Physics*, as in "A Textbook of Physics" by Watson (unstarred sections), or any equivalent.

(B) The presentation of note-books describing the *laboratory experimental work* of the candidate, duly certified by the Instructor the work to consist of at least 50 experiments of recognized University work (e. g. as in Ames and Bliss' "Manual of Experiments in Physics"). In cases where the candidate cannot present notebooks satisfactory to the examiner, the test may be made by a practical laboratory examination.

(C) *Elementary Mathematical Physics*. A knowledge of the results obtained by the application of elementary mathematics to physical problems; such as might be obtained during a course of lectures of two or three hours per week running through two years. The grade of work such as is given in Preston's "Theory of Heat," Preston's "Theory of Light," and J. J. Thomson's "Elements of Electricity and Magnetism," or their equivalents.

CHEMISTRY.

(A) *Inorganic Chemistry* as in Smith's "General Inorganic Chemistry," or an equivalent, with laboratory work in General Chemistry, which should include the preparation of some typical gases, acids, and salts, and at least five or six quantitative experiments in illustration of the fundamental laws of Chemistry. The laboratory work may be partially tested by requiring the candidate to produce a properly certified record of his experimental work.

(B) *Organic Chemistry* as in Remsen's "Compounds of Carbon," or an equivalent, to be accompanied by laboratory work, which should include the preparation of at least 20 typical carbon compounds. The laboratory work may be tested partly by questions in the papers on Chemistry, and partly by requiring the candidate to produce specimens of his preparations properly certified to be his own work.

(C) *Analytical and Physical Chemistry* including:—

1. *Qualitative Analysis* of the common acids, and bases. Candidates may be tested by a practical laboratory examination and by questions in the Chemistry papers.
2. *Quantitative Analysis*. The estimation of the following elements in their common compounds:—Chlorine, Sulphur, Phosphorus, Carbon (in carbonates), Silicon, Silver, Copper, Calcium, Magnesium, Lead, Iron; Carbon and Hydrogen in organic compounds. Candidates may be tested by a practical exercise in the laboratory and by question in the Chemistry papers.
3. *Physical Chemistry*, as in Talbot and Blanchard's "Electrolytic Dissociation Theory" and "Walker's Introduction to Physical Chemistry."

(D) *Outlines of Chemistry*, as in Tilden's "Short History of Scientific Chemistry," Thorpe's "Essays in Historical Chemistry" and "Justus von Liebig" and "John Dalton" in the Century Science Series.

BIOLOGY.

(A) *Botany* as in *Principles of Botany and Laboratory and Field Manual* by Bergen and Davis. A practical knowledge of the system of classification and the use of manuals, as Gray's. An acquaintance with (a) the common Spermatophytes and Pteri-

dophytes of Nova Scotia, and (b) type species of native Bryophytes and Thallophytes representing the more common classes or orders. The exhibition of and examination upon a collection of fifty species correctly determined and well mounted by the candidate under (a), and of twenty-five (counting microscopic slides) also mounted and determined under (b). As evidence of the character and scope of the practical work done by the candidate, laboratory note books with drawings, properly certified must be submitted at the examination and the written papers may be supplemented by *viva voce* examination and tests in laboratory work and manipulations.*

(B) *Zoology* as in *Hertwig's Manual of Zoology* (translated by Kingsley). A practical knowledge of the system of classification and the use of manuals as Jordan's. An acquaintance with, (a) the more common vertebrate fauna of Nova Scotia, and (b) typical species of the classes of native invertebrates. The exhibition of and examination upon at least fifteen specimens under (a) and at least twenty-five microscopic or macroscopic specimens under (b), all correctly determined and neatly mounted or prepared by the candidate. As evidence of the character and scope of the practical work done by the candidate, laboratory note books with drawings, properly certified, must be submitted at the examination and the written papers may be supplemented by *viva voce* examination and tests in laboratory work and manipulation.*

(C) *Economic Biology*. A knowledge of the more common injurious weeds and insect pests of the Province; also of the biological role of Bacteria in relation to Agriculture. Works of reference: *Farm Weeds of Canada*; *Economic Entomology* by Smith, and *Bacteria in relation to Country Life* by Lipman.

(D) *History of Biology*. Prescribed readings: *From the Greeks to Darwin* by Osborn; *Origin of Species* by Darwin; *Darwinism Today* by Kellog.

*[The candidate must show his ability to dissect macroscopically and microscopically, to make microscopic sections, and have an elementary knowledge of microscopic technique. A monograph upon, or a special study of, any biological group or species, may be accepted according to its merits as supplementing defects in collections, etc. Any original work showing a knowledge of the subject will enhance the candidate's standing.]

GEOLOGY AND MINERALOGY.

(A) *General Geology as in College Geology* by Chamberlin and Salisbury, or an equivalent; and *Canadian Geology as in Geology and Economic Minerals of Canada* by Young and Brock.

(B) *Economic Geology*. The origin, mode of occurrence and uses of economic minerals as in Ries' *Economic Geology of the United States*, and the distribution of these in Canada, as in *Geology and Economic Minerals of Canada*.

(C) *Petrography and Mineralogy*. Such a knowledge of rocks as will enable one roughly to determine specimens in the field. The determination of typical rocks in their section. A knowledge of the important economic minerals, and their determinations by physical properties, and simple blow-pipe tests.

(D) *Practical Geology*. The identification of structural and topographical features. A knowledge of the methods employed in conducting geological surveys, and in the construction of geological maps and sections and their interpretation.

The exhibition of certified class notebooks, drawings, maps and sections, etc., made by the candidate. (The *viva voce* examination may include practical work in the field, and the identification of the more common fossils, minerals, rocks, etc., and petrographic microscopic as well as macroscopic characters).

(E) *An historical outline of Geology as in Geikie's Founders of Geology*, or an equivalent, and some acquaintance with the leading present-day workers.

5. SYLLABUS OF THE LOWER STANDARD.

[One paper three hours long on each subject, supplemented by *viva voce* examination and practical demonstration at the option of the examiner.]

I.—ENGLISH.

As in (A), (B) and (C) of the Higher Standard.

[All candidates are expected to have a thorough knowledge of the principles of Composition. To ensure the possession of this knowledge, and of the ability to make practical use of it, the writing of an Essay on some one of several given subjects will form an important part of the examination.]

II. AND III.—FOREIGN LANGUAGES.

As in the higher standard but with easier questions. In French and German the candidate's ability in the spoken language may be tested by one or more questions requiring *viva voce* examination.

IV.—MATHEMATICS.

As in (A) of the higher standard.

V. AND VI.—SCIENCES.

Any *two* of the following:—

Physics: As in (A) of the higher standard.

Chemistry: As in (A) of the higher standard: omitting the sections of the text-book in small print.

Biology: As in (A) or (B) of the higher standard, together with an outline of the history of Biology, as in *The Science of Life* by Thomson; and *Bacteria in Relation to Country Life* by Lipman.

Geology and Mineralogy: As in (A) of the Higher Standard, and Miller's *Minerals and How They Occur*. Some knowledge of field work and map making as in (D) of the Higher Standard, which may be tested mainly in the *viva voce* examination.

6.—NON-GRADUATE CANDIDATES.

Candidates who have not graduated from a recognized University, if they have spent at least four Academic years in study after attaining the Grade XII standard of scholarship, and have obtained a pass on the testing provincial post graduate examination, may be admitted to a special examination on the remaining subjects of a full University course, in order to obtain the standing of a graduate of a recognized University under those regulations. But the cost, syllabus and time of any such examination have not at present been determined.

7.—GENERAL RULES OF EXAMINATION.

(a) Options will be given when questions deal with minute details in subjects of wide range, in the sciences especially, with the object of equalizing the effects of different instructors, and texts are mentioned merely to indicate the comprehensiveness and intensiveness of the study required.

(b) An average of fifty per cent. on the *major* subjects, with none below forty on the *minor* subjects, is required for a pass, provided the candidate also passes in the practical and *viva voce* examination.

(c) A candidate may also pass by *partial* examination (that is, one or more subjects in different years, by making at least fifty per cent. on each *minor* subject while an undergraduate or graduate, and at least fifty per cent. on a *major subject* after graduation from the University.

(d) The examination will be held in Truro during Provincial Examination week and the week following, in proximity to the Provincial Normal and Agricultural Colleges, for the convenience of laboratory demonstration and *viva voce* examination.

(e) A *preliminary notice* stating the intention to make application, and specifying the details to be proven and subjects to be taken, should be sent in to the Superintendent not later than the first day of March preceding.

Application for examination should be made to the Superintendent of Education before the first day of May, stating the higher and lower subjects to be written upon, and *furnishing proof*

- (1) of having matriculated into a University on a standard practically as high as the pass of Grade XI* of the Provincial High School,
- (2) of having taken thereafter a full course of four academic years, three of which must have been the second, third and fourth years of the University course, and (3) of graduation as recognized in the Regulations preceding.

*Grade XII after 1912

(f) There shall be no fee for examination.

PUBLISHERS OF TEXTS MENTIONED.

- Emerson's "History of the English Language" (Macmillan).
 Lounsbury's "English Language" (Henry Holt & Co.)
 Lounsbury's "English Spelling and Sp. Ref." (Harpers).
 Herford's "The Age of Wordsworth" (Bell & Sons).
 Walker's "The Age of Tennyson" (Bell & Sons).
 Dowden's "Selections from Wordsworth" (Ginn & Co.).
 Baker's Browning's Shorter Poems (Macmillan).
 Nutter's Tennyson's Shorter Poems (Macmillan).
 Palgrave's "Golden Treasury" (Macmillan).
 Pancoast's "Standard English Prose" (Holt & Co.).

- Ten Brink's History of English Literature... (Bell & Sons).
 Bright's Anglo Saxon Reader... (Holt & Co.).
 Morris's Specimens of Early English, Part I... (Clarendon Press).
 Murray's Infinitesimal Calculus I... (Longmans)..
 Watson's Text Book of Physics... (Longmans).
 Preston's "Theory of Heat"... (Macmillan).
 Preston's "Theory of Light"... (Macmillan).
 J. J. Thomson's "Elements of the Mathematical Theory of Electricity and Magnetism" (Cam. U. Press).
 Smith's "General Chemistry"... (Century Co.).
 Smith's "General Inorganic Chemistry"... (Century Co.).
 Remsen's "Compounds of Carbon"... (D. C. Heath Co.).
 Talbot and Blanchard's "Electrolytic Dissociation Theory"... (Macmillan).
 Walker's "Introduction to Physical Chemistry" (Macmillan).
 Tilden's "Short History of the Progress of Scientific Chemistry"... (Longmans).
 Thorpe's "Essays in Historical Chemistry"... (Macmillan).
 Shenstone's "Justus von Liebig" in Century Science Series... (Macmillan).
 Sir H. E. Roscoe's "John Dalton" in Century Science Series... (Macmillan).
 Bergen and Davis, Botany and Laboratory Manual... (Ginn & Co.).
 Gray's Manual of Botany (Seventh Edition)... (Am. Book Co.).
 Jordan's "Manual of Vertebrates"... (McClurg & Co.).
 "Bacteria in Relation to Country Life" by Lipman... (Macmillan).
 "Darwinism To-Day" by Kellogg... (H. Holt & Co.).
 "From the Greeks to Darwin" by Osborne... (Macmillan).
 Thompson's "Science of Life"... (Blackie & Son).
 Jordan & Kellogg's "Animal Life"... (D. Appleton).
 Bower's "Practical Botany for Beginners"... (Macmillan).
 Hand Book of Instructions for Collectors... (Brit. Museum).
 Scott's "Introduction to Geology"... (Macmillan).
 Salisbury's "Physiography"... (H. Holt & Co.).
 Miller's "Minerals and How They Occur"... (Toronto).

Health Orders and Information for Public Schools.

DUST AND DIRT IN THE SCHOOLROOM.

Physicians and scientific men have for years been studying dust, and its effect in causing disease. They have gathered it in schools, public buildings and dwelling houses, have examined it under the microscope, added it to substances in which germs will grow, have compared these germs with those known to cause different diseases, and have found it to be one of the great disease carriers.

The finest and lightest dust which cannot be seen by the naked eye, or can only be seen as motes when a beam of sunshine passes through the room, is by far the most dangerous.

Many scores of times the dust collected in various places has been administered to animals (fed to them, injected into the lungs or under the skin), with the result that sickness or death followed—according to the germs present.

It is well-known that consumption of the lungs (tuberculosis), that great scourge of the human race, is spread by means of dust, and in hardly any other way. The dust of a room in which a consumptive has been spitting about the floor is more deadly than arsenic or strychnine, and injected under the skin of an animal causes it to die of tuberculosis in a few weeks. If the dust is breathed by a human being, he is very likely to contract the disease and die.

Other disease germs are carried in the same way, and it has very often happened that dust carried to a child's mouth by his fingers or breathed in from the air has formed the starting point of a case of fatal illness, without the parents, or perhaps even the physician, suspecting the true origin.

Nor is this all. Dust in any form, breathed in day after day for years, irritates and inflames the delicate tissues of the child's lungs, until like a well-ploughed, well-manured field, they become a favorable growing ground, so that when germs are inhaled, instead of being starved out as they often are in healthy tissues, they flourish exceedingly and the child sickens, suffers and dies.

These are not dreams but facts, proved many times over by men whose whole lives are given to studying and fighting disease.

Your sympathy and help in seeing that the following rules are observed is earnestly sought for, and if we succeed in preventing even a little sickness, and in saving even one life, we shall have had our reward.

DIRECTIONS FOR THE CLEANLINESS OF THE SCHOOLROOM.

I. Have the Schoolroom, Halls and Entries swept every day.

NOTE.—Every good housekeeper sweeps her house every day. How much more necessary is it in a building where many children are crowded together for six hours a day, and into which dirt and germs are dragged from every part of the section.

II. Raise the windows while sweeping, and keep them raised for some time afterward.

NOTE.—By keeping the windows open much of the dust will blow out.

III. Before sweeping sprinkle the floor with damp sawdust; don't use water.

NOTE.—Sawdust is the best substance, and can generally be easily obtained and kept in barrels. It keeps the dust from rising and settling again after the room is swept. Sprinkling with water simply binds the dust to the floor, ready to rise again as soon as dry.

IV. At least an hour before school opens the schoolroom should be carefully dusted, especially the tops of desks, seats, window ledges, etc.

V. The schoolroom should be thoroughly scrubbed at least every month.

NOTE.—If scrubbing, perhaps every week, is necessary in our homes, how much more so in our schoolrooms, where there are so many to drag in dirt. Besides, dust is even more dangerous to children than to grown persons.

VI. Once a year the walls, doors, desks, etc., should, after being scrubbed, be wetted over with a mixture of carbolic acid and water, four teaspoonfuls of the acid to a pint of water.

NOTE.—Such a cleansing of the schoolroom would kill all germs, and if this could be done at the Christmas vacation (germs are more virulent in winter) it would go far toward the health of the school.

TO TEACHERS.

Post a copy of the "Health Rules" for Pupils where it can be easily read.

Give a series of short lessons on these rules and the reasons for them.

Check the practices therein condemned. Make frequent reference to them and, as far as possible, see that they are observed.

Read carefully the "Circular to Trustees"—talk it over with them and assist in carrying it out.

Try and persuade the physician of the section to impress upon the ratepayers the connection of dust and dirt with disease, and to advocate the more frequent scrubbing and sweeping of the schoolroom.

See that the water bucket is thoroughly scrubbed every week. Get a cover for it in order to keep out the dust.

The carrying out of the directions for the cleanliness of the schoolroom and the health of the pupils depends almost entirely on you. Let your own desk be a model of cleanliness and neatness. Put into practice yourself the rules given for pupils. Your example in these respects will carry more weight with the pupils than anything else.

Should your schoolroom become dirty, or the outbuildings and premises be in an unsanitary condition, through the neglect of the trustees or those in charge, do not fail to report to your Inspector at once.

NOTES ON "HEALTH RULES FOR PUPILS."

The following brief notes are given so that the teacher can explain and apply the rules more intelligently.

The germs which cause tuberculosis (consumption), pneumonia, la grippe, diphtheria and many other diseases, are found in the saliva, especially when mixed with secretions or discharges from the nose, throat or lungs. It is not uncommon for these diseases to exist in so mild a form that the child is hardly sick and yet such cases are capable of spreading the disease. The spit mixes with the dust on the floor, becomes dry, the germs are set free, rise in the air, enter the lungs and cause the disease.

Children are not careful as to what they handle and their chances of acquiring disease are much increased by putting their fingers into their mouths.

The long passage from the nose to the lungs gives off and is constantly wet with a sticky secretion, the object of which is to strain the dust, disease germs and other foreign substances from the air before it reaches the lungs. It will be readily understood that this secretion, even from a healthy person, might contain disease germs.

Both paper money and coins are capable of carrying dangerous germs. Remembering that money is frequently handled by persons affected with the most loathsome diseases, the necessity of this rule will be at once understood.

The intelligent teacher will be able to apply the principles given above to all the rules, and show the pupils the great necessity of observing them.

CHILDREN SHOULD BE TAUGHT

to wash the hands and face often, and keep their persons and clothing clean; for if one should then be taken down with a communicable disease there will be less danger of infecting other pupils or things.

They should also be taught the reasons of the following rules, and carefully watched and directed until all objectionable habits are lost and replaced by good habits. This duty is really the most important work of the teacher, and should be done even should the teaching of the book lessons be delayed.

HEALTH RULES.

TO BE PLACED IN EVERY CLASS ROOM AND GIVEN TO EVERY PUPIL.

Remember These Things.

Do not spit if you can help it. Never spit on a slate, floor, or sidewalk.

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- Do not put the fingers into the mouth.
 - Do not pick or wipe the nose on the hand or sleeve.
 - Do not wet the finger in the mouth when turning the leaves of books.
 - Do not put pencils into the mouth or wet them with the lips.
 - Do not put money into the mouth.
 - Do not put pins into the mouth.
 - Do not put anything into the mouth except food and drink.
 - Do not swap apple cores, candy, chewing gum, half eaten food, whistles or bean blowers, or anything that is put in the mouth.
 - Do not drink out of the common drinking cup before allowing some of the water to run over the edge of the cup that is to be applied to the lips.
 - Never cough or sneeze in a person's face. Turn your face aside.
 - Keep your face and hands clean; wash the hands with soap and water before each meal.
-

AN URGENT APPEAL TO THOSE IN AUTHORITY.

To the Clergy:

To the Mayors of Towns and Municipalities:

To the Professors and Teachers of Colleges and Schools:

It is universally admitted by medical authorities that, while tuberculosis is contagious, the causes of this contagion can readily and easily be avoided by the use of proper means of protection.

The spread of the disease is due very largely to ignorance of the proper means of protection, and there is very little doubt but that a general knowledge and the use of the simple and effective methods known would practically eliminate the disease in one or two generations.

Those who are entrusted with the care of children, more particularly clergymen and school teachers, are urgently requested to aid in the spreading of the knowledge contained in this catechism by meetings and lectures. By instilling into the young a proper knowledge of the dangers of this disease and of the simple methods by which it can be avoided, those in authority can do very much—in fact, more than even the medical profession—towards its elimination.

A CATECHISM UPON TUBERCULOSIS FOR SCHOOL CHILDREN.

1. What is Tuberculosis? (1)

A very common and often fatal disease, met with in all parts of the world, attacking both man and animals.

2. Where is it most frequently met with?

In the crowded parts of cities where the houses are packed together, and the streets narrow; where the air cannot circulate freely, and the sunlight does not enter.

3. What is the cause of this disease?

It is due to the presence of tiny living germs or bacilli (2), visible only by the microscope, which as they grow and multiply, tend to destroy the affected parts of the body.

(1) Pronounced T'ew-ber-kew-lo'-sis.

(2) Pronounced Bass-sill'-eye.

4. How large are these bacilli of Tuberculosis?

They are so minute that 400,000,000 placed side by side would be required to cover one square inch; placed end to end it would take 7,000 to make a line an inch long.

5. What parts of the body are the most frequent sites of growth of the tubercle bacilli?

First and foremost the lungs; but the bones, the joints, the glands of the neck, the membranes covering the brain, the intestines, and other regions, may be attacked.

6. What is the most rapid and fatal form of tuberculosis?

That in which the membranes of the brain are attacked, causing meningitis (3).

7. What is the most common form?

Tuberculosis of the lungs, also known as pulmonary tuberculosis, consumption, and phthisis (4), and sometimes spoken of as the white plague.

(3) Pronounced Men-inge-eye'-tis.

(4) Pronounced Thigh'-sis.

8. What are the ravages of tuberculosis?

Besides untold suffering, and great loss from sickness, about two million die from it every year throughout the world.

9. What is the death rate from tuberculosis in Canada?

About nine thousand Canadians die every year from this disease.

10. And in the Province of Nova Scotia?

From 950 to 1000. In every seven deaths one is from tuberculosis.

11. At what time of life does consumption most often show itself?

Most commonly between fifteen and forty, though it may develop at all times of life from infancy to old age.

12. Are the well-to-do free from this disease?

No; it may attack all classes of people rich as well as poor.

13. Can tuberculosis be passed from one person to another?

Yes; it is a contagious disease.

14. What favours the spread of the disease?

Impure air and deficient sunlight, which favour the development of the bacilli.

15. Where do the bacilli come from?

Being of the nature of plants they cannot be parts of our bodies; they must come from outside.

16. How, then, do they gain entrance?

They are taken into the air passages and the digestive canal through the mouth.

17. Why are the lungs most often affected?

Because in the first place the bacilli are easily inhaled into the air passages, along with particles of dust; and in the second place, these minute plants find the conditions for growth better in the lungs than in any other parts of the body.

18. Where do the bacilli that are in the air come from?

They come from the dried particles of sputum or spittle of those already suffering from the disease.

19. Does this sputum contain any large number of the bacilli?

It has been found that a consumptive may expectorate more than a million bacilli per day.

20. How does this sputum lead to the spread of the disease?

If not destroyed, it becomes dried up and converted into dust, and this dust, containing the live bacilli, may be inhaled by others; or, again, flies feeding on the sputum may carry the bacilli to articles of food.

21. Can the disease, then, be introduced along with food?

Yes, if that food contains the bacilli. A frequent source of infection is the milk of tuberculous cows.

22. Is there any danger from a consumptive who does not expectorate, or from those whose sputum is properly destroyed?

None, provided he takes the requisite precautions, and does not sputter into the faces of other people when talking, coughing, or sneezing, for the fine droplets of saliva may also convey infection.

23. Can tuberculosis be avoided by those exposed to infection?

Yes; but much depends upon the power of resistance of the individual. Some people are much more resistant than others. The lungs of healthy people can resist or destroy small numbers of bacilli.

24. Are there any causes tending to lower these powers of resistance?

An exhausting illness such as typhoid, insufficient or poor food, intemperance, overwork and fatigue, prolonged residence in closed-in and badly lighted rooms, and in workshops where there is poor ventilation and much dust.

25. How does intemperance favour tuberculosis?

Not only does it lower the resisting power, but it brings in its train poverty, unhealthy surroundings, and misery.

26. Is consumption hereditary?

Strictly speaking, no; but rarely the mother may convey it to her child. Usually the children of tuberculous parents are less resistant to the disease than are the children of healthy parents.

27. Why do we speak of tuberculosis as a family disease?

Because several members of one family often fall victims, partly from hereditary low resistance, and partly because careless patients make the home a continual danger.

28. Mention the chief symptoms of the disease?

Afternoon fever, continued cough, progressive weakness, loss of flesh, and loss of appetite.

29. Are there other symptoms?

Yes; night sweats, expectoration of blood, loss of voice, and acute pain in the chest.

30. Are all these symptoms constant?

By no means, although generally several of them are present.

31. May a person be consumptive without the fact being recognized by these around?

Yes, particularly in the early stages.

32. What are usually the first symptoms?

A persistent cough, fatigue upon slight exertion, and loss in weight.

33. Is there any means of making quite sure that a person has the disease?

The discovery of tubercle bacilli in the expectoration is positive proof.

34. Does the disease progress rapidly?

Not as a rule.

Does his health permit a tuberculous patient to continue at work?

Usually it does not; it depends on the stage and severity of the case and the nature of the work.

36. Can the disease be cured?

Yes, when not too far advanced. The number of cures is increasing every day, particularly of cases taken in hand at the very start.

37. Can it be cured without treatment?

No; cure is a matter of weeks and months of constant carefulness.

38. Is any particular remedy known, which is a sure or recognized cure?

No; though possibly the future may furnish such.

39. What, then, is the method of treatment which gives the best results?

Life in the open air, sunlight, strengthening food in abundance, and rest under medical supervision.

40. What is a Sanatorium?

It is a "place for healing"; an establishment devoted to the open-air treatment of tuberculosis under proper medical supervision; where patients are taught proper care of themselves, and how to avoid communicating the disease to their families and friends.

41. How may consumption be guarded against?

By avoiding all sources of infection by the microbes, and avoiding everything that weakens the body, and lowers the resisting powers.

42. What are the chief measures necessary to stamp out the disease?

Stopping the habit of careless spitting, and carefully destroying the sputum of those known to suffer from the disease.

43. How can the sputum be destroyed?

It should be burnt. The patient must be provided with a "sputum cup," or failing this, he should expectorate into the folds of a newspaper, or into an ordinary cup containing water, used for this purpose alone, the contents of which, like the sputum cup and the newspaper, are thrown into the fire after use.

44. Is there any danger in a patient swallowing his sputum?

Certainly there is; for the contained bacilli may plant themselves in the intestines or elsewhere, and set up new spots of disease.

45. What are the precautions which a patient should take when he coughs?

He should cover his mouth with a piece of paper, or a clean rag, which should then be burnt.

46. Are there any other ways by which a patient can transmit the disease?

Everything that comes in contact with his mouth is a possible carrier for the microbe—spoon, fork, cup, glass, etc.

47. What are the necessary precautions to take against infection by those means?

The patient should, if possible, have his own set of utensils, and everything put to his mouth should regularly be boiled after use.

48. Is it dangerous to kiss a tuberculous patient?

The tuberculous patient should not kiss others, and should never be kissed on the lips.

49. What rules should be observed regarding the patient's bedroom?

The window should be open day and night; no one else should occupy the same room; the window curtains should be of washing material the floor should have no carpet, at most a small rug; sheets and body linen should be often and well boiled.

50. How should the room be dusted?

With a damp cloth or damp broom in order to prevent dust from rising.

51. What, to sum up, are the most powerful enemies of tuberculosis?

Thorough cleanliness, care of the health, temperance in all things, sunlight, fresh air, and abundance of good food.

52. What are the best districts and surroundings for the tuberculous patient?

The country, especially the mountains, where the air is of great purity. He should not live beside dusty roads, because dust irritates the lungs.

53. What should be done when the disease comes to an end?

The house, or at least those rooms which the patient has occupied, should be disinfected, along with everything which the patient has used; articles that can be destroyed should be burnt.

54. What should children more especially keep in mind so as to protect themselves, and those around, from possible infection?

They should not expectorate either on the floor or on the pavement.

They should not spit on their slates.

They should not lick or suck their fingers.

They should not stick odds and ends in their mouths; pencils, pens, and so on, which may have been lying about.

They should not "swop" chewing gum with their school friends, or eat things which another has already bitten.

They should not use pea-shooters belonging to others.

They should not lick things in order to gum them; there are plenty of taps about.

They should make a habit of guarding their mouth with a handkerchief when they cough or sneeze.

They should get into the habit of never taking food without first washing their hands with soap and water.

They should keep body and hands as clean as they reasonably can.

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

LOCAL "NATURE" OBSERVATIONS.

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

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

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

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

To all observers the following most important, most essential principles of recording are emphasized: Better *no date, no record*, than a *wrong one* or a *doubtful one*. Sports out of season due to very local conditions not common to at least a small field, should not be recorded except parenthetically. The date to be recorded for the 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 recording the dates.

PHENOLOGICAL OBSERVATIONS, CANADA.
(1911 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 Blooming Common
(WILD PLANTS, ETC.—NOMENCLATURE as in "Spotton" or "Gray's Manual").		
1. Alder (<i>Alnus incana</i>), catkins shedding pollen.....		
2. Aspen (<i>Populus tremuloides</i>),.....		
3. Mayflower (<i>Epigaea repens</i>), flowering.....		
4. Field Horsetail (<i>Equisetum arvense</i>), shedding spores.....		
5. Blood-root (<i>Sanguinaria Canadensis</i>), flowering.....		
6. White Violet (<i>Viola blanda</i>), flowering.....		
7. Blue Violet (<i>Viola palmata, cucullata</i>), flowering.....		
8. Hepatica (<i>H. triloba</i> , etc.), flowering.....		
9. Red Maple (<i>Acer rubrum</i>), flower shedding pollen.....		
10. Strawberry (<i>Fragaria Virginiana</i>), flowering.....		
11. " " " fruit ripe.....		
12. Dandelion (<i>Taraxacum officinale</i>), flowering.....		
13. Adder's Tongue Lily (<i>Erythronium Am.</i>), flowering.....		
14. Gold Thread (<i>Coptis trifolia</i>), flowering.....		
15. Spring Beauty (<i>Claytonia Caroliniana</i>), flowering.....		
16. Ground Ivy (<i>Nepeta Glechoma</i>), flowering.....		
17. Indian Pear (<i>Amelanchier Canadensis</i>), flowering.....		
18. " " " fruit ripe.....		
19. Wild Red Cherry (<i>Prunus Pennsylvanica</i>), flowering.....		
20. " " " fruit ripe.....		
21. Blueberry (<i>Vaccinium Can. and Penn.</i>), flower ng.....		
22. " " " fruit ripe.....		
23. Tall Buttercup (<i>Ranunculus acris</i>), flowering.....		
24. Creeping Buttercup (<i>R. repens</i>) flowering.....		
25. Painted Trillium (<i>T. erythrocarpum</i>), flowering.....		
26. Rhodora (<i>Rhododendron Rhodora</i>), flowering.....		
27. Pigeon Berry (<i>Cornus Canadensis</i>) florets opening.....		

PHENOLOGICAL OBSERVATIONS—(Continued).

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

PHENOLOGICAL OBSERVATIONS—(Continued).

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

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

Jan. 31.	April 120.	July 212.	Oct. 304.
Feb. 49.	May 151.	Aug. 243.	Nov. 334.
March 90.	June 181.	Sept 273.	Dec. 365.

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

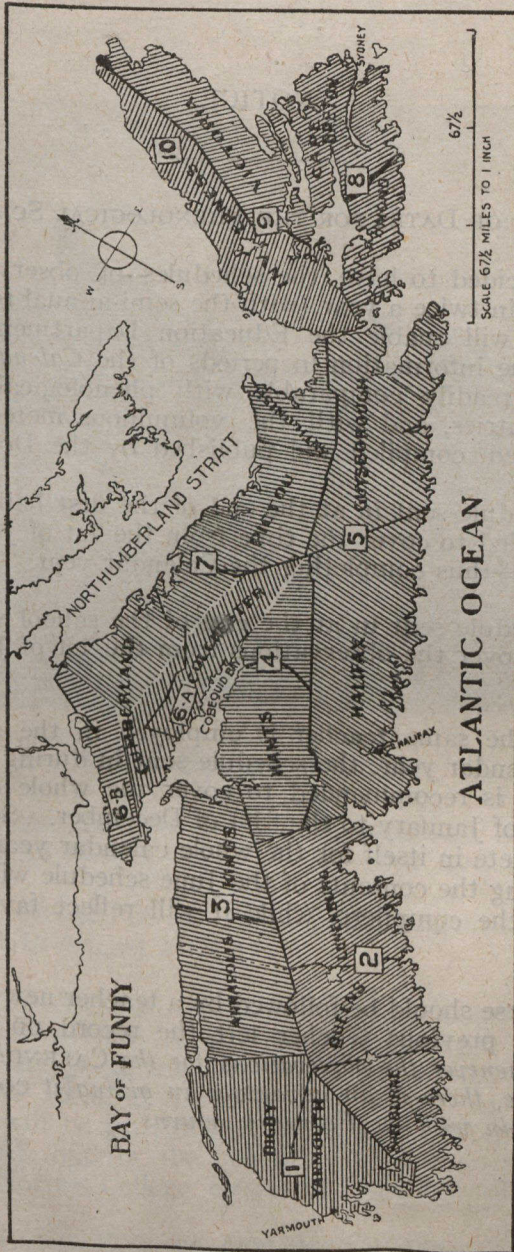
Going North or coming in Spring.
Going South or leaving in Fall

(MIGRATION OF BIRDS, ETC.)

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

(OTHER OBSERVATIONS OR REMARKS.)

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



THE TEN PHENOLOGICAL REGIONS OF NOVA SCOTIA.

NOTICE.

CHANGE OF DATES FOR THE PHENOLOGICAL SCHEDULES.

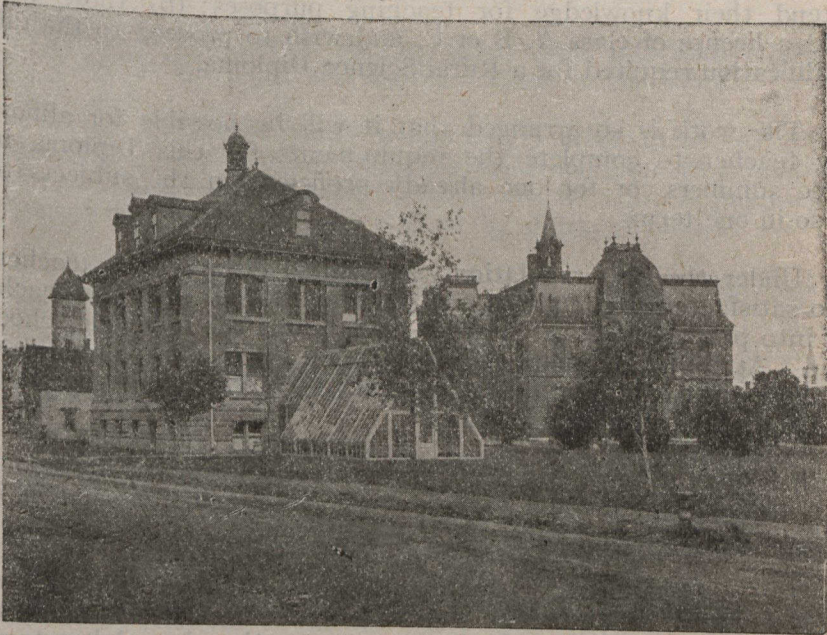
It is decided to have the schedules of observations henceforward sent in twice a year (with the semi-annual returns). This arrangement will enable the Education Department more easily to compile the information in periods of the *Calendar* year, so as to be more readily comparable with phenological observations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

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

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

Where the same teacher is employed in the section during the *whole* calendar year, the schedule sent in during the first week of February, is recommended 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.*



Rural Science School.

AFFILIATED WITH THE PROVINCIAL NORMAL AND AGRICULTURAL COLLEGES AT TRURO, 11TH JULY TO 11TH AUGUST, 1911.

The next Session of the Rural Science School will be held from July 11th to August 11th, 1911.

The syllabus of the Rural Science Diploma Course is presented below. The Daily Time Table will be so arranged that students in attendance may take also the classes in Physical Training and qualify for the Physical Training Certificate. In addition, optional classes will be provided in Music and Photography, and it is contemplated that for the benefit of those who may not have attended the Normal College, classes in Pedagogy will be arranged.

RURAL SCIENCE DIPLOMA COURSE.

Courses will be offered in the Principles and Applications of Nature Study, General Biology, Botany, School Gardening,

and Horticulture, Agriculture, Physics, Chemistry, Bird and Insect Study, Bacteriology, Geology and Mechanic Science.

These Courses, one or all, will be free to teachers or intending teachers, and may be taken by:—(a) those who merely wish to extend their knowledge for teaching purposes; (b) those who hold a license of class A, B or C, and wish to proceed to the full qualification required for a Rural Science Diploma.

The work is so arranged that it will be possible for almost any teacher to complete the requirements for this Diploma in three summers, or for one already proficient in the subjects to do so in one term.

Under the new regulations, as printed elsewhere, a teacher, who satisfactorily completes one term's work and puts the teaching into practice, will be awarded extra grant the following school year. At the beginning of the next session the faculty will indicate to those in attendance the amount of work which must be covered in order to qualify for this.

During the term, six days in the week, Saturday afternoons excepted, will be devoted to class work, field excursions and individual work in the laboratories.

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

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

SYLLABUS.

NATURE STUDY.

Aims and purposes of Nature Study.

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

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

Observation in the limited sense distinguished from experiment.

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

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

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

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

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

The place of Nature Study in the Time Table.

Tests of the results.

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

The use and abuse of collections.

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

GENERAL BIOLOGY.

Organization as a product of life.

Organic versus inorganic matter.

Protoplasm.

Cell, tissue, organ; a plant, an animal as biological units.

Chief distinctions between plants and animals.

Nutrition, reproduction, sensation and volition as groups of vital activities.

Parasitism.

Characteristics of large divisions of plants and animals:—one-celled plants, algae, fungi, mosses, ferns, conifers, seed-plants, one-celled animals, radiates, neuropods (bi-lateral invertebrates), haemapods (vertebrates), and of the large divisions of the vertebrates:—fishes, amphibians, reptiles, birds and mammals.

Reference:—See under Botany.

BOTANY.

Life history of a typical dicot, monocot, conifer, fern and fungus.

Nature and significance of plant societies and associations.

Characteristics of annual, biennial, perennial; herb, shrub, tree.

Organography of seed-bearing plants; form and function of chief parts of plant-body, shoot, bud, root, flower and seed. Seed dispersion.

Pollination, fertilization, germination.

Carbon-foods of plants, respiration, transpiration; chlorophyll, starch, sugar.

Use of a systematic key to identify flowering plants, including composites, grasses and ferns.

Sufficient acquaintance with the following to recognize them:—common weeds, useful plants and trees of the gardens, fields, orchards and woodlands of the neighborhood.

Phenology of Common native plants.

Since the "Seed Control Act" has come into force, farmers throughout the Dominion of Canada have become greatly interested in weeds and weed seeds. Teachers will, accordingly, find that a knowledge which will enable them to identify all plants, whether beneficial or injurious to the farmers' interests, will not only be valuable, but will be greatly appreciated by farmers whose children will engage in this study in the common schools. The same may be said in regard to a knowledge of such plant diseases as Black Knot, Apple Scab, Wheat Rust, or Smut, etc., all of which will be studied in the course of Biology and Botany.

Reference Books:—The Principles of *Botany*, Bergen and Davis, (Ginn & Co., Boston).
Biology, Bailey and Coleman (MacMillan & Co., New York).
 Gray's New Manual of Botany, 7th Edition. (American Book Co., New York).
 Farm Weeds (Department of Agriculture, Canada).

SCHOOL GARDENING AND HORTICULTURE.

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

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

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

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

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

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

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

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

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

INSECTS.

The economic phases of insect life will receive special attention.

Mutual relations of insects and plants.

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

Study of certain insects, beneficial or injurious, in field, garden, orchard, forest and home.

Structure and adaptations to environment.

Classification so far as to enable a student to place the common insects in their natural orders and families and the collecting of representatives of the common orders. In connection with this work the class will study means of combating insect pest.

Reference Book:—*Entomology for Beginners* by Packard, (Henry Holt & Co., N. Y.).

BIRDS.

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

Methods of bird-study in the field.

The careful field-study—appearance, song, flight,—of several birds of economic interest, our game birds and their protection.

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

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

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

Recognition of our common birds.

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

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

AGRICULTURE.

The types of farming suited to Nova Scotia with a consideration of the underlying principles. Comparison of the methods pursued by farmers in the various parts of the Province. Observation of the methods practised at the College Farm.

Field Crops:—The characteristics of the different crops; the methods of successful cultivation of each.

Fertility of the Soil:—Its development and maintenance; the principles of the various tillage operations, drainage, rotation of crops, fertilizers.

Implements and labor-saving machinery.

Animal husbandry:—The economic principles involved; types and breeds of farm animals including poultry; the necessity of an ideal and the methods of realizing it; principles of feeding and management. Observational study of the animals on the College Farm.

Reference Books:—*Soils*, Burkett, Orange Judd Co.)
Types and Breeds of Farm Animals, Plumb.
 (Ginn & Co.)
 Other books will be recommended.

GEOLOGY.

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

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

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

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

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

Reference Book:—*Introduction to Geology*, Scott. (Mac-Millan & Co., N. Y.)

PHYSICS.

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

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

Practice in making deductions from the various records kept.

The causes and movements of storms.

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

(Note.—Students are supposed to begin this course with a fair knowledge of the elementary principles of physics, heat, electricity.)

Reference Books:—*Practical Physics*, Chute. (D. C. Heath & Co.).

The Story of the Atmosphere, Douglass. (Appleton & Co).

Any good Elementary Treatise on Mechanics.

SOIL PHYSICS.

The methods of taking samples of soil.

Mechanical analysis of three typical soils.

Determination of the percentage of air and water in soil.

Temperature of soil and its modifying factors.

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

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

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

Soil Solutions.

Reference Books—*Soils*, Burkett (Orange Jud. Co.).
The Soil, King (MacMillan & Co.)

CHEMISTRY.

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

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

The chemistry of carbon; combustion; comparison of fuels.

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

Soap-making.

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

Fermentation.

Ultimate and proximate composition of soil.

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

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

Reference Book:—*Chemistry of Plant and Animal Life*, Snyder. (MacMillan & Co.)

BACTERIOLOGY.

An introductory study of bacteria.

Relation to health and disease.

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

Bacteria in relation to dairying.

Methods of disinfection.

Reference Book:—*Bacteria in Relation to Country Life*, Lipman. (MacMillan & Co.)

MECHANIC SCIENCE.

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

Paper and Cardboard Modeling;—The necessary drawings for the development of models. The manipulation of tools and materials. Students to make, at least, ten flat and six solid models and one exercise in book-binding.

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

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

FACULTY OF THE RURAL SCIENCE SCHOOL WILL BE AS FOLLOWS:

M. CUMMING, B. A., B. S. A., *Director and Lecturer in Agriculture and Bacteriology.*

C. L. MOORE, M. A., *Vice-Director and Lecturer in Biology.*

H. W. SMITH, B. Sc., *Lecturer in Entomology.*

J. P. SHAW, B. A., *Lecturer in Nature Study and School Gardening.*

E. S. ARCHIBALD, B. A., B. S. A., *Lecturer in Agriculture.*

L. C. HARLOW, B. Sc., *Lecturer in Chemistry, Geology, Soil Physics.*

J. A. BENOIT, B. A., *Lecturer in Physics.*

F. G. MATHEWS, *Lecturer in Mechanical Science, Music and Photography.*

W. P. FRASER, M. A., *Lecturer in Botany.*

E. W. CONNOLLY, B. A., *Registrar Rural Science School.*

Should there be a large enrolment of students, a further number of lecturers will be secured, whose names will be announced

later. IN THIS CONNECTION, IT WILL GREATLY ASSIST THE MANAGEMENT IF INTENDING STUDENTS WILL MAKE APPLICATION FOR ENTRANCE ON OR BEFORE JUNE 30TH. Students can, however, apply for entrance up to and including the opening day of the course.

In order to minimize the expenses of teachers attending this course, the Provincial Government will pay transportation charges (railway, steamer and coach fares), of all teachers who complete the Course to the satisfaction of the instructors. As the minimum transportation expenses are paid, and extra provincial aid attainable the following year under the new law, no extra week of vacation is allowable for attendance at this school.

While this course is arranged primarily for teachers, yet anyone who is interested in the study of science may attend the classes and receive a full share of attention from the instructors.

Railways will grant to all attending these classes a single fare on the Standard Certificate plan. Those attending should therefore be sure to obtain the "Standard Certificate" when purchasing a ticket, for only the *necessary* transportation expenses of teachers can be paid.

For further particulars apply to:—

DAVID SOLOAN, LL. D.,
Principal Normal College,
Truro, N. S.

M. CUMMING, B. A., B. S. A.,
Principal Agr. College,
Truro, N. S.

A. H. MACKAY, LL. D.,
Supt. of Education, Halifax, N. S.

SUPPLEMENTARY CLASSES.

(a)

PHOTOGRAPHY AND MUSIC.

Should there be a sufficient enrolment, classes in Music (Tonic-Sol-Fa) and Photography will also be provided.

(b)

PHYSICAL DRILL.

Proficiency in physical exercises is imperative on all public school teachers. To give greater effectiveness to the regulations in the school-law dealing with physical drill in the schools, it is purposed, with the co-operation of the Militia Department of Canada, to provide an instructor in this branch during the session

of the summer classes at the Provincial Institutions in Truro. Teachers will thus be enabled to qualify as instructors in physical drill in their schools as required by the new law.

(c)

CLASSES FOR BILINGUAL TEACHERS.

Classes in language-methods for bilingual teachers in Acadian schools will open on Tuesday, July eleventh, and continue till Thursday, August eleventh. Applications for admission should be sent as early as possible to the principal of The Provincial Normal College, Truro.

In view of the very attractive program of work offered this summer in the department of advanced biology, elementary agriculture, nature-study, music, manual training, and physical drill, it is expected that the attendance will be large.

Our Acadian teachers, it is expected, will avail themselves as fully as possible of the opportunities offered in the above classes, carrying back to their schools not only improved methods in language-teaching, but an increase of knowledge, a wider range of interests, and an enthusiasm which will place their schools in the forefront of public educational effort.

The new French Readers cannot be legally used in Acadian Schools if the teachers are not able to teach English effectively in colloquial fashion, as indicated in the Report of the Acadian Commission, 1902, unless they are qualified or have tried to qualify by taking this course.

In the language course, model classes of French pupils will be conducted by pupil-teachers, under the direction of the principal of the school.

Travelling expenses at five cents per mile will be paid to students who are regularly employed teachers in Acadian communities, and who speak both languages with fair fluency.

For particulars respecting the Bilingual School apply to

DAVID SOLOAN, LL. D.,
Principal, Normal College,
Truro, N. S.

Or to the Instructor,

MR. LOUIS A. D'ENTREMONT,
West Pubnico,
Yarmouth Co.

Summer School of Science.

The twenty-fifth session of the Summer School of Science for the Atlantic provinces of Canada will be held at Fredericton, New Brunswick, July twelfth to August second, 1911.

For the Calendar and general information write the secretary, Mr. J. D. Seaman, 63 Bayfield Street, Charlottetown, P. E. I.

For boarding arrangements write the local secretary Mr T. B. Kidner, Fredericton, N. B., not later than 15th June.

The President's address is Mr. S. A. Starratt, B. Sc., 192 Walnut Avenue, Roxbury, Mass., U. S. A.

Numerous scholarships are offered for competition, and courses for the grade B Physical training certificate will be given by the Military authorities.

The Courses offered at the School and Faculty are as follows:—

Agriculture:—Professor D. W. Hamilton, of the Fredericton Normal School.

Botany:—L. A. DeWolfe, M. Sc., St. Louis, Mo., U. S. A.

Chemistry:—H. G. Bigelow, A. M., Canterbury, Mass., U. S. A.

Drawing:—H. H. Hagerman, Fredericton, Normal School.

Geology:—Professor D. S. McIntosh, M. Sc., Halifax, N. S.

Literature:—S. A. Starratt, B. Sc., Roxbury, Mass., U. S. A.

Man. Training:—T. B. Kidner, Fredericton, N. B.

Physics:—Professor T. C. McKay, Ph. D., Sackville, N. B.

Physiology:—S. A. Starratt, B. Sc., Roxbury, Mass., U. S. A.

Zoology:—L. A. DeWolfe, M. Sc., St. Louis, Mo., U. S. A.

In addition to the above there will be classes in Physical Culture and Military Drill, conducted by instructors furnished by the Department of Militia and Defence. Teachers who attend these classes can qualify for the certificate in this subject required by the Departments of Education for the Maritime Provinces.

A number of scholarships, ranging in value from \$10 to \$20 each are offered for competition.

Work done at the Summer School will count towards the Rural Science Diploma.

An additional week's holidays are allowed teachers who attend the school.

Additional information can be obtained from the Secretary.

 THE NATIONAL EDUCATION ASSOCIATION.

of the U. S. A., will meet in San Francisco, California the 8th to the 14th of July, 1911. Jas. A. Barr is Chairman of Committee on Publicity and Attendance. Address: Jas. A. Barr, Chairman N. E. A. Com., Stockton, California, U. S. A.

 SUMMER SCHOOL, 1911, IN WALES.

The Fifth Annual Holiday Course in educational Hand Work, Nature Study and Drill, was held at the Glamorgan County School at Barry from the 2nd to the 27th of August, 1910, at which 244 students were enrolled.

Barry is an excellent centre for a holiday course. It is beautifully situated on the Bristol Channel, about eight miles from Cardiff. Steamers leave the island Pier daily for excursions to the various well-known holiday resorts on both sides of the Channel.

There are excellent facilities for tennis, cricket, boating, swimming, cycling, and golf, and excursions and rambles will be arranged for the students.

The County School is situated on an eminence, just outside the town, and is in the midst of an admirable locality for Nature Study expeditions. The immediate neighborhood is full of interest; and within a radius of a very few miles are many beautiful spots rich alike in animal and plant life and in historical associations.

We cannot expect many Nova Scotian teachers to take advantage of this school. But it will be interesting to note the activity elsewhere, than in Nova Scotia, utilizing vacation time. August, it appears, is the vacation month there.

A very fine and illustrated calendar was issued in 1910. The chief education official is John James, M. A., Ph. D., to whom all communications should be addressed.

 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) The Council is endeavouring, with as little change as possible in the texts, and with as little interference as possible with the legitimate course of business, to improve and cheapen many of the texts—which when effected will be intimated from time to time in the *Journal*. For the evening technical schools, texts are provided at cost by the technical department of education, all profits in making the texts being eliminated. But while Nova Scotia has in the supply of technical school texts moved in advance of other provinces, it has not arbitrarily interfered with the regular business of the manufacture and distribution of common school texts.

(4) 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.

(5) For the full information of school boards the regular (a) *retail price*, (b) *dozen lot cash price* and (c) *gross lot cash price* of each is given according to the trade usages followed by the leading book dealers in Halifax. The *dozen* lot cash price in some cases stands for so small a lot as a *half-dozen*; and the gross cash price, for the *hundred*. The following list gives merely in a general way the price of the book when bought (a) singly, (b) in small lots and (c) in the largest lots. The terms in detail can be obtained exactly from the dealer.

These are the true natural prices which fully cover the cost of the making and distribution of the books; not prices made nominally smaller by charging a portion of the cost to the revenue of the province.

The price per ten or dozen may be found by deducting from the retail price, 25% for British or Nova Scotian publications (20% for Ontario and U. S. A. books), and 3% for cash.

The price per hundred or gross may be found by deducting from the retail price 25% (or 20%), then 10%, then 3% for cash. These are the regular Nova Scotian discounts allowed by the wholesale dealers to the booksellers—which terms are also obtainable by school trustees or school boards. These reductions when applied to the Public School texts give approximately the price indicated per book on the next page.

PRICE OF BOOKS FOR COMMON SCHOOL GRADES.

	Retail price, 1910	One Cpy.	Per Doz'n	Per Gross
Nova Scotia Reader No. 1 (Morang, Toronto)		\$ 0.15	.12	.12
Nova Scotia Reader No. 2 (Morang, Toronto)		.20	.16	.16
Nova Scotia Reader No. 3 (Morang, Toronto)		.25	.20	.20
Nova Scotia Reader No. 4 (Nelson, Edinburgh)		.25	.18 +	.16 +
Nova Scotia Reader No. 5 (Nelson, Edinburgh)		.30	.22 +	.19 +
Nova Scotia Reader No. 6 (Nelson, Edinburgh)		.30	.22 +	.19 +
Reading for VII and VIII [Series 1, 2, 3.] (Mackinlay & Allen)	.25	*.17	.13½	.13½
Lessons in Eng. [Grammar and Composition]— (Mackinlay)	.30	*.21	.17½	.17½
History of Canada [Calkin's] (Mackinlay) <i>or</i>		.25	.18 +	.16 +
History of Canada [Hay's] (Copp, Clark)	.30	*.20	.16	.16
Geography [Calkin's Junior] (Mackinlay)		.60	.45 +	.41 +
Ontario Copy Books (Harcourt, Toronto)	.04	*.03	.02½	.02½
Augsburgs Drawing Books (Ed. Co., Boston), <i>or</i>		.12	.09 +	.09 +
Ontario Drawing Books (Can. Pub. Co., Toronto)		.05	.04½	.04
Arithmetic [Parts 1, 2 and 3 each] (Allen)	.15	*.12	.09½	.08½
Health Reader, Part I (Allen) <i>and</i>	.20	*.15	.12	.10½
Health Reader, Part II (Allen) <i>or</i>	.30	*.25	.20	.18
Ontario School Hygiene (Copp, Clark, Toronto)		.20	.16	.16

PRICE OF BOOKS FOR HIGH SCHOOL GRADES.

Nova Scotia English Grammar (Mackinlay)	.30	*.23	.18½	.18½
History of Great Britain [Calkin's Brief] (Mackinlay)		.35	.26 +	.22 +
Geography [Calkin's Advanced] (Mackinlay)	1.25	*.90	.72	.72
Morton's Mechanical Drawing (Allen)		.40	.31	.28
Collar & Daniel's Latin Book (Ginn & Co., U. S. A.)		1.00	.80	.80
White's First Greek Book (Ginn & Co., U. S. A.)		1.25	1.00	1.00
Waddell's Chemistry (MacMillan)		.80	.64	.64
Bailey's Botany for Beginners (MacMillan)	1.00	*.50	.37½	.37½
Hall & Knight's Algebra (MacMillan)		.75	.56 +	.49 +
Hall & Steven's School Geometry, 1-VI (MacMillan)	.80	*.75	.56½	.56½
Academic Arithmetic (Allen)	.40	*.30	.24	.21½

*All the prices marked with the asterisk have been reduced since the issue of the October JOURNAL. Compare page 186 October JOURNAL with the above.

†This is the Toronto price, to which the Advisory Board would allow one cent more added to cover freight for each 20 cents or fraction over.

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 those listed.

All the books prescribed for the present school year, may be legally used the following year, or even two years, where it may be found convenient to utilize the old books. The Ontario copy

book style is too sloping; but the Advisory Board recommended it alone. Should it be desired, as soon as a better style can be had at as cheap a price, the council will be disposed to prescribe it.

The Advisory Board proved of great service, not only in recommending cheaper and better new texts; but in securing indirectly a reduction in the prices of old texts, thus avoiding the annoyance of changing so many books in one year. The council expects to secure still further reductions of prices during the next year, without taxing the people indirectly by the expenditure of public funds to make the cost of the books appear less than it really is. Some of the books, as the high school arithmetic, for instance, are even cheaper than the corresponding Ontario texts could be supplied for. An influential and unbiased compliment to the Nova Scotian Arithmetics and Health Readers, are their adoption by New Brunswick in preference to those of Ontario.

BOOKS AT WHOLESALE PRICES.

The school law of Nova Scotia enables school sections to assess themselves for their school books, and obtain them at wholesale prices. This is being done in many sections of the province, some of which supply the books free to the pupils. They can equally well be sold at cost; so that a school section which once voted the money would 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 would be in continual and close touch with the school. They could allow those who desire to own their books to have them at wholesale prices; and the deserving indigent might be supplied free. There could be perfect oversight and economy.—*N. S. Education Report, 1910.*



JOURNAL OF EDUCATION.

APRIL, 1911.

OFFICIAL NOTICES.

The full number of legal teaching days in the half school year ended 3rd February was 103; and in the half school year to the end of June next it is also 103 days. In this school year there are 206 teaching days. But if the King's Birthday and Coronation in June are proclaimed, there will be only 102 days in second half year, and only 205 in whole year.

Summer Calendar, 1911.

April	17.	Fourth Quarter of the School term begins.
May	1.	University Post-Graduate Examination Applications.
May	5.	Arbor Day.
May	23.	Empire Day.
May	24.	Victoria Day (Holiday), H. S. Exam. Applications.
June	3.	Applications for admission Halifax Military School.
June	24.	Applications for admission, Rural Science Sch'l Truro.
June	26.	Regular Annual meetings of School Sections.
June	28.	Provincial Normal College closes, Truro.
June	29.	County Academy Entrance Examination begins.
June	30.	Last authorized teaching day of school year.
July	1.	Dominion Day.
July	3.	Provincial Examination week begins.
July	6.	Last day for Annual School Returns to be received.
July	11.	Openings of Summer Schools at Halifax, Truro and Fredericton, (Respectively, the Military, Rural Science, and Summer Schools).
Aug.	1.	Next School year begins.
Aug.	28.	Regular opening of Public Schools, First Quarter.
Sept.	4.	Labor Day (Holiday).
Sept.	19.	Normal College opens at Truro.
Oct.		Dominion Thanksgiving Day.
Nov.	13.	Second Quarter of School Term begins.

DATES OF MEETINGS OF BOARDS OF DISTRICT SCHOOL COMMISSIONERS.

- *HALIFAX, RURAL—Monday, June 12th.
 †HALIFAX, EAST—Friday, June 9th.
 HALIFAX, WEST—Tuesday, May 23rd.
 ILUNENBURG—Friday, May 5th.
 CHESTER—Thursday, June 1st.
 QUEENS, NORTH—Wednesday, May 10th.
 QUEENS, SOUTH—Friday, May 19th.
 SHELburnE—Friday, May 12th.
 BARRINGTON—Monday, May 8th.
 YARMOUTH—Tuesday, June 6th.
 ARGYLE—Thursday, June 8th.
 ANNAPOLIS, EAST—Tuesday, May 16th.
 ANNAPOLIS, WEST—Monday, May 15th.
 DIGBY—Monday, May 22nd.
 CLARE—Tuesday, June 6th.
 KINGS—Tuesday, May 9th.
 HANTS, WEST—Friday, May 12th.
 IIHANTS, EAST—Wednesday, June 21st.
 ANTIGONISH—Thursday, May 25th.
 GUYSBORO—Tuesday, May 16th.
 **ST. MARY—Wednesday, May 31st.
 CAPE BRETON—Tuesday, May 16th.
 VICTORIA—Friday, June 2nd.
 III INVERNESS, NORTH—Friday, May 19th.
 ***INVERNESS, SOUTH—Tuesday, June 6th.
 IVRICHMOND—Wednesday, July 12th.
 PICTOU, WEST—Friday, May 5th.
 PICTOU, EAST—Thursday, May 4th.
 PARRSBORO—Thursday, April 27th.
 CUMBERLAND—Thursday, May 25th.
 COLCHESTER, SOUTH—Saturday, May 27th.
 COLCHESTER, WEST—Friday, May 26th.
 COLCHESTER, NORTH—Friday, June 2nd.

At Middle Musquodohoit. †Sheet Harbor. I. Lunenburg.
 II. Elmsdale. **Sherbrook. III. Margaree Forks. ***Port
 Hood. IV. St. Peters.

DISTRICT SCHOOL COMMISSIONERS.

(Appointed 7th May, 1910.)

INVERNESS, SOUTH—L. S. Cassels, West Alba.
 INVERNESS, NORTH—Hugh P. McKinnon, Inverness.
 John M. McLean, Scottsville.

(Appointed 12th May, 1910).

ARGYLE—Rev. J. Devau, Tusket Wedge.

(Appointed 27th January, 1911).

RICHMOND—Rev. D. McDonald, Grand River.
 COLCHESTER, SOUTH—Hugh McKenzie, Truro.
 E. T. Sibley, Wittenberg.
 G. H. Vernon, Truro.
 Robert Putnam, Middle Stewiacke.
 Hedley Fulton, Upper Stewiacke.
 COLCHESTER, WEST—T. D. Blackie, Great Village.
 A. W. Cumimngs, Glenholme.
 Loran Pugsley, Lr. Five Islands.
 COLCHESTER, NORTH—Albert Drysdale, Tatamagouche.
 J. A. Cunningham, Bayhead.

(Appointed 15th April, 1911).

YARMOUTH—Mrs. Julia J. Churchill, South Ohio.
 Allan M. Gates, Kemptville.
 Howard Thurston, Sandford.
 Isaac Doane, Arcadia.
 Caleb S. Cooke, Pleasant Valley.
 Rev. Ernest S. Mason, Port Maitland.

CLARE—Lezin LeBlanc, Concessions.
 CHESTER—Harris Publicover, Blandford.
 Allen Keddy, Gold River.
 Cornelius Fader, Chester Basin.
 Dr. L. B. W. Braine, Chester.
 John Collins, New Ross.

PICTOU, WEST—Peter Fraser, Pictou Town.
 COLCHESTER, WEST—James A. Thompson, Five Islands.
 COLCHESTER, NORTH—Robert C. Wilson, Denmark.

Oliver Stevenson, Denmark.

CAPE BRETON—Rev. A. G. McAuley, Victoria Mines.
 INVERNESS, NORTH—Angus Macaulay, Roseburn.

Lauchlin MacKay, East Lake Ainslie.
 A. G. Carmichael, M. D., N. E. Margaree.

SECTIONS TO BE PLACED IN SECOND SCHEDULE.

(15th April, 1911).

Upper Church Street, No. 62, Kings.
Church, No. 67, Kings.

SPECIAL STATISTICS FOR 1911.

The *two* questions of previous years are to be repeated in this year's Annual return. Teachers are requested to read the definitions of *defectives*, and *incorrigibles* as given in the next paragraph, with thoughtfulness. Inspectors are requested to specially report any case in which a teacher may have answered these or any other question without evidence of intelligent care.

The blank columns 148, 149 and 150 in the *Register* and *Annual Return* are to be filled in as follows:—

- 148.—No. of *Defectives* of school age in Section.
149.—No. of *Incorrigibles* of school age in Section.
150.—No. of pupils who *have* been vaccinated.

"*Defectives*" are not meant to include the *blind and deaf*, which should be reported in the columns respectively provided for them. *Defectives* are feeble minded pupils, who have not wit enough to profit by ordinary school instruction; but who if educated might be able to earn a living in some capacity, and be saved from the helpless, if not vicious, condition which is likely to render them an expense to the public and a menace to the morals of the community. Some of this class may also be more or less defective in sight or hearing. But neither the School for the Blind nor the School for the Deaf have facilities for the education of any who are not of normal strength of intellect. In many countries a large proportion of such pupils are trained to considerable intelligence and self-control, and are able to fill useful positions and support themselves.

"*Incorrigibles*" mean persons of school age who cannot be effectively controlled by their parents or guardians, or the school authorities; but who have not yet become criminals. They are habitual truants as a rule, but presumably capable of being trained by a firm, kind and intelligent hand into self-respecting, self-controlled and moral citizens. It is hoped that both teachers and trustees will be able to furnish an accurate estimate of the number of such pupils in their school section.

SUPPLEMENTARY ANNUAL RETURN, 1911.

The following additional information is requested to be sent in with the Annual returns on a page of letter or foolscap paper, to the Inspector, who after initialling the paper and taking note of any information he may desire, will send it in a special parcel to the Superintendent of Education, with a summation of the whole.

The name, parent or guardian's name, and address of each individual counted in the following columns of the Register (and Return).

129 (a) Not in attendance at Institution for Deaf and Dumb.

129 (b) Not in attendance at School for Blind.

148. Defectives.

149. Incurrigibles.

And

A. Has there been any regular medical or dental inspection of the pupils in your school?

B. If so, estimate the number of pupils inspected.

C. How many times in the year are pupils inspected? Once or twice?

D. How many teachers have taken the physical training course up to date?

The names asked for above will not be published. They will simply be given to the heads of the institutions provided for them, or those in authority interested in them, for the purpose of communicating with the parents; in other respects the names and addresses shall be deemed to be confidential. This return should be signed by the Secretary and the principal teacher of the section.

Inspectors will please critically examine, correct, classify and sum this information for each subdivision of their respective inspectorates.

The Rural School House should be made the intellectual centre of the section even for those who long ago passed through the school. *The Rural School Library* itself should each year furnish each family with standard reading at one tenth, one twentieth or possibly one thirtieth of its actual cost.

The Boy Scout movement is in many respects a happy one for the future of our country. Its greatest merit consists in its showing how the boys themselves may stimulate each other to knightly deeds and chivalrous conduct. When the boys take to educating each other, the school room is full of good teachers, educating each boy. Otherwise, there will be only one teacher trying to educate a number of boys. The Boys Scout movement is to our boys to day, what the chivalry of the Middle Ages was to the knightly spirits which made their time an era of uplift and romance. It is also an invaluable health-giving extension of the formal physical exercises of the school, and a good preparation for cadetship when the opportunity offers.

The moral uplift of the school is really of more importance than the intellectual instruction. The teacher who neglects the careful oversight of the former in the interest developed in the latter, is a mistaken soul. Moral and physical health are the essentials. Then there may be some use in intellectual teaching,

Consumption—Its Cause, Prevention and Cure. This is a book of 176 pages by the Tri-County Anti-Tuberculosis League of Antigonish, Guysboro and Pictou. It was printed in England—ten tons in the first edition; and is in every respect very creditable to all those concerned in its production and in the great movement to annihilate tubercular consumption in the eastern counties of the province. Professor John W. MacLeod of St. Francis Xavier University, Antigonish, formerly a highly successful public school teacher from the county of Pictou, is the indefatigable and tactful business editor, from whom, we presume, further information can be had, if desired.

The Canadian Teacher is becoming a very helpful aid to teachers in the newer subjects of public education. The March number has commenced giving some information respecting the movement for improved spelling.

ERRATA.

October Journal, 1910, page 133, first column, line 24 should read Mary Lillian Macdonald (Academic Rank). Line 26 should be erased.

October Journal, 1910, page 114, second column, line 44 should read Irene Egan instead of Annie Cleverdon Toomey.

October Journal, 1910, page 116, second column, line 9, name Genevieve Selig should be inserted before Tressa Lisson.

October Journal, 1910, page 111, second column, add to end of Grade IX list the name Alice Mabel Berrigan.

OLD CLASS "A" AND ACADEMIC LICENSES.

School trustees and Commissioners must now bear in mind that the new "Class A" is only a superior first class, and is not at all on the same level as the "old class A" which is also an Academic license.

Instead of the term "old class A", we should now use the term "Academic". This class of license will rank in future with the "Academic" granted after passing the University post-graduate examination—also to be known by its longer title as the "Academic Headmaster" license, because it qualifies a teacher to be at the head of a county Academy. It is "Academic" teachers only who can qualify County Academies for the academic grant.

MEMORIAL TOWER AND EMPIRE DAY.

For the former see pages 29 to 33 preceding; and for the latter, the regulations published.

MEDICAL INSPECTION OF SCHOOLS.

It is hoped school trustees and commissioners may think out what can be done to secure the advantage of effective health inspection in their schools. See comments in April Journal of 1910, as well as in the last Education report.

JOURNAL OF EDUCATION.

Published at Halifax, Nova Scotia, 3rd May, 1911.

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

LOCAL "NATURE" OBSERVATIONS.

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

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

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

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

To all observers the following most important, most essential principles of recording are emphasized: Better *no date*, NO RECORD, than a WRONG ONE or a DOUBTFUL ONE. Sports out of season due to very local conditions not common to at least a small field, should not be recorded except parenthetically. The date to be recorded for the many of its poses 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 year, by adding the day of the month given to the annual date of the date can be briefly recorded, and it is the only kind of dating which can be conveniently averaged in phenological studies. When the compiler is quite certain that he or she can make the conversion without error, the day of the year instead of the day of the month will be preferred in recording the dates.

PHENOLOGICAL OBSERVATIONS, CANADA.
(1911 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
Blooming
Common

(WILD PLANTS, ETC.—NOMENCLATURE as in "Spotton" or
"Gray's Manual").

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

PHENOLOGICAL OBSERVATIONS—(Continued).

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

PHENOLOGICAL OBSERVATIONS—(Continued).

- 69. Shearing of Sheep
- 70. Hay Cutting
- 71. Grain Cutting
- 72. Potato Digging

(METEOROLOGICAL PHENOMENA.)

- 73. Opening of (a) Rivers, (b) Lakes without currents
- 74. Last Snow (a) to whiten ground, (b) to fly in air
- 75. Last Spring Frost (a) "hard" (b) "hoar"
- 76. Water in Streams, Rivers, &c., (a) highest, (b) lowest
- 77. First Autumn Frosts, (a) "hoar" (b) "hard"
- 78. First Snow (a) to fly in air, (b) to whiten ground
- 79. Closing of (a) Lakes without currents, (b) Rivers
- 80. Number of Thunder Storms (with dates of each)

Jan....., Feb....., Mar....., Apr....., May.....
 June.....
 July..... Aug.....
 Sept....., Oct....., Nov....., Dec.....

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

Jan.	31.	April	120.	July	212.	Oct.	304.
Feb.	49.	May	151.	Aug.	243.	Nov.	334.
March	90.	June	181.	Sept	273.	Dec.	365.

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

Going North
or coming
in Spring.

Going South
or leaving
in Fall.

(MIGRATION OF BIRDS, ETC.)

- 81. Wild Duck migrating
- 82. Wild Geese migrating
- 83. Song Sparrow (*Melospiza fasciata*)
- 84. American Robin (*Turdus migratorius*)
- 85. Slate coloured Snow Bird (*Junco hiemalis*)
- 86. Spotted Sand Piper (*Actitis macularia*)
- 87. Meadow Lark (*Sturnella magna*)
- 88. Kingfisher (*Ceryle Aleyon*)
- 89. Yellow Crowned Warbler (*Dendroeca coronata*)
- 90. Summer Yellow Bird (*Dendroeca aestiva*)
- 91. White Throated Sparrow (*Zonotrichia alba*)
- 92. Humming Bird (*Trochilus Colubris*)
- 93. King Bird (*Tyrannus Carolinensis*)
- 94. Bobolink (*Dolchonyx oryzivorous*)
- 95. American Gold Finch (*Spinus tristis*)
- 96. American Redstart (*Setophaga ruticilla*)
- 97. Cedar Waxwing (*Ampelis cedrorum*)
- 98. Night Hawk (*Chordeiles Virginianus*)
- 99. Piping of Frogs
- 100. Appearance of Snakes

(OTHER OBSERVATIONS OR REMARKS.)

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