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

NOVA SCOTIA.

OCTOBER, 1905.



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HALIFAX, NOVA SCOTIA, OCTOBER, 1903.

OFFICIAL.

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

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

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

Municipal School Fund

for the support of Public Schools, appropriated to Trustees of School Sections named below for the year ended July 31st, 1905.

The Asterisk (*) indicates the Poor Sections.

	Legally authorized days schools were open.	Grand total days' attendance of pupils.	Total amount from Municipal Fund.
ANNAPOLIS.			
EAST.			
Institution for the Deaf and Dumb			\$75 00
Melvorn	429	5589	88 64
Forest Glen	215	2160	39 95
Margaretville, East	216	4036	53 15
Margaretville	216	3658	50 53
Prince Albert	182	1084	29 63
Victoria Vale	214½	2951	45 41
Mosher's Corner	216	1929	38 46
Port George	216	5383	62 55
Mount Hanley	216	1541	35 76
Outram	153	1378	28 32
Port Lorne	202	5193	59 60
Arlington	209	2954	44 79
St. Croix	216	2415	41 84
Hampton	210	3928	51 70
Clarence, West	211	2028	38 56
Clarence, Centre	216	5090	60 51
Clarence, East	216	3581	49 99
Middleton	1924	58188	628 55
Brickton	216	3292	47 97
Lawrencetown	647	17795	199 00
Paradise	415	10471	121 07
Bridgetown	1080	35057	369 52
Meadowvale	209	2543	41 92
Torbrook	215	7110	74 48
Nictaux, South	100	435	15 60
Williamston, South	215	2491	42 26
Williamston, North	211½	2235	40 06
Carleton	430	6655	96 18
Centreville	216	4037	53 16
Bentville	215	4575	56 79
Bloomington	216	3157	47 03
Inglisville	210	3707	50 16
Albany, North	156	1657	29 62
Albany, South	119½	1002	20 82
Paradise, West	215	4283	54 76
Springfield	211	5050	59 64
Lake Pleasant	216	4431	55 91
Falkland Ridge	215	4327	55 06
Torbrook Mines	169	4227	49 05
*Douglasville	215	1560	53 65
*West Inglisville	159	820	36 38
*Inglewood	44	932	17 39
*Torbrook, East	213	1451	52 16
*Morse Road	211	2450	62 24

*Durling's Lake	116	1543	36 29
*Alpena	216	1976	58 18
*Albany Cross	161	974	38 64
*Dalhousie, West	202	1977	55 75
*Dalhousie, Centre	201	3358	70 00
*Stoddartville	216	1208	50 16
*Cherryfield	215	2191	60 25

WEST.

Young's Cove	216	3879	52 06
Parker's Cove	199	2303	39 08
Hillsburn	164	3382	42 57
Litchfield	216	5278	61 82
Victoria Beach	205	5985	65 47
Mariner	208	6231	67 52
Karsdale	214	3400	48 48
Winchester	216	3798	51 50
Stoney Beach	216	3059	46 23
Granville Ferry	428	7923	104 80
Granville Centre	216	5422	62 82
Belle Isle	211	6134	67 20
Gesner	213	5404	62 35
Chesley	209½	4718	57 15
Round Hill	430	11053	119 89
Moschelle	206	2903	44 08
Annapolis Royal	1079	28447	323 30
Upper Clements	216	4066	53 36
Clementsport	431½	7696	103 63
Deep Brook	209	6371	68 62
Waldeck, East	216	3542	49 71
Hessian, West	211	6718	71 26
Clementsvale	420	8892	110 64
Prince Dale	215½	4585	56 92
Graywood	107	882	19 03
Milford	163	1861	31 85
Maitland	216	3475	49 24
Lake LeRose	53	478	9 98
Perotte	44	617	9 70
L'Equille	431½	9257	114 52
Waldeck, West	211	3023	45 50
Allen River	214	1511	35 31
*Phinney Cove	215	3822	77 29
*Fundy	211	1827	55 74
*Greenland	161	2907	58 36
*Wright	211	1495	52 26
*Virginia	206	1208	48 61
*Dargie	108	241	21 58
*Lake May	196	2249	57 55
*Guinea	216	2351	62 10
*Lansdowne	216	3135	70 30
*Lake Munro	53	349	13 05

BORDER SECTIONS.

Dalhousie, East	214	471	10 64
*Northfield	107	690	19 41
Bear River	1296	18896	198 50
Kingston	215	526	6 12
New Grafton	215	149	3 01

ANTIGONISH.

Institution for the Deaf and Dumb	\$150 00		
School for the Blind	180 00		
Retained for Maple Ridge Section— late return		17 90	
Antigonish	2832	76560	965 13
North River	185	2253	40 16
Harbor	214	2269	43 65
Morristown	215	3103	50 71
Lakevale	210	3281	51 62
S. Side C. George	118	5540	59 77
Morar	177	3692	51 22
Georgeville	116	1438	25 40
Malignant Cove	212	5848	73 21
Arisaig	213	4351	60 87
Macara's Brook	83	873	16 87
Pleasant Valley	216	3571	54 72
Clydesdale	208	2556	45 34
Lower S. River	216	2964	49 67
S. Side Harbor	187	3130	47 69
Monk's Head	213	5157	67 57
Pomket	174	5266	63 97
Heatherton	432	6965	107 97
Bayfield	195	3749	53 77
Afton	216	2438	45 29
W. Arm Tracadie	211	3131	50 48
Big Tracadie	199	3851	55 08
E. Tracadie	213	3979	57 77
Linwood	213	4612	63 04
Havre au Bouche	648	14478	195 51
E. Havre au Bouche	216	4021	58 47
Fraser's Grant	213	2297	43 77
Caledonia Mills	216	3367	53 02
Marydale	208	4630	62 61
St Andrews	213	3508	53 85
Dunmore	216	4655	63 75
Fraser's Mills	216	3982	57 73
Upper S. River	212	1603	37 88
Lochaber	211	1680	38 40
W. Lochaber	169	1439	31 54
N. Lochaber	214	4563	62 75
Salt Springs	134	1696	29 62
Beaver Meadow	216	4350	61 21
Cross R'ds Ohio	133	3172	41 79
James River	176	1817	35 49
Springfield	216	2374	44 76
North Grant	215	3357	52 82
Maryvale	213	3072	50 22
Black Avon	216	3397	53 27
New France	204	2774	48 70
Frankville	216	7520	87 59
Cape Jack	216	4330	61 04
Union Centre	192	2602	43 88
St. Joseph's	214	4842	65 07

POOR SECTIONS.

Cape George Point	175	2698	64 07
Rear Georgeville	170	1004	42 04
North Merland	216	2406	67 54
Glassburn	216	2507	68 80
Up. Glen. Road	211	3414	79 25
Lower Glen. Road	206	1688	56 73
Upper Springfield	72	380	17 24
Upper Bri'erly Brook	162	1665	48 91
Cloverville	181	1098	45 12

Fairmont	216	2792	72 36
Hallowell Grant	102	1089	31 29
Ashdale	150	1166	40 59
Copper Lake	197	2614	66 84
W. Lakevale	177	1830	53 57

BORDER SECTIONS.

Auld's Cove	176	1442	22 89
Grosvenor	216	542	7 04

CAPE BRETON.

School for the Blind			\$ 630 00
Sydney	7795	304547	3544 64
South Bar	216	6421	80 71
Low Point	214	8090	94 97
Lingan	214	4231	61 48
Gardiner Mines	168	2949	45 04
Mitchell	1290	48570	570 73
Reserve	1722	52884	658 16
Glace Bay	7448	309053	3543 58
Big Glace Bay	203	4399	61 67
Block House	211	4425	62 81
Gowrie	819	21754	233 54
Birch Cove	201	1390	35 32
Homeville	214	2771	48 81
South Head	213	3038	51 01
Milton	211	5728	56 77
Mira Gut	216	2628	47 80
Caribou Marsh	176	2073	38 36
Marion Bridge	215	7182	87 20
Sandfield	162	926	26 79
Sydney Forks	104	1439	24 53
Coxheath	216	5544	73 10
Blackett's Lake	215	2668	48 03
Edwardsville	74	1519	21 74
Point Edward	208	2659	47 14
Ball's Bridge	209	4052	59 35
Ball's Creek	216	4358	138 96
Rear of Ball's Creek	201	1260	34 19
Leitche's Creek	212	3039	50 91
Upper N. Sydney	207	8351	96 42
North Sydney	3447	154504	1739 54
Sydney Mines	3954	124982	1542 27
Little Pond	216	5344	71 37
Alder Point	210	4951	67 27
Little Bras d'Or	216	7730	92 07
Little Bras d'Or W.	205	6384	79 12
Long Island Main	197	2379	43 44
Big Bank	210	2916	49 61
Eureka	215	1407	37 21
Groves' Point	216	2910	50 25
Mill Creek	216	4688	65 67
Point Aconi	205	1956	40 70
Millville	212	4883	66 90
Brickyard	210	3537	55 00
Catalone	214	3453	54 73
Bateston	194	5770	72 52
Clark's Road	97	878	18 85
Mainadieu	211	6783	88 27
Little Lorraine	206	4762	65 16
Big Lorraine	215	2352	45 28
Louisburg	862	33087	386 85
West Louisburg	204	5351	70 04

Big Ridge	213	2262	44 28	Brookfield	426	8412	104 40
French Road	154	2073	35 81	Alma	216	4072	51 67
Gabarus Bay	216	4451	63 53	Fort Ellis	216	3000	44 64
Gabarus	213	6509	81 11	Lower Stewiacke	647	23767	230 50
Gull Cove	208	2680	47 32	L. Stewiacke, East	203	3310	45 17
Upper Grand Mira	202	4101	58 96	Shubenacadie	213	8000	77 05
Grand Mira South	213	2148	43 29	Gay's River	204	5250	58 00
Victoria Bridge	186	5965	73 29	Coldstream	206	1660	34 64
East Bay	184	7754	131 15	West St. Andrew's	212	2096	38 27
Brack's Brook	213	2708	48 15	Wittenberg	213	2476	40 87
Big Pond	206	1148	33 80	South Branch	197	3545	46 04
Irish Vale	182	2891	46 14	Meadowvale	178	1153	28 15
Loch Lomond	216	3483	65 26	Southvale	139	916	22 09
Portage	173	2236	39 42	Newton Mjlls	216	6381	66 80
N. Side East Bay	108	1772	27 88	Eastville	215	3666	48 88
Benacadie	176	5179	65 31	Pembroke	180	1069	27 83
Grand Narrows	211	3165	51 88	Burnside	197	3303	44 42
Christmas Island	176	3602	51 62	Cross Roads	215	6740	69 03
Big Beach	127	2536	36 70	Upper Stewiacke	209	5830	62 38
Boisdale	206	5154	68 56	Otter Brook	215	3115	45 27
Barachois	212	5001	67 98	Middle Stewiacke	211	3847	49 61
*Hillside	196	1759	56 93	Birch Hill	168	1850	31 56
*Front Lake	125	1438	40 42	Alton	190	3802	46 88
*Meadows	205	2362	66 33	*McCallum Sett	58	507	15 04
*Victoria	176	2296	60 43	*Nuttby	166	2900	56 97
*Front Brook	97	2337	64 62	*Up. North River	136	1123	34 65
*Canoe Lake	209	1260	52 68	*Kemptown	111	1371	32 75
*Caledonia	174	1672	50 67	*Riversdale	216	1685	53 56
*Amaguadeez	201	4182	89 31	*Camden	216	2458	61 64
*Shenacadie	198	3509	80 04	*Upper Brookfield	128	985	31 90

BORDER SECTIONS.

Irish Cove	172	3421	46 19
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COLCHESTER.

SOUTH.

School for the Blind			\$540 00
Truro	5437	185900	1846 62
Bible Hill	211	8000	76 81
Upper Onslow	214	7720	75 33
Central Onslow	213	5566	61 10
Lower Onslow	211	5000	57 17
Belmont	215	5087	58 20
Upper Belmont	207	3553	47 22
Crowe's Mills	206	4622	54 13
Onslow Mountain	198	2820	41 47
Central North River	122	876	19 86
North River	216	4000	51 20
Salmon River	200	5460	58 91
Valley	210	4300	52 47
Manganese Mines	192	1938	34 91
Greenfield	185	4385	50 13
Harmony	205	3750	48 28
Lower Truro	193	4262	50 26
Old Barns	216	5515	61 12
Clifton	168	1848	31 54
Princeport	212	2724	42 38
Beaver Brook	166	3116	39 61
Green Oak	187	2570	38 47
Dartville	145	1221	24 78
Pleasant Valley	95	1312	19 88
Hilden	215	4452	54 04

STIRLING.

Tatamagouche	410	11340	\$121 74
Tarbet	211	5690	61 68
Forest	197	3302	44 42
Waugh's	215	5852	63 21
Middleton	216	4805	56 50
French River	210	3929	50 03
Tatamagouche Bay	215	3851	50 09
Murphy's	215	3965	50 84
Lake Road	159	1991	31 45
Mill Brook	215	3543	48 07
Oliver's	173	3691	44 17
McLeod's	207	2450	39 99
Ryers'	212	4339	52 94
Wilson's	204	3677	47 67
Balmoral Mills	216	2213	39 50
North Earltown	131	634	19 30
Earltown	216	3987	51 12
Slade's	152	2287	32 24
Brule	215	6724	68 93
Conkey's	196½	3415	45 11
Falls	209	1504	34 04
East Earltown	211	2101	38 17
Brule Point	214	2566	41 55
Keble	210	1687	35 36
Denmark	210	4705	55 12

POOR SECTIONS.

New Truro Road	115	754	24 28
West Earltown	127	681	25 54

Clydesdale	200½	1563	44 45
Truro Road	155	1944	40 86

WEST.

Lynn	215	2108	38 69
Lower Five Islands	417	8502	103 94
Five Islands	419	9501	110 72
Lower Economy	210	5561	60 73
Economy	598	12101	145 55
Upper Economy	216	3605	48 61
Pleasant Hills	199	2006	36 16
Bass River	428	9997	115 04
Montrose	209	3471	46 90
Highland Village	210	3786	49 10
Great Village	649	22231	219 71
Mount Pleasant	201	2243	37 93
Lornevale	207	3671	48 00
Acadia Mines	1059	33679	845 23
Folly Mountain, W.	202	2703	41 07
East Village	215	2514	41 34
Folly Village	216	5262	59 47
DeBert	204	3625	47 35
Masstown	213	4358	53 20
DeBert Station	427	9068	108 81
East Folly Mountain	190½	2633	39 30
Londonderry Station	169	2149	33 62
Portaupique	206	2786	42 08
Hardwood Hills	196	2749	40 67
Little Bass	216	5908	63 70
Portaupique Mt.	212	1136	31 95

POOR SECTIONS.

Castlereagh	199	2252	50 44
Folly Lake	166	1783	31 29
New Britain	212	1780	48 33

CUMBERLAND.

Institution for Deaf and Dumb		\$675 00	
School for Blind		360 00	
Millvale (special grant)		65 00	
Malagash Point	216	3528	48 17
North Shore	216	2475	41 24
Malagash	212	2717	42 37
Stake Road	214	4873	56 75
East Wallace	215	2262	39 71
Linden	211	4745	55 56
Richmond	207	3614	47 68
Wallace	420	9930	113 85
Six Mile Road	209	3442	46 78
West Amherst	214	3271	46 23
South Middleton	214	4964	57 35
Wentworth	162	2020	32 06
Wentworth Station	207	4852	52 54
North Wallace	199	2371	38 60
Fox Harbor	208	2218	38 64
Lower Gulf Shore	207	2250	38 71
Upper Gulf Shore	208	1383	33 13
Pugwash	639½	20220	206 85
Wallace Bay	214	3379	46 95
Pugwash Junction	204	4792	55 07
East Pugwash	181	1081	28 03
Upper Pugwash	209	2800	42 58

Rockly	208	2442	40 10
Roslin	121	1000	20 57
Victoria	212	1649	35 38
Hartford	215	2208	39 36
Port Howe	211	4725	55 43
Upper Linden	62	991	13 70
Shinimicas Bridge	216	2096	38 78
Lower Shinimicas	214	3680	48 95
Northport	425	8067	102 17
Tidnish	211	5038	57 50
Head of Amherst	213½	3804	49 70
Truemanville	212½	4953	57 12
Warren	215	2265	39 73
Amherst	4840½	167202	1658 84
Fort Lawrence	204	4902	55 80
Amherst Point	213	1502	34 50
North Middleboro	195	1775	34 21
Nappan	416	8389	103 24
Maccan	213	5902	63 40
Lower Maccan	199	1335	31 79
Barronsfield	214	2643	42 10
Lower Cove	211	5184	58 44
Minudie	171	2066	33 34
Joggins	860	36439	319 34
Two Rivers	206	2882	42 75
Shulie	214	4896	56 90
Lorneville	216	3680	49 17
Amherst Shore	212	2295	39 61
Chapman Settlement	209	3837	49 38
Tidnish Bridge	215	4959	57 44
River Hebert Head	194	2768	40 62
Athol	215	3342	46 80
Southampton	212	5526	60 84
West Brook	208	3325	45 90
East Mapleton	187	1498	31 47
Mapleton	213	2459	40 78
Leamington	202	3773	48 15
Lower Southampton	182	2908	40 17
Windham	130	1286	23 47
Herrett Road	216	4100	51 93
Glenville	158	1698	29 48
Brookdale	212	5104	58 06
Salem	190	3866	47 38
Fenwick	215	5317	59 78
Upper Nappan	210	3675	48 43
Street's Ridge	165	1495	28 91
West Leicester	215	2341	40 24
East Leicester	206½	3846	49 13
Little River	215	3470	47 64
Mount Pleasant	185	1756	32 91
Oxford	1289	51827	489 73
Lower River Philip	201	2394	38 97
Upper River Philip	138	2305	31 10
Wyvern	206	3400	46 16
Williamsdale	215	3651	48 86
Westchester Station	164	4755	50 19
Hastings	213	3330	46 50
Chignecto	960	12032	120 70
Henderson Sett.	215	2098	38 66
Sand River	216	1545	35 14
Eel Creek	214	3916	50 46
Mount Pleasant	118	938	19 80
River Hebert	602	19380	197 02
West Pugwash	212	2422	40 44
East Wentworth	214	3077	44 91
Clifton	214	4047	51 68
Springhill	4318	168527	1697 10

Mansfield	65	560	11 20
South Brook	210	2020	37 57
Springhill Junction	197	3515	45 90
Rodney	214½	5713	62 32
Valley Road	210	3003	44 03
Conn's Mills	102	1689	22 92
Beckwith	211	3372	46 55
South Pugwash	214	2360	40 25
Collingwood	216	5893	63 70
East Amherst	216	5007	57 90
*Lower Greenville	188	1787	44 63
*Appleton	108	798	23 65
*South Victoria	210	2640	55 52
*Millvale	143	1260	33 07
*River View	158	1429	36 91
*North Greenville	160	1097	34 28
*Thompson	210½	4163	68 91
*Rushton	207	1743	47 17
*Greenville Station	72	587	16 29
*Black River	210	1755	47 76
*Salt Springs	199½	1593	44 72
*Westchester Valley	210	2187	51 55

PARRSBOROUGH.

Parrsborough	2140½	69847	706 65
Port Greville	420	16891	159 56
New Prospect	154	1002	24 41
Cross Roads	215	3280	46 40
Diligent River	211	6532	67 30
Cannonsville	213	4362	53 27
Fox River	426	13702	139 26
Brookville	187	2276	36 56
Fraserville	214	4033	51 23
Spencer's Island	213	9508	87 09
Advocate	844	24908	261 42
Apple River	428	11007	121 81
New Salem	215	6783	69 41
Lakelands	205	3210	44 79
Halfway River	209	2024	37 48
New Canaan	203	2090	37 21
Sugar Hill	214½	772	29 85
East Halfway River	215	3856	50 17
Wharton	214	3197	45 75
Moose River	120	2454	30 00

POOR SECTIONS

Green Hill	185½	2228	48 10
Black Rock	116	2696	41 52
West Apple River	209	3918	66 57

DIGBY.

School for the Blind			\$ 360 00
Milford Corner	182	2877	38 81
Lansdowne	209	2714	40 92
Morganville	200	4420	50 41
Cross Road	211	2393	39 18
Smith's Cove	427	8200	100 00
Acaciaville	214	4060	49 81
Hill Grove	205	3396	44 68
North Range	216	6178	63 09

Marshalltown	215	4580	53 14
Brighton	422	11234	118 14
Plympton	212½	5191	56 63
Port Gilbert	213	3784	47 99
Barrens	214	6154	62 73
Fort Point	216	3163	44 52
Weymouth	430	10660	115 54
Weymouth Bridge	431½	17041	155 10
Weymouth Mills	216	7801	73 14
Doucetville	177	6571	61 03
Digby	1335	41605	411 23
Culloden	215	3178	44 49
Mount Pleasant	177	2807	37 80
Rossway	216	6572	65 55
Waterford	172½	2027	32 46
Centreville	400	10994	114 14
Sandy Cove	429	9698	109 49
Mink Cove	175½	2925	38 35
Little River	211	6022	61 56
Tiverton	424½	12787	128 02
Central Grove	216	3888	48 69
Freeport	830	25410	252 87
Westport	840	21757	231 47
*Joggin	182	2193	51 90
*South Range East	175	2117	49 96
*Weymouth Falls	192½	3857	69 11
*Burton	106½	750	25 44
*Sissiboo Falls	108	1150	29 40
*Plympton Station	135	1626	38 49
*Riverdale	176½	1580	45 26
*Bay View	195	1786	50 37
*Lakeside	215	2690	64 03
*Tiddville	218	5630	89 07
*East Ferry	188	2311	54 01
*South Range East	182	3042	59 75

BORDER SECTIONS.

*Southville	216	1538	29 18
*Danvers	104½	604	18 39
Bear River	1296	23613	229 02
Ohio	216	2166	22 25
*Harlem	108	667	31 36

CLARE.

Institution for the Deaf and Dumb			\$75 00
New Edinburgh	216	6416	71 25
Belliveau's Cove	644½	22756	239 61
Grosses Coques	428	11413	132 29
Church Point	630	19750	216 14
Comeauville	423	14624	155 01
Saulnierville	431	15434	161 81
Meteghan River	429½	12314	139 00
Meteghan	864	25044	281 62
Cheticamp	210	3102	46 80
Mavilette	432	11689	134 77
Salmon River	372	11448	126 07
Hassett	177	2474	38 42
Havelock	200	2424	40 72
New Tusket	215	4400	56 79
Corberrie	211	4955	60 36
Concessions	216	10089	98 17
Therault	214	7380	78 28
Meteghan Station	102½	2705	31 48
Harrington	165	3529	44 71

St. Martin	216	5036	61 52
St. Benoni	209	4481	56 68
Central	215	7582	79 86
Bear Cove	216	2091	40 6
Cape St. Mary	216	6641	73 16
Doucet Lake	199	6150	67 62
*St. Joseph	216	3178	72 09
*Thibault	149	3121	59 84
*Hectanooga	98	746	25 13
Ritchfield	94	1652	34 28

BORDER SECTIONS.

Beaver River	216	4481	52 57
Cedar Lake	213	2198	36 92
Ohio	216	3931	44 64
*Harlem	108	327	16 00
*Southville	216	2325	47 88
*Danvers	104½	252	8 18

GUYSBORO.

Institution Deaf and Dumb		\$ 37 50	
School for the Blind		680 00	
Retained by order of Board in favor of "Lundi," Sec. No. 61		25 00	
Guysboro	849	21789	277 02
Riverside	187	2003	38 07
South Intervale	207	3247	50 60
Cooke's Cove	215	3100	50 31
Roachvale	190	2170	39 79
Ogden	207	1889	39 46
Erinville	208	3295	51 10
Upper New Harbor	172	2451	40 01
Halfway Cove	162	3500	47 46
Queensport	208	4290	59 26
Half Island Cove	208	5809	71 73
Hazel Hill	643	17383	221 13
Canso	1279	50455	561 97
Lower White Haven	182	4481	57 82
N. Intervale	216	3917	37 13
Mid. Milford	182	1661	34 69
Sand Point	100	1271	22 00
Mid. Manchester	213	4030	57 71
Manchester	216	6284	76 55
Port Shoreham	196	4405	58 82
St. Francis' Harbor	212	3211	50 88
Up Big Tracadie	162	1970	34 91
Boylston	200	4341	58 76
Mulgrave	216	8648	95 95
Pirate Harbor	403	12808	151 72
Steep Creek	216	2523	45 70
Oyster Ponds	216	4280	59 70
Country Har. Mines	216	1951	41 00
Stormont	201	3429	51 39
Isaac's Harbor	432	9395	127 08
Goldboro	648	17660	219 89
Seal Harbor	100	3427	39 68
Dover	214	4648	62 90
Gosbee	206	2370	43 28
Forest Hill	201	3420	51 32
E. Port Felix	189	5808	69 52
W. Port Felix	177	3279	47 39
Cole Harbor	53	1048	14 73
Charlo's Cove	172	6013	69 23
Fisherman's Harbor	216	3800	56 18

*Riverside	216	2666	70 30
*Roman Valley	44	433	12 95
"Colored"	108	1047	31 63
*Sandy Cove	182	1298	47 56
*Black Paint	150	1782	47 96
*Up. White Head	108	2326	47 37
*Old Salmon R. Road	180	2425	61 07
*New Harbor	175	5153	93 81
*Giant's Lake	198	1751	55 92
*Lakedale	92	820	26 06
*Coddle Harbor	123	2370	50 52
*East Roman Valley	216	2750	71 34
*North Branch	210	1859	59 32

BORDER SECTIONS.

Grosvenor	216	4821	62 02
Cross Rd's Country H	205	332	3 91
Argyle	215	874	19 69
Port Bickerton	210	1865	23 68
Auld's Cove	176	1255	19 78

ST. MARY'S.

Retained by order of Board in favor of "Chegoggin" Sec.		\$ 25 00	
Sherbrooke	432	17664	207 96
Still Water	212	2047	42 84
Glenelg	214	2098	43 53
Lower Caledonia	121	1155	24 33
Upper Caledonia	216	3108	52 79
Aspen	215	4720	67 09
S. Lochaber	142	2114	35 33
Ecum. Secum	163	6050	72 97
Marie Joseph	193	3441	53 14
Liscomb Mills	203	1517	37 06
Mid. Liscomb	204	4053	59 85
Lower Liscomb	214	3450	55 62
Wine Harbor	194	7635	90 73
Port Hillford	211	5788	76 18
Indian Harbor Lake	216	3135	53 03
Sonora	209	4544	64 82
St. Mary's River	209	1055	33 62
Goldenville	216	5773	76 62
Goshen	211	2162	43 75
Union	216	2315	45 70
*Chegoggin	209	2044	63 69
*Spanish Ship Bay	209	5873	115 06

BORDER SECTIONS.

Newtown	215	3252	48 89
Port Bickerton	210	3540	47 58
Cross R's, Country H	205	6310	78 97
Argyle	215	863	20 08

HALIFAX COUNTY.

WEST.

School for the Deaf and Dumb		\$375 00	
School for the Blind		585 00	
Hubbard's Cove	201	8000	84 01
Black Point	212	7244	79 55
Ingram River	216	5298	65 23
St. James	210	5818	68 48
East River	199	2217½	39 99
Head Harbor	206	6645	74 30
Victoria	216	7479	81 80
Albert	214	5194½	64 22
Glen Margaret	212	3707	52 69
Hackett's Cove	216	8000	85 75
Indian Harbor	214	8000	85 52
East Dover	209	4404	57 62
Upper Prospect	422	9195	118 67
Beechville	216	2761½	45 97
Terrance Bay	216	12000	116 12
Pennant	212	5279	64 63
Sambro	206	6863½	75 96
Spryfield	44	756	10 83
Ketch Harbor	210	8000	85 05
Portuguese Cove	191	4414	55 75
Herring Cove	432	12044	141 46
Ferguson's Cove	209	5010	62 23
Cunard	125	1516	25 97
North West Arm	214	6476½	73 95
Rockingham	204	4164	55 23
Bedford	410	15749	167 04
Hammond's Plains	208	6188	71 05
African	187	4762	57 93
Pockwock	216	2088	40 48
Upper Sackville	214	2928½	47 01
Lower Sackville	206	4376	57 07
Beaver Bank	207	2365½	41 91
Windsor Junction	201	3715	51 67
Oakfield	216	2323½	42 64
Oldham	216	7863	84 71
Fall River	211	3660½	52 21
Waverley	215	7479	81 68
Montague	212	3962	54 63
Dartmouth	4636	174609	1862 56
Wellington	178	6182	67 55
South E. Passage	215	7968½	85 36
Cow Bay	213	3631	52 23
Cole Harbor	215	4462½	58 77
Preston Road	215	5245½	61 71
Mineville	105	950	19 59
W. Lawrencetown	210	1798	37 95
E. Lawrencetown	206	1219	33 10
Porter's Lake	221	2152	41 91
Graham	212	1824½	38 39
Seaforth	216	3245½	49 65
W. Chezzetcook	424	11642	137 49
Grand Desert	199½	10942	106 18
Head Chezzetcook	216	3960	55 07
Hope Ridge	214	975	100 52
Lower E. Chezzetcook	202	2712	43 97
West Petpeswick	209	3966	52 02
Musquodoboit Har.	428	12758	146 04
Bayer's Section	214½	3442½	51 03
E. Petpeswick Har.	209	3246	48 83
Stevens	94	1019	18 27
Ostrea Lake	103	2585	31 55

West Jeddore	183	6569½	71 07
Head Jeddore	212	5709	67 89

EAST.

Oyster Pond	215	7804½	84 15
East Jeddore	216	7009½	78 23
Clam Harbor	215	5816	69 05
Ship Harbor South	211	4476	58 43
Ship Harbor North	214	7456	81 39
Ship Harbor East	138	4069	46 87
Murphy's Cove	213	7773½	83 79
Pleasant Harbor	213	6568½	74 64
Tangier	136	5004	53 74
Mooseland	196½	2919	45 04
Pope's Harbor	186	3526½	48 59
Spry Harbor	214	7238	79 74
Spry Bay (Henley)	210	5626½	67 03
Spry Bay (Leslie)	213½	6973	77 62
West Sheet Harbor	430	14027	156 28
East Sheet Harbor	415	10189½	125 41
Lewiston	211	2919	46 60
Watt's Section	205	4637½	58 95
Beaver Harbor	208	3120	47 75
Port Dufferin	427	12170	141 86
Quoddy	208	7458	80 70
Harrigan Cove	198	7077	77 66
Moser River	426½	11508	139 05
Smith's Cove	214	5611½	67 38
Ecum Secum	168	4105	50 61

RURAL.

Dutch Settlement	196	4017	53 19
Landell's	209	3800	53 04
Cook's Brook	208	2361½	41 99
Lake Egmont	195	2063	38 28
Meagher's Grant	204	4952½	61 23
Little River	424	7907	109 03
South Section	215	6974½	77 84
North Section	426	8455	113 30
Taylor	213	2973	47 84
Brookvale	215½	3511½	50 03
Higginsville	216	2821½	46 43
Sedgewick	211½	3483	50 95
Greenwood	215	4154	56 43
Hutchinson	206	5023	61 98
Henry	215	8093½	86 34
Deane	186	3096	45 17
Chaplin	185	3087½	44 83
Caribou Mines	212	4291½	57 13
Moose River Mines	175	2471	39 01

WEST POOR.

Bayside	199	2234	59 98
Shad Bay	197	3756	77 17
Goodwood	44	846	17 27
Harrietsfield	108	1165½	32 02
Maroon Hill	44	192	9 81
Lucasville	192	1923	55 42
Grand Lake	114	604½	26 66
Goff's	122	2289	47 24
Devil's Island	198	4633	88 65
Lake Loon	163½	3372	66 79
New Road	165	3651½	70 23
Partridge River	210	3998	81 99

Middle Lake Porter	103	1430	33 63
Pleasant Point	182	1447½	43 09

EAST POOR.

Lower Lakeville	166	3335½	66 80
Owl's Head	214	3938	82 01
Newcombe's Brook	48	569½	14 82
Gerrard's Island	212	2633½	66 70
Mushaboom	63	1682	30 10
Sheet Harbor Road	194	1679	52 98
Lochaber Mines	189	2146	57 69
Sober Island	205	3848	79 43
Sheet Harbor Passage	216	4500	83 76

RURAL POOR.

Kerr's	113	1278½	34 16
Sibley	215	2734½	68 47
Glenmore	138	2012½	46 88
MacKenzie	132	1595	41 09
Gault	38	424	10 05
Lindsay Lake	186	1008½	43 98

BORDER SECTIONS.

Enfield	215	764	8 43
Elmsdale	208	13372	14 31
Mt. Pleasant	412	329	19 09
S. Uniacke	199	148	2 53

HANTS.

WEST.

School for Blind		\$270 00	
Institution for Deaf and Dumb		150 00	
Windsor	2530½	91290	862 53
Wentworth	198	3817	46 72
Three Mile Plain	418	7846	97 34
Martock	216	6367	64 74
Forks	216	5204	57 48
Falmouth Village	216	5663	61 36
Falmouth Centre	327	10546	103 67
Mt. Denson	216	5279	57 95
Hantsport	1078	31249	319 75
Avondale	216	8213	76 28
Belmont	203	2960	41 98
Poplar Grove	206½	4524	52 14
Brooklyn	419	7938	98 05
Kennetcook Dyke	212	4306	51 41
Burlington	211	7626	72 02
Sammerville	426	8397	101 70
Cheverie	431	8167	100 84
Brookville	648	14299	164 24
Cambridge	215	2542	40 73
Pembroke	211	3961	49 15
Cogmagun	161	1033	25 08
Scotch Village	216	6912	68 14
Woodville	211	2258	38 51
MacKay	208	2250	38 11
Newport Road	211	4173	50 46
St. Croix	427	10966	117 86
Ellershouse	207½	6344	63 62
Riverside	203	3576	45 82

Union	213	4637	53 59
Falmouth Valley	216	4842	55 20
Sweet's Corner	215	5011	56 16
*Vaughan	211	2346	58 59
*S. Waterville	213	2426	59 70
*Greenhill	215	2162	57 55
*Ardoise	156	1122	37 59
*Five Mile Plain	208	4492	78 16
*Mt. Summerville	214	3536	70 26
*Mills	187	2340	54 36
*W. B. Falmouth	176	1669	46 20

BORDER SECTIONS.

*Mill Brook	201	1549	43 32
Walton	429	1563	21 86
Newport & Douglas	214	3463	35 95
*Hillsdale	207	1025	26 09
H. W. River	209	320	8 34

EAST.

School for Blind		\$90 00	
Rawdon Church	215	4360	59 87
South Rawdon	209	3674	53 68
Pleasant Valley	203	1658	36 80
Birch Brook	108	1187	21 79
West Gore	161	3889	49 83
East Gore	192½	2765	44 47
Upper Rawdon	214	3933	56 33
Mount Uniacke	184½	3996	53 43
Upper 9 Mile River	195	4691	60 22
West Indian Road	173	1662	33 37
East Indian Road	210	1304	34 78
Indian Reserve	200	408	26 42
Lower 9 Mile River	215	2874	47 94
Balan	216	2102	41 87
Hardwoodland	194	2028	38 72
Shubenacadie	431	12625	151 20
Mill Village	167	3991	51 36
North Salem	93	1501	22 81
Rines Creek	209	1123	33 19
Urbania	214	5268	67 05
Rockville	213	5563	69 29
Maitland	647	11288	165 47
Noel Road	138	3439	43 67
Upper Selma	430	11095	142 81
Lower Selma	431	6746	96 00
Noel Shore	214	4877	63 91
East Noel	127	2944	38 32
West Noel	432	9193	123 80
Burncoat	210	2394	43 51
Moose Brook	156	2864	41 04
Tenecape	210	2335	43 05
S. Noel Road	204	5119	64 69
Kennetcook Church	214	6197	74 50
Northfield	216	3149	52 68
Head Kennetcook	156	2810	40 61
Five Mile River	216	4187	58 63
Whale Creek	215½	2009	41 06
Gore	213	2897	47 90
Uniacke Mines	208½	2987	48 13
*East Uniacke	106	838	28 49
*Renfrew	214	2486	67 08
*New Dublin	216	2138	63 22
*N. Noel Road	200	3483	76 61
*Georgfield	210	1759	57 64

*Milford	149½	2658	57 96
*Greenfield	210	1518	54 73
*Grand Lake	216	2587	68 64

BORDER SECTIONS.

Newport and Douglas	214	2521	30 66
Enfield	215½	6463	74 16
Elmsdale	213	6557	73 00
Mount Pleasant	420	5630	82 82
*Hillsdale	207	1208	34 00
Walton	429	4846	76 44
*S. Uniacke	201	2297	60 41

INVERNÈSS.

SOUTH.

School for the Blind		\$180 00	
Institution for Deaf and Dumb		825 00	
Hawkesbury	860	21546	270 51
Hastings	215	6310	74 95
Low Point	216	4375	59 70
Creignish	216	3030	49 04
Albion	188	4343	56 19
Lorne	205	3198	49 08
Judique	176	3314	46 68
Judique Intervale	128	2056	31 12
Little Judique	216	4160	58 00
Beaton	189	2615	42 60
Seaside	216	6250	74 60
Port Hood	1296	28673	377 30
Port Hood Island	186	3552	49 73
Rocky Ridge	210	3244	50 04
S. Mabou Harbor	200	4383	57 90
S. W. Bridge	214	5411	67 50
Mabou	553	9635	140 45
Mabou Harbor	213	3104	49 25
Brooklet	195	4198	55 88
South Highlands	87	711	15 70
Alexander	196	2568	43 05
Smithville	208	2538	44 22
Hillsboro	198	4196	56 20
Brook Village	216	4590	61 40
Mull River	200	1746	37 00
Rankin	128	1030	22 97
Lansdowne	214	1920	40 00
Glencoe	124	1759	28 28
River Dennis Road	162	2552	38 99
Centennial	186	2654	42 62
North West Arm	197	1960	38 35
Duff	214	1950	40 20
Princeville	181	3093	45 46
Glendale	185	2386	40 33
Gladstone	58	792	12 98
Melford	144	1500	28 55
McPherson's Brook	210	2600	44 93
Mill Brook	127	2565	35 04
Portage	216	1446	36 47
Gil is Cove	216	1751	39 00
Orangedale	216	4373	59 69
McLean's Bridge	115	1189	22 70
Church	205	1779	37 80
Malagawatch	216	2676	46 23
Little Harbor	215	2245	42 70

Marble Mountain	215	4880	63 60
Dallas Brook	206	2100	40 50
Ross Mills	214	860	31 60
West Bay	208	4975	63 55
*Craigmore	141	1557	42 95
*Dunmore	210	2835	70 20
*Little Mabou	153	1788	47 80
*Upper S. West	206	1560	54 30
*Maple Ridge	74	1074	24 10
*Big Brook	215	1670	57 20
*Ashfield	170	3043	65 70
*Big Harbor Island	163	1090	41 25
West Bay Road	211	2235	63 20

BORDER SECTION.

Cleveland	213	1497	18 51
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NORTH.

Grantosh	58	914	13 96
Cape Rouge	198	3546	51 04
Little River	204	8000	87 10
Muise	216	9247	88 48
Eastern Harbor	414	8356	114 22
Cheticamp Chapel	214	6398	75 51
Plateau	216	8000	88 48
LeFort	191	10100	85 59
LeBlanc	216	8759	88 48
Ruisseau du Lac	216	8819	88 48
Grand Etang	216	11284	88 48
Friar's Head	216	11130	88 48
White	216	4063	57 23
Belle Cote	216	5662	69 92
Jacob	216	6163	73 88
Ford	209	3355	50 78
Forks	430	8670	118 55
Munro	216	4992	64 60
Leadbetter	216	2837	47 50
Big Interval	192	3960	53 63
Mill Brook	215	3796	54 98
Rossville	216	3684	54 23
Brook	213	2842	47 19
Big River	178	3426	47 77
Capt. Allan	216	6003	72 62
McFarlane's Bridge	144	1841	31 30
Scotsville	216	6208	74 24
Glenville	201	2930	46 50
Hamilton	187	3705	51 06
McMillan's Mill	214	5443	67 94
Upper E. Lake	140	1340	26 82
Ainslie Glen	216	4116	57 65
Tulloch	131	3533	43 22
Hay River	149	1696	31 08
Whyecomah	410	7588	107 64
Broad Cove Bank	209	4821	62 42
Margaree Harbor	216	4318	59 25
Chimney Corner	216	2257	42 90
St. Rose	193	2518	42 30
Broad Cove Marsh	216	5406	67 80
Broad Cove Chapel	206	4194	54 12
Albert	195	2704	47 01
Inverness	1206	44011	488 70
North Ainslie	135	2214	33 19
Strathlorne	211	6326	74 59
Walker	195	2524	42 58
New Canada	177	2760	42 38

Widow Lords	216	1616	37 82
North Whyccomah	179	1352	31 44
Chancellorville	202	2818	45 75
Glenmore	108	1359	23 29
Centreville	212	3326	50 91
Prairie	216	5704	70 27
Stewartdale	165	2153	36 18
Skye Glen	176	2868	43 12

POOR SECTIONS.

Campbell Mt.	216	2910	72 13
Murphy	182	1692	51 71
Big Brook	206	2140	61 22
Lewis Mount	216	1800	58 92
Salt Springs	198	1330	50 20
Miller	187	2130	57 84
Kiltarlity	184	2086	56 80
Roseburn	216	1800	58 92

KINGS.

Institution for Deaf and Dumb		\$450 00	
School for Blind		180 00	
Greenwood	216	5904	64 62
Harmony	206	3488	47 10
Nicholsville	201	3756	48 46
Millville	212	6203	66 16
Morristown	212	4310	53 46
Sand Hill	216	2790	43 72
Dempsey Corner	216	5604	62 60
Brooklyn (a)	213	3071	45 25
St. Mary's	190½	3790	47 44
Piedmont	216	6302	67 28
Ormsby Road	215	3230	46 15
Weston	408	7034	94 42
Welsford	204	2841	42 68
Somerset	431	6212	91 56
Berwick	647	16340	184 51
S. Berwick	429	9019	110 15
Waterville	648	12850	160 64
Grafton	214	3192	46 17
Woodville	429	4831	82 07
Harborville	200	3966	49 75
E. Hall's Harbor	199	5326	58 76
Lakeville	432	8245	105 30
Northville	216	1606	35 78
Brooklyn (c)	215	4546	55 38
Cambridge	216	6411	68 02
Coldbrook	214	4637	55 89
Alton	216	4056	52 22
Lake Mills	161	1509	28 76
Canaan	214	3500	48 25
Kentville	1683½	55164	564 95
Steam Mill	215	2962	44 75
Centreville	197	6137	63 98
Sheffield's Mills	426	6003	89 56
N. Scott's Bay	206	5026	57 58
Lower Pereaux	158	1387	27 59
Upper Pereaux	208	4267	52 70
Medford	216	6097	65 90
Habitant	216	4389	54 45
Canning	618	19889	204 96
Woodside	214	3396	47 55
Upper Canard	432	10293	119 05

Lower Canard	428	10736	121 57
Town Plot	216	3764	50 26
Church Street	216	4552	55 55
Up. Church Street	216	5801	63 93
Port Williams	427	9133	110 68
New Minas	211	3998	51 24
Greenwich	216	4788	57 13
Wolfville	1344	42384	439 90
Black River	204½	5759	62 32
Gaspereaux	425	7538	99 77
L. Gaspereaux	216	9610	89 48
Lower Horton	212	4471	54 54
Avonport	216	7014	72 06
Lockhartville	214	3424	47 73
Islands	216	2247	40 08
Bloomfield	216	4879	57 74
Prospect	93	649	15 13
Grand Pre	216	6554	68 98
S. Scott's Bay	216	2944	44 76
Middle Pereaux	213	4700	56 19
W. Black Rock	154½	1824	30 12
Tremont	202	2322	38 94
White Rock	215	5231	59 98
Rockland	149	1786	29 23
Hants Border	215	7072	72 33
S. Billtown	208	3292	46 15
Horton Landing	210	3495	47 75
Highburg	214	4523	55 12
Kingsport	432	9140	111 32
Windermere	213	1328	33 55
Aylesford	215	5160	59 50
*Lake George	133	1858	41 78
*Clermont	210	1335	49 59
*Morden	166	2665	55 63
*Fair View	215	1706	54 48
*Long Point	206	1972	55 60
*E. Black Rock	207	2430	60 39
*Chipman Brock	144	1693	42 04
*W. Hall's Harbor	204	1397	49 46
*Blue Mountain	207	2318	59 22
*Baxter's Harbor Mt.	160	1463	42 48
*Baxter's Harbor	210	4507	81 83
*Pereaux Mt.	164	3760	63 30
*Davison St.	161	1782	45 88
*Greenfield	215	3509	72 64
*Woodlawn	209	1175	48 10
*Up. Gaspereaux	201	3452	69 62
*Lake Paul	138	1831	42 01
*S. Tremont	216	1538	52 93
*White Waters	161	1911	47 18
*Aylesford Mt.	214	1448	51 92
*Garland	140	1256	36 94
*W. Brooklyn	211	4193	78 81
*S. Waterville	215	2405	61 50

BORDER SECTIONS.

Kingston	215	4812	54 71
Dalhousie	215	2918	40 55
*H. W. River	209	1836	49 31
*Aldersville	103	716	12 27
Dalhousie East	212	1169	25 48

LUNENBURG AND NEW DUBLIN.

Institution for Deaf and Dumb		\$585 00			
School for Blind		487 50			
Lunenburg	2980	107940	1018 44		
1st Peninsula	210	6282	63 48		
2nd Peninsula, Up.	213	8127	44 15		
Centre	213	4047	49 89		
Garden Lots	214	6718	66 68		
Blue Rocks	216	8000	74 92		
Black Rocks	215	5703	60 46		
Hechman's Island	208	2251	38 10		
First South	215	8000	74 80		
Middle South	216	4126	50 74		
Feltzen, South	216	4873	55 40		
Rosebay, Upper	211	8000	74 34		
Rosebay, Lower	216	3752	48 40		
Kingsburg, Up.	120	1858	25 47		
Kingsburg, Lower	216	3975	49 75		
Ritcey's Cove	428	16078	149 86		
Lower La Have	216	3641	48 21		
Park's Creek	194	5368	55 93		
Middle La Have	432	13101	131 75		
St. Matthew's	216	6160	63 43		
Summerside	432	10962	118 40		
Snyder's	216	5144	57 08		
North West	211	5705	60 01		
Fauxbourg	213	2597	40 85		
Wynacht's	214	2260	38 86		
Maier's Cove	216	7619	72 54		
Mahone Bay	1293	38131	387 41		
Oakland	212	8000	74 46		
Indian Point	216	8000	74 92		
Martin's River	216	8000	74 92		
Blockhouse	422	10456	114 07		
Cornwall, Lower	200	2087	36 03		
Cornwall, Middle	216	4892	55 52		
Cornwall, Upper	208	3716	47 24		
Newburn	215	3711	48 02		
Parkdale	216	6644	66 44		
Maplewood	216	4547	53 36		
Farmington	214	5102	56 60		
Centreville	214	6059	62 57		
Stanburne	216	2742	42 09		
Rosedale, South	215	4800	54 83		
Rosedale, North	200	6739	65 20		
Meisner's	211	1779	35 51		
North River	216	5189	57 33		
Riversdale	183	2353	35 88		
W. Northfield	216	4204	51 22		
Cookville	211	2580	40 51		
Maitland	201	4221	49 59		
Sweetland	216	3052	44 04		
Northfield, Upper	188	2953	40 18		
New Canada	216	2150	38 41		
Branch La Have	215	2069	37 79		
Branch Lower	214	2908	42 90		
Simpson's	213	3958	49 33		
Hemford	93	869	16 18		
Upper Branch	216	4418	52 56		
Middleville	208	3536	46 12		
Penny's	214	3500	46 61		
2nd Peninsula, Low.	211	2703	41 04		
Tancook	427	13035	130 75		
Watford	214	3195	44 70		
Clearland	216	7179	69 80		
Bridgewater	1923	67089	641 19		
Conquerall Bank	422	9913	110 69		
Pleasantville	216	7682	72 92		
Fralick's	216	6682	66 68		
Pentz's	216	5898	61 83		
Getson's	213	8000	74 57		
West Dublin	421	10000	111 13		
Bell's Island	201	2750	40 42		
New Cumberland	206	3537	45 90		
Mount Pleasant	215	4530	53 14		
Petite Riviere	432	8435	102 62		
Broad Cove	211	4374	51 70		
Cherry Hill	91	2530	26 31		
Vogler's Cove, W.	210	4538	52 61		
Crousetown	209	2947	42 56		
New Italy	202	1795	34 57		
Conquerall Mills	209	4850	54 46		
Hebb's Mills	209	3683	47 16		
Baker's Settlement	216	5341	58 32		
Newcombville	216	4172	51 02		
Wileville	211	4062	49 70		
Lakeville	203	805	28 53		
Chelsea, Upper	215	3955	49 55		
Chelsea, Lower	215	3588	47 25		
Lapland	214	3382	45 86		
Waterloo	211	2321	38 89		
Camperdown	216	4612	53 77		
Nineveh	215	3794	48 54		
West Conquerall	212	4162	50 50		
Pine Grove	216	2996	43 70		
Middleton	205	2993	42 41		
Little Tancook	162	3925	43 23		
East Dublin	214	6012	62 28		
Herman's Island	216	802	30 00		
Corkum's Island	204	1700	34 20		
Vogler's Cove, East	213	2756	41 59		
Farmville	161	1559	28 36		
Union	213	4288	51 38		
*Oak Hill	108	1054	28 60		
*Northfield, Lower	216	2759	63 30		
*Eastern Points	216	3685	71 97		
*Big Lots	188	1485	46 51		
*Cross Island	106	671	24 66		
*Fancy's	152	636	32 31		
*Rhyno's	120	1129	31 41		
*New Elm	161	1007	37 37		
*Indian Path	216	2446	60 36		
*Lakefield	216	2897	64 60		
*Lakeview	216	1479	51 21		
*Woodstock, Upper	133	1733	40 16		
*Rose Bud	197	600	39 81		
*Crouse's	198	2380	56 64		
*Woodstock, Lower	143	1085	34 96		
*Stanley	213	1596	51 90		
BORDER SECTIONS.					
Dalhousie	215	542	7 28		
CHESTER.					
Chester	860	80172	365 94		
Chester, East	216	5575	74 22		
Marriott's Cove	215	6370	81 13		
Chester Basin	432	14447	177 56		
Chester Grant	190	2509	44 15		
Charing Cross	205	6470	80 84		
Mill Road	210	3715	57 10		

Back of Lake	209	33 6	53 55
Forties	171	4160	56 52
Gold River, N.	212	6197	79 25
Gold River, S.	216	7223	88 76
Martin's Point	216	8000	95 64
Indian Point	214	4139	61 31
Blandford	216	6186	79 61
Bayswater	162	2257	38 67
Fox Point	215	5935	77 27
N. W. Cove	180	2589	43 69
Mill Cove	201	6361	79 42
Pine Plain	216	2627	48 18
Deep Cove	216	3030	51 75
*Windsor Road	216	2612	72 07
*Norwood	180	1592	52 33
*Leville	171	1796	53 45
*Lewiston	209	1755	59 51
Addersville	103	1811	24 54
*Mill Brook	201	326	8 54

Loch Broom	192	1376	34 33
Pleasant Valley	210	1838	40 47
Lovat	104	432	15 84
Green Hill	200	5160	68 55
Lime Rock	198	2890	48 36
West River	202	3814	56 95
Durham	209	3657	56 40
Lyons Brook	425	7525	115 43
Scotch Hill	215	1673	39 60
Fisher's Grant	216	4634	64 90
Indian School	184	2062	39 42
Central Carriboo	191	2824	46 76
Bay View	199	2235	42 71
Three Brooks	199	3234	51 50
Pictou Island	215	3680	57 27
Waterside	205	1226	34 51
Heathbell	201	2427	44 63

SOUTH PICTOU.

New Glasgow	3220	116470	1397 74
Alma	216	6168	79 30
Union Centre	216	2227	44 60
White Hill	202	2707	47 20
Marshdale	204	1424	36 14
Glengarry	206	4301	61 70
Lorne	213	4300	62 50
Hopewell	190	6200	76 55
Riverton	205	984	32 39
Fox Brook	211	3311	53 57
Island E. R.	212	1975	41 92
Stellarton	1450	49300	601 72
Springville	216	6620	83 26
Bridgeville	426	9860	136 09
Glencoe	211	5286	70 93
Sunny Brae	216	6582	82 92
Blanchard	216	2092	43 41
Blue Mountains	209	2744	48 35
Garden of Eden	211	2691	48 10
East R. St. Marys	187	3359	51 20
Elgin	194	1660	37 07
McPherson's Mills	211	2985	50 68
Greenwood	206	4382	62 41
McLellan's Brook	216	5113	70 00
Linacy	161	1706	33 67
Churchville	214	2873	50 05
Trenton	841	25036	317 70
Abercrombie	209	2870	49 45
Chance Harbour	98	458	15 38
Fraser's Mountain	143	1068	25 73
King's Head	206	1967	41 15
Pine Tree	207	2036	41 88
Sutherland's River	216	2431	46 83
West Merigomish	216	4720	66 55
Merigomish	216	4350	63 29
Piedmont	156	1785	34 16
Avondale	206	2476	45 63
Lr. Barney's River	214	4654	65 74
Lismore	213	4559	64 77
Ardness	214	4627	65 49
Bailey's Brook	103	1211	22 57
Big Island	214	2815	49 53
Smithfield	134	2635	38 69
Kenzieville	213	2029	42 51
French River	143	1194	26 82
New Lairg	211	2880	45 36
Meiklefield	214	1356	36 70

PICTOU.

NORTH PICTOU.

Institution, Deaf and Dumb		\$450 00	
Institution, Blind		270 00	
Pictou	2516	91070	1092 92
Carriboo River	216	1864	41 40
Toney River	191	2130	40 34
Seafoam	201	3032	49 96
Melville	204	2292	43 77
Cape John	216	4698	66 35
Hedgeville	214	4402	63 51
Marshville	211	2058	50 45
Louisville	215	3075	51 95
Mountain Road	198	2847	47 96
River John	637	17010	223 46
Hodson	214	3250	53 37
Bigney	213	3979	59 66
Welsford	216	2869	50 25
West Branch	204	4728	65 22
Diamond	196	2202	42 08
South Dalhousie	151	2006	35 18
Millsville	196	1950	39 85
Elmfield	172	1660	34 51
Plainfield	215	2856	50 00
Meadowville	212	2492	46 47
Scotsburn	216	2350	50 07
Hardwood Hill	196	1007	31 57
Cross Roads	202	1532	36 84
Rogers Hill Centre	209	3119	51 66
Six Mile Brook	100	1860	27 93
Brookland	201	1629	37 61
Salt Springs	206	3725	56 64
Upper Mt. Thom	73	538	13 20
Lower Mt. Thom	207	3778	57 21
Watervale	156	1087	27 62
West River Station	215	1881	41 44
New Gairloch	209	678	30 16
Lansdowne	211	2018	42 17
Mill Brook	142	955	24 83

Little Harbour	214	3343	54 19
Rocklin	216	3044	51 80
Plymouth Road	214	2690	48 44
Upper Hopewell	194	2858	47 60
Wentworth Grant	149	723	23 64
Barney's R. Station	153	1490	30 81
Westville	2525	101955	1189 71
Granton	107	1060	21 72
Mount Williams	196	1212	33 36
Thorburn	647	23727	283 74
Centredale	215	1513	38 18
Eureka	429	9846	136 30

POOR SECTIONS, NORTH PICTOU.

Poplar Hill	150	1580	46 96
Black River	201	1616	56 69
Loganville	156	913	39 14
Sundridge	200	2470	67 35
Carriboo Island	198	1597	54 64

POOR SECTIONS, SOUTH PICTOU.

Moose River	145	1035	38 48
Rocky Mountain	198	3056	86 59
Kirkmount	214	2109	65 00
Brookville	55	370	14 41
Marshy Hope	184	2508	64 59
Marsh	136	1593	44 66
Rossfield	60	452	16 44
Greenville	166	1720	43 98
S. McLellan's Mtn.	216	1725	60 27
Woodfield	136	1228	39 83
Black Brook	107	971	31 42

BORDER SECTION.

Newton	215	830	7 31
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QUEENS.

School for Blind			\$90 00
Port Joli	216	2300	43 56
Port Mouton Cen.	214	5406	68 38
Port Mouton, N.	215	4905	64 46
Hunt's Point	214	5035	65 40
Western Head	211	2174	41 93
Moose Harbor	215	2560	45 33
Liverpool	1929	61300	717 89
Milton	1050	29900	366 29
Brooklyn	428	11918	145 71
Beach Meadows	213	6850	79 92
Eagle Head	185	3040	45 95
West Berlin	216	5648	70 58
Port Medway	640	11377	165 37
E. Port Medway	212	4461	60 54
Mill Village	414	12583	149 45
White Point	214	2740	46 87
Summerville	216	2504	45 20
S. W. Port Mouton	106	2482	32 29

POOR SECTIONS.

St. Catherine River	210	991	48 43
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Gull Island	61	655	18 51
E. Port L'Hebert	206	1146	49 62

NORTH QUEENS.

Pleasant River	216	5060	65 83
N. Brookfield	429	11423	141 82
Westfield	164	2644	40 47
Kempt	210	3196	50 09
W. Caledonia	215	1812	39 50
Whiteburne	178	1787	34 96
Cen. Caledonia	211	2635	45 69
Harmopy	207	3136	49 25
Caledonia Cor.	213	8000	89 21
S. Brookfield	214	4625	62 09
Greenfield	216	5386	68 46
Molega	203	3289	50 03

POOR SECTIONS.

Devonshire	213	1872	59 62
Hibernia	162	882	38 80
Middledale	151	775	35 60
LaBelle	185	2065	37 11
Buckfield	153	2322	57 08
Bang's Falls	216	3352	78 06

BORDER SECTIONS.

New Grafton	209	1945	38 00
Northfield	107	389	11 41

RICHMOND.

Deaf and Dumb Institution			\$375 00
Acadiaville	427	9935	133 80
Fort Royal	162	4140	53 95
Janvrin's Island	216	3500	54 78
Arichat	630	10548	162 55
Poulamond	204	7505	87 35
D'Escousse	44	1484	19 95
Poirierville	204	6493	78 85
Cape La Ronde	208	3922	57 45
Edwards	216	4195	60 70
Petit de Grat	209	5075	67 15
P. de Grat South	216	8216	94 85
Orange	216	3803	57 35
Cape August	215	3855	57 68
Louisdale	211	9540	105 50
Whiteside	214	3256	52 48
Basin	210	3540	54 38
Richmond Mines	216	4890	66 60
Port Richmond	88	1382	21 95
Port Malcolm	197	4950	64 90
Sunnyside	216	4170	60 50
Point Tupper	216	5700	73 25
Oban	215	1800	40 25
St. Geo. Channel	216	3700	56 50
Firmont	182	1630	34 97
Lakeside	200	4463	61 10
Macdougall	646	21500	257 47
River Bourgeois	646	18547	232 45
Cannes	492	9856	133 75
Salmon River	214	8124	51 35
Soldier's Cove	211	5880	71 62

Hay Cove	174	2233	39 15
Red Islands	198	4784	63 56
Peter's Mountain	182	2261	40 30
Aberdeen	211	2542	46 05
Stirling	185	2150	48 20
Fourche	212	3923	57 90
Franboise	216	4200	60 70
Intervale	71	1062	17 25
St. Esprit	216	4040	59 35
L'Archevegue	216	2850	49 25
Grand River	189	3453	51 20
Grand Falls	215	2344	44 80
Lewis Cove	216	2466	46 00
Point Micheau	99	635	16 90
Brymer	432	6630	106 40
L'Ardoise	423	12235	152 95
West L'Ardoise	423	10230	136 35
Rockdale	216	5766	73 82
Grand Greve	205	2827	47 75

POOR SECTIONS.

Martinique	199	2855	70 88
Grand Digue	212	2030	62 63
Kempt Road	179	1823	54 30
Brae	213	1445	56 34
Balmoral	176	1262	46 63
Seaview	206	1140	50 23
The Points	161	1796	50 79
Cape George	215	2565	69 93
Lynch's River	213	2813	72 74
Macnab	182	1826	54 82
West L. Lomond	123	763	31 10
Cape Breton	174	1414	44 38
Grand River Road	108	2189	46 60

BORDER SECTIONS.

Cleveland	213	3228	45 40
Irish Cove	172	703	9 37

SHELBURNE.

Institution for Deaf and Dumb			\$300 00
School for the Blind			270 00
Little P. L'Hebert	216	1006	27 96
Sable River	201	7376	44 88
West Sable	207	2181	30 22
Louis Head	215	3430	34 94
Little Harbor	216	4834	39 18
Matthew's Point	216	1688	29 96
Rockland	216	2957	33 68
Allendale	215	4120	36 96
Osborne	432	7155	70 97
Lockeport	861½	23162	167 58
West Head	215	4299	37 49
Brighton	216	3336	34 79
E. Green Harbor	206½	2912	32 45
East Jordan	216	4306	39 09
Jordan Falls	423½	9588	77 70
Upper West Jordan	212	3732	35 49
West Jordan	208	4297	36 68
Jordan Bay	210	2150	30 62
Lower Sand Point	216	7181	46 05
Sand Point	216	4115	37 07
Shelburne	1280	33659	252 64

Lower Ohio	216	4194	37 30
Middle Ohio	108	1074	15 67
Upper Ohio	108	961	15 33
Upper Clyde	216	2416	32 09
Port Saxon	199	2450	30 24
N. E. Harbor	214	1935	30 46
Black Point	216	5997	42 58
Roseway	215	4063	36 80
Gunning Cove	215	4910	39 24
Churchover	216	3377	34 89
Birch Town	213	4951	39 17
*Big P. L'Hebert	108	571	21 28
*East Sable	215	1707	44 83
*W. Green Harbor	203	6775	65 04
*McNutt's Island	215	1824	46 34

BORDER SECTIONS.

Clyde River	432	3997	38 72
*Middle Clyde	159½	384	11 11

BARRINGTON.

Institution for Deaf and Dumb			\$150 00
Port Clyde	214	3450	52 80
Cape Negro	184	4130	54 87
Blanche	216	2052	41 67
C. N. Island	211	2855	47 60
Upper Port La Tour	218½	4709	63 10
Port La Tour	421½	5882	96 57
Baccaro	428	7688	111 98
Hibbert's Brook	216	5444	69 21
Head	432	9087	123 80
Passage	426	11783	145 01
Doctor's Cove	212	5517	69 33
Bear Point	213	5600	70 14
Shag Harbor	179½	4878	62 62
Wood's Harbor	634	25814	282 02
Up. Wood's Harbor	212	6770	79 53
Forbes' Point	215	4613	62 35
Charlesville	216	5843	72 46
Centreville	215½	6374	76 71
Newellton	431	11232	141 09
Clark's Harbor	587½	20851	237 54
Hawk	214	6852	80 40
South Side	216	7900	89 16
Stony Island	339	7582	100 82
*Villagedale	216	1721	55 47
*Oak Park	161	2147	54 29

BORDER SECTIONS.

*Middle Clyde	160	844	27 70
Clyde River	432	1888	38 35

VICTORIA.

Baddeck	648	20518	342 20
Baddeck Bridge	100	880	23 02
Big Baddeck	210	1246	40 51
East Baddeck	216	2770	61 06
Centre Baddeck	216	3340	68 48
Baddeck Bay	216	3008	64 17
Hunter's Mount	214	3814	74 42
Church	216	4528	83 98
McLennan's	216	3908	75 86
West Middle River	216	3938	76 29
Nyanza	216	2696	60 11

Hume's Rear	172	2326	50 19
Bucklaw	182	1788	44 35
Grant	216	2878	62 47
Little Narrows	206	2278	53 51
Narrows Village	216	2678	59 87
McKinnon's Harbor	216	4920	89 10
Iona	216	6310	107 17
Gillis Point	214	7620	123 99
Plaster Mines	167	2060	46 15
Kempt Head	181	4196	75 61
New Campbellton	205	5654	97 37
Big Bras D'or	172	3276	62 56
Boulardrie East	212	2724	59 99
Munro	210	2246	53 54
Big Hill	182	3480	66 39
South Gut	216	5224	93 03
Cape North	186	5292	90 06
Englishtown	216	3678	72 89
North Gut	85	822	20 54
Indian Brook	216	2854	62 16
French River	216	6704	112 31
Clyburn Brook	201	4706	84 56
East Ingonish	216	4250	80 36
South Ingonish	216	6390	108 21
Big Intervale	170	2216	48 53
New Haven	382	9260	164 66
Boulardrie Centre	205	2280	53 44
West Ingonish	207	2954	62 42
Goose Cove	134	1786	38 77
Barra Glen	173	4280	75 76

POOR SECTIONS.

Mill Brook	168	1690	62 16
Inlet	195	364	50 70
Lower Washabuck	216	2296	32 34
Rear W. Washabuck	216	1430	65 44
Estmere	208	2204	79 14
Murray	190	2220	76 35
Forks	216	1654	69 81

YARMOUTH.

Institution for Deaf and Dumb			\$75 00
School for the Blind			270 00
Arcadia	408	11455	114 88
Central Chebogue	215	5233	55 72
Rockville	215	5325	56 33
Sand Beach	213	5865	59 38
Town	6593	210963	2008 85
Overton	216	3411	45 12
S. Chegoggin	216	5076	64 98
Pembroke	430	8672	100 97
N. Chegoggin	213	4855	53 32
Sandford	216	5999	59 84
Port Maitland	643	17821	179 66
Richmond	205	2688	39 61
Norwood	205	2830	40 45
Lake Annis	213	2294	38 21
Bloomfield	212	2649	40 20
Brenton	215	4417	50 97
Ohio	428	10876	113 75
Wellington	216	4163	49 58
Hebron	631	10052	132 40
Dayton	216	3571	46 09
Brooklyn	432	10980	114 88
Reynardton	215	3299	44 38

West Kempt	216	5616	58 19
North Kempt	215	3354	44 63
Carleton	189	5245	52 86
Pleasant Valley	211½	2953	41 97
Deerfield	216	4414	51 07
*Pinckney's Point	214	5726	87 87
*Cape Forchu	215	2176	56 58
*West Brazil	211½	2136	55 63
*Greenville	100	1809	33 37
*Somerville	108	772	25 58
*Canaan	215	2681	61 06
*Forest Glen	215	2599	60 34

BORDER SECTIONS.

Melbourne	216	4761	49 74
Riverdale	206	3598	35 55
Gavelton	163	1064	16 64
Beaver River	216	1102	11 50
Cedar Lake	213	386	5 95

ARGYLE.

Institution for Deaf and Dumb			\$ 75 00
School for the Blind			270 00
Lr. E. Pubnico	418	11416	113 91
Mid. E. Pubnico	428	11653	111 42
East Pubnico	426½	8388	97 51
Pubnico Head	432	11280	114 75
Upr. W. Pubnico	430	13256	125 85
Mid. W. Pubnico	429	16378	143 65
Lr. W. Pubnico	428	14772	134 33
Argyle Sound	216	6428	61 91
Lr. Argyle	216	4288	69 61
Argyle Harbor	215	5756	57 92
Cent. Argyle	430	6794	88 77
Argyle	210	4096	47 92
Argyle Head	211	2706	40 05
Glenwood	121	2300	27 25
Lr. Eel Brook	216	5472	56 45
Eel Brook	432	13360	126 68
Abram's River	172½	5198	49 82
Suret's Island	206	5931	57 92
Sluice Point	432	10707	111 46
Amiro's Hill	432	12046	119 15
Hubbard's Point	432	12898	124 04
Tusket	425½	12513	121 08
Belleville	215	7724	69 22
W. Quinan	181	5777	54 14
E. Quinan	186	6735	60 21
Cent. Kempt	214	3858	46 93
Plymouth	155½	6528	55 47
Upr. Wedge	432	14873	135 37
Mid. Wedge	432	19313	160 86
Lr. Wedge	430	13825	126 24
Comeau's Hill	216	7432	67 67
*N. Belleville	187	4670	72 16
*Bell Neck	182	2476	32 93
*Springhaven	163	3123	55 23
*Rockingham	213	2664	59 92
*Hawthorn	146	1823	41 08

BORDER SECTIONS.

Gavelton	163	948	13 96
Melbourne	216	743	7 65
Riverdale	206	2406	23 63

PROVINCIAL AID,

To Teachers employed in the Public Schools
for the half year ended July 31, 1905.

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

ANNAPOLIS.

	Number of Teaching Days employed.	Am't paid to Teach- ers from Provincial Treasury.
Barss, Wm R	107	\$79 11
Fash, Mabelle	108	79 86
Ruggles, Lenfest	109 $\frac{1}{2}$	94 46
Smith, A W L	107	92 29
Stevens, Josephine	41	25 25
Atwood, Alice J	108	53 24
Balcom, Lewis S	108	53 24
Banks, Beriah S	108	53 24
Best, Emma J	65	32 04
Boehner, Chas F	106	52 25
Brinton, Effie A	108	53 24
Bustin, Harry L	108	53 24
Chipman, Ella M	108	53 24
Chute, L Maude	106	52 25
Clarke, Hattie M	108	53 24
Cossett, Otto VonB	108	53 24
Fenerty, Annie B	108	53 24
Fitz Raulolph, May F	108	53 24
Foote, C Perry	108	79 86
Gesner, Chas L	105	51 76
Graves, Eva M	108	53 24
Hall, Carrie M	108	53 24
Harris, C Louise	108	53 24
Kinney, Annie M	108	53 24
Longley, Mabel F	69	34 01
McGill, Geo B	108	93 17
Messenger, W S	20	9 86
Messenger, W S	44	21 69
Miller, Bessie G	15	7 40
Parker, Chas W	107	52 75
Roy, Mary B	108	53 24
Spinney, Hattie S	108	53 24
Spurr, Margaret, C	91	44 86
Stevens, Iva M	108	53 24
VanBuskirk, J L	108	53 24
Vidito, Helen A	108	53 24
Wade, Lennie D	108	53 24
Welton, Jennie	105	51 76
Whitman, Cassie S	39	19 23
Woodward, Grace L	108	53 24
Bacon, Agnes S	107	39 56
Baker, Laura C	108	39 93
Balcom, Irene C	106	39 19
Baltzer, Annie M	107	39 56

Banks, Almeda M	108	39 93
Bishop, Annetta C	106	39 19
Brown, Estella M	108	39 93
Cassidy, Bertha M	100	36 97
Clarke, J Allison	106	39 19
Crowe, Bessie H	108	39 93
Dechman, Clara E	108	39 93
Durling, Bessie E	108	39 93
Durling, Edna	107	39 56
Eaton, Bertha M L	108	39 93
Elliott, Etta M	106	39 19
Elliott, Sarah L	108	39 93
Faulkner, Hattie C	108	39 93
Foster, Arthur D	108	39 93
Gates, Reginald C	106	39 19
Gesner, Agnes	108	39 93
Grafton, Maggie L	78	28 84
Hall, Henry E	106	39 19
Halliday, Frank N	108	39 93
Harding, Bernice A	108	39 93
Harris, Mary H	108	39 93
Healy, Bertha A	108	39 93
Hiltz, Annie L	108	39 93
Inglis, Carrie E	107	39 56
Kendall, Jessie E C	48	17 75
Kinley, Mary T	82	30 32
Lambertson, Nora M	107 $\frac{1}{2}$	39 74
Longley, Mabel F	35	12 94
Longmire, Rosa T	108	39 93
McCormick, A E	108	39 93
McMillan, Nellie	108	39 93
McWhinnie, Lizzie	106	39 19
Miner, Mildred E	105	38 82
Newcombe, Bertha E	107	39 56
Payson, Mary P	44	16 27
Phinney, Jennie D	108	39 93
Porter, A Maude	108	39 93
Purdy, Ethel M	108	39 93
Ramey, Rebecca J	108	39 93
Robertson, Winnifred E	54	19 96
Rowter, Linda B	63	23 29
Sanders, Arthur W	108	39 93
Saunders, Julia R	44	16 27
Spinney, Theo H	105	38 82
Sproule, L May	108	39 93
Starratt, Georgie I	108	39 93
Starratt, Mildred M	108	39 93
Teed, Geneva	107	39 56
Tibert, Walton K	108	39 93
Walker, Jean R	102	37 71
Woodbury, Reg C	108	39 93
*Adams, Jennie M	53	17 41
*Adams, Lennie P	108	35 49
Banks, Estella M	107 $\frac{1}{2}$	26 49
*Bartheaux, J Dudley	108	35 49
Bartheaux, Lizzie A	107	26 37
Bartheaux, Sophia N	60	14 79
*Berry, Ella M	108	35 49
Bezanson, Emma G	107	26 37
Blair, Caroline	108	26 62
*Brooks, Grace D	105	34 50
*Charlton, Elvida M	169	35 81
Crisp, Mary Lydia	53	13 06
*Daniels, Ella M	104	34 17
Denton, E May	108	26 62
Fader, Oscar M	108	26 62
*Gehue, Loretta	103	23 85

*Holdright, Caro E	49	16 10
Hunt, Edgar G	108	26 62
*McLannan, Alfaretta	90	29 58
*Messenger, Bernice M	105	34 50
Millner, Gratia J	108	26 62
*Moore, Eva Blanche	73	23 99
Parker, Lottie M H	108	26 62
Perry, Dorothy B	108	26 62
*Rice, Addie A	108	35 49
Robinson, Winnifred E	54	13 31
Saunders, Emily A	107	26 37
Saunders, Reg M	108	26 62
Stark, Hattie L	60	14 79
Taylor, Gertrude E	54½	18 43
*Thompson, Susie M	68	22 35
*White, Susie	94	30 89
Whitman, Lizzie M	53	13 06
Wilkins, Margaret	108	26 62
Winchester, Ruth H	90	22 18
Withers, Lena M	107	26 37
*Withrow, Jessie W	67	22 02
Woodbury, Mabel M	108	26 62

ASSISTANT.

Boate, Gerald A	28	6 90
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ANTIGONISH.

McPherson, Hugh	64	47 31
Thompson, Alexander	64	55 19
Morehouse, F G	108	93 17
MacDougall, Margaret F	107	52 75
McGillivray, Angus	108	53 24
Newcombe, Laura A	108	53 24
Somers, Alex M	108	53 24
Sister St Leonard	108	53 24
Sister St Thomas	108	53 24
Sister M Victoire	108	53 24
Barry, Henry	67	24 77
Beaton, Annie	107	39 56
Boyd, A A	108	39 93
Cameron, M D	108	39 93
Chisholm, Dan M	108	39 93
Chisholm, Dan M	42	15 53
Chisholm, Bessie C	108	39 93
Chisholm, Cassie	108	39 93
Creelman, Minerva	108	39 93
DeCoste, Joseph	106	39 19
Fraser, Cassie	108	39 93
Gillis, Mary	108	39 93
Landry, Mary E	108	39 93
Macdonald, Marcella T	108	39 93
Macdonald, Anna	106	39 19
Macdonald, Angus G	83	30 69
McGillivray, Amelia	108	39 93
McKinnon, Margaret	101	37 34
McKeough, Anna	108	39 93
McKenzie, Gertrude	108	39 93
McLean, Maggie	106	39 19
McNeil, May J	108	39 93
McNaughton, Annie	58	21 44
O'Brien, Angela	108	39 93
Rogers, William J	105	38 82
Sutherland, Minnie	108	39 93

Sister St Hugh	108	39 93
Sister St Camillus	108	39 93
Sister M Philippa	108	39 93
Sister Mary	108	39 93
Walsh, Mary	108	39 93
Boyd, Margaret J	108	26 62
*Boyle, Joseph A	108	35 49
*Chisholm, Margaret I	702	33 52
Chisholm, Mary B	108	26 62
Chisholm, Catherine	108	26 62
*Chisholm, Dan W	108	35 49
*Dooley, Bridget	87	28 59
Des Lauriers, Catherine L	72	17 74
Fitzgerald, Annie	108	26 62
Fraser, William	108	26 62
Gillis, Sarah B	108	26 62
Hanifen, Margaret M	99	24 40
Martin, Ellen	108	26 62
*McArthur, Sadie C	96	31 55
McDougall, Annie	83	20 46
Macdonald, Florence	108	26 62
Macdonald, Eva	108	26 62
Macdonald, Penelope	106	26 12
Macdonald, May A	103	25 39
Macdonald, Bella	108	26 62
Macdonald, Marcella	108	26 62
Macdonald, Mary E	108	26 62
Macdonald, Catherine	107	26 37
Macdonald, Cassie	105	25 88
Macdonald, Mary J	95	23 41
McEachren, Margaret	104	25 63
McGillivray, Margaret	107	26 37
*McGillivray, Maggie	108	35 49
McGillivray, Maggie		9 50
McGillivray, Marcella	107	26 37
McGillivray, John D	49	12 08
*McInnis Anastasia	105	34 50
McKinnon, Mary Agnes	107	26 37
McLean, Dan Alex	103	25 39
McLellan, Annie	108	26 62
McPherson, Duncan	104	25 63
McPherson, Katie A	108	26 62
*Stewart, Laura J	95	31 22
Sister St Helen	108	26 62
Wall, Gorman	106	26 12

ASSISTANTS.

Beaton, Ronald	64	20 95
Cameron, Allan J	67	16 51
McIsaac, John W	64	15 77

CAPE BRETON.

Armstrong, J Arthur	108	93 17
Brodie, William S	106	91 42
Creelman, William A	108	93 17
DeWolfe, Loran A	107	79 11
England, Harry E	107	92 29
Gallant, Thomas	108	53 24
McKenzie, George W	108	93 17
MacLeod, Jeanette R	108	66 55
MacLeod, Robert H	107	65 92
Matheson, Duncan M	108	79 86
Spinney, Frederick H	108	66 55

Stewart, Frank I	108	79 86	Higgs, Bessie R	108	39 93
Beaton, A Laura	46	22 68	Hillier, Ida	106½	39 37
Bown, Eleanor F	107	52 75	Kelley, Amy Rood	105	38 82
Cameron, Lorrie J	106	53 25	Kelley, Ella Alice	108	39 93
Campbell, Jean E	108	53 24	McCabe, Georgie	108	39 93
Chapman, Eleanor	107	52 75	Macdonald, Catherine	108	39 93
Chisholm, Jennie	108	53 24	McDonald, Flora	108	39 92
Dowling, Thomas C	89	43 87	Macdonald, Mary M	108	39 93
Doyle, Cecilia J M	108	53 24	McDonald, Norman	104	38 45
Edgecombe, Ethel L	108	53 24	McDongall, Peter	108	39 93
Ellis, Jennie	107	52 75	McDougall, Phillip	105	38 82
Fraser, Susie	108	53 24	McInnis, Dorothea J	106	39 19
Gillis, Maude	108	53 24	McIntosh, Isabelle M	107	39 56
Grant, Florence	108	53 24	McIsaac, D Jos	108	39 93
Grant, Lina	105	51 76	East Bay, Consol 2 D		53 24
Hemway, James A	107	52 75	McIsaac, Mary Jane	105	38 82
MacArthur, Bessie I	106	52 25	McKay, Murdoch	105	38 82
McDougall, John	108	53 24	McKenzie, Christina	108	39 93
McInnis, Robert J	44	21 69	MacKenzie, Rachel C	106	39 19
MacIntosh, Anna B	108	53 24	MacKinnon, Katie	108	39 93
McIsaac, James W	108	53 24	McKinnon, Minnie	106	39 19
MacKenzie, Anna B	106	52 25	MacLean, Donald	108	39 93
McKenzie, Kate A	107	52 75	MacLennan, John C	108	39 93
McKinnon, Joseph D	95	46 83	McLeod, Bessie J	108	39 93
McLean, Christina S	101	49 79	McLeod, Cecilia I	107	39 56
McLean, Ella J	105	51 76	MacLeod, Margaret J	108	39 93
MacLennan, Alexes	106	52 25	Macneil, Alexandra	107	39 56
MacLeod, Mary E	108	53 24	MacNeil, Katie	108	39 93
MacMaster, Annie J	108	53 24	MacNeil, Maria A	108	39 93
Moore, Clara May	108	53 24	MacNutt, Lizzie J	108	39 93
Ross, Ellen D	107	52 75	MacPhee, Mary	107	39 56
Ross, Kathleen Ida	100	49 30	McVicar, Edith J	19	7 02
shaw, Vangie	108	53 24	Martell, Mattie O	100	36 97
Sister Francis Xavier	108	53 24	Morrison, Adelaide S	107	39 56
Sister Maria Amabilis	107	52 75	Morrison, Margaret	108	39 93
Sister Mary Aquinas	108	53 24	Muggah, Margaret	108	39 93
Sister Mary Clarissa	108	53 24	Munn, Nina A	101	37 34
Sister Mary Gerard	108	53 24	Ormond, Bridget	108	39 93
Sister Mary Josita	107	52 75	Palmer, Gladys E	105	38 82
Sister Mary Lawrence	107	52 75	Philpott, Mary	108	39 93
Sister Mary Vincentine	107	52 75	Phoran, Alice	107	39 56
Sister St Francis	108	53 24	Pierce, Celeste	106	39 19
Sister St Margaret	108	53 24	Robinson, Hattie L	108	39 93
Sister Teresa Joseph	107	52 75	Schurman, Sadie	108	39 93
Thompson, Margaret	107	52 75	Simpson, Margaret J	108	39 93
Watson, Margaret Jane	63	31 06	Sister Maria Angelorum	107	39 56
Woodill, Arthur W	108	53 24	Sister Mary Ambrose	108	39 93
Young, Martha E	39	19 23	Sister Mary Andrea	107	39 56
Barclay, Winnifred	107	39 56	Sister Mary Annina	108	39 93
Barrington, Harriet H	107	39 56	Sister Mary Anthony	107	39 56
Boutilier, Theresa	108	39 93	Sister Mary Bernardine	108	39 93
Boyle, Joseph S	108	39 93	Sister Mary Dionysia	107	39 56
Browne, Bernice I	108	39 93	Sister Mary Ethelberga	107	39 76
Brymer, Henry F	108	39 93	Sister Mary Eulalia	107	39 56
Campbell, Mildred A	108	39 93	Sister Mary Josephine	107	39 56
Canavan, Annie E	108	39 93	Sister Mary Louise	108	39 93
Carmichael, Annie	108	39 93	Sister Mary Veronica	107	39 56
Chisholm, Christina A	108	39 93	Sister Mary Wilfrid	107	39 56
Coady, Moses J	108	39 93	Sister St Aldric	108	39 93
Currie, Donald J	96	35 49	Sister St Marcella	108	39 93
Currie, Michael D	61	22 55	Sister St Marie	108	39 93
DeVoe, Mary A	103	38 08	Sister St Martin	108	39 93
Embree, Luella A.	106	39 19	Sister St Mary of the Ascension	108	39 93
Fulton, Edith Irene	108	39 93	Sister St Rosaline	108	39 93
Hanrahan, Mary	108	39 93	Spencer, Eva J	105	38 83
Harrington, Annie E	108	39 93	Spencer, Louise	108	39 92
Harris, Gladys E	107½	39 74	Sutherland, Mary	108	39 92

Sylvester, Mary	108	39 93		
Wall, Martin	108	39 93		
Carmichael, Jessie	108	26 62		
*Carrigan, Wilhelmina	101	33 19		
Carson, Teresa B	105	25 88		
Dillon, Agnes W	108	26 62		
Downing, S Minnie	108	26 62		
Fraser, Josephine	108	26 62		
Fyfe, Magdalen Maud	104	25 63		
*Hopkins, Florence	107	35 16		
Kerr, Annie F	108	26 62		
Ley, Susan L Nearing	108	26 62		
Livingstone, Sarah M	105	25 88		
*Macadam, Dan A	108	35 49		
Macaulay, Christie	108	26 62		
Macdonald, Effie Jane	95	23 41		
Macdonald, Elizabeth	98	24 15		
McDonald, Ella M	108	26 62		
MacDonald, Isabelle	108	26 62		
Macdonald, Joanna	108	26 62		
Macdonald, John	108	26 62		
Macdonald, Mary C	108	26 62		
McDougall, Duncan	98	24 15		
MacFarlane, Florence M	108	26 62		
McIntyre, John	108	26 62		
McIntyre, Matilda	108	26 62		
Mackay, John Daniel	108	26 62		
Mackenzie, Margaret	97	23 91		
McKenzie, Ronald	88	21 69		
Mackinnon, Florence M	108	26 62		
Mackinnon, Mary A	107	26 37		
Mackinnon, Mary Cassie	107	26 37		
McLean, Annie	108	26 62		
McLean, Mary C	108	26 62		
*McLean, Myrtle L	107	35 16		
McLean, William B	104	25 63		
McLennan, Hannah	108	26 62		
McMillan, Fanny	102	25 14		
Macneil, Katie J	108	26 62		
*McNeil, James	108	35 49		
McVicar, Bessie	108	26 62		
Matheson, Mary L	108	26 62		
*Morrison, Alexander	108	35 49		
Munro, Katie	103	26 62		
Munro, Martha	108	26 62		
Nickerson, Margaret	106	26 12		
Nicoll, Winifred	108	26 62		
O'Handley, Joanna	108	26 62		
Phelan, Rebecca S	108	26 62		
Phillips, Katie E	108	26 62		
Sampson, Martha P	108	26 62		
Sister Mary Umelda	108	26 62		
Sister Mary Lucilla	107	26 37		
Sister St Anne	108	26 62		
Sister St John	108	26 62		
Sister St Mary	108	26 62		
Sister St Thomas	108	26 62		
Slattery, Annie	108	26 62		
Sutherland, Archibald	108	26 62		
Wallace, Jean	106	26 12		
				COLCHESTER.
				SOUTH.
Campbell, W R	107	92 29		
Henumeon, M D	105	77 64		
McDougall, E Mary	107	79 11		
Richardson, Lophemia	105	77 64		
Allen, Annie H	107	52 75		
Barteaux, J E	107	79 11		
Brennan, Maude A	108	53 24		
Boal, Evelyn	107	52 75		
Burris, Estella M	108	53 24		
Blair, Ina E	107	52 75		
Creelman, Minnie M	20	14 79		
Cox, Nellie	107	52 75		
Coleman, Edna F	105	51 76		
Dickson, Hattie	107	52 75		
Dickson, Ethel	107	52 75		
Davidson, Clara E	107	52 75		
Dickie, Martha E	108	53 24		
Edwards, Elizabeth	107	52 75		
Gould, Annie S	105	51 76		
Holesworth, Mabel C	105	51 76		
Kinney, Julia	107	52 75		
Logan, Margaret B	107	52 75		
Langille, Alberta	105	51 76		
Logan, Sadie B	103	50 77		
McGillivray, Andrew	87	42 83		
Macpherson, Margaret	107	52 75		
McCurdy, M Ruth	83	40 91		
McKenzie, Minnie L	107	52 75		
Moses, Winifred	107	92 29		
Oxner, Bertha G	106	52 25		
Schnare, Lillian	106	52 25		
Archibald, Janet	107	39 56		
Archibald, Olive L	107	39 56		
Banks, Mary E	108	39 93		
Beck, George	31	11 46		
Beck, Louise	63	23 29		
Cameron, Sadie E	106	39 19		
Creighton, Alice	107	39 56		
Colter, Susan E	90	33 27		
Cox, Josie M	107	39 56		
Davis, Percy D	77	25 47		
Dalrymple, Lucy	107	39 56		
Dechman, Edith	108	39 93		
Gammell, Lillian	108	39 93		
Gordon, Jean A M	105	35 82		
Loughead, May E	65	24 03		
Logan, Hannah C	108	39 93		
Mackay, Marion A	68	25 14		
McKim, Agnes	99	36 60		
McLeod, M Jean	107	39 56		
McLearn, Gertrude E	80	29 58		
Prescott, Alice	107	39 56		
Patterson, Sara B	107	39 56		
Rutherford, Willa	104	38 45		
Smith, Gertrude O	88	32 54		
Sutherland, Mary M	102	37 71		
Schultz, Sadie J	94	34 75		
Taylor, Alma T	108	39 93		
Thompson, Mabel	107	39 56		
Bell, Marie J	108	26 62		
Brenton, Jessie	76	18 72		
Creelman, Agnes	106	26 12		
*Clarke, Bessie J	67	22 02		

*Cox, Bessie	56	18 40
*Dewis Leella	58	19 06
Fraser Gracie	104	25 63
Fisher, Ethel	97	23 91
Flemming, Bessie M	53	13 06
Fox, Edith I	85	20 95
Gardner, Laura M	84	20 70
Harvey, Jessie L	105	25 88
Johnson, Belle	92	22 68
*Kennedy, Christy	108	35 49
Lynds, Adelaide	58	14 29
Macdonald, Christine	108	26 62
*Pratt, Lena H	73	23 99
Ross, Myra	53	13 06
*Roode, Irene M	104	34 17
*Rutherford, Ada M	108	35 49
Sibley, Mary E	108	26 62
Stropel, Florence H	108	26 62
Sutherland, Tena	105	25 88
Totten, Bertha	107	26 37
Tays, Gertrude H	100	24 65
Taylor Maggie C	90	22 18
Taylor, Lottie R	32	7 89
Urquhart, Jennie M	52	12 82

STIRLING.

Menzie, Harry	104	51 26
Bryden, Margaret	108	39 93
Cameron, Annie	82½	30 50
Cameron, Laura	108	39 93
Douglas, Janetta	105	38 82
Ferguson, Jane A	108	39 93
Ferguson, Jessie C	108	39 93
Jobb, Irene	106	39 19
Malcome, M Agnes	108	39 93
McIntosh, Laura	107	39 56
McKay, Jessie C	108	39 93
McKay, Annie B	108	39 93
McLandress, Elizabeth	107	39 56
O'Brien, R B	108	59 93
Ross, Sara C	50	18 48
*Baillie, Mary	68	22 35
*Campbell, Christina	92	30 23
Campbell, Mary	73	17 98
Clarke, Agnes	102	25 14
Gunn, Jessie A	108	26 62
Langille, Geo C	53	13 06
McLeod, Christina	104	25 63
*McLeod, Jane E	63	20 70
Miller, Gertrude	96½	23 78
Ross, Jessie	108	26 62
Smith, Ada E	108	26 62
Sutherland, Bessie R	104	25 63
Sutherland, Bessie	106	26 12
Tattrie, Edith	107	26 37
*Weatherby, Stella M	104½	34 33

WEST COLCHESTER.

Herdman, W W	108	53 24
Benvie, Jennie	106	52 25
Flemming, Harry	107	52 75
Lockhart, Lillian	108	53 24
McInnes, Lenora	105	51 76
McKenzie, Georgia	105	51 76
Peppard, Ruth R	108	53 24

Putnam, Walter	106	52 25
Spencer, Agnes	107	52 75
Beattie, Clara	108	39 93
Carroll, Orilla	101	37 34
Chisholm, Ethel M	103	38 08
Chisholm, May	97	35 86
Corbett, Lena	103	39 93
Fulton, Susie	107	39 76
Fraser, Lulu	101	37 34
Graham, Sadie	101	37 34
Graham, Alice	57	21 07
Hill, Grace	78	28 84
Johnson, Viola	105	38 82
McCabe, Viola B	105	38 82
McDonald, D W	102	37 71
McKim, Tena	100	36 97
McLellan, Lucy	93	34 38
Moreash, Bella	106	39 19
Morrison, Ida M	108	39 93
Purdy, Julia	102	37 71
Smith, Emma	105	38 82
Taylor, Edith	107	39 56
Broderick, Jennie G	107	26 37
Callaghan, Lena	103	25 39
*Colter, Wm	102	33 52
Corbett, Mamie	103	25 39
Fulton, Annie	106	26 12
Graham, Jessie M	101	24 89
Graham, Alice E	51	12 57
Henderson, Emma	103	25 39
*McCabe, Grace	100	32 86
McLauchlan, Ethel	104	25 63
McManahan, Flossie	94½	23 29
Reid, Lalia	105	25 88
Vance, Ruby	69	17 09

CUMBERLAND.

Lay, E J	106	91 42
McNealy, Murray	108	93 17
McTavish, N D	106	78 36
Munroe, Ernest A	106½	65 60
Smeltzer, H R	108	66 55
Anderson, Pearle	108	53 24
Barnes, Lila J	107	52 75
Baxter, Agnes	107	52 75
Beaton, Katherine	40	19 72
Bigney, Anna L	103	50 77
Black, Sadie	104	51 26
Brennan, D S	63	31 06
Charman, Mary E	84	41 41
Conway, Isabella	108	53 24
Cooper, Ina	68	33 55
DeLancy, J A	108	93 17
Elliott, Jane	108	53 24
Hockin, E M	103	60 72
Hockin, M L	107	52 77
Hunter, Margaret	108	53 24
Lavers, Josephine	106	52 25
Lent, Frank I	108	53 24
Love, Rachel P	107	52 75
McCart, Agnes	107	52 75
McCulloch, L P	104	51 26
McDowell, Mabel	108	53 24
McKenzie, Anna	108	53 24

McKinnon, Alice	107	52 75	Murray, Elizabeth	106	39 19
McPherson, Minnie	73	35 98	Oulton, Lizzie R	108	39 93
Mitchell, Jennie M	108	53 24	Oulton, Chas A	108	39 93
Parker, Lillie C	101	49 79	Orr, Jane	108	39 93
Pugh, Ethel M	35	17 25	Oxley, Lydia E	108	39 93
Russel, Jean	98	48 31	Patton, Weldon	34	12 57
Sedgewick, G G	108	53 24	Peers, Sadie	107	39 56
Shepherdson, George	107	52 75	Perren, Elva E	58	21 44
Swift, Alice	86	42 39	Reed, Eudavilla	108	39 93
Urquhart, Alex J	45	22 18	Reid, M Florence	105	28 82
Watt, Wedderburn	107	52 75	Rooney, Effie	107	39 56
Amos, Rena Maud	107	39 56	Ross, Bessie	108	39 93
Atkinson, Bella J	108	39 93	Ross, Katherine	70	25 88
Atkinson, Jennie	29	10 72	Simpson, Lydia	108	39 93
Baird, Hazel	104	38 45	Stewart, Helena	108	39 93
Baird, Elizabeth	105½	39 00	Stiles, Edna M	88	32 54
Baird, Edna	108	39 93	Spencer, Marion	85	31 43
Bigney, Mabel	106	39 19	Sproule, Mabel	108	39 93
Beattie, Laura B	107	39 56	Sutherland, Georgie	37	13 68
Boomer, Charlotte	107	39 56	Tait, Lillian	101	37 34
Bowser, Lizzie	107	39 56	Trenholm, Ruth	86½	31 96
Brown, Victor	103	38 08	Trerice, Ruth	107	39 56
Brownell, Mamie	104	38 45	Vance, S C	108	39 93
Brundage, Kate	106	39 19	Webb, Laura	107	39 56
Burke, Ethel	108	39 93	Baker, Leila V	104½	26 24
Burke, Annie C	107	39 56	Boomer, Ethel	105	26 12
Carter, Ida	104	38 45	Borden, Minnie	101	24 89
Charman, Eliza G	103	38 08	Cameron, Maud S	103	25 39
Coates, Clara	107	39 56	*Canning, Lorena	98½	32 36
Creelman, Jean M	107	39 56	Canning, Alice	106	26 12
Davis, Mary T	108	39 93	Carter, Florence	108	26 62
Ead, Mary J	105	38 82	Chisholm, Cynthia	98	24 15
Eagan, S E	107	39 56	Crawford, Roy	107	26 37
Eaton, Minetta	105	38 82	Davis, Reta T	108	26 62
Elliott, J H	104	38 45	*Davison, Bertha	104	34 17
Elliott, Ida	106	39 19	Dench, Susie	62	15 28
Embree, Sarah	107	39 56	Dixon, Elva	71	17 49
Fraser, Margaret	108	39 93	Dobson, Blanche	108	26 62
Fullmore Della	103	38 08	Douglas, H G	108	26 62
Fulton, Jessie	98	36 23	Drysdale, Carrie	106	26 12
Goodwin, Oscar	106	39 19	Gamble, Ruth	57	14 05
Grant, M A	108	39 93	Glennie, P Emma	108	26 62
Gray, Alice	102	37 71	Grant, Anna	21½	5 29
Hamilton, Annie	108	39 93	Henderson, Janetta	94	23 17
Henley, M T	107	39 56	Henderson, Minnie,	65	16 02
Hunter, Gussie	108	39 93	Hunter, Jean	84	20 70
Hunter, Lillian	108	39 93	Hurd, Clara	106	26 12
Huston, Mary A	107	39 56	Johnson, Edith	103	25 39
Knowlton, Edith	104	38 45	*Johnson, L V	102	33 52
Lindsay, Cera L	107	39 56	Johnson, Lulu	106	26 12
Logan, Lou E	107	39 56	*King, Bertha	53	17 41
Lockhart, Laura	107	39 56	Lewis, Georgina	25	6 16
Mason, Mabel E	108	39 93	*Lynds, Bertha	103	33 85
Matheson, Flora	107	39 56	Matheson, Ivy	75	18 48
McIntosh, Jessie	108	39 93	McDonald, Alma F	106½	26 21
McIntosh, Elsie	106	39 19	McEachern, Janie	100	24 65
McKenzie, Elizabeth	108	39 93	McInnis, Estella	107	26 37
McKim, Nina	103	38 08	McKay, Margaret	108	26 62
McKinley, Oressa	108	39 93	*McMillan, Sadie	105	34 50
McLean, Violet B	105	38 82	Nuttall, Mamie	108	26 62
McLellan, Florence	108	39 93	O'Brien, Mattie	9	2 21
McLeod, Georgina	62	22 92	O'Brien, B M	105	25 88
McLeod, Lillias L	108	39 93	Oxley, Annie	94	23 17
McNab, Elizabeth	71	26 25	Patterson, Marlin	42	10 35
McVicar, J E	107	39 56	Rector, Annie	106	26 12
Miller, Clara	108	39 93	Roach, Sophia P	103	25 39
Mitchell, Jessie	107	39 56	Robinson, Alice A	103	25 39

Skinner, Kate	108	26 62
Sproule, Essie	106	26 12
*Stewart, Annie	105	34 50
Stromberg, Annie A	104	25 63
*Taylor, Elva J	90	29 58
Thompson, Ella M	106	26 12
Thomson, Jennie	105	25 88
Vance, Lena E	105	25 88
Wood, Mary	103	25 39
*Wood, Sadie	62	20 37
Woodland, M J E	108	26 62
Woodland, Hattie	106	26 12
*Urquhart, Martha	106	34 83

PARRSBOROUGH.

Magee, W H	108	93 17
McAleese Jennie	107	79 11
Dyas, Kate	107	52 75
Fulton, Marion	105	51 76
Jenks, Winnifred	108	53 24
Kent, Fannie	107	52 75
Kirkpatrick, Lizzie	107	52 75
Leitch, Hally	107	52 75
Morrison, Mattie	107	52 75
O'Mullon, Mary	107	52 75
Patton, Alberta	108	53 24
Smith, Mamie K	108	53 24
Spencer, Mary	108	53 24
Watton, Lillian	107	52 75
Cameron, Bertha	107	39 56
Coulter, Christena	108	39 93
Dickinson, Maude	107	39 56
Fowler, Margaret	108	39 93
Joy, Helen	108	39 93
Kerr, Minnie	108	39 93
Knowlton, Gertrude	108	39 93
Little, Charlotte A	108	39 93
Lynch, Marion	106	39 19
Lyons, Nellie B	104	38 45
McLaughlin, Margaret	108	39 93
Patton, Flora	108	39 93
Reid, Antoinette, W	108	39 93
Smith, Alice	108	39 93
Ward, Cora	108	39 93
Cameron, Blanche	103	26 62
Fullerton, Minnie A	107	26 37
Howard, Lizzie	107	26 37
Lamb, Annie	105	25 88
Slater, Sadie	108	26 62
*Smith, Dora	81	26 62
Spencer, Pearle	106	26 12
Wasson, Alphretta	100	24 65
Weir, Minnie	105	25 88

DIGBY.

Amirault, Rev A F	108	\$93 17
Morton Rupert F	108	93 17
Alexius, Sister M	108	53 24
Banks, Wilford E	108	53 24
Berry, L Ruperta	106½	52 50
Best, Elsie M	108	53 24
Chesley, Carrie E	107	52 75
Denton, Kelsey C	108	53 24

D'Eon, Stillman L	105½	52 00
Durling, Aubrey D	108	53 24
Frost, Myrtle G	108	53 24
Hennigar, Mabel B	105	51 76
Hogg, Augusta A	108	53 24
Hogg, Nathaniel W	108	79 86
Morse, Jennie B	108	53 24
Mullen, Alva E	108	53 24
O'Brien, Laura M	104½	51 76
Pothier, Andre G	107½	53 00
Pothier, Roy H	108	53 24
Titus, Robie L	103	53 24
Walker, Charlotte E	108	53 24
Belliveau, Grace M	101½	37 52
Bent, Minnie S	108	39 93
Bondreau, Evangeline	108	39 93
Collie, Zella A	108	39 93
Comeau, Chas B	108	39 93
Cornwell, Janet M	82	30 32
Cowan, Mary C	108	39 93
Cox, Annetta B	108	39 93
Elise, Sister M	108	39 93
Eugenie, Sister M	108	39 93
Goodwin, Emma M	108	39 93
Gow, Isabel	108	39 93
Harris, Whyna I	107	39 56
Lucina, Sister M	108	39 93
Marshall, Jessie G	108	39 93
Modesta, Sister M	108	39 93
Mussels, Maud A	110½	40 85
Perry, Lydee S	108	39 93
Pothier, Therese E	108	39 93
Rumsey, Clara I	108	39 93
Sabine, G Maud	108	39 93
Thibault, Alma	108	39 93
Thibault, May Rose	62	22 92
Thibodeau, Rose Ann	104	38 45
Virginia, Sister M	108	39 93
Walsh, Grace B	108	39 93
Young, Isabella H	94	34 75
Amirault, Clara B	108	26 62
Amirault, Jeanne L	108	26 62
Bailey, Edna E	107	26 37
*Baltzer, Lilla B	89	29 25
*Bartheaux, Amy E	108	35 49
Belliveau, Leah	108	26 62
Belliveau, Leonice	107	26 37
Blackford, Clara J	106½	26 24
Campbell, Effie E	108	26 26
*Comeau, Mary Rose	108	35 49
Comeau, J Willie	107½	26 49
*Cossaboom, Annie F	52½	17 25
*Cossaboom, Clarissa I	83	27 28
Cossaboom, Mamie L	108	26 62
*Denton, Flora B	108	35 49
Devean, Ann Lea	108	26 62
Devean, Louise	108	26 62
Doucet, Jos Phillip	108	26 62
Doucet, Nellie	108	26 62
Dugas, Beatrice	108	26 62
Dugas, Francoise	108	26 62
Durland, Bessie R	103	25 39
Durland, Henrietta G	108	26 62
*Gower, Ida M	108	35 49
Haines, Eva E	108	26 62
Hainey, Mary C	111	27 36
*Hamilton, Louis G	107	35 16

Harris, Cora M	103	25 39
*Hassett, Helena	108	35 49
*Hill, Dorcas A	90	29 58
Hines, Bertha M	105	25 88
Johnson, Ethel B	106½	26 24
Kent, Bessie W	107	26 37
Kinney, Rowena J	107	26 37
LeBlanc, Symphorien	108	26 62
*Lewis, Jessie M	107½	35 32
Manzar, Gladys R	108	26 62
Marshall, Tracey H	107	26 37
McKay, Jennie L	104	25 63
Messenger, Pearl F	78	19 22
*Mullen, Annie L	58	19 06
*Mussells, Dora R	108	35 49
Nowlan, Bessie A	108	26 62
Pothier, Lizer A	108	26 62
Prime, Lenetta	107½	26 49
*Randall, Alice	108	35 49
Robicheau, Isabella	74	18 23
Robicheau, Loretta	107	26 37
Robicheau, Mary A	106	26 12
*Sprague, Jennie	106½	34 99
Stevens, Eudora M	108	26 62
Sulis, Bessie J	107	26 37
Taylor, Sophia M	107	26 37
Thurber, Bessie G	108	26 62
Turnbull, Sarah D	53	13 06
VanTassell, Bertha S	104	25 63
*Walker, Lottie E	107	35 16
Walsh, Chas O'C	108	26 62
Williams, Lulu C	107	26 37
Wilson, Lavinia E	107	26 37

ASSISTANTS.

Baptista, Marie Sister	108	26 62
Ursula, Sister M	108	26 62

GUYSBORO.

Morse, Graham P	105	90 58
Chisholm, Maude	106	52 25
Dillon, Mary E	106	52 25
Ellis, Russell	106	52 25
Fultz, Emily	106	52 25
Gillis, Angus	108	53 24
Thorburn, Louisa M	108	53 24
Bars, Clementine	108	39 93
Chisholm, Mary A	17	6 28
Cameron, Thomas G	108	39 93
Cameron, Edith	107	39 53
Connolly, Cassie M	105	38 82
Donkin, Gertrude	63	23 29
Giffin, A Clare	88	32 51
Hattie, Louisa J	108	39 93
Matheson, C Edna	106	39 19
Mattatall, Daisy	108	39 93
Macdonald, Blanche	108	39 93
Macdonell, Theresa	106	39 19
McIntosh, Jessie	108	39 93
McMillan, Mary J	108	39 93
McNaughton, D P	108	39 93
McPherson, Alex	108	39 93
Patterson, Edith C	107	39 56

Roy, Alex K	107	39 56
Ross, E May	105	39 93
Tobin, Gertrude	108	39 93
Walsh, Helen B	106	39 19
Barrigan, Lila	108	26 62
Bowie, Blanche	106	26 12
Balcombe, Lucy W	106	26 12
*Cousins, Leah	103	33 85
Carrroll, Mary A N	105	25 88
Grant, Jennetta M	108	26 62
*Green, Elizabeth	108	35 49
Hines, Laura	20	4 93
Howard, Sadie	108	26 62
Henry, Ethel M	107	26 37
Hanifen, Maggie	108	26 62
Jameson, Bessie G	106	26 12
Jameson, Roberta	108	26 62
Kelly, Minnie M	108	26 62
Kennedy, Lena C	106	26 12
*Kennedy, Annie M	99	32 53
*Kennedy, Rose A	108	35 49
Langley, Harriet E	108	26 62
Martin, Mabel B	108	26 62
*Morgan, Emma	108	35 49
*Macdonald, Donald	95	31 22
Macdonald, John A	108	26 62
McGrath, James J	100	24 65
*McGillivray, Bessie A	108	35 49
*McGillivray, Mary	44	14 45
McIntosh, Sophia M	108	26 62
McKeough, Bella	108	26 62
McLellan, Anna	107	26 37
McMillan, Grace	108	26 62
O'Hara, Alice	53	13 06
Parks, Mary E	108	26 62
Peart, A J	108	26 62
Peart, Lulu	108	26 62
Strople, Gladys	100	24 65
Simpson, Edna M	108	26 62
Sullivan, James	107	26 37
*Torey, Charles H	108	35 49
*Taylor, Florence	105	34 50
*Taylor, Mabel	108	35 49
Walsh, Rosalie M	105	25 88
Wells, Johanna	108	26 62
*Wheaton, Emma M	107	35 16

ST. MARY'S.

Boyd, Angus J	108	53 24
Chisholm, Nellie	108	53 24
Fraser, Alfred W	108	53 24
Bohaker, Karl A	108	39 93
Coleman, H E	86	31 80
Cornealy, Lottie	108	39 93
Cumming, Melissa K	107	39 56
Homans, Ethel L	107	39 56
Kennedy, Janie S	139	14 42
Morgan, Edith	103	38 08
McBain, Lena	104	38 45
Macdonald, Effie G	108	39 93
McEachern, Ethel	108	39 93
Pye, Hannah	96	35 49
Reid, Mary H	108	39 93
Smith, Anna M E	105	38 82
*Cameron, Jessie M	108	35 49
Cumming, Bessie M	53	13 06

Durkee, Viola W	98	24 15
Graham, Ida M	106	26 12
Gunn, William A	107	26 37
*Hartling, Nettie G	108	35 49
Hewitt, Martha S	108	26 62
Kennedy, Miranda M B	108	26 62
Taylor, Marion J	103	26 12

HALIFAX.

CITY.

McKay, A	106	\$91 42
Kennedy, W T	105	77 64
Morton, S A	105	77 64
Mackintosh, K	105	77 64
Logan, J W	105	77 64
McCarthy, J B	105	51 76
Peters, F A	105	51 76
Lanos, J	105	
Hill, K F	105	
Macdonald, E M	105	38 82
Butler, G K	106	78 36
Cummings, E	106	65 30
Doherty, D P	106	52 25
Evaristus, Sr	106	78 36
Marshall, G R	106	65 30
O'Hearn, P	106	78 36
Rosaire, Sr	106	65 30
Rosaire, Sr	106	78 36
Trefry, J H	106	65 30
Agnes, Sr	106	52 25
Allen, E	106	52 25
Alonzo, Sr	106	52 25
Ambrosia, Sr	106	52 25
Anderson, T	87	42 88
Bentley, R A	106	52 25
Berchman, Sr	106	52 25
Boak, L M	106	52 25
Boreham, E M	106	52 25
Bowden, I M	106	52 25
Bowden, L J	166	52 25
Brims, M C	106	52 25
Brodie, I	106	52 25
Brown, E R	106	52 25
Bruce, J	106	52 25
Cameron, E M	106	52 25
Cecilia, Sr	106	52 25
Cunningham, A M	106	52 25
Delahanty, K	106	52 25
Dempsey, I B	106	52 25
Dickey, S E	106	52 25
Dolorita, Sr	106	52 25
Dolorosa, Sr	106	52 25
Dwyer, M E	106	52 25
Ernestine, Sr	106	52 25
Eucharist, Sr	92	45 35
Florence, Sr	106	52 25
Flowers, H L	106	52 25
Gaul, R E	106	52 25
Genevieve, Sr	106	52 25
Grant, M L	106	52 25
Hart, G M	106	52 25
Haverstock, A M	166	52 25

Hazle, E M	106	52 25
Huggins, G M	106	78 36
Kelly, J M	106	52 25
Laracy, L X	106	52 25
Madeline, Sr	106	52 25
Sr Margaret	106	52 25
Marshall, L E	106	52 25
McCurdy, F R	106	52 25
Macdonald, A N	106	52 25
McGregor, H	106	52 25
Moody, I G	106	52 25
Moseley, M I	106	52 25
Murphy, Mme	106	52 25
O'Loane, Mme	106	52 25
Onthit, M C	106	52 25
Phelan, M F	40	19 72
Pius Sr	106	52 25
Rankine, A B	106	52 25
Ross, E J	106	52 25
Sanders, K O	106	52 25
Saunders, A C	106	52 25
Sims, S A	106	52 25
Spencer, E M	106	52 25
Sullivan, Mme	106	52 25
Sutherland, J I	106	52 25
Theakston, H S F	106	52 25
Tynan, J C	106	52 25
Wakeley, A C	106	52 25
Walsh, J L	106	52 25
Whalen, A	106	52 25
Wiswell, I M	106	52 25
Woolrich, M E	106	52 25
Ackhurst, M L	106	39 19
Ancient, F S	106	39 19
Bayer, A L	106	39 19
Blois, E H	60	22 18
Blois, H H	106	39 19
Bond, E	106	39 19
Broadhurst, M E	106	39 19
Butler, E R	106	39 19
Catherine, Sr	106	39 19
Christina, Sr	106	39 19
Clarke, J W	106	39 19
Clement, Sr	106	39 19
Concepta, Sr	106	39 19
Cunningham, E S	106	39 19
Curren, E M	106	39 19
DePazzi, Sr	106	39 19
Delphine, Sr	106	39 19
Devine, Sr	106	39 19
DeWolfe, M W	106	39 19
Felix, Sr	106	39 19
Finn, Mme	106	39 19
Fultz, Chester L	42	15 53
Grierson, F	106	39 19
Grierson, M H	106	39 19
Gualbert, Sr	106	39 19
Hamilton, H H	106	39 19
Hartigan, Sr	106	39 19
Healy, K E	106	39 19
Jackson, E	106	39 19
James, C A	106	39 19
Jamieson, H I	106	39 19
J. Baptist, Sr	106	39 19
Johns, M A	106	39 19
Johnston, I	106	39 19
Joseph, Sr	106	39 19

Keirstead, M	106	39 19	Sterling, Annie L	107	52 75
Kennedy, M C	106	39 19	Turner, Nellie F	108	53 24
Leo, Sr	106	39 19	Wisdom, Sallie	106	52 25
Leocadia, Sr	106	39 19	Murphy, Blanche	44	21 69
Logan, M A	106	39 19	Ahern, Mary E	106½	39 37
Lyall, B H	106	39 19	Annand, Ethel	108	39 93
McArthur, J A	106	39 19	Archibald, Mabel	104	38 45
McGregor, A	106	39 19	Auld, Maggie E	107	39 56
Mary, Sr	106	39 19	Baillie, A G	108	39 93
Mitchell, L F	106	39 19	Baker, Gertrude	96	35 49
Mooney, E	106	39 19	Borgia, Sister M F	108	39 93
Nause, Effie H	106	39 19	Borne, Laurie	108	39 93
O'Donoghue, M T T	106	39 19	Brown, Emma M	106	39 19
O'Hearn, E I	66	24 40	Brown, Gertrude L	93	34 38
Perpetua, Sr	106	39 19	Brown, Laurie	48	17 75
Putnam, A F	106	39 19	Chambers, Cargie W	99	36 60
Raphael, Sr	106	39 19	Chambers, Carrie	19	7 02
Remigius, Bro	106	39 19	Christie, Roberta H	108	39 93
Rita, Sr	106	39 19	Clark, Ina J	108	39 93
Rockett, M M	106	39 19	Chisholm, Isabel J	104	38 45
Rodriguez, Sr	106	39 19	Clarke, Janet G	78	28 84
Strattan, E	106	39 19	Cook, Georgie E	108	39 93
Sullivan, M	106	39 19	Cox, Jeannette	98	36 23
Sullivan, M T	106	39 19	Cox, Nellie	107	39 56
Sullivan, M T R	106	39 19	Conrad, Ethel M	107	39 56
Theakston, S E	106	39 19	Crockett, Eva F	108	39 93
Theodora, Sr	14	5 17	Crowell, Edith	70	25 88
Torrey, E C	106	39 19	Deane, Mary S	104	38 45
Travis, A A	106	39 19	DeVan, Eileen M	108	39 93
Walsh, A M	106	39 19	Dunbrack, Mary	105	38 82
Warner, M F	106	39 19	Fisk, Mabel	105	38 82
Wells, C	106	39 19	Fraser, Reta M	107½	39 74
Wells, M H	106	39 19	Frye, Beatrice	107	39 56
Willis, E J	106	39 19	Gallagher, Adelaide	108	39 98
Wood, B J	106	39 19	Graham, Myrtle	105	38 82
Dixon, Margaret E	33	8 13	Grant, Helen L	105	38 82
Garroway, C M	106	26 12	Hall, Thomas Roy	106	39 19
Gossip, C M	106	26 12	Hall, Walter E	108	39 93
Jemnott, M F	106	26 12	Henrion, Carrie E	107	39 56
Ross, C E	56	13 80	Hamilton, Mary A	106	39 19
Crispian, Bro	106		Homans, Estella M	108	39 93
COUNTY.					
Miller, George J	106	91 42	Hume, Bessie W	106	39 19
Kennedy, Eliz E	106	65 30	Hume, Mary E	106	39 19
McKay, Kate W	106	65 30	Hutchinson, Esther M	104	38 45
Allen, Christina	106	52 25	Hutchinson, Grace A	107	39 56
Bell, Mary F	106	52 25	Laidlaw, Eliz	106	39 19
Corkum Ethel	108	53 24	Lawrence, Gladys	44	16 27
Creelman, Eliz	107	52 75	Lewis, Lizzie K	105	38 82
Crimp, Laura	106	52 25	Little, Flora	107	39 56
Davidson, Lucretia F	108	53 24	Morrison, Maggie M	107	39 56
Eaton, Isabel J	106	52 25	McPettridge, Emma J	105	38 82
Evans, Laura F	107	52 75	Mackasey, W P	107	39 56
Gaetz, Ida M	106	52 25	Mackay, Belle C	106	39 19
Gay, Mabel L	98	48 31	McKenzie, Margaret	106	39 19
Henry, Ella K	105	51 76	MacMillan, Neil	108	39 93
Manley, Clotilde J	108	53 24	Ogilvie, Estey M	106	39 19
Miller, Florence	106	52 25	Osborne, Melissa	108	39 93
Moseley, Ethel F	106	52 25	Pender, Anastasia	106	39 19
MacKay, Nettie	108	53 24	Settle, Gertrude	103	38 08
McLeod, Anna E	42	20 71	Shaw, Fenwick L	108	39 93
McNutt, Annie	107	52 75	Shaw, Sarah E	104	38 45
Richardson, Ruth	107	52 75	Sheehan, Margaret	108	39 93
Saunders, Helen Roy	106	52 25	Smith, Isabelle	102	37 71
Shankel, Bolton	108	53 24	Smith, Pearl M	100	36 97
			Shute, Jessie T	106	39 19
			Taylor, Carrie R	108	39 93
			Thomas, Bessie	106	39 19

Thornton, Mary	108	39 93
Turner, Rebecca E	105	38 82
Vaughan, Ethel M	108	39 93
Wier, Amelia	107	39 56
Wilson, Helen C	107	39 56
Withrow, M L	100	36 97
Blakeney, Eva M	104	25 63
Chisholm, Jessie L	107	26 37
Cooper, Edith	104	25 63
*Corner, Anna	65	20 09
Crook, Mabel S	105	25 88
*Cruikshank, Jean H	108	33 38
Curry, Emma A	108	26 62
Dauphinee, Elsie M	108	26 62
DeWolfe, William H	108	26 62
DeWolfe, George A	108	26 62
Dickie, Bessie S	102	25 14
Dickie, Olive B	79	19 47
*Dickie, Jessie	49	15 15
*Drake, Lydia J	108	33 38
*Ellis, Cath Jean	88	27 20
*Erskine, Carrie M	82	25 35
Gaetz, Florence	105	25 88
Gates, Lena M	108	26 62
Gillies, Margaret	102	25 14
Glawson, Maggie M	105	25 88
Courley, Lizze E	88	21 69
Graham, Louise J	29	7 15
*Grant, Christine	44	13 61
Gray, Bessie C A	101	24 89
Greig, Gladys S	105	25 88
*Guild, Libbie	103	31 84
Gunn, Ellen	108	26 62
Hall, Mabel E	100	24 65
*Hamilton, Janet	83	25 66
Hartling, Daisy	98	24 15
*Henderson, Henrietta	108	33 38
*Henderson, Mabel M	100	30 91
*Henry, Leah M	91	28 12
Hennigar, Grace D	108	26 62
Higgins, E Gertrude	107	26 37
Higgins, Matilda J	101	24 89
Horne, Lillie A	108	26 62
*Horne, May E	58	17 92
Hume, Sadie Maude	106	26 12
Hutchinson, Janet P	108	26 62
*Irvine, John T	102	31 53
*Josey, Izetta Blanche	105	32 46
Maskell, Blanche	108	25 39
Mitchell, Alice	106	26 12
Mitchell, Lucy V	107	26 37
*Moore, Eva M	108	33 38
Moser, Annie R	101	24 89
Murphy, Mary F	108	26 62
*Myra, Blanche	108	33 38
McCurdy, Lillie A	108	26 62
*McDonald, Annie J	86	26 58
MacGillivray, Mary	106	26 12
McGrath, Beatrice	87	21 44
McKeil Laurretta	108	26 62
McMann, Carrie H	107½	26 49
*Nieforth, Mabel J	103	31 84
*Oswald, Sister M	108	26 62
Richardson, Edith M	91	22 43
Richardson, Florence	101	24 89
*Robinson, Jennie	54	16 69
Rose, Lenora	106	26 12

*Scott, Sarah M	108	33 33
Sibley, Harriet M	102	25 14
Sibley, Mattie A	107	26 37
*Soy, Mary	108	33 88
Stoddard, Sabina	108	26 62
Spinney, Jennie M	108	26 62
Sutherland, Grace	99	24 40
*Thomas, Monica A	107	33 07
*Thompson, Ray M	74	22 87
Warner, Mary	108	26 62
*Webber, Kathleen	38	11 74
Williams, Joseph	108	26 62
Cameron, Annie S	15	3 69

Assistants.

Findlay, Sarah	106	26 12
Stewart, Minnie	50	12 32

HANTS.

WEST.

Forbes, Antoinette	108	\$79 86
Shields, William J	108	\$3 17
Smith, John A	108	93 17
Chute, Lottie DeW	108	53 24
Crossley, Nellie B	108	53 24
Crowe, Louise B	103	50 77
Daniels, Ruth E	106	52 25
Dill, Ethel E	99	48 80
Ellenwood, Margaret H	108	53 24
Grant, Ethel May	108	53 24
O'Brien, Katie E	108	53 24
Parker, Maude E	108	53 24
Pearson, Katie E	106½	52 50
Scott, Agnes B	104	51 26
Smith, Letson M	108	50 77
White, Jennie M	108	53 24
Archibald, Rachel DeW	107	30 56
Baizley, John	108	39 93
Bennett, Hanna	106	39 19
Brison, Eliza P	100	36 97
Burgoyne, N A	104	38 45
Caldwell, M B	105	38 82
Card, Grace B	108	39 93
Challen, Minnie	108	39 93
Cook, Bessie M	40	14 79
Dimock, Annie	108	39 93
Dow, Jessie M	108	39 93
Gates, Gertrude M	5	1 85
Goudy, Emily F	66	24 40
Grant, Stella	107	39 56
Harvey, Arabella E	108	39 93
Lightbody, Anna B	105	38 82
Lynch, Jessie A	104	38 45
King, Alberta L	108	39 93
McCurdy, Helen M	113	41 78
McCulloch, Irene	108	39 93
McHarrie, Agnes	108	39 93
Miller, A Blanche	108	39 93
Millett, Georgetta	108	39 93
Mosher, Ruth E	109	39 93
O'Brien, Maggie A	108	39 93
Rogers, Sadie	102½	37 89

Salter, Hattie M	103	38 08
Sanford, Margaret	106	39 19
Skaling, Janie E	95	35 12
Soley, Elva P	92	34 01
*Sweet, Annie E	63	23 29
Demmons, Leila L	104	26 63
Dickson, Lulu L	108	26 62
*Gormley, Henrietta A	108	35 49
Harvie, Alice Augusta	68	16 75
Johnson, Lizzie M	98	24 15
*Jones, M Eleanor	106	34 83
*Knowlton, Lena	106	34 83
Laws, Lillian F	108	26 62
Lynch, Emma L	107	26 37
*Miller, Margaret A	108	35 49
Parker, Alice B	107	26 37
Royles, Theresa	108	26 62
*Stevens, Martha R	108	35 49
*Wallace, Ada	103	33 85
*Wilson, Lizzie F	106	34 83
Withrow, Ethel A	105	25 88
Vaughan, Alice G	108	35 49

EAST.

Cottle, Pauline D	107	52 75
Creelman, Laura M	106	52 25
Douglas, Harriet K	108	53 24
Fulton, Anna Maud	112	55 21
Gould, M Maud	108	53 24
Harvie, Alice B	107	52 75
McCallum, Mildred M	108	53 24
McLellan, Mary	71	35 00
Oulton, Millage	108	53 24
Powell, William H	108	53 24
Putnam, Clara A	108	53 24
Rines, Maggie L	108	53 24
Thompson, Mary I	107	52 75
Titus, Charles G	108	53 24
Annaud, Alice S	44	16 27
Anthony, Linden E	105	38 82
Archibald, Ella S	110	40 67
Blake, Elizabeth A	101	37 34
Bradshaw, H Madge	103	38 08
Campbell, Lena B	108	39 93
Campbell, Primrose D	107	39 56
Cooke, M Logan	108	39 93
Cox, Jane R	107	39 56
Foley, Minnie G W	104	38 45
Fulmore, Bessie M	108	39 93
Gowe, Verna B	105	38 82
Keirstead, Flossie M	108	39 93
Logan, Robert J	89	36 60
Loomer, Gertrude M	106	39 19
Messenger, M W	30	11 09
Mosher, Idella Phebe	104	38 45
O'Brien, Mary L	108	39 93
Pentz, Bertha E	106	39 19
Putnam, Mary D	63	23 29
Rines, Rossie A	107½	39 74
Sanford, Alida R	108	39 93
Schultz, Sadie	79½	29 39
Stuart, Charles	108	39 93
Wallace, Ellen	106	39 19
Whidden, L Georgina	92	34 01
Wier, Annie G	88	32 54
Underwood, Annie	96	35 49

Allison, Jessie M	101½	25 01
Cameron, Hattie	93	22 92
*Card, Mary E	108	35 49
Cottle, Hannah	103	25 39
Foley, Ethel May	108	26 62
Graham, Julia	107	26 37
Gray, Gracia L	81	19 96
Hamilton, Mildred	108	26 62
Kent, Janie A	101	24 89
*Lawrence, Harriet E	104	34 17
*Logan, Jessie M	105	34 50
Murdoch, Jennie B	108	26 62
Oatley, Florence	104	25 63
*O'Brien, Janie L	108	35 49
Parker, Lillian B	48	11 83
*Reid, Anna May	108	35 49
*Simpson, Ruth B	52	17 09
Weatherhead, Jessie E	103	25 39
Webb, Myrtle	108	26 62
*Long, Gertrude	105	34 50

ASSISTANTS.

*Grant, Rebecca	71½	11 74
Grant, Rebecca	31	7 64
Cooke, Eva	94	23 17

INVERNESS.

SOUTH.

Matheson, Donald J	103	593 17
Smith, Edmund B	108	93 17
Chisholm, Duncan	98	48 31
Macdonell, Beatrice	104	51 26
McLean, James J	86	42 39
Sister St Mary	108	53 24
Sister St Prisca	108	53 24
Black, Jessie F	107	39 56
Currie, Eva Emeline	108	39 93
Gillis, Christie Ann	108	39 93
Macdonald, Mary Belle	108	39 93
McDonald, Stewart J	107	39 56
McInnis, William C	108	39 93
Mackay, Neil W	113	41 78
Mackinnon, Mary	107	39 56
McLean, Edgar H	108	39 93
MacLellan, Margaret M	108	39 93
McLennan, Joseph N	108	39 93
MacTavish, Helena M	108	39 93
Sutherland, Cecilia	108	39 93
Doyle, Ellen J	81	19 36
Gillis, Barbara	102	25 14
Gillis, Mary Bell	105	25 88
Gillis, James D	20	4 93
McDonald, Christie A	35	8 62
Macdonald, Mary Jane	108	26 62
McDonald, Mary Belle	106	26 12
Macdonald, Stanley P	106	26 12
McDonald, Martha	105	25 88
McDougall, Jessie Ann	108	26 62
McEachen, Mary Ann	107	26 37
McFarlane, Mary C	108	26 62
McGregor, Robt J	107	26 37
McInnis, Jessie M	106	26 12

McIntyre, Mary M	88	21 69
McIntyre, Catherine J	86	21 19
McLean, Duncan	50	12 32
McLean, Charles A	87	21 44
McLellan, Margaret A	108	26 62
McLennan, Mary A	104	25 63
MacLennan, Flora	107	26 37
McLeod, Mary Margaret	108	26 62
McMaster, Mary Belle	108	26 62
MacMaster, Mamie C	108	26 62
MacMaster, Christina	107	12 26
McMillan, Katie	108	26 62
McMillan, Victoria K	106	26 12
McNeil, Annie	77	18 97
MacNeill, Mary	108	26 62
MacPhail, Cassie Mae	99	24 40
McQuarrie, Angus	107	26 37
MacRae, Florence C	108	26 62
Martin, Jennie	105	25 88
Martin, Peter J	106	26 12
Murray, Mildred	108	26 62
Rose, Lily	108	26 62
Ross, Katherine J	108	26 62
Sister St John	108	26 62
Smith, Cecilia M	108	26 62
Smyth, Margaret W	108	26 62
*Davis, Mrs Mary	108	35 49
*Forbes, Katie Belle	108	35 49
*McDonald, Katie S	153	50 27
*McIntosh, Jessie A	90	29 58
*MacKenzie, John R	108	35 49
*McKinnon, Katharine	72	23 66

NORTH.

Ballantyne, Janet W	108	53 24
Cormier, William E	108	53 24
Gillis, Malcolm H	108	53 24
Herdman, William C	108	53 24
LeBlanc, Julian J	108	53 24
Munro, M Scott	107	52 75
McLean, Hattie A	108	53 24
MacRae, Agnes	108	53 24
Arseneau, Minnie A	108	39 93
AuCoin, Hubert	106	39 19
AuCoin, James H	108	39 93
Buckles, Sarah	108	39 93
Boudreau, Joseph C	108	39 93
Boudreau, Placide C	108	39 93
Campbell, Katie J	108	39 93
Chiasson, Moses	108	39 93
Chiasson, Ephraim	108	39 93
Doyle, Agnes Clare	71	26 25
Gillis, Donald J	103	38 08
Gillis, John A	98	36 23
Jamieson, Ronald J	103	38 08
LeBlanc, John P	108	39 93
McKay, Margaret J	108	39 93
Sr St John	108	39 93
Sr St Bernard	108	39 93
McQueen, Catharine	108	39 93
McFarlane, James	105	38 82
MacKinnon, Alex E	103	38 08
Nicholson, Dan J	108	39 93
Nicholson, Arch G	81	29 95
Tompkins, Mary E	108	39 93
Tompkins, Rebecca	103	38 08

Arseneau, Nellie	108	26 62
AuCoin, Charles W	78	19 22
Bourgeoise Henry	30	7 39
Austin, Kenneth J	108	26 62
Campbell, Annie B	108	26 62
*Coady, Annie J	98	32 20
Chiasson, Peter Jr	108	26 62
Doyle, Mary J	108	26 62
Doyle, Matilda A	105	25 88
Gillis, James D	79	19 47
*Hawley, Maud	103	53 85
Ingram, Effie Mabel	102	25 14
Kennedy, Murdoch D	103	25 39
LeBlanc, Judith	108	26 62
LeBlanc, Lazarre	108	26 62
LeVert, John	108	26 62
MacDonald, Maggie M	108	26 62
*MacDaniel, Nellie J	108	35 49
McDougall, Mary Agnes	107	26 37
McDonald, Mary L	108	26 62
MacKay, Rose	108	26 62
Mackay, Rose	35	8 62
McLellan, Marjorie A	108	26 62
McLellan, Mary C	108	26 62
McDaniel, Jessie	108	26 62
*McKenzie, Annie S	108	35 49
McDonald, Flora B	106	26 12
McKinnon, Annie	107	26 37
McLennan, Katie B	101	24 89
McLennan, Henrietta	106	26 12
McIver, Tena	108	26 62
McRae, Tena	107	26 37
McIver, Norena	108	26 62
McIntosh, A H	26	6 41
McKenzie, James A	108	26 62
*McDonald, James	108	35 49
McDonald, Stephen	107	26 37
McDonald, D Malcolm	91	22 43
McMillan, Duncan	108	26 62
McDonald, Angus A	96	23 66
Tompkins, Nicholas J	108	26 62

KINGS.

Farrell, Theresa	105	77 64
Kaulback, Lenore	107	65 92
Macdonell, A Pauline	105	77 64
McLeod, Angus M	108	93 17
Robinson, Ernest	107	92 29
Bent, Sarah R	94	46 34
Best, Ella May	108	53 24
Bishop, Mabel	108	53 24
Bligh, Harriet Alice	107	52 75
Borden, Annie B	108	53 24
Burbidge, Josephine	107	52 75
Chute, Clyde C	108	53 24
Comstock, Frank L	108	13 24
Davidson, Edna B	8	3 94
Dewis, Martha E	107	52 75
Durling, Ina	107	52 75
Etter, Jamesina	106	52 25
Etter, Margaret	138	53 24
Ford, Robie W	99	48 80
Hamilton, Bessie	107	52 75
Hamilton, Gertrude H	108	53 24

Veinotte, A M	108	53 24	Corkum, Cassie	108	26 62
Wentzell, Hattie	107	52 75	Cox, Sadie	107	26 37
Williston, Jennie	105	51 76	DeLong, Rachie	108	26 62
Young, Helen	107	52 75	Dolliver, Lydia	106	26 12
Young, Mary E	107	52 75	*Fancy, Bessie	68	22 35
McMillan, Maud	81	39 93	Fancy, Elizabeth	108	26 62
Bowers, Mary	87	32 17	Feener, Nora	106	26 12
Card, Hattie	108	39 93	*Feindell, Addie	108	35 49
Crawford, Florence	108	39 93	*Feindell, Elhora	32	10 51
Croft, Margaret	102½	37 89	Getson, Mary	108	26 62
Cushing, Alice	106	39 19	Harrison, Frances	108	26 62
Duncan, Jessie	108	39 93	Hebb, Elva B	108	26 62
Eisenhauer, Alice	94	34 75	Hebb, Lavinia	108	26 62
Ernst, Phebe	108	39 93	*Heisler, Nellie	108	35 49
Fancy, Jennie	106	39 19	Herman, Bessie	103	25 39
Feener, Agnes	108	39 93	Herman, Ethel	108	26 62
Fralick, Elva	106	39 19	Hirtle, Etta	108	26 62
Getson, Grace	108	39 93	Hirtle, Inez	108	26 62
Hamm, Erema	107	39 56	Inglis, Flora	108	26 62
Hawthornth, Eva	106	39 19	*Jefferson, Eva	108	35 49
Hebb, Charles	100	36 97	Kaulback, Laura	107	26 37
Hebb, Elsie	108	39 93	Keddy, Annie	108	26 62
Hebb, Florence	104	38 45	Kennedy, Lois	108	26 62
Hirtle, Ethel	108	39 93	Lacey, Hattie	102	25 14
Hume, Florence	108	39 93	Langille, Rebecca	108	26 62
Kaulbach, Helen	108	39 93	Lohnes, Annie	106	26 12
Keddy, Bessie	108	39 93	*Lohnes, Minnie	108	35 49
Knickle, Charles	108	39 93	Lohnes, Nellie	92½	22 80
Logan, M E	108	39 93	Manning, Geo	108	26 62
Lohnes, E M	108	39 93	Mason, Jessie	108	26 62
Manning, Myra	105	38 82	Minniss, Lottie	106	26 12
Millet, Sadie	106	39 19	Morash, Carrie	107	26 37
Mader, Bessie	108	39 93	Mullock, Addie	108	26 62
Morton, Beatrice	105	38 82	McGregor, Ella	108	26 62
McLachlan, Ethel	107	39 56	Naas, Ellen	108	26 62
McLachlan, Lelia	107	39 56	Naugler, Agnes	102	25 14
Nauss, Ola G	108	39 93	Oxner, Olive	108	26 62
Newcomb, Mabel	107	39 56	Publicover, L M	108	26 62
Parke, Ethel	108	39 93	*Ramey, Annie A	42	13 80
Rodenhizer, V B	108	39 93	Ramey, Anna B	107½	26 49
Silver, Lottie	108	39 93	Rafuse, Maggie	106	26 12
Scott, Ethel	106	39 91	Reeves, Etta M	107	26 37
Smith, Idella	106	39 91	Remby, Lottie	105	25 88
Smith, Lola	108	39 93	Rodenhizer, E M	107	26 37
Smith, Mary	103	38 08	*Saltman, Fred	55	18 07
Taylor, Grace	108	39 93	*Saltman, Fred	51	16 76
Tobin, Ellen	107	39 56	Seldon, Clem	107	26 37
Tobin, Mary	107	39 56	Silver, Clara	107	26 37
Trethewey, Jessie	107	39 56	Smith, Ada A	108	26 62
Warner, Emma	108	39 93	Smith, Ida R	108	26 62
Wentzell, Ida	108	39 93	Smeltzer, Jennie	108	26 62
West, Ella	105	38 82	Spindler, Annie	108	26 62
Wilson, Eva	107	39 56	Thompson, Lillian	105	25 88
Zwicker, Nettie	106	39 19	Thompson, Mary	104	25 63
Wentzell, Minnie	104	38 45	*Veinot, Eleanor	108	35 49
Thompson, Florian	80	29 58	Veinot, Minnie	84	20 70
*Adams, Lillian	108	35 49	Vogler, Jessie	106	26 12
Annis, Una D	108	26 62	*Waterman, Alma	103½	34 01
Banks, Lillie	108	26 62	Wentzell, Jemima	108	26 62
Barry, Luella	108	26 62	Wilson, Ethel	96	23 66
Bell, Minnie	108	26 62	Wilson, Erna	108	26 62
Boliver, Vera	107	26 37	Wilson, Violet	108	26 62
*Brooks, Blanche	108	35 49	Zinck, Annie	103	25 39
*Bruhm, Muriel	108	35 49	Zwicker, Bessie	102	25 14
*Chesley, Isabel	108	26 62	*Bailly, June	94	30 89
*Chesley, Jessie	108	26 62			
*Corkum, Beatrice	106	26 12			

Leyden, Sarah B	103	25 39
McEwen, Mary C	96	23 66
*McDonald, Mary	84	27 61
Matheson, Maud	108	26 62
McDonald, Anna	105	25 88
*McGillivray Jessie	73	23 99
McMillan, Maggie J	105	25 88
McLean, Christena L	68	16 75
McPhie, Janie	99	24 40
Meikle, Duncan P	106	26 12
Patterson, Margaret B	104	25 63
*Robertson, Edith	108	35 49
*Ross, Maggie M	53	17 41
Sutherland, Elizabeth	104	25 63
Thompson, Mary A	108	26 62

NORTH.

Boehner, R S	107	79 11
Fraser, W P	107	79 11
Munro, H F	107	79 11
McLellan, Robt	107	92 29
Gray, Margaret	108	53 24
Loving, Eva M	99	48 86
MacRae, Alice A	106	52 25
Mackenzie, Sophia	103	50 77
Mackay, Annie	108	53 24
McArthur, Olive E	108	53 24
Maxwell, Lizzie A	101	49 79
Mosher, Edna	108	93 17
Young, Rena	108	53 24
Astbury, Minnie F	107	39 56
Baillie, Christena C	108	39 93
Cameron, Olive	103	38 08
Crockett, Annie C	103	38 08
Fisher, Susie	108	39 93
Gould, Alberta	106	39 19
Henderson, Clarence	108	39 93
Irving, Eva C	104	38 45
Macdonald, Ada S	106	39 19
Mackenzie, Ethel	108	39 93
Matheson, Howard	99	35 60
MacKinnon, George E	106	39 19
Mackenzie, Barbara N	108	39 93
McCunn, Isabella	99	36 60
Mackenzie, J Elizabeth	86	31 80
MacIntosh, Don S	97	35 86
MacKay, Beatrice	106	39 19
Munro, Maggie A	108	39 93
Parker, Essie	108	39 93
Reid, Marion J	105	38 82
Rose, Jessie F	108	39 93
Rose Marion	104	38 45
Ross, Maggie	73	26 99
Robinson, Emma C	8	2 96
Stewart, Martha	88	32 54
Tanch, Joseph W	108	39 93
Cameron, Ethel	103	25 39
Craig, J Violet	108	26 62
Dewar, Effie	102	25 14
Downing, Florence	105	25 88
Dwyer, Florence B	106	26 12
*Ferguson, Maria J	63	20 70
Grant, Anna	98	24 15
Gordon, Evelyn	93	22 92
Henderson, Bessie	108	26 62
Lowden, Jennie C	83	20 46

Matheson, Annie N	101	24 89
Matheson, M Myrtle	104	25 63
Mackenzie, Marion J	108	26 62
MacKay, Annie	100	24 65
MacKay, Margaret	95	23 41
MacKay, Annie C	66	16 26
MacAulay, Elva	106	26 12
*McBain, Mary C	57	18 73
McKay, Christena B	63	15 53
McLeod, Jessie W	107	26 37
McLeod, Mabel H	96	23 66
MacTavish, Ella	107	26 37
Macdonald, Cassie	88	21 69
McCabe, Isabella	106	26 12
*McLean, Grace C	102	33 52
Murdoch, Louisa	106	26 12
Maxwell, Margaret L	108	26 62
Rcid, Edna E	88	21 69
*Ross, Blanche M	100	32 86
Ross, Bessie B	108	26 62
Stramberg, Vida	106	26 12

QUEENS.

Freeman, H. S	108	93 17
Dauphine, Josie	108	53 24
Fancy, Lydia	107	53 00
Freeman, Florence	104	51 26
Forbes, Addie	108	53 24
Harding, M K	108	53 24
Harrington, E B	108	53 24
Mullins, Jennie	108	53 24
Smith, Sophie	105	51 76
Bell, Marie R	108	39 93
Eldridge, Grace	106	39 19
Freeman, Juna	107	39 56
Freeman, Margaret	108	39 93
Hemeon, Nettie	108	39 93
Kempton, Josie	108	39 93
Manthorne, Maud	108	39 93
Parke, Nellie	108	39 93
Swansburg, Mary	108	39 93
Zwicker, Carrie	108	39 93
Forbes, Annie	108	26 62
Froude, Eudella	107	26 37
Garduer, Estella	108	26 62
Gardner, Melbourne	79	19 47
Gardner, Nettie	106	26 12
*Gross, Beulah	108	35 49
Leaman, Dessie	108	26 62
Manthorne, L C	107	26 37
*Matthews, Myra	107	35 16
Munroe, Effie	107	26 37
Parke Robina	104	25 63
Parnell, Alma	107	26 37
Robertson, B	106	26 12
Purney, Helen	108	26 62
*Shea, Minnie	61	20 05
Smith, Alice B	108	26 62
Walker, Nellie	108	26 62
Zwicker, Annie	108	26 62

NORTH.

Corkum, Inez	107	52 75
Freeman, Jessie E	108	53 24

Boliver, Frank	107	39 56
Hallamore, Elsie	104	38 45
Keddy, Beatrice	108	39 93
McGinty, Katherine	108	39 93
Parker, Carrie	107	39 56
Berteaux, Josephine	105	25 88
Chandler, Sadie	105	25 88
Cushing, Nina	102	25 14
*Dauphinee, Tessie	95	31 22
*Decker, Mary E	107	35 16
Freeman, Ada	107	26 37
*Freeman, Hilda	108	35 49
Freeman, Nellie	101	24 89
Harlow, Ada	78	19 22
Murley, Estella	108	26 62
*Webber, Ollie B	87½	25 75
*Wentzell, Lois	64	21 03
Wile, Susie	96	23 66

RICHMOND.

Macdonald, William A	106	91 42
Boyd, Christina	108	53 24
Boyd, D D	108	53 24
Campbell, Daniel H	108	53 24
Ferguson, William N	108	53 24
Gillis, D McK	108	53 24
McDaniel, Bernard J	108	53 24
Macdonald, Mary E	108	53 24
MacLauchlan, Grace D	108	53 24
Doucet, M C	103	38 08
Giroir, Eva Barbe	106	39 19
Johnson, Harriet J	105	38 82
Kemp, Hector F	108	39 93
Macdonald, Nellie	108	39 93
MacKillop, Ewen D	108	39 93
MacLeod, Tena H	108	39 93
McLeod, Hugh A	90	33 27
MacLeod, John R	108	39 93
Macneil, Minnie P	108	39 93
Martel, Melina	107	39 56
Nelson, J Scott	106	39 19
Ross, Annie J	108	39 93
Boni, Mary E	108	26 62
Bondrot, Edward D	107	26 37
Boyd, Laura E	108	26 62
Boyle, Katie A	108	26 62
Brymer, Emma	108	26 62
Burke, Eva May	108	26 62
Deagle, Joseph	103	25 39
Finlayson, Tena Jessie	108	26 62
Hanway, Florence	103	25 39
Hynes, J Fraser	108	26 62
Hureau, Helen	100	24 65
Johnston, Mary Catharine	108	26 62
Laidlaw, Maude S	108	26 62
Langley, Jennie	103	25 39
Leslie, Alfreda M	108	26 62
McDonald, Harry E	108	25 39
MacKay, John F	5	1 23
McKenzie, Teresa	88	21 69
MacKillop, D A	108	26 62
McKillop, Anderson B B	108	26 62
MacLachlan, Mary A	108	26 62
McLellan, Mary Agnes	98	24 15

MacLeod, Marie S	108	26 62
McLeod, Peter A	108	26 62
Macneil, Minnie A	108	26 62
Malcolm, Etta Jane	108	26 62
Matheson, Elsie	108	26 62
Monbourquette, Sara Priscilla	108	26 62
Morrison, Elizabeth A	44	10 85
Murphy, Minnie E	107	26 37
Nelson, Gustave Adolph	108	26 62
O'Toole, Sara E	59	14 54
Lafford, Mary A	38	9 36
O'Toole, Henrietta	95	23 41
Poirier, Alban P	108	26 62
Sampson, Mary E	103	25 39
Sutherland, Donald A	108	26 62
Taylor, Emma	108	26 62
Walker, Wallace R	108	26 62
White, Laura M	107	26 37
Wilson, Mrs Julia	113	27 85
*Beaver, Mrs Susan M	83	27 28
*Boyle, Cecilia M	108	35 49
*Cameron, Marion Amelia	105	34 50
*Grant, Cassie J	97	31 88
*Langley, Susan P	108	35 49
*Macdonald, Alexander Ross	105	34 50
*Monbourquette, Annie J	108	35 49
*Morrison, Annie	107	35 16
*Morrison, Jessie A	108	35 49
*Morrison, John Rodk	108	35 49
*Thibeau, Peter	98	32 20
*White, Minnie A	108	35 49

SHELBURNE.

Bruce, C S	108	93 17
Dill, Geo W	108	93 17
Allen, Janie R	105	51 76
Allen, C S	6	2 96
Capstick, Grace	107	52 75
Crowell, Solon	108	53 24
Downie, Henry A	108	53 24
Kirk, Helen M	108	53 24
Longhurst, Katherine	108	53 24
MacGill, Lizzie P	106	52 25
Allen, Mary V	108	39 93
Batton, Viola M	106½	39 37
Doleman, F R	108	39 93
Etherington, A A	108	39 93
Etherington, Lily	83	30 69
Findal, Adeline	91	33 64
Firth, Cora M	108	39 93
Freeman, Nellie B	108	39 93
Giffin, Grace M	102	37 71
Goodick, Jas D	108	39 93
Holden, Annie P	106	39 19
Kirk, Janet H	108	39 93
Lyle, Emily R	103	38 08
MacAlpine, F D	104	38 45
Macdonald, Mina	107	39 56
MacMillan, Lizzie	108	39 93
Martin, Kate L	108	39 93
*Nickerson, S B	107	39 56
Nickerson, C L	107	39 56
Sutherland, Bessie	108	39 93
Swanburg, A M	93	34 96

Wright, Ethel L	108	39 93
Clarke, Bernice	108	26 62
Downie, Eula M	107	26 37
Devine, Harriet	5	1 23
*Freeman, L T	108	35 49
Giffin, Clifford	107	26 37
*Goodick, Jedidah	107	35 16
Hammond, H Glenn	108	26 62
Hardy, Bertha W	108	26 62
Hardy, Hilda M	108	26 62
Hayden, H E	108	26 62
Jones, Annie M	106	
Jones, Sadie B	106	26 12
Littlewood, J E	93	30 56
Locke, Louisa M	105	25 88
MacKay, G A	108	26 62
Ringer, Chas H	108	26 62
Swanburg, M L	24	5 92
Swimm, C M	108	26 62

BARRINGTON.

Craig, N K	108	53 24
Dornan, Robert	106	52 25
Fox, Arthur D	107½	53 00
Harding, Mary	108	53 24
Hines, Nora G	49	24 16
Larkin, Bertha	8	3 94
Martin, M L	108	53 24
Nickerson, M A	108	53 24
Sears, L F	108	53 24
Thorburn, E M	106	52 25
Atwood, M L	107	39 56
Bower, Carrie E	108	39 93
Brannen, W E	106	3 19
Brannen, L M	48	17 75
Decker, Chas E	108	39 93
Ellis, Nellie F	106½	39 37
Hogg, Garnet W	108	39 93
Hopkins, A Maud	107	39 56
Hopkins, Belle L	108	39 93
Kean, Evelyn S	107½	39 74
Nickerson, S H	106	39 19
Swain, Eva H	108	39 93
Thomson, C H	107½	39 74
Thorburn, M B	107	39 56
Trefry, Katie C	105	38 82
Atkinson, M E	107½	26 49
*Belliveau, Benj	107	35 16
Brannen, Nellie R	107	26 37
*Devine, Harriet	67	22 02
Giffin, Ida M	107	26 37
Goodwin, B A	49	12 08
Hurlburt, C G	107½	26 49
Hogg, Alfred C	73	17 98
*MacKay, M A	108	35 49
Sholds, Edna L	104½	25 75
Smith, Marjorie	97	23 91
Smith, Elsie B	103	25 39
Swain, Mysie M	108	26 62
Trefry, A Pauline	108	26 62
Turpin, Bessie S	107½	26 49

VICTORIA.

McDonald, J Crerar	108	93 17
Campbell, Lizzie M	108	53 24
Hennesey, Margaret	104	51 26
Macdougall, Jean	108	53 24
McIntosh, Martha E	107	52 75
Macdonald, Michael B	108	53 24
Douglas, Fred A	107	39 56
Hartigan, Elizabeth	108	39 93
Howatson, Jessie	103	38 08
Moffat, Annie M	108	39 93
McLean, Tina O	108	39 93
McRae, Bessie F	108	39 93
Macdonald, Catharine A	108	39 93
McKenzie, Agnes J	108	39 93
McLeod, Margaret	108	39 93
McGillivray, Allena M	108	39 93
McCulloch, Marion	106	39 19
McLeod Mary	108	39 93
McPhee, Maud	102	37 71
McAskill, Flora B	108	39 93
McAulay, Jessie	108	39 93
McInnes, A J	108	39 93
McLennan, Dan A	108	39 93
McLeod, John D	108	39 93
Rice, Robert A	108	39 93
Campbell, May A	108	26 62
Dauphinee, George	108	26 62
*Kennedy, Christie B	103	33 85
Livingstone, Katherine	108	26 62
McCaskill, Jessie H	108	26 62
McKay, William	107	26 37
*McKenzie, Eliza A	108	35 49
McRitchie, Dan J	107	26 37
McIver, Iver J	108	26 62
*McRae, Mary Isabella	106	34 86
McInnes, Mary M	108	26 62
McAulay, Christina J	107	26 37
McLeod, Daniel A	104	25 63
McLeod, Kennena B	108	26 62
*McRae, Margaret	104	34 17
McLeod, Bessie M	104	25 63
*Morrison, Joanna B	82	26 95
McDonald, Malcolm	86	21 19
Macdonald, Angus D	108	26 62
McLeod, Tena Harriet	98	24 15
McMillan, Mary	85	20 95
Nicholson, Annie B	106	26 12
Smith, Mary A	108	26 62
Stewart, Robert A	107	26 37
Watson, Ellie May	107	26 37
Younge, Edgar	106	26 12

YARMOUTH.

Kempton, W F	104	89 70
Bingay, James H	106	78 36
Blackadar, G D	106	78 36
Wyman, H I	106	78 36
Bingay, N B	106	65 30
Horner, A W	106	78 36
MacGray, M W	106	65 30
Trask, J Logan	105	64 70
Tooker, Beatrice	8	4 90

PROVINCIAL HIGH SCHOOL.

EXAMINATION QUESTIONS, JULY, 1905.

County Academy Entrance - (Grade VIII.)

(See Comments and Regulations of the Council of Public Instruction, 59-60, pages 80 to 82, Manual of 1901.

10 TO 12 A. M., THURSDAY, 29TH JUNE.

ENGLISH.

1. Compare as many irregularly compared adjectives as you can.
2. Decline the Personal Pronouns in both numbers.
3. Explain the following abbreviations: A. D., Esq., inst., prox., Sr., Rev., M. P., M. P. P., Anon., R. S. V. P., ult., viz.
4. Write the plural of, *box, baby, money, life, tooth, memorandum*. Write the corresponding masculine or feminine of *lion, actress, aunt, duchess, czar, marquis, witch, jewess, nephew, lady*.
5. Define, *verb; transitive and intransitive verb; subjective complement; participial phrase*.
6. Write an invitation to a friend to spend an evening with you. Write an acceptance of the invitation.
7. 8 & 9. Analyze the following sentences, and parse the italicized words:
 Slowly the mist o'er the meadow *was creeping*.
 He *denied that* he had written it.
 Stone walls *do not* a prison *make*.
 Happy *their* end who vanish down *life's* evening stream.
10. Describe a day's work in school.

2.00 TO 4.00 P. M., THURSDAY, 29TH JUNE.

MATHEMATICS.

(Answers not showing the work necessary to find them, will be assumed to be merely guesses, and therefore of no value.)

1. In 100 kilometers how many miles? [1 mi. = 1.60935 km.]
2. If 64 yards of carpet 36 inches wide, will cover the floor of a room, how many yards of carpet only 27 inches wide would be required?
3. How much per cent. above cost must goods be marked so that when a reduction of 10% is made on the marked price, there will still be a gain of 15%?
4. My agent invested \$3000 for me in fruit. What was his commission at 3%? What would his commission have been if I had sent him \$3000 with instructions to deduct his commission and invest the balance in fruit?

5. Find the compound interest of \$840 from 16th May, 1890, to 7th Jan. 1893, at 6% per annum?
6. Find the square root of : 3600840049.
7. Four farmers contract to build a piece of road for \$1715.00. The first employs 10 men for 20 days, the second 12 men for 15 days, the third 15 men for 16 days, and the fourth 20 men for 18 days. What part of the amount of the contract should each of the four farmers receive?
8. A cubic foot of air, under ordinary conditions weighs .0808 lbs. What is the weight of the air in a school-room 30 feet by 25 feet by 12 feet? What weight of water would the same room hold (1 cubic foot of water = 62½ lbs.)
9. Find the value of $\sqrt{s(s-a)(s-b)(s-c)}$ when $a=9$, $b=12$, $c=15$, and $s=18$.
10. Divide $27a^3 - 8b^3 + c^3 + 18abc$ by $3a - 2b + c$.

9.00 TO 10.30 A. M., FRIDAY, 30TH JUNE.

DRAWING AND ACCOUNTS.

1. On the upper side of the base A B 356 draw a triangle A B C having its sides A C and B C, 400 and 375 respectively; and on the lower side of A B draw the triangle A D B, having each of its two sides 300. Find the length of the line joining the points C and D, and the degrees in the angle C A D.
2. Draw (freehand) any one of the following: (a) A large open book on a table, (b) a vase and an apple on the table, (c) any animal, (d) any tree, plant or flower, (e) any landscape, or (f) any models or object presented by the examiner.
 3. (a) Give a sample of beautiful lettering or ornamental writing.
 - (b) Write out correctly and in beautiful form a promissory note.
4. Rule and make out an account current of about five lines, receipting it after being paid.
5. Rule and make out a short ledger account with at least 5 or 6 entries, so as to show what you know about the use of a ledger.

10.40 TO 12.00 A. M., FRIDAY, 30TH JUNE.

GEOGRAPHY AND HISTORY.

(Only three geographical and three historical questions to be answered.)

1. Distinguish between, *monarchy, kingdom, empire, republic.*
2. Tell what you know of (1) Peru, (2) Manitoba.
3. Draw a map of Scotland, or Australia, filling in all the details for which you have time.
4. What are the principal exports of the following countries: Prince Edward Island, South Carolina, Japan, Ireland, India, France, and British Columbia.
5. Name and describe the British possessions in Asia.
6. Name the divisions of the United States in their various groups.
7. What were the chief effects of the rule of William I?
8. Discuss three of the following briefly: Thomas Becket, Wyatt's Rebellion, Joan of Arc, Peace of Ryswick, Anti-Corn Law league, Act of Supremacy.

9. Tell about the Hundred Years war.
10. Give a summary of the life of Wolsey or Champlain.
11. Give a brief account of the reign of Elizabeth or George III.
12. What were the terms of the British North America Act? Give an account of it.

2 00 TO 4.09 P. M., FRIDAY, 30TH JUNE.

GENERAL KNOWLEDGE.

(Only ten questions to be answered.)

(A *tonic sol-fa* certificate as prescribed in Reg. 99, shall count as one question. A certificate of a full year's course in *Mechanic* or *Domestic Science* may count as two questions; but full values are to be given only for the highest possible excellence in such courses; merely passable certificates being rated at about 50 per. cent. of full value, according to the judgment of the examiner on the import of the certificate. Candidates presenting certificates can receive no values for answers to questions below referring to the subject of the certificate.)

1. Give a list of the songs you can sing. Where did you learn to sing them? Write down in any musical notation the air of one of them so as to show your knowledge of the system. Or present a certificate of having passed a recognized musical standard.
2. Indicate with a drawing any work which you have learned to do with tools, or household work such as cooking, sewing, etc. Describe the circumstances, whether at home or in school, under which you learned to do such work. Or present a certificate of a full year's work in a *Mechanic* or *Domestic Science* department.
3. Some poisons are useful as medicine. Alcohol is a poison. May not the moderate use of alcoholic beverages therefore be useful? Examine this argument, and state your own views with reasons.
4. A great many people, and many very respectable people, use tobacco. Does this popularity of the habit prove that it is a good habit to form? Examine the argument, and state your views with reasons.
5. Which of our native birds do you know, and what effect has their abundance or scarcity upon human industries such as agriculture, horticulture; and why?
6. Give the names of all the weeds you know, mentioning the places where they are most likely to grow, how they should be treated and why, and stating if there are any laws of the Province relating to weeds.
7. What trees are best for the beautifying of a farm or house? Which are best for other purposes? If there should be a forest of three or four acres on every farm, what trees should be planted, in what proportion, and for what purposes, in order to make the forest suit your views of being as useful as possible.
8. What work are the streams, brooks and rivers doing with the soil? Do they really make any permanent changes on the surface of the earth? What have they done so far as you have observed?
9. Tell something you have observed in connection with flowers, to show what you know about them. Sketch the most interesting things you have observed about some flower.
10. What actions of frost have you been observing?
11. What experiments have you observed in the sprouting and growing of plants?
12. What have you observed in regard to plants or animals living in water.
13. Discuss your work in the school garden, or school experiments of any kind, with drawings when you can.

PROVINCIAL HIGH SCHOOL EXAMINATIONS.

See Comments and Regulations of the Council of Public Instruction, 82 to 98, pages 86 to 93.
Manual of 1901.

GRADE IX.

9.00 TO 10.00 A. M., WEDNESDAY, 5TH JULY.

ALGEBRA.

(Only five questions to be answered.)

1. From,

$$[m(2m-3p)-2n(4n-3p)]x + [m(p-m)-p(2n+p)]y$$

take

$$3|p \left(2n - \frac{8p}{2} \right) - \frac{p}{2} (2m-3p)]x - [p(p-m) + 2n(2n+p)]y.$$

and find the value of the result when $x=n=\frac{1}{2}$; and $y=m=-.2$

2. Divide 60 into two parts so that three times the greater may exceed 100 by as much as eight times the less falls short of 200.

3. Solve :

$$(a) \quad 5x - (4x - 7) (3x - 5) = 6 - 3(4x - 9)(x - 1).$$

$$(b) \quad .375x - 1.875 = .12x + 1.185.$$

4. A man walks at the rate of a miles an hour for p hours; he then rides for q hours at the rate of b miles an hour. How far has he travelled and how long would it have taken to ride the same distance at c miles an hour? Also work out the result supposing

$$p=7; q=3; a=4; b=9; c=11.$$

5. Solve the simultaneous equations :

$$\begin{aligned} 5(x+2y) - (3x+11y) &= 14. \\ 7x - 9y - 3(x-4y) &= 38. \end{aligned}$$

6. A number consists of three digits, the right hand one being zero. If the left hand and middle digits be interchanged, the number is diminished by 180; if the left hand digit be halved and the middle and right hand digits be interchanged, the number is diminished by 454. Find the number.

7. Extract the cube root of

$$1 - 6x + 21x^2 - 44x^3 + 63x^4 - 54x^5 + 27x^6.$$

10.00 TO 11.10 A. M., WEDNESDAY, 5TH JULY.

LATIN.

1. Decline together, *id caput, alia ara, major ager*. Decline also in both numbers *meus Deus*.

2. Write in full the present indicative of *sum, eo, fio*. How are the following relations of a noun expressed in Latin, *accompaniment, means, cause, agency, degree of difference*?

3. Give the principal parts of *scribo, video, video, laudo, gaudeo*. How are clauses denoting result expressed in Latin? What construction follows verbs of *saying, thinking*, etc.?

4. Translate into English: (1) *Clarum est illud colloquium quod ante pugnam habuerunt.* (2) *Consul est regi par belli scientia.* (3) *Quod flumen pulchrius Pado Poni viderant.* (4) *Vos moneo ut fortes sitis.*

5. Translate into Latin: (1) On the third day the camp was moved. (2) Concerning those men, one will say one thing, another another. (3) They see the new moon. (4) Scipio was called by the people, Africanus.

2.00 TO 3.00 P. M., WEDNESDAY, 5TH JULY.

ENGLISH LANGUAGE.

(Only five questions to be answered.)

1. Write a short account of (1) The attack on Macbeth at Dunsinane; or (2) Hamlet's interview with his mother.

2. Explain as fully as you can, (1) Why the sea-captain Antonio was arrested; or (2) why Othello was sent to Cyprus.

3. Name three persons in Lamb's "Tales from Shakespeare" whose characters you admire; and give your reasons in each case.

4. Quote two passages, each consisting of not less than eight consecutive lines, from Longfellow's "Evangeline."

5. Describe (1) Benedict's Farm; or (2) the meeting between Evangeline, Father Felician and Basil.

6. In what cases should (1) Capital letters, (2) Italics be used?

7. State and define the three cardinal qualities in good writing.

3.10 TO 4.10 P. M., WEDNESDAY, 5TH JULY.

FRENCH.

1. Translate:—Un officier des troupes helvétiques à la solde de France, vint se plaindre au général Ney, qui était alors à Berne de ce que la solde était arriérée de plusieurs mois. Le général lui dit d'un ton brusque:—Nous autres Français, nous ne cherchons au service que l'honneur; mais vous, vous ne courez qu'après l'argent.—Mon général répliqua l'officier, chacun court après, ce qui lui manque.

(a) Write the last sentence: "*Mon général to manque*" in the plural.

(b) *Des troupes*. Explain the construction of *des*, in what case is this word used as a *partitive* article? Give an instance.

2. Translate:—Un général musulman remporta une victoire sur les Grecs, et dans la bataille il avait fait prisonnier leur empereur. Ayant fait venir l'empereur dans sa tente, le général lui demanda quel traitement il attendait de son vainqueur.—Si vous faites la guerre en roi, répondit l'empereur, renvoyez-moi; si vous la faites en marchand, vendez-moi; si vous la faites en boucher, égorez-moi.—Le général le renvoya sans rançon.

(a) *Le général lui demanda*. Parse and give principal parts of *demandu*. How do you translate this sentence if *le* is used instead of *lui*?—Two forms are used in *interrogation*; apply them to the sentence above quoted.

3 and 4. Translate :—Un soir, Monsieur Brink arriva à sa maison de campagne ; on ne l'y attendait point. Le lendemain, s'étant mis à sa fenêtre, il aperçut dans son plus beau champ de froment un jeune poulain qui y causait un dégât considérable.—Que signifie cela ? dit-il à l'un de ses domestiques ; pourquoi ne fait-on pas attention à ce jeune cheval ? Le domestique, pour pallier sa négligence, s'inclina et répondit ;—Ce cheval n'est pas à nous, il appartient au moulin ; je vais bien vite le chasser du champs, et faire une verte réprimande au négligeant meunier.

(a) Parse and give principal parts of : *aperçut, dit, vais, est*, and write the present indicative of *est*.

(b) *Sa maison*. Plural of *sa* and its corresponding pronominal form. Translate :—Her father and mother are in the city.

(c) *Que signifie cela*. Parse *que* ; illustrate its use : (1) as a relative pronoun ; (2) as a conjunction. Interpret : *Que ne parlez-vous ! Que de monde dans cette salle !* Write the disjunctive form of *que*.

5. Translate :—Whose are these pretty dogs ? They are my young friend's.—If he had had some money he would have bought the house.—How much money have you ? I have less money than you, but more than he.—Mont Blanc is the highest mountain in Switzerland.—These are the best books I have ever read.

9.00 TO 10.00 A. M., THURSDAY, 6TH JULY.

GEOMETRY.

(Only five questions to be answered.)

1. Define ; *Right Angle, Circle, Problem, Complement, General Enunciation* of a proposition.

2. The angles at the base of an isosceles triangle are equal to one another ; and if the equal sides be produced, the angles on the other side of the base shall also be equal to one another.

3. If one side of a triangle be produced, then the exterior angle shall be greater than either of the interior opposite angles.

4. To describe a parallelogram that shall be equal to a given triangle, and have one of its angles equal to a given angle.

5. All the interior angles of any rectilineal figure, with four right angles, are together equal to twice as many right angles as the figure has sides.

6. In a given straight line find a point that is equidistant from two given points. In what case is this impossible ?

7. ABC is an equilateral triangle, and AX is the perpendicular drawn from A to BC ; shew that the square on AX is three times the square on BX.

2.00 TO 3.00 P. M., THURSDAY, 6TH JULY.

SCIENCE.

(Only five questions to be answered—four out of A and one out of B.)

A.

1. Show what you know about the Shepherd's Purse, and the order to which it belongs.

2. Show the points in which the flower of the Apple is (a) like and (b) unlike that of the Plum ; and mention as many other Nova Scotian plants as you know belonging to the same order.

3. Distinguish in as many ways as you can, between (a) Rhodora and Kalmia; (b) The creeping and tall Buttercups; (c) The Canadian and Pennsylvanian Blueberry; (d) a moss and a liverwort; (e) a fungus and a lichen.
4. What is the difference between a seed and a spore? State whether it is seed or spores which are produced by the following plants, mentioning where the seed or spores may be found in each: Strawberry, spruce, fern, club-moss, moss, toadstool.
5. Write notes on any *five* of the following: (a) the flower cluster of the Willow; (b) the flower of the Red Maple; (c) the style of the Iris; (d) the stamen and pollen of the Orchids; (e) the flower cluster of the Indian Turnip or Calla; (f) the leaf of the Clover; (g) the germination of a Bean; (h) fibro-vascular bundles; (i) the prothallium of ferns; (j) the mycelium of fungi.
6. Give a list of the plants you have examined, telling approximately when each was in flower or fruit.

B.

7. Explain by a diagram the action of either an air pump or a water pump.
8. Explain clearly what is meant by either one of the phrases, "the latent heat of water," or the "latent heat of steam."
9. What do you know about the *refraction* of light?
10. Describe one of your own electrical experiments

9.00 TO 10.00 A. M., FRIDAY, 7TH, JULY.

ARITHMETIC.

(Only *five* questions to be answered.)

1. Find the product of $49640.54 \times .70503$
2. Find the cube root of 224755712.
3. Express in the duodecimal scale, 13748, 78645, 70363.
4. In 55 mi. 5 fur. 15 rd. 5 yd. 2.23 in. how many kilometers?
In 1 lb. 14 oz. 2.5 dr., how many grams?
5. A fruit grower sent a commission merchant in St. John 400 bbls. of apples, which were sold at an average price of \$1.35 per barrel, and the proceeds, less the commission, invested in goods. If the commission for selling is 6% and for buying $2\frac{1}{2}\%$, what does the merchant make?
6. What is the duty at 6 cents per lb. and 25% *ad valorem* on woollens from England weighing 840 lbs., tare 3%, and invoiced at £756, 17s. 6d.?
7. A note of \$900, dated Sept. 1, 1895, with the following indorsements: Oct. 18, '95, \$15; Dec. 22, '95, \$200; March 15, '96, \$300. Interest being at 7%, what was due on the note, July 19, 1896?

10.10 TO 11.10 A. M., FRIDAY, 7TH JULY.

DRAWING AND BOOK-KEEPING.

(Only *five* questions to be answered.)

1. Draw a square $2\frac{1}{2}$ inches length of side. Divide the square into nine equal squares. What is the length of the diagonals of the small squares?
2. Draw a picture of a ten-year-old boy standing with his back to you and ready to strike a ball with a bat.

3. Draw a strawberry plant, showing a blossom and three leaves, one of the leaves half-hidden behind the blossom.
4. Explain the following terms and abbreviations : Indorse, Protest, Cheque, Payee, Consignee, Prox., Ult., Inst., C. O. D., Cwt.
5. Make out a bill, showing four debit and two credit items and receipt.
6. Write to Jones & Co., *in your best hand*, a short letter recommending your sister as a typewriter.

2.00 TO 3.00 P. M., FRIDAY, 7TH JULY.

GEOGRAPHY AND HISTORY.

(Only *five* questions to be answered ; not more than *three* from either A. or B.)

A.

1. (a) Name the five different divisions of the Ocean, giving their principal branches ;
(b) Write a note on the Temperature of the Sea.
2. What do you understand by the N. W. Territories ? Give a brief description of them.
3. Name the chief British possessions in different parts of the world and mention the principal exports from each.
4. Locate each of the following, tell what it is, and state any matter of interest in connection with it : Liverpool, Fundy, Race, Sherbrooke, Yukon, Trinidad, Humber, Cheviot, Ganges, Mafeking.
5. Through what waters and near what Islands would you pass in a voyage from Montreal to Melbourne, calling at Malta and Calcutta ?

B.

6. Write a note on Columbus, his life and voyages.
7. Give a brief account of the feud between D'Aulnay and LaTour.
8. Write short notes on "Ashburton Treaty," "Seigniorial Tenure," "Clergy Reserves."
9. Write as much as you can about the customs and social conditions of the early settlers of this province.
10. What are the qualifications for a member of the Dominion House of Commons ? How is the number of members for the different provinces adjusted ?

3.10 TO 4.10 P. M., FRIDAY, 7TH JULY.

ENGLISH GRAMMAR.

1. Give rules for forming the degrees of comparison of adjectives and compare : *little, old, much, happy, learned.*
2. Distinguish between *transitive* and *intransitive* verbs. Give illustrative sentences.
Form the past tense and the past participle of the following : *clothe, shed, dig, smile, tread.*
3. Write as full a note as you can on the *extension* of the *predicate*.

4. "No more surveying with an eye impartial
The long line of the coast,
Shall the gaunt figure of the old Field Marshal
Be seen upon his post."
Analyse the above.
5. Parse the italicized words :
Our acts *our angels are*. *Give every man thine ear but few thy voice*. *Evil is wrought*
by want of thought. When clouds *are seen* wise men *put on* their cloaks.

GRADE X.

9.00 TO 10.00 A. M., WEDNESDAY, 5TH JULY.

ALGEBRA.

(Only five questions to be answered.)

1. Divide :
 $x^4 + (a-1)x^3 - (2a+1)x^2 + (a^2 + 4a-5)x + 3a + 6$
by $x^2 - 3x + (a+2)$, without removing brackets.
2. Resolve into factors.
 $10x^2 + 79x - 8.$
 $729x^6 - y^6.$
 $x^2 - 2xy - 323y^2.$
 $-x^2 + 2x - 1 + x^4.$
 $m^3 - n^3 - m(m^2 - n^2) + n(m - n)^2.$
 $x^3 + y^3 + 3xy(x + y).$
3. Find the expression of lowest dimensions such that the L. C. M. of it and $2a^2 - 3ab + b^2$ is
 $2a^4 - 3a^3b - a^2b^2 + 3ab^3 - b^4.$
4. Simplify : $\left(\frac{1}{x} + \frac{1}{y} + \frac{1}{z}\right) \div \left(\frac{x+y+z}{x^2+y^2+z^2-xy-yz-zx} \cdot \frac{1}{x+y+z}\right) + 1$
5. A, B, C, are three towns forming a triangle. A man has to walk from one to the next, ride thence to the next and drive thence to his starting point. He can walk, ride and drive a mile in a, b, c minutes respectively. If he starts from B he takes $a+c-b$ hours, if he starts from C he takes $b+a-c$ hours, and if he starts from A he takes $c+b-a$ hours. Find the length of the circuit.
6. Find the value of x in the following : $x^2 + px + q = 0.$
Use the results obtained above to solve $2x^2 + 5x - 33 = 0.$
7. A farmer having sold at 75s. a head, a flock of sheep which cost him x shillings a head, finds that he has realized $x\%$ profit on his outlay. Find $x.$

10.10 TO 11.10 A. M., WEDNESDAY, 5th JULY.

LATIN.

1. Decline together in both numbers : *id genus, totus orbis, mite ingenium.* Compare, *male, bene, acriter, superus, malus, similis.*
2. Give the principal parts of *pono, sequor, ago, rego, lego, do, decerno, polliceor.*
3. State what cases are used in expressing the following relations with names of towns ; place *where*, place *whither*, place *whence*.

Name also the case appropriate to each of the following constructions : Extent of Time or Space, the Agent with a passive verb, the Means or Instrument, the Comparative with *quam* omitted, Accompaniment.

4. Translate into Latin : (1) Romulus, first king of the Romans, reigned thirty-seven years. (2) Scipio's cavalry was terrified by Hannibal's elephants. (3) On the following day early in the morning, he sent the soldiers and knights in three divisions. (4) A great part of the day was already consumed.

5. Translate into English :

Hi aliquantum itineris progressi sunt, et iam paene erant in prospectu hostium ; sed equites a Q. Atrio ad Caesarem venerunt qui nuntiarent superiore nocte, maxima coorta tempestate, prope omnes naves adfictas atque in litore eiectas esse, quod neque ancorae funesque subsisterent, neque nautae gubernatoresque vim tempestatis pati possent.

Point out in extract, examples of Partitive Genitive, subjunctive of purpose, and ablative absolute.

2.00 TO 3.00 P. M., WEDNESDAY, 5TH JULY.

ENGLISH LANGUAGE.

(Only five questions to be answered.)

1. Write a short account of (1) the adventures of Ferdinand on the enchanted island ; or (2) the courtship of Othello and Desdemona.
2. Explain as fully as you can : (1) Why Shylock hated the merchant Antonio : or (2) why Macbeth believed the third witch's prophecy.
3. Explain the following and state in which story each is to be found :
 - (1) Sufferance is the badge of all our tribe.
 - (2) A cloistress.
 - (3) Hollow metal.
 - (4) Bedlam.
 - (5) Dyed in a mummy of maidens' hearts conserved.
4. What were the tales which the Shawnee woman told Evangeline ? or describe the last meeting between Evangeline and Gabriel.
5. Explain the following :
 - (1) Penthouse.
 - (2) Gleeds.
 - (3) To braid St. Catherine's tresses.
 - (4) A silent Carthusian.
 - (5) Crown us with *asphodel* flowers that were wet with the dew of Nepenthe.
6. Explain the terms : Topic sentence, Transition, Rhythm.
7. Write a brief description of the place (town, village, etc.,) in which you live.

3.10 TO 4.10 P. M., WEDNESDAY, 5TH JULY.

FRENCH.

1. Translate : Tu as pris ma jument, lui dit-il ; puisque cela plait à Dieu, c'est bien ; je te souhaite prospérité, mais accorde moi une chose : je te conjure de ne dire à personne comment tu t'en es rendu maître.—Pourquoi ? répondit Daher.—Parce qu'un autre pourrait être réellement malade et rester sans secours. Je serais cause que personne ne ferait plus un seul acte de charité, dans la crainte d'être dupé comme moi.

a) Write the sentence : *Tu as pris ma jument, lui dit-il* in the plural. Parse and give principal parts of : *as, pris, dit*.

b) *Tu t'en es rendu maître*. Parse *en*, and mention the word it represents. Distinguish between the prepositions *en* and *dans*, by translating : Next summer I shall go to France. His friend is in the city.

2 and 3. Translate : Nous voilà prêts. Quelle route prendrons-nous pour aller à Paris ; vous savez qu'il y en a plusieurs. Nous pouvons y aller par Douvres, Folkestone, ou Newhaven.—Moi, je suis très sujet au mal de mer, mais je crois que j'oserai tenter la traversée de Folkestone à Boulogne.—Bien ! Maintenant décidons quel train nous devons prendre. Il nous faut consulter l'indicateur. Le voici. Il y a un train qui part de Charing Cross à dix heures du matin. Si cela vous va nous prendrons ce train-là. Nous arriverons ainsi à Paris à 6 heures du soir. J'ai déjà écrit à l'hôtel où j'étais descendu l'année dernière pour retenir deux chambres. (Le bateau s'approche de la jetée de Boulogne ; il mouille ; les passagers débarquent.)—Enfin, nous voilà en France !

a) *Il nous faut consulter*. Write this clause, substituting a *personal* verb for the impers. *il faut*. Account for the infinitive *consulter*, and show, with an example, that its use is imperative after another class of words.

b) Illustrate the various meanings "*il y a*" is susceptible of. Show that *y* may be used as a *pronoun* by translating : Are you thinking of (à) your work ? Yes, I am thinking of it.

4. Translate : Nous étions au milieu de la forêt, et un triste crépuscule d'hiver nous enveloppait déjà, assombri par les flocons que le vent nous poussait au visage. On allumait la lanterne, mais au bout de vingt minutes nous ne pouvions plus, malgré sa lumière voir à quatre mètres devant nous. La tourmente et le froid redoublaient. De toutes parts, autour de nous, ténèbres, silence, désolation, et de la neige, de la neige ! . . .

a) *Les flocons que le vent*. Illustrate the use of *que* as a *conjunction*. Distinguish, giving examples, between *que* and *qui* used : 1) *interrogatively* ; 2) *relatively*.

b) When do you translate : "*it is*" by *il est* ; when by *il fait* ; when by *il y a* ? Give illustrations.

5. Translate : I gave him my opinion and he gave me his. This book, the author of which I have met, is very interesting. I gave her a sheet of paper on which she has written her name. He does not even know the name of the man to whose house he is going. The train stopped and the passengers got out.

9.00 TO 10.00 A. M., THURSDAY, 6TH JULY.

GEOMETRY.

(Only five questions to be answered).

1. In a triangle, if a perpendicular be drawn from one extremity of the base to the bisector of the vertical angle, (1) it will make with either of the sides containing the vertical angle, an angle equal to half the sum of the angles at the base ; (2) it will make with the base an angle equal to half the difference of the angles at the base.

2. If a straight line is divided equally and also unequally, the rectangle contained by the unequal parts, and the square on the line between the points of section, are together equal to the square on half the line.

3. In an obtuse-angled triangle if a perpendicular be drawn from either of the acute angles to the opposite side produced, the square on the side subtending the obtuse angle is greater than the squares on the sides containing the obtuse angle by twice the rectangle contained by the sides on which when produced the perpendicular falls, and the line intercepted without the triangle between the perpendicular and the obtuse angle.

4. If in a circle two chords cut one another, which do not both pass through the centre, they cannot both be bisected at their point of intersection.

5. In any triangle the sum of the squares on two sides is equal to twice the square on half the third side together with twice the square on the median which bisects the third side.

6. If a straight line is divided internally in medial section, and from the greater segment, a part be taken equal to the less; shew that the greater segment is also divided in medial section.

7. If two circles whose centres are A and B touch one another externally, and a straight line be drawn through their point of contact cutting the circumference at P and Q; show that the radii AP and BQ are parallel.

8. In any quadrilateral circumscribed about a circle, the sum of one pair of opposite sides is equal to the sum of the other pair.

10.10 to 11.10 a. m., Thursday. 6th July, 1905.

GREEK.

I. Compare the adjectives *ἀγαθός*, *ἀληθής*, *μικρός*, *μέγας*. Decline *αὐτός* in the singular, and in both numbers *γέρον*, *γέφυρα*, *νύξ*.

II. Give the principal parts of the following verbs: *τάττω*, *ἔχω*, *βούλομαι*, *ἄγω*, *ἀκούω*. Explain Reduplication as to its meaning and threefold form.

III. What is the difference in meaning between *αὐτός ὁ ἀνὴρ* and *ὁ αὐτὸς ἀνὴρ*? The Greek verb has a *voice*, and the Greek noun a *number*, not found in Latin verbs and nouns. Write an explanatory note on each of these forms.

IV. Translate into English: (1) *ἐνταῦθα ἀκούει οὐδείς ἔν γε τῷ φανερῷ*. (2) *τοῖς οὖν θεοῖς χάριν εἶχον τῆς νίκης*. (3) *καὶ ἐποίουν οὕτως οὗτοι*. (4) *τὸν φρούραρχον ἐπεπαίκεσαν*.

V. Translate into Greek: (1) Then at daybreak he sent heralds concerning a truce. (2) Here they remain three days. (3) What will the soldiers have if they conquer? (4) Cyrus called together his generals and spoke as follows.

2 TO 3 P. M., THURSDAY, 6TH JULY.

SCIENCE.

(Only five questions to be answered—no more than four out of A nor more than two out of B or C.)

A.

1. Tell in as brief a manner as possible, all you know about the action of sulphuric acid on iron sulphide, and the products of the reaction.

2. What volume of carbon dioxide, under standard conditions of temperature and pressure, can be got from 100 grams of limestone by the action of hydrochloric acid? ($\text{CaC O}_3 + 2 \text{HCl} = \text{Ca Cl}_2 + \text{H}_2 \text{O} + \text{C O}_2$: C=12; Cl=35.5; O=16; and Ca=40).

3. How can washing soda be made from common salt? What is baking soda, and why is it used for bread-making?

4. (a) Give one distinctive test reaction for any ten of the following in a soluble salt : Cl, I, Si, Sr, Fe, Pb, Cu, Ag, Hg, Au, Na, S, P, As, Sb.

Or (b) The weight of oxygen in water is eight times that of hydrogen; why is the formula $\text{H}_2 \text{O}$ with O=16 considered better, than the formula H O with O=8?

5. Describe fully the experiments you have performed under any one of the following heads : (a) The reduction of an ore; or (b) the manufacture of an acid; or (c) the developing or printing of a photograph; or (d) demonstrating the theory of combustion.

B.

6. Distinguish between Lithology and Petrology. What is the scale for indicating the hardness of a mineral?

7. Give a list of the Nova Scotian minerals you know with a single short remark on each.

8. Explain the effect of eruptive rocks on the sedimentary rock. Where can an illustration be seen in Nova Scotia?

C.

9. State ten general conclusions arrived at with reference to the improvement of the soil.

10. Describe with a drawing, the grafting of one variety upon another and state the advantage secured by a successful grafting.

11. Explain the causes of the more ordinary spoilings of milk, and the methods of prevention.

3.10 TO 4.10 P. M., THURSDAY, 6TH JULY.

GERMAN.

1. Translate : *Karl*. Ich bitte dich, liebe Tante, erzähl mir doch noch einmal vom frommen Kind, 's ist gar zu schön. *Maria*. Erzähl du mir's, kleiner Schelm, da will ich hören, ob du achtgibst.—Warte ein bisschen, ich will mich bedenken.—Es war einmal—ja—es war einmal ein Kind, und seine Mutter war krank da ging das Kind hin—Nicht doch. Da sagte die Mutter : Liebes Kind—Ich bin krank—Und kann nicht ausgehen—Und gab ihm Geld und sagte : Geh hin, und hol' dir ein Frühstück.

a) Parse and give principal parts of : *erzähl*, *will*, *war*, and write down the present Indicative of *war*.

b) Da ging das Kind hin. Account for the position of *Kind*. In what other cases does the same construction occur? give illustrations.

2. Translate: Was macht Ihr da? fragte der Richter.—“Wir halten Gericht,” antwortete einer von den Knaben, “über den Bauer, der einen Mann gerettet hat und ihm dabei ein Auge ausstieß.”—“Und was ist Euer Urtheil?”—“Wir erkennen, dass der gerettete Mann an derselben Stelle ins Wasser geworfen werden soll, wo er hineinfiel. Wenn er sich selbst retten kann, so soll er Busse für sein Auge bekommen. Kann er es aber nicht, so soll der Retter nicht bestraft werden.”

(a) Der einen Mann gerettet hat. Parse and give principal parts of *hat*, and explain its position.

3. Decline the three *definite articles* used in German. Write in the plural: *liebes Kind*. Illustrate, giving short examples, the various cases in which the adjective remains *uninflected*. A certain auxiliary is used in forming the Future and Conditional of verbs; translate for examples: I shall write to-morrow. I should write, if I had a pen.

4. Ein deutscher Soldat, der auf Vorposten stand, wurde in einer dunkeln Nacht unversehens vom Feinde überfallen, entwaffnet und gefangen genommen. Sie nahmen ihn in die Mitte, richteten die Bajonette auf ihn und geboten ihm, sie sogleich auf das Lager zuzuführen. Thue er dies, so solle ihm das Leben geschenkt sein: bei geringsten Laute jedoch, den er von sich zu geben wagte, würden sie ihn auf der Stelle durchbohren.

a) Decline in the four cases singular and plural: Ein deutscher Soldat.

5. Translate: The masts of these ships are very strong. In the warm South the people are weak. We have no German and no French books. The best cheese is made in Switzerland. Whose house have you bought? French is spoken everywhere.

9.00 TO 10.00 A. M., FRIDAY, 7TH JULY.

ARITHMETIC.

(Only five questions to be answered.)

1. Find the cube root of .02 to three places.
2. How many dollars are equal to £1 sterling, when \$10 in United States gold coin, which is $\frac{9}{10}$ pure, weigh 258 grains, and 1869 sovereigns, $\frac{11}{12}$ pure, weigh 40 lbs?
3. If a credit of three months be allowed each item in the following account, when might the whole be equitably settled by one payment.

Smith Cunningham,

To James Hepburn.

1898.

Jan. 8,	To 60 bbls. Fish @ \$7.00	\$ 420.00
Feb. 4,	To 90 yds. Carpet @ 1.50	135 00
Mar. 25,	To 300 bbls. Flour @ 6.00	1800.00

4. At what times between 22 and 23 o'clock are the hands of a watch at right angles, the hour hand making but one revolution of the dial plate in 24 hours, and the minute hand making a revolution every hour?
5. What sum must a man invest in Dominion 6's at 101 in order to have a clear income of \$1775.50, after paying an income tax of $1\frac{1}{2}$ cents on the dollar on all over \$400?
6. The first term of a geometrical progression is $4\frac{4}{5}$, the last $\frac{8}{305}$, and the ratio $\frac{1}{5}$; what is the sum of the series?
7. What sum will purchase an annuity of \$500 for 7 years, at 6% compound interest, the amount of \$1 for 7 years, at 6 per cent. compound interest, being \$1.50363?

10.10 TO 11.10 A. M., FRIDAY, 7TH JULY.

DRAWING AND BOOK-KEEPING.

(Only *five* questions to be answered.)

1. Develop the surface (or draw a pattern) of a hexagonal prism any size.
2. Represent an oblong box, depth of cover one-fourth the height of the box and cover, so placed that the left end, and front and top faces are visible.
3. Two perpendicular poles are 50 ft. apart. The top of the short pole is 65 ft. from the base of the long pole, and the base of the short pole is 80 ft. from the top of the long pole. What is the difference in length of the poles?
4. Draw the picture of the plant or animal which you studied most carefully during the year.
5. Journalize the following transactions :
If you find \$95 cash and cannot find the owner ;
If you lose \$300 worth of mdse. by fire or flood (uninsured) ;
If you draw on T R. Jones for \$355, and sell the bill for cash, less \$5.00.
6. State the object and briefly describe the process of closing the ledger.
7. Write a letter to your employer, *in your best handwriting*, asking for more wages (giving reasons).

2.00 TO 3.00 P. M., FRIDAY, 7TH JULY.

GEOGRAPHY AND HISTORY.

(Only *five* questions to be answered ; not more than *three* from either A. or B.)

A.

1. Draw an outline map of any of the Southern Continents and write a note descriptive of its physical features.
2. Write a note on France, its industries, exports, imports and colonial possessions.
3. Describe any two of the following : Mexico, New England States, Turkish Empire, Persia.
4. Name the chief islands of Malaysia. Describe their physical features and mention the political connection of each.
5. Where and what are the following : Atlanta, Demerara, Dwina, Majorca, St. Gothard, Cyprus, Baikal, Luxembourg, Honduras, Hindu Kush.

B.

6. Mention the chief events in English history during the period of the Norman Kings.
7. What do you know of any three of the following : *The field of the Cloth of Gold ; Danegeld ; Habeas Corpus Act ; Triennial Act ; South Sea Bubble ; Berlin Decrees ; The Chartist.*
8. Give a concise sketch of the Seven Years' War.
9. Sketch the character of Charles I. and name the chief events of his reign.
10. Give a brief account of the War of American Independence, or of the Beaconsfield Administration.

3.10 TO 4.10 P. M., FRIDAY, 7TH JULY.

ENGLISH GRAMMAR.

1. How do such forms as *my, mine, your, yours*, etc., differ in use? State the use of the compound personal pronouns.
2. What is a participle? Name and give examples of each of the participles.
3. Write a note on the "Adverbial Clause" giving sentences illustrating as many classes and sub-classes as you can.
4. Parse italicized words: In *keeping thy commandments there is great reward. Has my letter been received?* Those who would *make us feel, must feel themselves.*
5. Analyze the following:
When all the errors were cleared up, which the extreme likeness between the twin brother and sister had occasioned, they laughed at the lady Olivia for the pleasant mistake she had made in falling in love with a woman; and Olivia showed no dislike to her exchange when she found she had wedded the brother instead of the sister.

GRADE XI.

9.00 TO 10.00 A. M., WEDNESDAY, 5TH JULY.

ALGEBRA.

(Only five questions to be answered).

1. The sum of a number and its square is nine times the next highest number, find it.
2. Find to three terms the cube root of $8 + x$.
3. Without actual division shew that $32x^{10} - 33x^5 + 1$ is divisible by $x - 1$.
4. Solve the equation $\frac{2x-3}{\sqrt{x-2}+1} = 2\sqrt{x-2}-1$.
5. If $\frac{1}{b-a}$, $\frac{1}{2b}$, $\frac{1}{b-c}$ are in Arithmetical Progression, then a , b , c are in Geometrical Progression.
6. In the expansion of $(1+x)^{25}$ the coefficients of the $(2r+1)$ th and $(r+5)$ th terms are equal, find r .
7. Given $\log 2 = .3010300$, $\log 3 = .4771213$, $\log 7 = .8450980$; find the value of $\log \sqrt[3]{392}$.
8. If in the year 1600 a sum of \$1,000 had been left to accumulate for 300 years, find its amount in the year 1900, reckoning interest at 4% per annum. (Given $\log 104 = 2.0170333$ and $\log 12885.5 = 4.10999$).
9. Find the area included by the graphs of $y = x+3$; $y = x-6$; $y = -x+6$; and $y = -x-6$.

10.10 TO 11.10 A. M., WEDNESDAY, 5TH JULY.

LATIN COMPOSITION.

1. Decline in the singular *meus Virgilius, idem sedile, nullum ingenium*; and in the plural, *ea dea*. Give the other degrees of comparison of *pessimus, diutissime, acrius* (both as adjective and adverb), *leviter, bene, pulchrius*.

2. Give the principal parts of the following verbs: *moror, morior, paro, pareo, pario, cado, cido, cado, vinco, vincio, affero, aufero, jubeo, jungo*.

3. Give a full table of the endings of the Locative case, and express in Latin: At Capua, at Delphi, at Tralles, at Carthage, at Corinth.

How does the Latin construction in Indirect Discourse differ from the English?

Express in Latin: He says that you are coming. He says that you have come. He says that you will come.

4. Translate into Latin: (1) The lieutenant with a small force guarded the camp for five days. (2) There is timber of every kind except beech and fir. (3) That day Cæsar led out his army from the camp and directed his journey towards the river. (4) Of arms, and of the man, who exiled by fate, first came from the shores of Troy to Italy, I sing.

5. Translate into Latin: In that legion were (two) centurions, men of the greatest valor, who were already approaching the first ranks. (2) Do you know what he is going to do? (3) If you despise the human race, and mortal arms, still expect the gods to be mindful of right and wrong. (4) Having delivered this speech Ambiorix withdrew.

2.00 TO 3.00 P. M., WEDNESDAY, 5TH JULY.

ENGLISH LANGUAGE.

(Only five questions to be answered.)

1. Contrast Milton's *L'Allegro* and *Il Penseroso*.

2. What is the subject of Milton's *Lycidas*? Quote not less than ten consecutive lines from this poem.

3. Give a brief outline of Milton's "Comus."

4. Macaulay says, "No poet has ever had to struggle with more unfavorable circumstance than Milton."

Discuss this statement.

5. What comparison does Macaulay institute between the poetry of Milton and that of Dante?

6. Give a summary of Macaulay's defence of Milton's public conduct.

7. Give a brief outline of any one of Lamb's "Tales from Shakespeare," or of Longfellow's *Evangeline*.

3.10 TO 4.10 P. M., WEDNESDAY, 5TH JULY.

FRENCH.

1. Translate: Arrêtez ce moulin à paroles. Vous oubliez, mon fils, que vous êtes Français; c'est un bonheur et un honneur que d'être né Français; retenez cela, mon enfant. Je ne comprends pas ce que c'est qu'un honneur Papa. Cela veut dire que vous devez être heureux, content et fier d'être Français—Pourquoi?—Parce que la France est un très grand pays et que les Français sont des hommes bons, braves et intelligents.

- (a) Indicate, giving illustrations, the place of *objective* pronouns. State the exception with an example.
- (b) Distinguish between: *mieux* and *meilleur*; *à qui* and *à quoi*; *petit* and *peu*; *il reçut* and *il reçoit*; *nous sommes tout surpris* and *nous sommes tous surpris*.

2. Translate: *Au Pôle en Ballon*.

Après avoir pris haleine pendant quelques minutes, les voyageurs sentirent la nécessité de se restaurer un peu avant de se livrer au sommeil. Le apprêts du repas ne furent pas rongs: des oeufs, du biscuit, quelques verres de vin en firent tous les frais. Le besoin de repos était, pour le moment, le plus impérieux de besoins. Cependant, il fallait absolument éveiller Philippin, qui dormait depuis plusieurs heures et qui devait avoir la garde du ballon pendant que les maîtres se reposeraient à leur tour.

- (a) *En firent tous les frais*. Parse *en* and illustrate its use: (1) as a preposition; (2) as a *partitive article*. Interpret: *Je m'en vais à Paris*.
- (b) Parse and give principal parts of: *avoir, fallait, devait*.

3 and 4. Translate: Un navire se trouvait à dix milles environ vers le nord. On ne le voyait pas très nettement à l'oeil nu, parce qu'une brume assez épaisse s'étendait en ce moment à la surface de l'eau; mais au moyen de lunettes marines, on le distinguait sans peine, grâce surtout aux tourbillons de fumée s'échappant de sa cheminée. On put reconnaître alors que c'était un yacht de très belle apparence.

- (a) *On put reconnaître*. Parse and give principal parts of *put*. When do you express *can* by *pouvoir*; when by *savoir*? Give illustrations.
- (b) What part of the French verb is used after a *preposition*? Give three examples. Mention the *one* exception to this rule.
- (c) The English *possessive* pronoun is often rendered in French by the article. Give rules with examples.

5. Translate: It is better to work while you are young. I can only supply you with half of what you want. Can your sister sing? Yes, but she cannot sing to-day, because she has a sore throat. It is said that the idle are ungrateful. I beg your pardon, you are mistaken.

4.15 to 5.15 p. m., Wednesday, 5th July, 1905.

XENOPHON (ANAB., BOOK III.).

I. Translate : περίφοβος δ' εὐθὺς ἀνηγέρθη, καὶ τὸ ὄναρ τῇ μὲν ἔκρινεν ἀγαθόν, ὅτι ἐν πόνοις ὦν καὶ κινδύνους φῶς μέγα ἐκ Διὸς ἰδεῖν ἔδοξε· τῇ δὲ καὶ ἐφοβεῖτο, ὅτι ἀπὸ Διὸς μὲν βασιλέως τὸ ὄναρ ἔδουκε αὐτῷ εἶναι, κύκλῳ δὲ ἔδουκε λάμπεσθαι τὸ πῦρ, μὴ οὐ δύναιτο ἐκ τῆς χώρας ἐξελεθεῖν τῆς βασιλείως, ἀλλ' εἴργουτο πάντοθεν ὑπὸ τινων ἀποριῶν.

(1) Parse ἀνηγέρθη. (2) τῇ μὲν . . . τῇ δὲ. Explain the force of these phrases.

II. Translate : καὶ ἐκ τούτου ἔδουκε τοῖς στρατηγούσι βέλτιον εἶναι δόγμα ποιήσασθαι τὸν πόλεμον ἀκήρυκτον εἶναι, ἔστ' ἐν τῇ πολεμίᾳ εἶεν· διέφθειρον γὰρ προσιόντες τοὺς στρατιώτας, καὶ ἓνα γε λοχαγὸν διέφθειραν Νίκαρχον Ἀρκάδα, καὶ ὄχετο ἀπιῶν νυκτὸς σὺν ἀνθρώποις ὡς εἴκοσι.

ὄχετο ἀπιῶν νυκτὸς. Parse these words.

III. Translate : Μετὰ ταῦτα Χειρίσοφος εἶπεν, Ἄλλ' εἰ μὲν τινος ἄλλου δεῖ πρὸς τούτοις οἷς λέγει Ξενοφῶν, καὶ αὐτίκα ἐξέσται ποιεῖν· ἃ δὲ νῦν εἴρηκε, δοκεῖ μοι ὡς τάχιστα ψηφίσασθαι ἄριστον εἶναι· καὶ ὅτῳ δοκεῖ ταῦτα, ἀνατεινάτω τὴν χεῖρα. ἀνέτειναν πάντες.

(1) Explain case of οἷς. (2) Parse ὅτῳ.

IV. Translate : Ἄλλὰ δίδωμί σοι, ἔφη ὁ Χειρίσοφος, ὁπότερον βούλει ἐλέσθαι. εἰπὼν ὁ Ξενοφῶν ὅτι νεώτερός ἐστιν, αἰρεῖται πορεύεσθαι, κελεῖει δὲ οἱ συμπέμψαι ἀπὸ τοῦ στόματος ἄνδρας· μακρὸν γὰρ ἦν ἀπὸ τῆς οὐράς λαβεῖν. καὶ ὁ Χειρίσοφος συμπέμπει τοὺς ἀπὸ τοῦ στόματος πελταστάς, ἔλαβε δὲ τοὺς κατὰ μέσον τοῦ πλαισίου.

βούλει ἐλέσθαι. Parse these verbs.

V. Translate : Ἐπεὶ δὲ ἐπὶ τὰς σκηνὰς ἀπῆλθον, οἱ μὲν ἄλλοι περὶ τὰ ἐπιτήδεια ἦσαν, στρατηγοὶ δὲ καὶ λοχαγοὶ συνῆσαν. καὶ ἐν ταῦθα πολλὴ ἀπορία ἦν. ἔνθεν μὲν γὰρ ὄρη ἦν ὑπερύψηλα, ἔνθεν δὲ ὁ ποταμὸς τοσοῦτος τὸ βάθος ὡς μηδὲ τὰ δόματα ὑπερέχειν πειρωμένοις τοῦ βάθους.

(1) Parse συνῆσαν. (2) Explain constructions of ὑπερέχειν and βάθους.

9.00 TO 10.00 A. M., THURSDAY, 6TH, JULY.

GEOMETRY.

(Only five questions to be answered.)

1. In equal circles the chords which cut off equal arcs shall be equal.
2. Construct a triangle having given the base, the vertical angle and the altitude.
3. Two circles have external contact at A, and a direct common tangent is drawn to touch them at P and Q: shew that PQ subtends a right angle at A.
4. Given the base and vertical angle of a triangle, find the locus of the centroid (the intersection of the medians).
5. In any triangle the difference of two sides is equal to the difference between the segments into which the third side is divided at the point of contact of the inscribed circle.
6. The angle of a regular pentagon is trisected by the straight lines which join it to the opposite vertices.
7. If a straight line be drawn parallel to one side of a triangle, it shall cut the other sides proportionally.

10.10 TO 11.10 A. M., THURSDAY, 6TH JULY.

LATIN. (Cæsar and Vergil)

I. Translate: *Posteaquam id obstinatè sibi negari vidit, omni spe impetrandi adempta principes Gallie sollicitare, sevocare singulos hortarique cœpit, uti in continenti remanerent; metu territare, non sine causa fieri, ut Gallia omni nobilitate spoliaretur: id esse consilium Cæsaribus, ut, quos in conspectu Gallie interficere vereretur, hos omnes in Britanniam transire necaret.*

- (1) *Ut . . . spoliaretur.* Is this a clause of result or of purpose?
- (2) Explain case of *nobilitate*.

II. Translate: *Cæsar, quum statuisset hiemem in continenti propter repentinos Gallie motus agere, neque multum aestatis superesset, atque id facile extrahi posse intelligeret, obsides, imperat, et, quid in annos singulos vectigalis Populo Romano Britannia penderet, constituit: interdicit atque imperat Cassivelauno, ne Mandubratio, neu Trinobantibus bellum faciat.*

- (1) Point out partitive genitives in Extract. (2) In the extract the verb *imperare* governs two different cases. Explain the distinction.

III. Translate: *Ambiorigem ostentant fidei faciendæ causa: "errare eos" dicunt, "si quicumque ab his præsidiis sperent, qui suis rebus diffidant; sese tamen hoc esse in Ciceronem Populumque Romanum animo, ut nihil nisi hiberna recusent atque hanc inveterascere consuetudinem nolint: licere illis incolumibus per se ex hibernis discedere, et, quæcumque in partes velint, sine metu proficisci."*

IV. Translate: *Id metuens veterisque memor Saturnia belli, prima quod ad Troiam pro caris gesserat Argis: — necdum etiã causæ irarum sævique dolores exciderant animo: manet alta mente repostum iudicium Paridis sprætæque iniuria formæ, et genus invisum, et rapti Ganymedis honores: — his accensa super iactatos æquore toto Troas, reliquias Danaum atque immitis Achilli, arcebat longe Latio.*

- (1) Write explanatory notes on *iudicium Paridis, genus invisum, et rapti Ganymedis honores*.

- V. Translate : Parte alia fugiens amissis Troilus armis,
infelix puer atque impar congressus Achilli,
fertur equis curruque haeret resupinus inani,
lora tenens tamen ; huic cervixque comaeque trahuntur
per terram, et versa pulvis inscribitur hasta.
Interea ad templum non aequae Palladis ibant
crinibus Iliades passis peplumque ferebant
suppliciter, tristes et tunsae pectora palmis :
diva solo fixos oculos aversa tenebat.

(1) Parse *congressus, passis, tunsae*. (2) Account for cases of *Achilli* and *pectora*.

2.00 TO 3.00 P. M., THURSDAY, 6TH JULY.

PHYSICS.

(Only five questions to be answered.)

1. Discuss the properties of matter so as to show your knowledge of this subject.
2. Shew how Boyle's Law can be demonstrated, then apply it to solve an example.
3. State the laws of the Pendulum and illustrate by an example how they can be used in determining the force of gravity.
4. Explain clearly with an illustration the following three terms : Specific Heat, Latent Heat, and the Mechanical Equivalent of Heat.
5. How may the velocity of sound be determined? How may the number of vibrations per second, in a musical tone, be determined? What is the length of sound waves in feet, when propagated through the air at a temperature of 20° C by a tuning fork that vibrates 256 times per second?
6. How has the velocity of light waves been determined? What is color due to? What do you know about the Fraunhofer lines?
7. What is refraction? What effect has it upon the velocity of light waves? Discuss the cause of colored outlines in the image made by a simple convex lens.
8. Describe exactly the effect of a current of electricity on the magnetic needle; and specify as many applications of this property in science as you can think of.
9. A Leclanché cell is used to ring a door bell. The resistance of the electro-magnet in the bell is 2 ohms, of the live wire $\frac{1}{2}$ of an ohm, and of the cell one ohm. The E. M. F. of the cell is 1.5 volts. What current is produced when the circuit is closed?

3.10 TO 4.10 P. M., THURSDAY, 6TH JULY.

GERMAN.

1. Translate : Sofort herrschte vollkommene Stille. Friedrich Chopin setzte sich an das Instrument und löschte die Lichter aus. Er erzählte, wie Räuber sich dem Hause nahen, wie sie auf Leitern durch das Fenster gestiegen, aber durch Unruhe im Hause verscheucht worden, wären. Ohne Säumen wären dann die Räuber in den dunkeln tiefen Wald geflüchtet, und hier unter dem Sternenhimmel eingeschlafen.

(a) Und löschte die Lichter aus. Parse *aus*, and explain its position. Illustrate with short examples the cases, in which words of this class, occupy a different position.

2. Which is the logical order of words : (a) in a *principal* clause ; (b) in a *dependent* clause : write an example of each. Compose three *complex* sentences, containing, respectively : a *substantive* clause ; an *adjective* clause ; an *adverbial* clause. The verb *werden* may be used as an *auxiliary* verb ; as an *independent* verb ; and in forming the *passive* voice ; explain and translate : I shall write a letter. It is getting dark. The letter is being written.

3. Translate: Der Araber blickt in schweigend an und bindet das Geld ganz ruhig in seinen weissen Mantel, dann steigt er in den Hof hinab, um Abschied von seinem Pferd zu nehmen; er spricht ihm arabische Wort ins Ohr, streicht ihm über Stirn und Augen, untersucht die Hufe und schreitet bedächtigt und musternd rings um das aufmerksame Tier. Plötzlich schwingt er sich auf den nackten Rücken des Pferds, welches augenblicklich zum Hofe hinausshiesst.

- (a) Parse and give principal parts of: bindet, spricht, nehmen.
 (b) Dann steigt er in den Hof hinab. Illustrate the difference between *dann* and *denn*. Explain the construction of *hinab*, and mention analogous forms.

4. Translate: Da trat er näher und sprach: "Es hat sich doch manches in Danzig verändert! In diesser kleinen Bude sass einst eine muntere junge, Frau von der ich als Schulknabe manchen Bilderbogen gekauft habe, Wo mag diese hingekommen sein?" Die Alte lächelte wehmütig und hingekom. "Lieber Herr, das kann doch niemand anders gewesen sein, als ich selbst; ich sitze hier schon über fünfzig Jahre."

- (a) Da trat er näher: Decline *er*, and give the positive and superlative of *näher*. Compare: *viel*, *gut*, *hoch*.

5. Translate: Can you show me the nearest road to the Park? What day of the month is it to-day? It is the first of July. His friend has arrived the day before yesterday, and will depart again the day after to-morrow. After I had bought my ticket, I went into the waiting-room. The sun had set, when we arrived.

4.15 to 5.15 p. m., Thursday, 6th July, 1905.

GREEK COMPOSITION.

I. Decline in the singular *ἱππεύς*, *πολίτης*, *ναῦς*, and in the plural *γυνή*, *βασιλεύς*, *βοή*.

II. How is the agent expressed after verbs in the passive voice? What tenses allow of a different construction? Explain the different constructions for *time* in Greek, and write in Greek: He remained there five days. They fought by night. They came on the third day.

III. Explain the meaning or force of the augment, and distinguish between its two forms. Give the principal parts of *μάχομαι*, *τάττω*, *μανθάνω*, *δοκέω*, *ἀποκρίνομαι*, *ἄγω*.

IV. Translate into Greek: (1) These soldiers have been skillfully (*εὖ*) drawn up. (2) There are impassable rivers in the middle of the way home. (3) In the third stage Cyrus makes a review of the Greeks and Barbarians. (4) Some of you are despondent because we have no horses.

V. Translate into Greek: (1) We made Xenophon commander that we might be saved. (2) They were not able to sleep on account of grief and longing for their fatherlands. (3) All were most faithful to the king. (4) The Greeks were in great perplexity.

9.00 TO 10.00 A. M., FRIDAY, 7TH JULY.

PRACTICAL MATHEMATICS.

(Only *five* questions to be answered.)

1. (a) Establish the identity $\tan A = \frac{a}{\sqrt{b^2 - a^2}}$
 (b) Give the limits of variation of the tangent and of the secant of angles in the second quadrant.
2. (a) Deduce the formula $\cos A = \frac{b^2 + c^2 - a^2}{2bc}$
 (b) Write down the Cos of the remaining angles of the same triangle, and (c) its area.
3. Give the drawing and the full statement of the method of solving the following Problem: The angle of elevation of the top of a hill from the foot of its slope is $47^\circ 30'$; while at a point 400 feet horizontally distant from the foot and in the same plane, the angle of elevation is $36^\circ 20'$. Find the vertical height of the hill—expressed in trigonometrical terms.
4. (a) How far must a ship sail due East in lat. 66° to change her long. 4° ? (b) Explain the nature of a Traverse table, and the method of using it.
5. (a) State the relation between the volumes of the cylinder, cone and sphere. (b) State the relation between the homologous lines, the surfaces and volumes of similar solids. (c) A cubical stone 3 feet on the edge costs \$20 for gilding and weighs 3,000 lbs. What will be the cost of gilding and the weight of a similar stone but of twice the linear dimensions?
6. Figure the two systems of pulleys whose equations of equilibrium are $\frac{P}{W} = \frac{1}{2^n}$ and $\frac{P}{W} = \frac{1}{2^n}$, marking the tensions on the diagrams.
7. The successive angles at which four equal forces act, are 30° , 60° , and 90° , what is the direction and magnitude of their equilibrant?
8. A body is thrown upwards with a velocity of 200 feet per second. At the same instant another is dropped from a point 200 feet high. Where will they meet and with what velocities will they be moving at the instant?

10.10 TO 11.10 A. M., FRIDAY, 7TH JULY.

PHYSIOLOGY.

(Only *five* questions to be answered.)

1. Give the names of the principal bones of the arm and hand, showing to which bones of the leg and foot they correspond.
2. Give some of the principal laws relating to energy.
3. Compare the nutritive values of wheat, corn, oatmeal, rice, beans and potatoes.
4. Describe the chemical and mechanical uses of saliva, and the advantages of thorough chewing of food.
5. Describe an experiment which will demonstrate the action of the microscopic cilia of the air passages.
6. What are the functions of the three classes of nerve-centres?

2.00 TO 3.00 P. M., FRIDAY, 7TH JULY.

GEOGRAPHY AND HISTORY.

(Only *five* questions to be answered.)

1. Draw an outline map of the Persian Empire at the time of Alexander's conquest, naming the adjacent coast waters and locating the cities of Persepolis, Susa, Ecbatana.
2. Write a note on the Grecian Festivals.
3. Give a descriptive sketch of the City of Rome during the Augustan age.
4. Give an account of the rise and decay of Chivalry.
5. Tell briefly the story of maritime discovery in the 15th century.
6. "The 17th century is one of the most active and progressive periods in the intellectual history of Europe." Expand this statement.
7. Sketch the career of Frederick the Great of Prussia.

3.10 TO 4.10 P. M., FRIDAY, 7TH JULY.

ENGLISH GRAMMAR.

1. Write a full note on the gerund, its origin and use. Distinguish between the abstract noun in *ing*, the present participle, and the gerund, with sentences to illustrate the distinction.
2. Give as fully as you can, the syntax of the possessive case.
3. Name and define the different types of co-ordination in compound sentences. Illustrate by examples.
4. (a) Mention the grammatical peculiarities that distinguish Anglo-Saxon from Modern English. (b) Tell what you know of the writings of Pope and Dryden.
5. Analyze the following and parse the words in italics :—

Beyond this flood a frozen continent
 Lies, *dark* and wild, *beat* with perpetual storms
 Of whirlwind and dire hail, which on firm land
 Thaws not, but gathers *heap*, and ruin *seems*
 Of ancient pile : all *else* deep snow and ice :
 A *gulf* profound as that Serbonian *bog*
 Betwixt Damiatra and Mount Casius old,
 Where armies whole have sunk : the parching air
 Burns *frore*, and cold performs the effect of fire.

GRADE XII.

9.00 TO 10.00 A. M., MONDAY, 3RD JULY.

ROMAN HISTORY.

1. (a) What races in historical times occupied the north and south respectively of the Italian peninsula? (b) Mention the leading events of the reign of Servius Tullius. (c) Briefly describe the form of government that succeeded kingly rule at Rome. Date of its establishment.
2. (a) What is meant by an *Agrarian Law*? *The Twelve Tables*? (b) How did the Samnites become involved in war with Rome? (c) How many Samnite wars were there? (d) Tell the story of the *Caudine Forks*.
3. (a) What famous wars broke out in 264, B. C.? (b) Name the leading men taking part on both sides. (c) The leading battles fought. Give a brief account of the last battle.
4. (a) Outline the career of Sulla. (b) The closing scenes in the life of Pompey the Great. (c) Tell what you know of the Gallic wars of Julius Caesar.
5. Assign historical events to these dates: 494, B. C.; 390, B. C.; 321, B. C.; 281, B. C.; 202, B. C.; 44, B. C.

10.10 TO 11.10 A. M., MONDAY, 3RD JULY.

CHEMISTRY.

(Only five questions to be answered.)

1. Describe the manufacture of Sulphuric Acid.
2. Describe the preparation of Hydrogen Phosphide, or of Fluosilicic Acid.
3. Discuss the elements of the Chlorine group and their relation to each other.
4. Describe the manufacture of ethyl alcohol until it is obtained pure and anhydrous.
5. Calculate the weight of zinc and hydrochloric acid to inflate a balloon of 1000 cubic metres at 20° C and 760 mm. What would be the volume at 0° C and 7000 mm? (Two grams of H₂=22.4 litres at standard temperature and pressure. One cubic metre=1000 litres).
6. Give the formula of the principal copper ores; describe the reduction of any one of them and the character of as many copper salts as you can.
7. Indicate how you would separate the following elements so as to demonstrate their presence in a watery solution of their salts: Silver, nickel, lead, zinc, calcium, potassium.
8. Expound with illustrations the principles of electrolysis.

11.15 to 12.15 a. m., Monday, 3d July, 1905.

PLATO (APOLOGY AND CRITO).

I. Translate: ταῦτα γὰρ ἐωρᾶτε καὶ αὐτοὶ ἐν τῇ Ἀριστοφάνους κωμῳδίᾳ, Σωκράτη τινὰ ἐκεῖ περιφερόμενον, φάσκοντά τε ἀεροβατεῖν καὶ ἄλλην πολλὴν φλυαρίαν φλυαροῦντα ὧν ἐγὼ οὐδὲν οὔτε μέγα οὔτε σμικρὸν περὶ ἐπαίω. καὶ οὐχ ὡς ἀτιμάζων λέγω τὴν τοιαύτην ἐπιστήμην, εἴ τις περὶ τῶν τοιούτων σοφὸς ἐστὶ, μὴ πως ἐγὼ ὑπὸ Μελήτῳ τοσαύτης δίκας φύγοιμι· ἀλλὰ γὰρ ἐμοὶ τούτων, ὦ ἄνδρες Ἀθηναῖοι, οὐδὲν μέτεστι.

(1) ὦν . . . περὶ ἐπαίω. Explain the construction and account for the accent of περί. (2) Account for cases of φλυαρίαν, ἐμοί, τούτων.

II. Translate: αὐτοὶ μὲν γὰρ οἱ διεφθαρμένοι τάχ' ἂν λόγον ἔχοιεν βοηθοῦντες· οἱ δὲ ἀδιόφθιρτοι, πρεσβύτεροι ἤδη ἄνδρες, οἱ τούτων προσήκοιτες, τίνα ἄλλον ἔχουσι λόγον βοηθοῦντες ἐμοὶ ἀλλ' ἢ τὸν ἄρθρον τε καὶ δίκαιον, ὅτι ξυνίστασι Μελήτῳ μὲν ψευδομένῳ, ἐμοὶ δὲ ἀληθεύοντι;

(1) Parse ξυνίστασι. (2) Account for the case of Μελήτῳ and ἐμοί.

III. Translate: καὶ νῦν ἐγὼ μὲν ἄπειμι ὑφ' ὑμῶν θανάτου δίκην ὄφλων, οὔτοι δ' ὑπὸ τῆς ἀληθείας ὄφληκότες μοχθηρίων καὶ ἀδικιῶν. καὶ ἔγωγε τῷ τιμήματι ἐμμένω καὶ οὔτοι· ταῦτα μὲν που ἴσως οὕτω καὶ ἔδει σχεῖν, καὶ οἶμαι αὐτὰ μετρίως ἔχειν.

(1) Parse ὄφλων. (2) Explain constructions of θανάτου, δίκην, τιμήματι, ταῦτα.

IV. Translate: Εἰ γὰρ ὄφελον, ὦ Κρίτων, οἷοί τε εἶναι οἱ πολλοὶ τὰ μέγιστα κακὰ ἐργάζεσθαι, ἵνα οἷοί τε ἦσαν καὶ ἀγαθὰ τὰ μέγιστα, καὶ καλῶς ἂν εἶχεν. νῦν δὲ οὐδέτερα οἷοί τε· οὔτε γὰρ φρόνιμον οὔτε ἄφρονα δυνατοὶ ποιῆσαι, ποιοῦσι δὲ τοῦτο ὅτι ἂν τύχωσιν.

(1) Parse ὄφελον.

V. Translate: XII. Τί οὖν, ἂν εἴπωσιν οἱ νόμοι· ὦ Σώκρατες, ἢ καὶ ταῦτα ὠμολογήτο ἡμῖν τε καὶ σοί, ἢ ἐμμένειν ταῖς δίκαις αἷς ἂν ἡ πόλις δικάζῃ; εἰ οὖν αὐτῶν θαυμάζοιμεν λεγόντων, ἴσως ἂν εἴποιεν ὅτι, ὦ Σώκρατες, μὴ θαύμαζε τὰ λεγόμενα, ἀλλ' ἀποκρίνου, ἐπειδὴ καὶ εἴωθας χρῆσθαι τῷ ἐρωτᾶν τε καὶ ἀποκρίνεσθαι.

(1) Explain cases of αἷς, αὐτῶν. (2) Parse ἀποκρίνου. (3) Explain τῷ ἐρωτᾶν.

2.00 TO 3.00 P. M., MONDAY, 3RD JULY.

GREEK HISTORY.

1. (a) State the physical characteristics of Greece and show how these affected its history. (b) By what name are the prehistoric inhabitants of Greece known? (c) Into what sections were the Greeks of history divided?
2. (a) What is meant by the Dorian Invasion? (b) Describe the Spartan Constitution. (c) What led to the war between the Greeks and Persians? Name its chief battles and give their dates.
3. (a) What was the Confederacy of Delos? Its effect on the power of Athens? (b) Give a brief account of the administration of Pericles at Athens.
4. (a) Give some account of Agesilaus and his war in Asia. (b) The exploits of Xenophon and the *Ten Thousand*.
5. (a) To what great man is due the Theban Supremacy in the latter part of the 4th century, B. C.? (b) Give some account of him. Narrate the leading events in the career of Philip of Macedon and show their bearing on the history of Greece.

3.10 TO 4.10 P. M., MONDAY, 3RD JULY.

BOTANY.

(Only five questions to be answered.)

1. What is *mitosis*? Where does it occur? What is *meristem*? Where is it found and into what does it develop?
2. Sketch briefly with drawings ten of the more common organisms which you found in water, indicating their classification as far as you know.
3. Discuss fully (1) the structure of a typical leaf, and (2) the functions of each structural element.
4. Discuss in full detail with drawings any one of the following which you may have studied: (a) a mould, or (b) a lichen, or (c) a fungus, or (d) a liverwort, or (e) a clubmoss.
5. Describe the development, distribution of vascular tissue, arrangement and character of sporangia of any fern, with a sketch of at least four other ferns sufficient to determine them.
6. Show what you know about either the *Liliaceæ* or *Orchidaceæ* of the Province; (1) the characters of the order, and (2) the species you have determined.
7. Deal in like manner with either the *Compositæ*, or *Ericaceæ*, or *Leguminosæ*.
8. Indicate what you know about vegetable organisms injurious to (a) economic plants, and (b) animal life; and estimate the importance of a knowledge of how they may be controlled from an economic or industrial point of view.

4.15 to 5.15, Monday, 3d July, 1905.

DEMOSTHENES.

I. Translate: βούλεσθε, εἰπέ μοι, περιμόντες αὐτῶν πυνθάνεσθαι 'λέγεται τι καινόν;' γένοιτο γὰρ ἂν τι καινότερον ἢ Μακεδῶν ἀνὴρ Ἀθηναίους καταπολεμῶν καὶ τὰ τῶν Ἑλλήνων δικαίων; 'τέθνηκε Φίλιππος;' οὐ μὰ Δί'. 'ἀλλ' ἀσθενεῖ;' τί δ' ὑμῖν διαφέρει; καὶ γὰρ ἂν οὗτός τι πάθῃ, ταχέως ὑμεῖς ἕτερον Φίλιππον ποιήσετε, ἄνπερ οὕτω προσέχητε τοῖς πράγμασι τὸν νοῦν· οὐδὲ γὰρ οὗτος παρὰ τὴν αὐτοῦ ῥώμην τοσοῦτον ἐπηύξηται ὅσον παρὰ τὴν ἡμετέραν ἀμέλειαν.

(1) Syntax of αὐτῶν. (2) Parse ἐπηύξηται.

II. Translate: οὐκ ἔστι ταῦτα· καὶ γὰρ ἂν ἀβελτερώτατος εἴη πάντων ἀνθρώπων, εἰ τῶν ἀδικουμένων ὑμῶν μηδὲν ἐγκαλοῦντων αὐτῷ, ἀλλ' ὑμῶν αὐτῶν τινὰς αἰτιωμένων, ἐκείνος ἐκλύσας τὴν πρὸς ἀλλήλους ἔριν ὑμῶν καὶ φιλονεικίαν· ἐφ' ἑαυτὸν προείποι τρέπεσθαι, καὶ τῶν παρ' ἑαυτοῦ μισθοφορούντων τοὺς λόγους ἀφέλιπτο, οἷς ἀναβάλλουσι ὑμᾶς λέγοντες ὡς ἐκεῖνός γε οὐ πολεμεῖ τῇ πόλει.

(1) Explain construction of ἀδικουμένων. (2) Construction of αὐτῷ.

III. Translate: πέμπει δὲ ξένους τοὺς μὲν εἰς Πορθμόν, τὸν δῆμον ἐκβαλοῦντας τὸν Ἑρετριῶν, τοὺς δ' ἐπ' Ὀρεόν, τύραννον Φιλιστίδην καταστήσοντας; ἀλλ' ὅμως ταῦθ' ὀρώντες οἱ Ἕλληνες ἀνέχονται, κατὰ τὸν αὐτὸν τρόπον ὥσπερ τὴν χάλυζαν ἔμοιγε δοκοῦσθε θεωρεῖν, εὐχόμενοι μὲν μὴ καθ' ἑαυτοὺς ἕκαστοι γενέσθαι, κωλύειν δὲ οὐδεὶς ἐπιχειρῶν.

(1) Explain use of participle ἐκβαλοῦντας and parse.

IV. Translate: τί γὰρ δὴ ποτε τῷ μὲν Φιλίππῳ πάντα τὰλλα ποιεῖν ἐξουσίαν δώσομεν, ἂν τῆς Ἀττικῆς ἀπέχηται, τῷ Διοπίθει δ' οὐδὲ βοηθῆν τοῖς Θραξῖν ἐξέσται, ἢ πόλεμον ποιεῖν αὐτὸν φήσομεν; ἀλλὰ νῆ Δία ταῦτα μὲν ἐξελέγονται, δεινὰ δὲ ποιούσιν· οἱ ξένοι περικόπτοντες τὰ ἐν Ἑλλησπόντῳ, καὶ Διοπίθης ἀδικεῖ κατάγων τὰ πλοῖα, καὶ δεῖ μὴ ἐπιτρέπειν αὐτῷ.

(1) How is ποιεῖν governed? (2) Syntax of Θραξῖν?

V. Translate: οὐδ' ἔμοιγε δοκεῖ δίκαιον τοῦτ' εἶναι πολίτου, τοιαῦτα πολιτεύμαθ' εὐρίσκειν ἐξ ὧν ἐγὼ μὲν πρῶτος ὑμῶν ἔσομαι εὐθέως, ὑμεῖς δὲ τῶν ἄλλων ἕστατοι· ἀλλ' συναξάνεσθαι δεῖ τὴν πόλιν τοῖς τῶν ἀγαθῶν πολιτῶν πολιτεύμασι, καὶ τὸ βέλτιστον αἰεὶ, μὴ τὸ βῆστον ἅπαντας λέγειν· ἐπ' ἐκεῖνο μὲν γὰρ ἡ φύσις αὐτῆ βαδιεῖται, ἐπὶ τοῦτο δὲ τῷ λόγῳ δεῖ πράγασθαι διδάσκοντα τὸν ἀγαθὸν πολίτην.

(1) Parse πολίτου and explain case. (2) Construction of εὐρίσκειν?

9.00 TO 10.00 A. M., TUESDAY, 4TH, JULY.

TACITUS. (Annals).

I. Translate: Interim anni principio Drusus ex Germanici liberis togam virilem sumpsit, quaeque fratri eius Neroni decreverat senatus repetita. Addidit orationem Caesar, multa cum laude filii sui quod patria benevolentia in fratris liberos foret. Nam Drusus, quamquam arduum sit eodem loci potentiam et concordiam esse, aequus adulescentibus aut certe non adversus habebatur.

- (1) Account for case of *benevolentia*. (2) Write note on *togam virilem*.

II. Translate: Variis dehinc et saepius irritis praetorum questibus, postremo Caesar de immodestia histrionum rettulit: multa ab iis in publicum seditiose, foeda per domos temptari; Oscum quondam ludicrum, levissimae apud vulgum oblectationis, eo flagitiorum et virium venisse ut auctoritate patrum coercendum sit. Pulsi tam histriones Italia.

- (1) Construction of *questibus*. (2) Write note on *Oscum ludicrum*.

III. Translate: Libros per aediles cremandos censuere patres sed manserunt, occulati et editi. Quo magis socordiam eorum irridere libet, qui praesenti potentia credunt extingui posse etiam sequentis aevi memoriam. Nam contra punitis ingeniis gliscit auctoritas, neque aliud externi reges aut qui eadem saevitia usi sunt nisi dedecus sibi atque illis gloriam peperere.

- (1) Explain allusion in *Libros . . . patres*. (2) Account for case of *saevitia* and parse *peperere*.

IV. Translate: Turesis sua cum manu noctem opperitur, haud nescio Juce nostro; igitur, firmatae stationes densioribus globis. Et ingruerat nox nimbo atrox, hostisque clamore turbido, modo per vastum silentium, incertos obsessores effecerat, cum Sabinus circumire, hortari ne ad ambigua sonitus aut simulationem quietis casum insidiantibus aperirent, sed sua quisque munia servarent immoti telisque non in falsum iactis.

- (1) *Juce nostro*. Who is meant? (2) *Sabinus*. Account for case.

V. Translate: Per idem tempus Iulia mortem obiit, quam neptem Augustus convictam adulterii damnaverat proieceratque in insulam Trierum, haud procul Apulis litoribus. Illic viginti annis exsilium toleravit Augustae ope sustentata, quae florentes privignos cum per occultum subvertisset, misericordiam erga adflictos palam ostentabat.

- (1) *Adulterii*. Account for case. (2) *Annis*. What other case might be used? (3) Parse *neptem*.

10.10 TO 11.10 A. M., TUESDAY, 4TH JULY.

ZOOLOGY.

(Only five questions to be answered.)

1. Describe by drawings and otherwise the anatomy of the head of any fish you may have studied.
2. Describe (a) the structures and their functions common to the following: Frog, snake, bird, cat, cow; and (b) the leading points of difference.
3. Discuss any class of animals of which you have made a study, so as to prove the extent and character of your practical knowledge of Zoology.
4. Sketch the anatomy of an insect; and give a classified list of the insects you know.
5. What do you know about (a) the gasteropods of Nova Scotia; or (b) the annelids; or (c) the oyster; or (d) the star fish; or (e) the cephalopods?

6. What difference have you observed between the fresh water and marine sponges? What animals are commonly found underneath stones, boards, or logs lying for some time on the surface of the ground? What animals are found underneath stones on the shore at low tide mark?

7. What small animals are found commonly in pools of water or in wet swamp moss? Give as full a description as you can of your observations.

8. Indicate what you know of animal organisms injurious to (a) economic plants and (b) to animal life; so as to demonstrate the importance of a knowledge which will enable man to control them.

11.15 TO 12.15 A. M., TUESDAY, 4TH JULY.

NAVIGATION.

1. A ship sails N. E. by N., 296 miles from a port in Lat. $48^{\circ} 40' N.$ Find by plane sailing her present Lat. and the departure made good (Log 2.96 = .47129; Log sin 3 pts. = 9.74474; Log 1.644 = .21603; Log Cos 3 pts. = 9.91465; Log 2.46 = .39114).

2. A ship in Lat. $44^{\circ} 30' N.$ and Long $54^{\circ} 20' W.$ sails N. E. 300 miles; find the Lat. and Long. arrived at. Give the various statements for the solution of the problem by middle latitude sailing with diagram, so as to prove you understand a method of solving the problem. Actual Solution not required.

3. Show how to solve the same problem by Mercator's sailing.

4. If the wind in the previous problem is assumed to be from the S. E., leeway $1^{\circ} 30'$, variation of the compass $1^{\circ} 45' W.$, and a current from the N. W. be found to be running at the rate of 2 knots for the whole time of the course of 300 miles which may be assumed to be 20 hours, how would you proceed to solve the problem?

5. (a) Describe a method of finding the latitude and longitude of the position of a ship at sea by observation.

(b) Explain the following terms so as to show your knowledge of them: The Nautical Almanac, The Log (ancient or modern) a Traverse Table, a Longitude Table, the Index error in a Sextant.

2.00 TO 3.00 P. M., TUESDAY, 4TH JULY, 1905.

ÆSCHYLUS (PROMETHEUS VINCTUS).

1. Translate:—

ὄρω, Προμηθεῦ, καὶ παραινέσαι γέ σοι
 θέλω τὰ λῶστα, καίπερ ὄντι ποικίλῳ.
 γίγνωσκε σαυτὸν καὶ μεθάρμοσαι τρόπους
 νέους· νέος γὰρ καὶ τύραννος ἐν θεοῖς.
 εἰ δ' ὦδε τραχεῖς καὶ τεθηγμένους λόγους
 ῥίψεις, τάχ' ἂν σου καὶ μακρὰν ἀνωτέρω
 θακῶν κλύει Ζεὺς, ὥστε σοι τὸν νῦν ὄχλον
 παρόντα μύχθων παιδιὰν εἶναι δοκεῖν.

(1) Parse *τεθηγμένους*. (2) Syntax of *σου*? (3) Explain different constructions following *ὥστε*.

II. Translate: —

οὔποτε θνατῶν

τὰν Διὸς ἄρμονίαν ἀιδρῶν παρεξίασι βουλαί.
 ἔμαθον τάδε σὰς προσιδοῦσ' ὀλοὰς τύχας, Προμηθεῦ.
 τὸ διαμφίδιον δέ μοι μέλος προσέπτα
 τὸδ' ἐκείνῳ θ' ὅτ' ἀμφὶ λουτρὰ
 καὶ λέχος σὸν ὑμεναίου
 ἴστατι γάμων, ὅτε τὰν ὀμοπάτριον ἔδνοις
 ἀγαγες Ἡσιόναν πιθῶν δάμαρτα κοινόλεκτρον.

Parse παρεξίασι and ὑμεναίου.

III. Translate: —

ἢ σοφὸς ἢ σοφὸς ὄς
 πρῶτος ἐν γνόμα τὸδ' ἐβάστασε καὶ γλώσσα διεμυθολόγησεν,
 ὡς τὸ κηδεῦσαι καθ' ἑαυτὸν ἀριστεύει μακρῶ,
 καὶ μήτε τῶν πλούτῳ διαθρυπτομένων
 μήτε τῶν γέννα μεγαλυνομένων
 ὄντα χερνήταν ἐραστεύσαι γάμων.

(1) Parse τὸ κηδεῦσαι and explain construction. (2) Syntax of γάμων?

IV. Translate: —

σεμνόστομός γε καὶ φρονήματος πλέως
 ὁ μῦθος ἔστιν, ὡς θεῶν ὑπηρέτου.
 νέον νέοι κρατεῖτε καὶ δοκεῖτε διή
 ναίειν ἀπενθή πέργαμ'. οὐκ ἐκ τῶνδ' ἐγὼ
 δισσοὺς τυράννοὺς ἐκπεσόντας ἠσθόμην;
 τρίτον δὲ τὸν νῦν κοιρανοῦντ' ἐπόψομαι
 αἰσχιστα καὶ τάχιστα.

(1) ὑπηρέτου. Explain case. (2) αἰσχιστα. Supply the word this adverb modifies.

V. Translate: —

λέγων ἔοικα πολλὰ καὶ μάτην ἐρεῖν·
 τέγγει γὰρ οὐδὲν οὐδὲ μαλθάσει κέαρ
 λιταῖς· δακῶν δὲ στόμιον ὡς νεοζυγῆς
 πῶλος βυίξει καὶ πρὸς ἠνίας μάχει.
 ἀτὰρ σφοδρύνει γ' ἀσθενεῖ σοφίσματι.
 αἰθαδία γὰρ τῷ φρονοῦντι μὴ καλῶς
 αἰτῆ καθ' αὐτὴν οὐδενὸς μείζον σθένει.

(1) Parse ἐρεῖν, δακῶν, μάχει. (2) οὐδενὸς . . . σθένει. Express by an English idiom.

3.10 TO 4.10 P. M., TUESDAY, 4TH JULY.

SANITARY SCIENCE.

(Only *five* questions to be answered.)

1. How would you disinfect a dwelling and premises in which there had been a case of infectious disease?
2. Describe the structure of the skin and its functions.
3. What are the advantages of a mixed diet? How many ounces per day of nitrogenous matter, of fats, of carbohydrates, of mineral substances should form the diet of a man at ordinary work?
4. What is the direct action of alcohol on the blood? Give statistics showing that life is shortened by intemperate habits.
5. What are the evils arising from unsuitable desks in schools? Describe fully how these evils may be corrected.
6. Give rules for the "Treatment of the drowned."

4.15 TO 5.15 P. M., TUESDAY, 4TH JULY.

ASTRONOMY.

(Only *five* questions to be answered.)

1. Define the terms: Declination, Right Ascension, First of Aries, Celestial latitude and longitude, Siderial time, Apparent solar time, Mean solar time, the Astronomical day and the Personal equation.
2. What is the effect of the earth's rotation upon gravity on the earth's surface? Explain.
3. Discuss Kepler's problem, *or* state Kepler's laws.
4. How are the following facts about the moon determined? Its distance, diameter, area, and volume.
5. How is the sun's mass determined?
6. Write a sketch of Venus so as to bring out the more important points in the compass of a twelve-minute paragraph.
7. Discuss the constellations so as to show how many of them you know.
8. Discuss any one of the following:--The Nebular Hypothesis, *or* Meteors, *or* Comets, *or* the Aberration of light.

9.00 TO 10.00 A. M., WEDNESDAY, 5TH JULY.

ALGEBRA.

(Only five questions to be answered.)

1. If x varies as y , prove that $x^2 + y^2$ varies as $x^2 - y^2$
2. Find the sum of the cubes of the terms of an Arithmetical Progression and show that it is exactly divisible by the sum of the terms.
3. (a) Find the radix of the scale in which 554 represents the square of 24.
 (b) Find the square of $\sqrt{9 + 40r - 1} + \sqrt{9 - 40r - 1}$.
4. Given $\frac{\sqrt{x} - \sqrt{y}}{\sqrt{x} + \sqrt{y}} + \frac{\sqrt{x} + \sqrt{y}}{\sqrt{x} - \sqrt{y}} = \frac{17}{4}$
 and $x^2 + y^2 = 706$, find x and y .
5. (a) Solve in positive integers $23x + 25y = 915$.

(b) How many permutations of 4 letters can be made out of the letters of the word Examination?

6. When the rate of interest is 4%, find what sum must be paid now to receive a freehold estate of £400 a year 10 years hence; having given $\log 104 = 2.0170333$; $\log 6.75565 = .8296670$.
7. A purse contains n coins of unknown value; a coin drawn at random is found to be a sovereign; what is the chance that it is the only sovereign in the purse?
8. Calculate the value of the determinants

1	1	1	1
1	2	3	4
1	3	6	10
1	4	10	20
9. (a) Find the conditions that $x^3 - px^2 + r = 0$ may have equal roots.
 (b) If $f(x) = x^4 + 10x^3 + 39x^2 + 76x + 65$, find the value of $f(x-4)$.

10.10 TO 11.10 A. M., WEDNESDAY, 5TH JULY.

LATIN COMPOSITION.

1. Decline together in the singular, *mare propius, ris superior, major deus, meus filius*. Give the present infinitive and supine (or perfect participle,) corresponding to the following verbal forms: *Mortuus, sit, fac, ite, garrulus est, tolle, der, fefellit*.
2. (a) Explain the forms and functions of the Supines and quote or frame brief sentences illustrating the use of each. (b) Show how intransitive verbs are used in the passive voice, and explain the formation of the future infinitive passive (*amatum iri*): (c) Quote or frame brief expressions illustrating the following constructions: *Partitive Genitive, Ablative Absolute, Ablative of Quality, Genitive of value, Historical Infinitive, Subjunctive of Indirect Question*.

Answer any three of the following questions:

3. Translate into Latin: (1) The Gauls were conquered by Cæsar before the end of the summer. (2) He was like a God in face and shoulders. (3) Pardon this fault of mine and remember that I have often helped you before. (4) It is questioned whether Cæsar was rightly put to death or foully murdered.

4. Translate into Latin : (1) It is lawful for a free man to go where he chooses. (2) He was born at Athens, lived twenty years at Rome, and died in Spain. (3) He declared that the Germans could not win if they fought before the new moon. (4) Philosophy was the inventor of law (plural) the teacher of morals and discipline.

5. Translate into Latin : (1) The woman whom you were seeking is present ; I will hear and dismiss her. (2) I fear that he will come : You (sing) fear that he will not come. (3) He promises to supply us with everything that is necessary. (4) The whole nation has long been weary of the war.

6. Translate at sight : *Vobiscum, milites, urbium invictarum ante munimenta superavi, montium juga perenni nive obruta emensus sum. Petra quam videtis unum aditum habet, quem barbari obsident ; cetera neglegent ; nullae vigiliae sunt, nisi quae castra nostra spectant. Invenietis viam si sollerter rimati fueratis aditus ferentes ad cacumen. Nihil tam alte natura constituit, quo virtus, non possit eniti. Evadite in cacumen quod cum ceperitis candidis velis signum mihi dabitis ; ego, admotis, hostem in nos a vobis convertam. Praemium erit ei qui primus occupaverit verticem talenta decem, uno minus accipiet qui proximus ei venerit, eademque, ad decem homines servabitur portio. Certum autem habeo, vos non tam liberalitatem intueri meam, quam voluntatem.*

Sollerter rimati fueratis shall have carefully explored.

11.15 TO 12.15 A. M., WEDNESDAY, 5TH JULY.

FRENCH AUTHORS.

1. Translate : *Theurid Les Péchés. J'eus beau me récrier, lui remontrer que la chose était peu pratique et combien il était difficile à un monsieur en habit noir d'introduire un de ces fruits dans sa poche, sans risquer d'être vu et mis à l'index . . . plus j'élevais d'objections et plus elle s'entêtait dans sa fantaisie : Rien de plus facile, au contraire ! . . . Au milieu du va-et-vient des soupeurs, personne ne s'en apercevra. . . . Tu en prendras une comme pour toi et tu la dissimuleras adroitement.*

(a) *Personne ne s'en apercevra.* Account for *que*, and write the sentence with the object in full. Give illustrations of analogous forms.

2. Translate : Lamartine : *Bonaparte.*

Son cercueil est fermé : Dieu l'a jugé. Silence !
 Son crime et ses exploits pèsent dans la balance :
 Que des faibles mortels la main n'y touche plus !
 Qui peut sonder, Seigneur, ta clémence infinie ?
 Et vous, fléaux de Dieu, qui sait si le génie
 N'est pas une de vos vertus ?

Que des faibles mortels la main n'y touche plus ! Que de gens ! Que ne me le dites-vous. Je crois que oui. Comment on the form of *que* in each of these sentences.

3. Translate : Molière : *Le Bourgeois Gentilhomme. M. Jourdain.* Et comme l'on parle, qu'est-ce que c'est donc que cela ? *Le Maître de Philosophie.* De la Prose. *M. Jourdain.* Quoi ? Quand je dis. Nicole apportez-moi mes pantoufles, et me donnez mon bonnet de nuit, c'est de la prose ? *L. M. de Ph.* Oui, monsieur. *Mr. J.* Par ma foi, il y a plus de quarante ans que je dis de la prose sans que j'en susse rien, et je vous suis le plus obligé du monde de m'avoir appris cela.

a) *Sans que j'en susse rien.* Give principal parts of *susse*, and account for its mood. Write the same sentence with *sans* instead of *sans que*.

b) Short notes on Molière. Briefly criticise "Le Bourgeois Gentilhomme" ?

4. Translate: Sully-Prudhomme: *Le Jour*.

Jeune homme de vingt ans voilà bien ta fortune !
 Tu cherchais simplement ton naturel milieu ;
 Le pacte humain te pèse, et sa loi t'importune ;
 Tu voulais rester seul avec ton âme et Dieu.
 Et tu disais : " La terre au bonheur me convie,
 Ce bonheur est un droit et ce droit est sacré ;
 Je n'ai ni demandé ni désiré la vie :
 Il est juste, il est beau que j'en use à mon gré !"

- a) *Que j'en use à mon gré.* In what mood is *use*? Why? Illustrate some exceptions. Interpret: *Bon gré mal gré. Savoir gré à quel-qu'un.*

5. Translate: Alexandre Dumas: *Le Beefsteak d'Ours*. C'est qu'elle était merveilleusement servie, ma petite table. Quatre plats formaient le premier service, et au milieu était un beefsteak d'une mine à faire honte à un beefsteak anglais. . . . Mon hôte vit qu'il absorbait mon attention. Il se pencha mystérieusement à mon oreille; " Il n'y en aura pas de pareil pour tout le monde," me dit-il. — " Qu'est-ce donc que ce beefsteak ?"— " Du filet d'ours ! rien que cela !" — J'aurais autant aimé qu'il me laissât croire que c'était du filet de boeuf.

- a) Briefly tell what you know of Alexandre Dumas.

2 00 TO 3.00 P. M., WEDNESDAY, 5TH JULY.

ENGLISH LANGUAGE.

(Only five questions to be answered.)

1. Into what four groups is the Teutonic language sub-divided? Give the geographical limits of each group.
2. What influence did "foreign tongues" exercise upon the English of the Anglo-Saxon period?
3. State briefly the changes which the English adjective has undergone.
4. Give the characteristics of the six classes into which the Anglo Saxon strong verbs may be divided.
5. Give a brief analysis of Chaucer's "The Prologue."
6. "Among Chaucer's chief characteristics are his delightful freshness and simplicity, his heartfelt love of nature, his power of life-like portraiture, his admirable story-telling, and the perfection of his verse." Quote four passages of not less than five lines each, by way of illustration.
7. Describe the combat between Palamon and Arcite.
8. Explain the following:
 - (1) Dame Burnel the asse.
 - (2) My swevene rede aright.
 - (3) For she was as it were a maner deye.
 - (4) Loken in every lith.
 - 5). "Madame" quod he, "grant mercy of your love."

3.10 TO 4.10 P. M., WEDNESDAY, 5TH JULY.

FRENCH GRAMMAR AND COMPOSITION.

1. What mood is to be used in French, the superlative and the words: *le premier, le dernier, le seul, etc.*, being followed by a relative pronoun? Translate for examples: He is the most prudent man I know. There is nothing that pleases me more. It is the first journey across the ocean he has to make this summer. Distinguish between: *J'entends que vous l'interrompez* and *J'entends que vous l'interrompiez*.

2. Translate the following sentences, applying the rules of the participles, and using the *past indefinite*, common in conversation: The house which we saw (*i. e.*, have seen) building, is very high. These ladies have written letters to one another every week. These men are good musicians; did you ever hear them play? This is a fine comedy; did you ever see it played? Here are the books for which you have sent (*faire venir*). We have accustomed ourselves to rise early.

3. Render into French, by idiomatic uses of the verb *faire*:—

Don't be childish; you frightened me; he pretends to be deaf; let us take a turn in the garden; he will get accustomed to it.

Comment on the word *gens*. What is its original meaning? Is there any relic left of this? What is its present literal meaning? What is the rule concerning any adjectives qualifying *gens*? Give illustrations.

4. Distinguish between: *Il a cinquante ans* and *il y a cinquante ans*; *le monde entier* and *tout le monde*; *il en fait beaucoup* and *il s'en fait beaucoup*; *il est trop fort* and *c'est trop fort*; *en deux heures nous serons là* and *à deux heures nous serons là*; *il est tard* and *il se fait tard*. Give the French for: Were there many people at the concert? People say that a naval battle had been fought. Few people think so. How many people do you expect to dinner? We are reading a history of the English people.

5. Translate: (a) A French nobleman, who waited upon Frederick the Great at Sans Souci, expressed his astonishment at seeing the Emperor's portrait in every apartment of the palace. "Oh!" said the King, "the Emperor is a busy, enterprising young monarch, and I think it necessary to have an eye upon him." (b) Write a short French letter.

4.15 TO 5.15 P. M., WEDNESDAY, 5TH JULY.

GEOLOGY.

(Only five questions to be answered)

1. Mention in order, the different geological systems represented in Nova Scotia beginning with the oldest, indicating the portion of the province in which each is found.

2. Name or indicate some of the fossils or other characters distinctive of each system referred to in the preceding question.

3. Discuss the origin and character of the earth, soil, or gravel overlying the systems of rock.

4. Discuss the geological structure of any gold mining region with diagrams, so as to illustrate your knowledge of such structures, and of the terms in which to express it.

5. Give a list of (a) minerals found in the province naming a locality in which each is found, and (b) rocks—in the same manner.

6. Discuss either (a) the eruptive rocks of Nova Scotia; or (b) the metamorphic rocks; or (c) the limestones and gypsums.

7. Draw a diagrammatic section through the formations of the province on any one of the following lines: (a) From Northumberland Straits to Cobequid Bay; or (b) from the middle of the Bay of Fundy Coast to Halifax; or (c) from Pictou to the Coast of East Halifax county; or (d) from Mabou to the Bras d'Or.

9.00 TO 10.00 A. M., THURSDAY, 6TH JULY.

GEOMETRY.

(Only five questions to be answered.)

1. In a right angled triangle, any rectilinal figure described on the hypotenuse is equal to the sum of the two similar and similarly described figures on the sides containing the right angle.
2. In equal circles the angles at the centres have the same ratio as the arcs on which they stand.
3. Show that the radical axis of two circles bisects any one of their common tangents.
4. Any transversal is cut harmonically by the rays of a harmonic pencil.
5. Draw a straight line perpendicular to a given plane from a given point outside it.
6. Find the locus of points in space equidistant from three given points.
7. The straight lines which join the middle points of opposite edges of a tetrahedron are concurrent.
8. The ordinate of a certain point in the locus of the equation $x^2 + y^2 + 20x - 70 = 0$ is 1. What is the abscissa of this point?

10.10 TO 11.10 A. M., Thursday, 6th July, 1905.

GREEK COMPOSITION.

1. Decline together in the singular *οἶτος ὁ βασιλεύς*, and in the plural *αἵτιη ἡ γυνή*. Show how the singular case-endings of feminines of the first declension can be inferred from the final letter or letters of the stem. Attach the endings of the nominative and accusative to the following stems: *δικ-*, *χρεί-*, *ἄμυλλ-*, *ρίζ-*; *γλώσσ-*.

2. Explain minutely the regular forms of the augment. Point out peculiarities in the augment forms of *ὀράω*, *ἔχω*, *δύναμαι*, *εἶω*. Explain and illustrate the form known as the "Attic Future."

3. Under what circumstances are pronouns attracted into the cases of their antecedents? Illustrate. Point out differences between the Greek and Latin constructions following verbs of saying, knowing, etc.

Answer two of the following questions, 4, 5, 6:—

4. Translate into Greek: (1) Klearchus, Proxenus, and ye other Greeks present, ye know not what ye are doing. (2) To the generals, when they heard this, the plan (*ἐνθύμημα*) indeed seemed to be pleasant, but the work impossible. (3) The wise man rejoices in virtue rather than in riches. (4) If I were to do this what a fuss (*θόρυβος*) there would be! (5) If I had done this what a fuss there would have been!

5. Translate into Greek : (1) The Carduchians kindled many fires in a circuit on the mountains. (2) Cyrus shouted to Clearchus to lead his army against the enemy's centre. (3) They heard a sound going through the ranks. (4) They asked Cyrus for three months' wages.

6. Translate at sight : Τοῦτο δὴ δεῖ λέγειν, πῶς ἂν πορευοίμεθα τε ὡς ἀσφαλέστατα, καὶ εἰ μάχεσθαι δεῖοι, ὡς κράτιστα μαχοίμεθα. πρῶτον μὲν τοῖνυν, ἔφη, δοκεῖ μοι κατακαῦσαι τὰς ἀμάξας ἃς ἔχομεν, ἵνα μὴ τὰ ζεύγη ἡμῶν στρατηγῆ, ἀλλὰ πορευόμεθα ὅπῃ ἂν τῇ στρατιᾷ συμφέρῃ· ἔπειτα καὶ τὰς σκηνὰς συγκατακαῦσαι. αὐταὶ γὰρ αὐτὸ ὄχλον μὲν παρέχουσιν ἄγειν, συνωφελοῦσι δ' οὐδὲν οὔτε εἰς τὸ μάχεσθαι οὔτ' εἰς τὸ ἐπιτήδεια ἔχειν.

μὴ τὰ . . . στρατηγῆ = that our packhorses may not conduct our campaign.

11.15 TO 12.15 A. M., THURSDAY, 6TH JULY.

CICERO. (Pro Lege Manilla and Pro Archia.)

I. Translate : Causa quae sit videtis : nunc quid agendum sit considerate. Primum mihi videtur de genere belli, deinde de magnitudine, tum de imperatore deligendo esse dicendum. Genus est belli eius modi, quod maxime vestros animos excitare atque inflammare ad persequendi studium debeat : in quo agitur populi Romani gloria, quae vobis a maioribus cum magna in omnibus rebus, tum summa in re militari tradita est.

(1) *Debeat.* Account for mood. (2) *Summa.* Explain case.

II. Translate : Hoc tantum bellum, tam turpe, tam vetus, tam late divisum atque dispersum quis umquam arbitraretur aut ab omnibus imperatoribus uno anno aut omnibus annis ab uno imperatore confici posse ? Quam provinciam tenuistis a praedonibus liberam per hosce annos ? quod vectigal vobis tutum fuit ? quem socium defendistis ? cui praesidio classibus vestris fuistis ?

(1) Compare *vetus, late, liber.* (2) *Cui praesidio classibus,* explain syntax of these words.

III. Translate : Etenim talis est vir, ut nulla res tanta sit ac tam difficilis, quam ille non et consilio regere et integritate tueri et virtute conficere possit. Sed in hoc ipso ab eo vehementissime dissentio, quod, quo minus certa est hominum ac minus diuturna vita, hoc magis res publica, dum per deos immortales licet, frui debet summi viri vita atque virtute.

(1) Explain subjunctives in first sentence. (2) *Vita atque virtute.* Account for case of these nouns.

IV. Translate : Sed quoniam census non ius civitatis confirmat ac tantum modo indicat eum, qui sit census, ita se iam tum gessisse pro cive, iis temporibus, quem tu criminari non ipsis quidem iudicio in civium Romanorum iure esse versatum, et testamentum saepe fecit nostris legibus et adiit hereditates civium Romanorum et in beneficiis ad aerarium delatus est a L. Lucullo pro consule.

(1) Write an explanatory note on, *in beneficiis ad aerarium delatus est.*

V. Translate : Neque enim est hoc dissimulandum, quod obscurari non potest, sed prae nobis ferendum : trahimur omnes studio laudis, et optimus quisque maxime gloria ducitur. Ipsi illi philosophi etiam illis libellis, quos de contemnenda gloria scribunt, nomen suum inseribunt ; in eo ipso, in quo praedicationem nobilitatemque despiciunt, praedicari de se ac nominari volunt.

(1) Compare *maxime.* (2) Parse *contemnenda.*

2 00 TO 3 00 P. M., THURSDAY, 6TH JULY.

PHYSICS.

(Only five questions to be answered.)

1. The velocity of a particle at a certain instant is 30 feet per second ; its acceleration is 4 feet per second ; what will be its velocity 10 seconds hence ? What is angular velocity, and how is it expressed ? Illustrate.
2. Explain briefly what you understand the "Absolute units of work" to be ? A force of 10,000 dynes acting through a space of 100 meters per second furnishes an activity of how many Watts ?
3. Explain the terms : Efficiency of Machines, The Kinetic theory of gases, Boyle's Law, the principle of Archimedes, and the interference of Sound-waves.
4. Explain the use of the wet and the dry bulb thermometer. A kilogram of ice at 0° C is thrown into 6.3 K of Water at 15° C. When the ice is melted the temperature of the water is 2°. Find the heat of fusion of ice.
5. Explain the following : The optical formula, $\frac{1}{P} + \frac{1}{P'} = \frac{1}{f}$; the reversed or dark line spectrum, Newton's rings, Chromatic aberration, and the critical angle of total reflection.
6. State the names and uses of the various instruments for electrical measurement.
7. Explain the following : Resistance, Potential, Grenet cell, the formula $C = \frac{E}{R + \frac{r}{n}}$ and $C = \frac{nE}{R + nr}$, and the transformer or converter.
8. Describe fully one of the best experimental studies you made in physics and in conclusion give a list of all the experiments you remember to have made.

3.10 TO 4.10 P. M., THURSDAY, 6TH JULY.

GERMAN (GRAMMAR AND COMPOSITION).

1. Explain the nature of *coordinating*, *adverbial* and *subordinating* conjunctions and the influence they have on the construction ; translate for examples : When I arrived yesterday it was quite dark. It is rainy, therefore I shall quietly stay at home. He could not come, but he wrote me a long letter.
2. When do the Germans express the passive by *sein*, when by *werden* ? Explain, giving illustrations. Prove that *intransitive* verbs cannot have a *complete* passive by translating : He is laughed at everywhere. It has not been thought of ; give *two* forms for each sentence. German for : It is to be hoped. Houses to be sold. He is to be sent abroad.
3. Explain why "to know" must assume different forms in the following sentences ; translate : I know my native country. Do you know that our friend is ill ? He knows English, French and German. He is a well-known author. Interpret : Können Sie singen ? Ja, aber ich kann jetzt nicht, da ich keine Zeit habe.
4. Comment on the construction of sentences : (a) in the *normal* order ; (b) in the *inverted* order ; (c) in the *transposed* order ; write a sentence, illustrating each form. Er sagte er *würde* nach Deutschland gehen ; er *hätte* jetzt die Mittel, um dort studieren zu können ; translate this sentence, and account for the mood of the verbs italicized. Write down the same sentence in Oratio recta (direct speech).
5. Translate : The philosophy of his life lay in the words : Eat, drink and be merry. Do not throw your money away, for the time will come when you will need it. If he has already forgotten what I told him, or if he ever forgets it, please read to him the letter which I have given to you. It is said that Bayard Taylor, whom his country sent as ambassador to Germany, knew and spoke German as well as a German.

4.15 TO 5.15 P. M., THURSDAY, 6th JULY.

VERGIL, AENEID, BOOKS V. AND VI.

I. Translate :—

ille inter navemque Gyae scopulosque sonantis
 radit iter laevum interior, subitoque priorem
 praeterit et metis tenet aequora tuta relictis.
 tum vero exarsit iuveni dolor ossibus ingens,
 nec lacrimis carnere genae, segnemque Menoeten
 oblitus decorisque sui sociumque salutis
 in mare praecipitem puppi deturbat ab alta.

- (1.) Explain cases of
- iuveni*
- ,
- lacrimis*
- ,
- decoris*
- . (2) Parse
- socium*
- .

II. Translate :—

it clamor caelo, primusque accurrit Acestes
 aequaevumque ab humo miserans attollit amicum.
 at non tardatus casu neque territus heros
 acrior ad pugnam redit ac vim suscitatur ira.
 tum pudor incendit viris et conscia virtus,
 praecipitemque Daren ardens agit aequore toto,
 nunc dextra ingeminans ictus nunc ille sinistra ;
 nec mora, nec requies.

- (1.)
- Caelo*
- . What is the prose construction? (2) Parse
- viris*
- .

III. Translate :—

natique patrisque,
 alma precor, miserere, potes namque omnia, nec te
 nequiquam lucis Hecate praefecit Avernus.
 si potuit Manes arcessere coniugis Orpheus,
 Thraecia fretus citharæ fidibusque canoris ;
 si fratrem Pollux alterna morte redemit,
 itque reditque viam totiens—quid Thesea magnum,
 quid memorem Alciden?—et mi genus ab Iove summo.

- (1.) Explain case of
- nati*
- and
- cithara*
- . (2) Decline
- Thesea*
- . (3)
- memorem*
- . What subjunctive is this?

IV. Translate :—

hos iuxta falso damnati crimine mortis,
 nec vero hae sine sorte datae sine iudice, sedes
 quaesitor Minos urnam movet ; ille silentum
 conciliumque vocat vitasque et crimina discit.
 proxima deinde tenent maesti loca, qui sibi letum
 insontes peperere manu, lucemque perosi.
 proiecere animas. quam vellent aethere in alto
 nunc et pauperiem et duros perferre labores !

- (1)
- Crimine mortis*
- . Explain cases of these words. (2)
- Vellent*
- , account for mood.

V. Translate :—

Exinde per amplum
 mittimur Elysium, et pauci laeta arva tenemus.
 donec longa dies, perfecto temporis orbe,
 concretam exemit labem, purumque reliquit
 aetherium sensum, atque aurai simplicis ignem.
 has omnes ubi mille rotam volvere per annos,
 Lethaeum ad fluvium deus evocat agmine magno.

- (1) Parse
- volvere*
- . (2) Prove scansion of third and fifth lines of extract.

9.00 TO 10.00 A. M., FRIDAY, 7TH JULY.

TRIGONOMETRY.

(Only five questions to be answered.)

1. (a) Express all the ratios of Angle A in terms of $\sin A$. (b) Solve the equation $\tan \theta + \cot \theta = 2$.

2. A flagstaff 30 feet high stands on the top of a cliff, and from a point on a level with the base of the cliff the angles of elevation of the top and bottom of the flagstaff are observed to be $46^{\circ} 26'$, and $38^{\circ} 20'$ respectively. Find the height of the cliff ($\tan 38^{\circ} 20' = .7807$, $\tan 46^{\circ} 26' = .8491$).

3. If a be the side of a regular polygon of n sides, R the radius of the circumscribing circle, and r the radius of the circle inscribed, show that the area of the polygon = $\frac{1}{2}na^2 \cot \frac{180^{\circ}}{n} = \frac{1}{2}nR^2 \sin \frac{260^{\circ}}{n} = nr^2 \tan \frac{180^{\circ}}{n}$

4. Show that $1 + \tan 2A \tan A = \sec 2A$.

5. The elevation of the summit of a hill from a station A is a° : after walking n feet toward the summit up a slope inclined at an angle b° to the horizon, the elevation is c° . Show that the height of the hill above A, is $n \sin a \sin (c - b) \operatorname{cosec} (c - a)$ ft.

6. Given that $\cos \theta = \pm \frac{\sqrt{3}}{2}$, find the general value of θ , and find the four least positive values of θ .

7. The value of the division of the outer rim of a graduated circle is 10 seconds, and the distance between the two successive divisions is .2 of an inch. Find the radius of the circle.

10.10 TO 11.10 A. M., FRIDAY, 7TH JULY.

PSYCHOLOGY.

(Only five questions to be answered.)

1. "He urges that Psychology as a distinct independent science, built up by introspection, is impossible, for introspection is itself impossible." Discuss this statement so as to expound the grounds of your own opinion.

2. "The highest centers of the brain do probably contain nothing but arrangements for representing impressions and movements, and other arrangements for coupling the activity of these arrangements together." Expound this view in fuller detail with at least one illustration showing your knowledge of the structure and functioning of the brain.

3. Discuss with illustrations any phase of the problem of Attention.

4. Why are the laws of Mental suggestion also known as the laws of the Association of Ideas? Distinguish between the causes of spontaneous and voluntary trains of thought.

5. Discuss the conditions of goodness in Memory.

6. Discuss the causes of either (a) the illusions of the sane, or (b) the fantastic arrangement of dream ideas, or (c) the ideas of the insane.

7. "Free-will is asserted to be in conflict with the law of causation." Defend your own view.

8. Compare the emotions with Instinct.

9. "The great thing then in all education is to make our nervous system our ally instead of our enemy. For this we must make automatic and habitual, as early as possible, as many useful actions as we can, and guard against the growing into ways that are likely to be disadvantageous, as we should guard against the plague." Discuss the physical basis of Habit implied in this quotation.

10. Explain any one of the following: (a) Binocular vision, (b) the afferent and efferent nerve systems connected with the spinal cord, (c) the concept of self.

11.15 TO 12.15 A. M., FRIDAY, 7TH JULY.

HORACE (ODES, BOOKS III. AND IV.)

I. Translate:—

hic, unde vitam sumeret inscius,
pacem duello miscuit. O pudor!
O magna Karthago, probrosis
altior Italiae ruinis!

fertur pudicae coniugis osculum
parvosque natos ut capitis minor
ab se removisse et virilem
torvus humi posuisse vultum.

(1) *Sumeret*. Account for mood. (2) *Cupitis minor*. How would this be expressed in prose?

II. Translate:—

quanto quisque sibi plura negaverit,
ab dis plura feret: nil cupientium
nudus castra peto et transfuga divitum
partes linquere gestio,

contemptae dominus splendidior rei,
quam si quidquid arat impiger Apulus
occultare meis dicerer horreis,
magnas inter opes inopes.

Contemptae.....rei. Give two possible translations.

III Translate:—

laudo manentem; si celeres quatit
pennas, resigno quae dedit et mea
virtute me involvo probamque
pauperiem sine dote quaero.

non est meum, si mugiat Africis
malus procellis, ad miseris preces
decurrere et votis pacisci
ne Cypriae Tyriaeque merces
addant avaro divitias mari:

Parse *manentem, dote, pacisci*.

IV. Translate:

cuncta manus avidas fugient heredis amico
quae dederis animo.
eum semel occideris et de te splendida Minos
fecerit arbitria,
non Torquate, genus, non te facundia, non te
restituere pietas;
infernis neque enim tenebris Diana pudicum
liberat Hippolytum,
nec Lethaea valet Theseus abrumpere caro
vincula Pirithoo.

Explain mythological allusions in this extract.

V. Translate:—

vosque veraces cecinisse, Parcae,
quod semel dictum est stabilisque rerum
terminus servet, bona iam peractis
iungite fata.
fertilis frugum pecorisque tellus
spicea donet Cererem corona ;
nutriant fevus et aquae salubres
et Iovis aurae.

- (1) *serret.* What subjunctive is this? (2) Parse *frugum*.

2.00 TO 3.00 P. M., FRIDAY, 7TH JULY.

BRITISH HISTORY.

(Only *five* questions to be answered.)

1. Write a short account of the conquest of Britain by the English.
2. State the chief provisions of the Great Charter and discuss the events leading up to the granting of it.
3. Sketch the career of Jean of Arc.
4. Give an account of the settlement of New England by the Puritans.
5. State as fully as you can, the direction and extent of the change that took place in the temper of English people at the time of the Restoration.
6. "Never had England played so great a part in the history of mankind as in the year 1759." Expand this statement.
7. Explain the composition and functions of the Parliament of Canada.

3.10 TO 4.10 P. M., FRIDAY, 7TH JULY.

ENGLISH LITERATURE.

(Only *five* questions to be answered.)

1. Who was Caxton? Give the title of the first book he published. What effect was produced on the English Language by his translations?
2. Mention the first three prominent English Historians. Give the titles of their histories, and the characteristics of each as to style.
3. Describe the character of (1) *Fluellen* ; or (2) *Pistol*.
4. By whom and under what circumstances were the following excerpts spoken?"

- (1) " True ; therefore doth heaven divide
The state of man in divers functions,
Setting endeavor in continual motion ;
To which is fixed as an aim or butt,
Obedience "
- (2) " In peace there's nothing so becomes a man
As modest stillness and humility. "
- (3) " O ceremony, show me but thy worth.
What is thy soul of adoration ?
Art thou ought else but place, degree and form
Creating fear and awe in other men ? "
- (4) " Ha ! art thou bedlam ? dost thou thirst brave Trojan,
To have me fold up Parca's fatal web ?
Hence ! I am qualmish at the smell of leek. "
5. Give the substance of Beelzebub's first discourse.
6. Quote fifteen or twenty consecutive lines from *Paradise Lost*, Book II.
7. Give a brief account of the life of (1) Steele ; or (2) Goldsmith ; as described by Thackeray.

4.15 TO 5.15 P. M., FRIDAY, 7TH JULY.

GERMAN AUTHORS.

1. Translate : *Göthe*.

" Ich liebe dich, mich reizt deine schöne Gestalt ;
Und bist du nicht willig, so brauch' ich Gewalt. "
Mein Vater, mein Vater, jetzt fasst er mich an ?
Erkönig hat mir ein Leids gethan !
Dem Vater grauset's, er reitet geschwind,
Er hält in den Armen das ächzende Kind,
Erreicht den Hof mit Mühe und Not,—
In seinen Armen das Kind war tot.

(a) Point out, in this extract, a contracted *adjective* clause, and enlarge the same into a full clause.

(b) Comment on the term " Erkönig. " Write a few short notes on *Göthe*.

2. Translate : *Schiller*.

" Auch mir ist alles wohl geraten ;
Bei allen meinen Herrscherthaten
Begleitet mich des Himmels Huld,
Doch hatt' ich einen teuren Erben,
Den nahm mir Gott, ich sah ihn sterben
Dem Glück bezahlt' ich meine Schuld. "
Drum willst du dich vor Leid bewahren,
So flehe zu den Unsichtbaren,
Dass sie zum Glück den Schmerz verleihn,
Noch keinen sah ich fröhlich enden,
Auf den mit immer vollen Händen
Die Götter ihre Gaben streun. "

(a) Locate this passage, and relate the main features of the tale. Give dates of Schiller's birth and death.

3. Translate: *Heine's musikalische Studien.*

So war ein Jahr hingeflossen, als einstmals um die Zeit der Musikstunde meine Mutter im Garten spazieren ging. Zu ihrer grössten Befriedigung hörte sie ein gutes, fertiges Violinspiel. Sie freute sich schon in der Seele über die Fortschritte ihres Erstgeborenen und eilte die Treppe hinauf, um dem gewissenhaften Lehrer zu danken. Als sie die Thür öffnete, sah sie zu ihrem grossen Erstaunen, wie Heinrich auf einem Divan lag, der Lehrer vor ihm auf- und abging und ihn mit seinem Violinspiel unterhielt.

- (a) "Sah sie zu ihrem Erstaunen." Explain the position of the *subject* sie. Illustrate the other cases, in which the *subject* assumes the same place.

4. Translate: *Nach hundert Jahren.*

Ermüdet und abgESPannt zog man sich gegen Abend in die grosse Küche zurück. Da mit einem Male "öffnete sich geräuschlos die Thür der Küche, und herein schlich die grosse, schwarze Katz des Hauses, die man den ganzen Tag über nicht gesehen hatte. Mit einem gellenden Schrei sprang Mutter des verlorenen Knaben auf sie zu, denn die Katze trug um ihren Hals Juans dunkelrote Halsbinde.

- (a) *Nach hundert Jahren.* How would the substitution of *vor* for *nach* affect this clause?

Translate: *Schiller's erste Vorlesung.*

Alles stürzte hinaus und die Johannisstrasse hinunter, die, eine der längsten in Jena, von Studenten ganz besät war. Man glaubte anfangs, es wäre Feuerlärm, und am Schlosse kan die Wache in Bewegung. Was ist denn, was gibt's denn? hiess es überall. Da rief man sich zu: der neue Professor wird lesen. Du siehst, dass der Zufall selbst dazu beitrug, meinen Anfang recht brillant zu machen.

- (a) Mention Schiller's principal Dramatic works, and briefly criticize one of them you may have read.

PASS LIST, 1905.

COUNTY ACADEMY ENTRANCE EXAMINATION.

(Regular Examination in July, *Supplementary* in August or September).

[The *valuations* of candidates' examination papers, under the regulations of the C. P. I. and instructions from the Education Department, are made by the Principal and the staff of each County Academy].

[Regulation 66 prescribes that the successful candidates be numbered in order of merit at each examination].

ANNAPOLIS.

1. Gordon Alexander Blackie.
2. Harry Stanway O'Dell.
3. Francis Watkins How.
4. Lewis Austin Harnish.
5. Harold Garnet Paton.
6. Eugene McMullen.
7. Walter Littlewood Harnish. }
8. Cecil Guy Riley. }
9. Agnes Catherine Copeland.
10. Ethel Glendine Blackie.
11. Bessie Buena Miller.
12. William James Lucan.
13. Florence Gladys Mathews.
14. Mary Catherine Cain.
15. Frances Elizabeth Troop.

ANTIGONISH.

1. Tena Chisholm.
2. Nettie MacEachern.
3. Florence Forbes.
4. Jean Chisholm.
5. Lena Harrington.
6. Fred McInnis.
7. Lillian Prowse.
8. Mary Gowen.
9. Velma Cunningham.
10. Nano Chisholm. }
11. Sadie McEachern. }
12. Mary Donahue.
13. Anastasia Leyden.
14. Rory McDonald. }
15. John J. McAdam. }
16. Duncan H Gillis.
17. Margaret Fraser.
18. Mary O'Brien.
19. Annie B. McDonald. }
20. John W. Brophy. }
21. Alma Chisholm.
22. John McGillivray.
23. Sadie McDonald. }
24. Maisie McDonald. }
25. Annie J. Mullins. }
26. Mary A. McIsaac. }
27. Alex. D. Baxter. }
28. Arthur McPherson. }

Supplementary.

29. James Slatery.
30. Daniel Harraban.

CAPE BRETON.

1. Kenneth McDonald.
2. Irene Brenner.
3. Marion Clarke.
4. Marion Phelan.
5. Zillah Young. }
6. Harvey Richardson. }
7. Henry Thomson. }
8. Malcolm Patterson.
9. Jean MacKenzie.
10. Willie Prowse.
11. Georgie Totten.
12. Earla Murchy.
13. Pearle Taylor. }
14. Gertrude Sutherland. }
15. Anah McDonald.
16. Gordon McLennan.
17. Abbie Townsend.
18. James Fraser.
19. Alice Harrington.
20. James Madden.
21. Winnie Robinson. }
22. Ethel Graham.
23. Mary Grantmyre.
24. Alice Herring. }
25. Edward McQuarrie. }
26. Jennie Wagner.
27. Adelaide Battersby.
28. Charles McKenzie.
29. Philip Ferguson.
30. Newton McLeod.
31. Keith Jack.
32. Jean Morrison.
33. Jessie McKinnon.
34. Greta Ferguson.
35. Emma McPherson.
36. Sophie McLennan.

Supplementary.

37. Foster Dumaresq.
38. Philip Fraser.

- 39. Rannie McKinnon.
- 40. Adelina Andrews.

COLCHESTER.

- 1. Toi Fulton.
- 2. Stanley Chambers.
- 3. Rena Hefferman.
- 4. Leslie McCurdy.
- 5. Jessie Smith.
- 6. Hortense Blackmore.
- 7. Laura Logan.
- 8. George Magee.
- 9. Arnold McLeod.
- 10. Margaret Stevens.
- 11. Mary A. P. Jenkins.
- 12. Alma Henuesey.
- 13. Viola Robbins.
- 14. Sarah Fulton
- 15. L. R. Nelson.
- 16. William Rennie
- 17. Gladys Archibald.
- 18. Barrie Dickie.
- 19. Murray Blair. }
- 20. Laurie Hanway. }
- 21. C. E. Madden.
- 22. Roy Archibald. }
- 23. Charlesena McDonald. }
- 24. Alfred Dover.
- 25. Fraser Craig. }
- 26. Alice Phinney. }
- 27. J. B. Spencer.
- 28. Lila Myers.
- 29. Myrta Lodge.
- 30. Herbert Barrett.
- 31. Minerva McConnell.
- 32. Louise Johnson.
- 33. Kenneth Lewis.
- 34. Stanley Crowe. }
- 35. Jack Douglas. }
- 36. Katie Campbell. }
- 37. Nellie McLellan. }
- 38. Isabel Chisholm.
- 39. Bertha Cummings. }
- 40. Lewis Edwards. }
- 41. William Edwards. }
- 42. Mary Morrison. }
- 43. Rita Waller.
- 44. Florence Beattie. }
- 45. Myrtle Bryson. }
- 46. Vernie Casey. }
- 47. Percy Kent. }
- 48. Joe Edwards. }
- 49. Jean Munsie. }
- 50. Clarissa Stevens. }
- 51. Percy McDonald.
- 52. Frank Moore.
- 53. Leslie Waller.
- 54. Fred Huntley.
- 55. John D. Griffin.
- 56. Fannie Sutherland.
- 57. Ernest Hill.
- 58. Sophie Youlds.
- 59. Burnet Rennie.
- 60. Mary I. Hanway.
- 61. Lila McNutt.
- 62. Mary Milton.

- 63. Myrtle Harvey.
- 64. Millie Facey.
- 65. Roy Lewis.
- 66. James Blair.
- 67. Frank McLeod. }
- 68. Fred Duncan. }
- 69. Sadie Kelley.
- 70. Violet Chase.
- 71. Edna McDougall.
- 72. Margaret Christie.

CUMBERLAND.

- 1. Carolyn May Hastings.
- 2. Bertha Jean Murray.
- 3. Caroline Eleanor Ratchford.
- 4. Myrtle Irene Munroe.
- 5. Mary Isabella Davidson.
- 6. Murdock Robb McGregor.
- 7. Mona Tallock Bonnyman.
- 8. Jean Gladys Campbell.
- 9. Hazel Matilda Black.
- 10. Mary Frances Ratchford.
- 11. Hilda Cresswell.
- 12. Dona Lorelei Somers.
- 13. Jean Morris McKinnon.
- 14. Chester Arthur Pugsley.
- 15. Cora Eliz. Hoeg.
- 16. Inglis Perry Lockhart.
- 17. Earl Forrest Bowser.
- 18. Charles Allison Fowler. }
- 19. Wallace Stanley Loring. }
- 20. William McKim.
- 21. Alfred Leon Moss.
- 22. Austin Hoeg. }
- 23. Jennie Ripley. }
- 24. Lillian May McLachlan.
- 25. Isabel Eliz. Currie.
- 26. Harry Hinson Higgins. }
- 27. Mabel Thomson McLachlan. }
- 28. Ethel Maude Cove.
- 29. Lina Bell Smith. }
- 30. Ralph Charlton Sterne. }
- 31. Willo Jessie Wood.
- 32. Stephen Alfred Stuart.
- 33. Harry Vincent Brown. }
- 34. Douglas Lawson. }
- 35. Laura Lavinia Forrest.
- 36. Frank Alex. Cuthbertson }
- 37. Ethel Ruth Trenholm. }
- 38. Earl Lester Hoeg }
- 39. Carl Leroy Pipes. }

CLARE.

- 1. Emile LeBlanc
- 2. Marie Eugenie Comeau.
- 3. Marie Elina Thimot.
- 4. Amy Comeau.

DIGBY.

- 1. George Carl Cossaboon.
- 2. Catherine Mary Walsh.
- 3. Margaret Wood Stewart.
- 4. Reginald Ellwell Allen. }
- 5. Daisy Helen Syda. }

GUYSBORO.

1. Josie Worth. }
2. Bessie Bruce. }
3. Marion Worth.
4. Wilfrid Gerrior.
5. Violet Steatns.
6. Annie McMaster.
7. Nita Maguire.
8. Ruth Howard
9. Essie B. Hart.
10. Willie Rogers.
11. Gussie R. Cook.
12. Grace Hadley.
13. Orrin S. Keay.
14. Katie Durkee.
15. Gertrude M. Nash.
16. Nina Hadley.
17. Mary Ellen Holloran. }
18. Mary Kennedy. }
19. Maggie Holloran.
20. Gertie Horton.
21. Margaret A. Connolly.
22. Eddie Connolly.

HALIFAX.

1. Daisy Anne Corkum.
2. Marion Smith. }
3. Edgar Addington Bailey. }
4. Ila Clara Freeman.
5. George Edward Roche.
6. Elizabeth Louise Roche.
7. Thomas Collins Hollett. }
8. Gladys Maude McQuarrie. }
9. Margaret Helen Harrison.
10. Arthur John Haliburton.
11. Merle Estrald Hunter.
12. Edna Blanche Longard.
13. Ida Rebecca Rosebaum.
14. Alfred Leroy Crayden.
15. Ralph Vincent Sharp.
16. Cyril Rockett
17. Grace DeWolfe MacKinlay.
18. Harry Edwin Hancock.
19. Greta Florence Moore.
20. Freddie Arthur Moxon.
21. Lucy Adams Mackey.
22. Sarah Elizabeth Williams.
23. Willard Douglas Melvin.
24. Albert Carten.
25. Herbert Edgar Sterns.
26. George Phillip Chisholm.
27. William Burnthorne Musgrave.
28. William Henry Ferguson.
29. John Alfred Stanford.
30. Jessie MacAloney. }
31. Frederick Murray Smith. }
32. Victor David Davidson.
33. Gladys Elizabeth Lynch.
34. Bertha Dobie. }
35. Jessie Arline Wolfe. }
36. Hilda Marion Storey. }
37. Frederick Alex. Warner. }
38. Gertrude Moore.
39. Ethel Jean Keirstead. }
40. Emma Louise Roper. }

41. Stephen Wilson Baker. }
42. Lowell Alfred Garrison. }
43. Elsie Isabel Logan. }

Supplementary.

44. Fred. Herbert Palmer.
45. Richard Edward Roome.
46. Annie Jean McDonald.

HANTS.

1. Harold Robinson.
2. Frank Sharp. }
3. Arthur Warr. }
4. Fred Manning. }
5. Hampton Smith. }
6. Russell Roach.
7. Elsie Dimock.
8. Jean Dimock.
9. Dorothy Shand.
10. Laurence Slack.
11. Gussie Daniels.
12. Hattie Bacon.
13. Mary Sampson.
14. Mabel Sellon.
15. Lizzie Underwood.
16. Jessie Brown.
17. Harold Knowles.
18. Ruby Philips
19. Nellie Bacon. }
20. Walter Morton. }
21. Belle Turner. }

INVERNESS.

1. Myrtle Watts.
2. James Moran.
3. Neil McDonald.
4. Harold Watts

KINGS.

1. Lillian McKittrick.
2. Arthur Taylor.
3. Willie Lawrence.
4. Mabelle Smith.
5. Phyllis Armstrong.
6. Grace Wignore.
7. John Shaw.
8. Chelsey Mosher.
9. Bella Masters.
10. Roy Calkin.
11. Arthur Herbert
12. Guildford Gillingham. }
13. Bruce Carroll.
14. Ina McCantly.
15. Fred Wardrope.
16. Harry Tuly.
17. Ernestine Ward.
18. George Shurman.
19. John Parker.

LUNENBURG.

1. Robert Hawkins.
2. James Rudolf.
3. Muriel Young.
4. Hilda Eisenhaur. }
5. Lois Parker. }
6. Mary Gormley
7. Harry MacIntosh.
8. Ross Berringer.
9. Ronald King.
10. Eva Herman.
11. Ettie Boehner.
12. Bertie Hebb.
13. Kate Herble.
14. Beatrice Whitney.
15. Fanny Myra. }
16. Chelsey Morash. }
17. James Wilson. }
18. Florence Wynaucht.
19. George Whitney.
20. Willow Backman.
21. Marion Silver.
22. Grace Rissie.
23. Amy Wamboldt.
24. Minnie Stererman. }
25. Jennie Maxner. }
26. Alice Miller. }
27. Josie MacIntosh. }
28. Frederic Anderson. }
29. Sadie Zinck.
30. Annie Rudolf.

PICTOU.

1. John Franklin McDonald.
2. Katherine Stewart Mowat.
3. Mary McDonald.
4. Henry E. McArthur.
5. Charlotte Hazel McDonald.
6. Willie Hogg Morrison.
7. Frank S. Carson.
8. Jack Pringle.
9. Isabel Lois Munro.
10. Hazel Morrison.
11. Anna Jane McInnis.
12. May Forrester.
13. Christiana Harris.
14. Eleanor Heughen.
15. James Muir McDonald.
16. Jean Douglas.
17. Warren O. Grant.
18. Annie M. Coombes.
19. John Duncan McDonald.
20. Irene Fullerton.
21. Hugh R. McKinnon.
22. Margaret Edna Munro.
23. Anthony Corbett McDonald.
24. Fraser McKaracher.
25. Nora Rutherford.
26. Nellie Armstrong.
27. Eliza Gordon. }
28. Ethel Jean Murray. }
29. Kenneth Herbert Gray. }

QUEENS.

1. Stephen Tupper Chisholm.
2. Lillian Harriet Gideon.
3. Clarence Hemeon.
4. William Herbert Outerbridge.
5. Mary Edna Smith
6. Helen Margaret Kilcup.
7. Alexander Taylor Godfrey.
8. John Edward Hallett.
9. Margaret Anna Smith.
10. Stephen Clair West.
11. Carrie Maud Lloyd.
12. Joseph Harris Dexter.

RICHMOND.

1. Hector Downy Kemp.
2. Joseph A. Gibson.
3. James Hugh McDonald.
4. Julia Beatrice Coffee.
5. Arthur Hugh Cameron.

Supplementary.

6. Rebecca MacLean.

SHELBURNE.

1. Katharine Thorburn.
2. Harold Pentz.
3. Mary Bruce.
4. William Davis.
5. Rebecca Hogg.
6. Ada Hunter.
7. Ethel McGill.
8. Laura Devine.

VICTORIA.

1. Ross McAulay McKenzie.
2. Annie Cornelia Anderson.
3. Kenneth John McDonald.
4. John Hamilton G. Bethune.
5. Fannie Fraser McKay.
6. Rachel Florence McDermid.
7. Mary Catharine Watson.
8. John Philip McLeod.
9. Willie Ross McAskill.
10. Jessie McDonald.
11. Harold Alex. Hart. }
12. George Henry Peppy. }
13. Katie Campbell.

YARMOUTH.

1. Clair Franklin Kinney.
2. Doris Perry.
3. Ralph Hartley Wetmore.
4. Ethel Cadelia Churchill.
5. Howard Doane Lewis. }
6. Charles Sydney Frost. }
7. Clement Victor Doane. }
8. Alvin Lewis Chipman. }

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|-----|------------------------------|---|-----|----------------------------|---|
| 9 | Florence Viola Churchill. | | 30 | Charles Gordon Cann. | } |
| 10. | Gertrude Josephine Baker. | } | 31. | Myra Welch Goudey. | } |
| 11. | Aleck Magee Doty. | } | 32. | Carrie Carmen Crosby | } |
| 12 | Helen Beveridge. | } | 33. | Francis Gray Ross. | } |
| 13. | Rita Katherine Goudey | } | 34. | Eva Hope Larkin. | } |
| 14. | Gladys Belle Ross. | } | 35. | Pearl Kinney Andrews. | } |
| 15. | Pearl Freeman Allen. | } | 36. | Center Hemeon. | } |
| 16. | Ernest Henry Cann. | } | 37. | Georgie Ross | } |
| 17. | Ada May Churchill. | } | 38. | Archie Foote. | } |
| 18. | Charles Thomas K. Fuller. | } | 39. | Muriel Currier Robbins. | } |
| 19. | Charlotte Melinda McGill. | } | 40. | Annie Myrtle Wyman. | } |
| 20 | Douglas Robbins. | } | 41. | Donald H. Ward Chipman. | } |
| 21. | Elizabeth Millicent Burrill. | } | 42. | Mildred Violet Titus | } |
| 22. | James Hall. | } | 43. | Muriel Gordon Helms | } |
| 23. | Clara Eliza Perry. | } | 44. | Florence Rogers | } |
| 24. | John Lovitt Cann. | } | 45. | Frieda Erminie Wyman | } |
| 25. | Jean Whedon Currier. | } | 46. | Donald Lawson | } |
| 26. | Harold Oswald Burrill. | } | 47. | Florence Evangeline Perry. | } |
| 27. | May Bradford Potts. | } | 48. | Charles Amasa Trefry. | } |
| 28. | Emma Joy Cain | } | 49. | Ronald Fraser Lumsden. | } |
| 29. | William Lawrence Harding. | } | 50. | Clifford William Fritz | } |
| | | | 51. | Arthur Edgar Rogers. | } |

PASS LIST, 1905.

PROVINCIAL HIGH SCHOOL EXAMINATION.

[The valuation of Candidates' examination papers is made by the Provincial Examiners, according to the Regulations of the Council of Public Instruction].

REG. 91. To make a "High School Pass" on Grades IX, X, and XI, the candidate must make, at least, the *minimum aggregate* (400) of the grade on any eight papers with no subject below 25

REG. 92. To make a "High School Pass" on Grade XII, the candidate must make, at least, the *minimum aggregate* (1000) on the subjects prescribed, with no subject below 25.

A candidate who makes an aggregate of 600 on any ten papers of Grade XII, and an aggregate of 500 on a set of ten different papers of the Syllabus at a subsequent examination, or who makes an aggregate of 1000 on twenty papers of the Syllabus, or who has already taken a XII (cl), a XII (sc), or an "A" license, may thereafter present himself for examination on any of the subjects on which he may not have made, at least, 50 per cent. at a previous examination; and so long as the Council of Public Instruction deems the character of the examinations on the subjects not materially changed, all the valuation marks 50 per cent. or above made on each subject at the said and following examinations may be incorporated into a single certificate, provided, at least, 50 per cent. be made on each of the (twenty) subjects required for the Grades XII (cl), or XII (sc), or on each of the (thirty) subjects in the full course for XII (cl. and sc).

REG. 93. Candidates failing to make a pass in the grade applied for may be ranked as making a pass in the next grade below, provided 75 per cent. of the *minima* be made; and as making a pass on the grade second below, provided 50 per cent. of the *minima* be made.

(See comments and regulations of the Council of Public Instruction, "Provincial Examination of High School Students," Reg. 82 to 96, pages 85 to 90. Manual 1901.)

AMHERST.—(104 candidates).

XII. "Partial." (4 candidates).

XI. (18 candidates).

Florence Margaret McLachlan	702	XI
Marion Theresa Costin	655	"
Ivan Steele Ralston	636	"
Morley Kenneth Pugsley	628	"
Beatrice Theresa Pridham	601	"
Annie Maude Fraime	591	"
Eva Alma Smith	587	"
Jean Esmond Craig	581	"
Jennie Anna Laurence	569	"
Hattie Maria Webb	551	"
Bessie Mae Bigney	544	"
Bessie Harrison Roach	540	"
Lena Louvinia Roach	540	"
Annie Vera Bird	504	"
Myra Matilda Chapman	496	"
Robert Christie Hatherly	496	"
Emma Florence Ambrose	479	"

X. (21 candidates).

Gertrude MacKenzie	726	X
Gordon Timlin Purdy	679	"
William Wasson Turple	620	"
Mabel Lillian Fage	573	"
Julia Agnes Blanch	572	"
Sarah Mabel Doyle	565	"

Harold Hockin	559	X
Roy Fred Black	525	"
Hazel Lillian Marston	490	"
William Offen Bell	481	"
Ermina Grace Landels	441	"
Jean Frances Baird	420	"
Gerald Ernest Weir	415	"
Reginald Rockwell	414	"

IX. (51 candidates.)

Della Minnie Allen	219	XI
Sadie Ella Marie Shipley	341	X
Ethel Carlotta Macaulay	317	"
Joshua Denovan Jones	678	IX
Charlotte Amelia Smith	667	"
Jean Emeline Macgregor	661	"
Helen Gladys Harper	634	"
Claire Churchhill	632	"
Beatrice Elizabeth Nicol	621	"
Willena Sinclair	618	"
Helen Corinne Harrison	618	"
Arthur Barret McKie	613	"
Helen Margaret Macleod	600	"
Charles Alpine Donkin	591	"
George Edward Rackham	572	"
George Everett Allaby	571	"
Ariel Blanche Phillips	559	"
Margaret Thompson	551	"
Grace Barnes	548	"
Mary Alice Black	546	"
William Matthew Dalton	545	"

Bessie Amelia Trueman	534	XI
Isabelle Slade Shipley	531	"
Wylie Huestis Black	528	"
Lillie May Steves	519	"
Ethel Caroline Pipes	517	"
Victoria Thompson		
Clarence Edward Black	483	"
Mabel Lena Lawrence	467	"
Lena Entelle Trueman	464	"
Jennie Adamson	457	"
Sophia May Trueman		
Mary Elizabeth Donalds	443	"
John Stanley Douglas Thompson	438	"
Reynolds Parker Freeman	413	"
Vincent Reynald Smith	404	"
George Huestis Guzzwell	400	"
Unsuccessful, (4 XII "Partial" 5 X, 16 IX	25	
Supplementaries, etc, (10 candidates)		

ANNAPOLIS.—(55 candidates.)

XI. (13 candidates.)

Mary Mills Armstrong	586	XI
Grace Edgecombe Lockward	568	"
Emily Josephine Buckler	549	"
Annie Winnifred Eaton	515	"
Helen MacArthur Hardwicke	508	"
Arthur Rogers Patton	459	"
Lillian M. Sutherland	456	"
George Edgar Hunt	441	"
Annie Marguerite Pettit	437	"
Percival Whitman Farnsworth	430	"

X. (14 candidates;)

Ruth Hall Winchester	303	XI
Nellie Rockwell Corning	539	X
Edna Matilda Wade	511	"
Mary Esther Gilliatt	507	"
Emma Charlotte Whitman	454	"
Margaret Ross Roop	444	"

IX. (25 candidates.)

Avard Reginald Buckler	374	XI
Ralph Ward Thorne	444	X
Christina Maude Mathews	389	"
Florence Sangster Foster	370	"
Lena May Jackson	341	"
Samuel Pickup	333	"
Lewis Smith McClelland	321	"
Isaiah Halliday	306	"
Harold Benge Atlee	593	IX
Anna Atalanta Calnek	579	"
Eleanor Emond McCormick	560	"
Mary Woodbury Balcombe	546	"
Helen Mills Sproul	484	"
Alice Evelyn Thorne	479	"
Flora Rosamond Dondale	472	"
William Alfred Pickup	465	"
Charles William Shaw	461	"
Lulu Winifred Spurr	459	"
Lizzie Watson Burney	445	"

Clyde Allison Gilliatt	441	IX
James Whitman Woodbury		
Warren Lester Harris	412	"
Unsuccessful (1 XI, 2 X, 11 IX)	14	
Supplementaries, etc. (3 candidates).		

ANTIGONISH.—(102 candidates.)

XII. (2 candidates.)

Moses M. Coady	1270	XII cl.
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XII. "Partial" (1 candidate.)

XI. (11 candidates.)

Ronald Macdonald	731	XI
Philip Sydney Beals	570	"
Sr S Mary of the Ascension (Mary Elizabeth Moran)	561	"
Janie Agnes Chisholm	549	"
Christina Chisholm	540	"
Sarah Jane Coady	530	"
Dan Joseph MacDonald	514	"
Sadie Flynn	502	"
Margaret Anastasia Webb	497	"
Violet Agnes Clair Finn	445	"
George Thompson	403	"

X. (24 candidates.)

Elizabeth Marion Sears	651	X
Beatrice Mary Sampson	581	"
Alphonse Angus McKeough	571	"
Christina Cameron	550	"
Mary Murphy	544	"
Catherine Leydon	541	"
Augusta Jane Gillis	519	"
Evelyn Crispo	470	"
Mary C Cameron	444	"
Gertrude Isabell MacIntosh	410	"
Mary McGillivray	406	"

IX. (54 candidates.)

Mary Macdonald	397	X
Mary Evelyn Doherty	392	"
Stella Marion Stropole	371	"
Mary Rose McGillivray	359	"
Mabel MacPhie	340	"
Nicholas Thomas Purcell	313	"
Florence Macdonald	300	"
Margaret Gillis	635	IX
Isabell Chisholm	564	"
Fitzhugh Spencer Andrews	531	"
William Carey Robinson	513	"
Mary A Chisholm	502	"
Vincent D. Levandier	495	"
Mary Ellen MacEachren		
Florence M. MacDougall	490	"
Cassie McDonald	481	"
Mary Catherine McDonald	477	"
Clotilda Crispo	473	"
Eileen Alice McSweeney	458	"
Margaret Purcell	451	"
Cassie May McInnis	440	"
Wilfred A. McKeough	437	"
Mary Matilda Power	430	"

Maggie Jane McDonald	425	IX
Libby Campbell	423	"
Fred McKinnon	406	"
Margaret Gillis	405	"
Mary A. MacDonald	403	"
Elba May MacEachren	401	"
Unsuccessful (1 XII " Partial 6 X, 32 IX)	40	
Supplementaries, etc. (9 candidates).		

ARICHAT.—(24 Candidates.)

XI. (4 candidates).

John Kenneth Murchison	711	XI
Henrietta Mury	521	"
Mary Ella McNeil	500	"
Alfred George Gagnou	483	"

X. (10 candidates).

Sr. Marie St. Firmine (Marie Anne LeBris)	640	X
Leo Joseph King	505	"
Lelia Elizabeth Malzard	503	"
Raymond Andrew LeBlanc	471	"
Eliza Goyetche	461	"
Sr. Marie Yoland (Marie Yvonne Quéméré)	452	"
Charles Joseph Forrest	411	"

IX. (7 candidates).

Hector McNeil	398	X
Sr. Mary St. Maximin (Anne Marie Sidonie Lécyér)	543	IX
Henry Leo Gagnou	456	"
Anna Louise Boudreau	424	"
Mary Gertrude Power	419	"
Unsuccessful (2 X, 3 IX)	5	
Supplementaries, etc. (3 candidates).		

BADDECK.—(61 candidates.)

XI. (8 candidates).

Ian Philip Macdonald	590	XI
Garfield Theophilus Rice	554	"
Henry Alfred Watson	545	"
Sarah Agnes McLean	567	"
Benjamin R. Rice	497	"
Gordon Daniel McMillan	480	"
Kenneth John Austen	412	"

X. (22 candidates.)

Malcolm McLeod	374	XI
Benjamin Blanchard	710	X
George John Patterson	549	"
Peter MacAulay	540	"
Malcolm Donald MacCharles	534	"
Dora Foyle	515	"
Danie Finlayson McInnis	479	"
Annie Margaret Morrison	455	"
Lizzie McIver	428	"
Leland Harold Black	537	"

Minerva Blanche Anderson	425	X
Gertrude Laurein Rice	415	"
Eunice S. A. McDermid	411	"

IX. (24 candidates.)

Angus Harold MacKinnon	393	X
Margaret May McKenzie	382	"
Georgina Jessie McRae	358	"
Daniel Nicholson	354	"
MacIntosh MacLeod	332	"
Florence Tena McLeod	321	"
Margaret R. McLernan	301	"
Neil McNeil	549	IX
Susie Marie Campbell	521	"
Marguerita Charlotte MacAulay	491	"
Francis Isabelle Crowdis	487	"
Mary Anne MacIver	487	"
Emeline Laura Mackenzie	448	"
Ethel Bessie Campbell	425	"
Unsuccessful (4 X, 17 IX)	21	
Supplementaries, etc. (7 candidates.)		

BARRINGTON.—(48 candidates.)

XI. (11 candidates)

Rosie Collins Black	557	XI
Maude Augusta McKay	549	"
Alice Brunhilda Crowell	497	"
Katie Evangeline Christie	460	"
Pearle McKay Black	454	"
Kate Matilda Hopkins	407	"
Delta May Ross	407	"

X. (19 candidates)

Muriel Estelle Atkinson	379	XI
Eulalia Nickerson	387	"
Nellie Gladys Nickerson	571	X
Louise Bertha Smith	503	"
Adelena Odessa Swayne	454	"
Pearl Vaughan Brannen	449	"
Beulah Benton Ross	443	"
Nettie Mae Nickerson	440	"
Wishart McLea Robertson	415	"
Jessie Kate Kirk	410	"
Albert Douglas Snow	407	"

IX. (14 candidates).

Eva Belle Hopkins	551	XI
Mary Louisa Snow	349	"
Grace Hayden Cunningham	392	X
Ora Elizabeth Perry	381	"
Helen Leona Thomas	363	"
Amy Lucille Spinney	355	"
Susan Nina Kendrick	342	"
Lulu Irene Bingay	323	"
Genevieve Bathalia Thomas	313	"
Berlina Ellen Perry	580	IX
Ada Genesta Doane	618	"
Mabel Louise Spinney	498	"
Lillian Adalia Swimm	436	"
Mildred Louise Wilson	429	"
George Alexander Stevens	429	"

Gladys Hope Hines	418	IX
Leona Deborah Swaine	410	"
Unsuccessful (2 X, 7 IX)	9	"
Supplementaries, etc. (4 candidates).		

BEAR RIVER.—(52 Candidates.)

XII. "Partial" (1 Candidate.)

XI. (14 Candidates.)

Mabelle Florence Harris	580	XI
Bertha May Woolworth	566	"
Curtis Lisle Denton	527	"
Florence Louise Ruggles	513	"
Roy Davenport Miller	512	"
Ada Sophronia Harris	503	"
Lulu deBlois Zwicker	476	"
Atlee Bernard Clarke	465	"
Vernon Lester Harris	447	"
Leta Hall Trask	440	"

X. (11 Candidates.)

Annie Blanche Chute	360	XI
George E. Rice	346	"
Willard Parker Read	320	"
Mary Inez Porter	474	X
William Harding Spurr	463	"
Susan Brinton	421	"
Nellie May Harris	402	"

IX. (23 Candidates.)

Nina Mae Anthony	312	XI
Etta Mary Gehue	368	X
Lina Maud Mullen	350	"
Zella Maud Rice	341	"
Lemma Beatrix VanBuskirk	333	"
Josephine Marshall Clarke	738	IX
Walter Trueman Ruggles	601	"
Harold Payson Crouse	566	"
Myrtle Josephine Robbins	550	"
Beatrice Harriet Dunn	548	"
Lucy Estella Harris	538	"
Annie Stewart Miller	514	"
Murray Sanderson Davis	508	"
Gladys Clarke	506	"
Ethel Linda Rice	503	"
Earle Caleb Phinney	489	"
Minnie Belle McCormick	475	"
Charlie Halet Banks	464	"
Lawrence Leroy Hanshaw	459	"
Harry Chester Anthony	417	"
Isaac Venning Kniffen	408	"
Ina Blanche Harris	408	"
Unsuccessful (1 XII "Partial," 3 X 6 IX)	10	"
Supplementaries, etc (3 Candidates.)		

BERWICK.—(77 candidates.)

XI. (22 candidates.)

Arthur Cyril March	682	XI
Agnes Maud Creighton	675	"

Percy Leroy Sanford	662	XI
Hettie Morse Chute	608	"
Milford Wheelock Pierce	579	"
Elida Worth Foote	551	"
Flora Bell Armstrong	549	"
Teresa Bel'e Wolf	541	"
Gertrude Laura Marshall	535	"
Mary Eliza Kinsman	530	"
Reca Kinsman Foote	514	"
Fannie LaVaughan Chute	508	"
Alice Amanda Cox	96	"
Howard Martin Taylor	459	"
Ena Blanche Lee	457	"
Nina Burpee Hilsley	486	"
Apha Maie Wood	477	"
Elizabeth Gladys Morse	477	"
Sophia Beryl Sanford	461	"
Reginald Price Kinsman	427	"

X. (25 candidates.)

Annabell Beatrice Johnstone	446	XI
Aubrey Sterling Bishop	563	X
Hollis Bowman Chute	521	"
Kate Oressa Morse	506	"
Eva Lorena Finley	482	"
Blanche Ronne Harris	475	"
Henry Hoyt Pineo	472	"
Beatrice Mary Turner	462	"
Alice Hazel Creighton	437	"
Otto Herbert Foslay	425	"
Rowland Sutherland Hilsley	424	"
Sadie Elizabeth Taylor	421	"
Dorothy Vivian Chute	415	"

IX (27 candidates.)

Grace Kathleen Skinner	396	X
Harlan Fulton Keddy	383	"
Ethel Mary Feaney	358	"
Lottie Ellen Elliott	352	"
Hiram Thomas	344	"
Lizzie Maud Hicks	322	"
Harriet Maud Raymond	623	IX
Charlie Sanford Raymond	482	"
Sadie Ethel Hale	475	"
James Lorimer Hilsley	472	"
Bernard Woodworth Skinner	470	"
Everett Avery Sanford	464	"
Carrie Myrtle Crouse	487	"
Mary Eliza Patterson	423	"
Ayrton Johnson	416	"
Gertrude Winnifred McMahon	414	"
Unsuccessful (1 XI, 7 X, 17 IX)	25	"
Supplementaries, etc. (3 candidates.)		

BRIDGETOWN.—(82 candidates.)

XI. (23 candidates.)

Beatrice Starratt	625	XI
Annie Marion Longley	624	"
Annie Maria Whitman Spurr	614	"
Alberta Blanche Messenger	609	"
Ruby Oland Stronach	592	"
Edith May Morse	585	"

Eugene Troop Parker	565	XI
Lola Montez Woodward	560	"
Annie Louise Jackson	551	"
Hannah Eliza Tanch	525	"
Florence Beatrice Morse	514	"
Alice Maude Troop	478	"
Bessie Louise Troop	468	"
Sadie Bogart Balcolm	462	"
Fred Collins Freeman	437	"
Edward Dawson Gesner	404	"

X. (24 candidates.)

Annie Isadora Gesner	475	XI
Harold Graham Longley	393	"
Margaret Bearsheba Stevenson	367	"
Owen Albert Craig	363	"
Florence May Cochrane	494	X
Fritz Herbert Rice	492	"
Bessie Gladys Hoyt	488	"
Nina Merle Fisk	479	"
Evelyn Morse	450	"
Olive Boland Palfrey	441	"
Bertha Evelyn Rosegren	425	"
Flossie Henrietta Chute	413	"
Lilah Olivia Hutchinson	411	"
Hettie Chute Cropley	409	"
Lyman Cann		"

IX. (31 candidates.)

Crofton Fitzgerald Uniacke Whitman	282	XI
Gertrude Eva Taylor	211	"
William Edward Gladstone Bishop	444	X
Jennie McGeorge Fellows	441	"
Eva Elizabeth Graves	395	"
Frank Starratt Anderson	386	"
Blanche Gertrude Messinger	383	"
Eva Minerva Daniels	365	"
Stewart Edwin Leonard	348	"
John Reginald Fred Kinney	337	"
Nellie May Elliott	325	"
Marian Walton Bird	673	IX
Josephine Esmonde Shaw	582	"
Earle Alexander Kinley	559	"
William deBlois Brown	556	"
Hazel Irene Gibson	527	"
Hettie Eaton Parker	490	"
Annie Mildred Phinney	482	"
Lida Maynard Marshall	478	"
Hilda Marion Longley	462	"
Ethel Parker Phinney	458	"
Ross Ashley Bishop	453	"
Charlie Fisher Parker	444	"
Flora Gladys Speakman	430	"
Ralph Oliver Foster	416	"
Jessie Inez Bowlby	410	"
Flora Christine Longmire	406	"
Unsuccessful (1 XI, 4X, 15 IX)	20	
Supplementaries, etc. (4 candidates)		

BRIDGEWATER.—(82 candidates).

XI. (10 candidates.)

Beatrice Annie Colp	521	XI
Gordon Maurice Hebb	479	"
Otto Carleton Rehfuess	441	"

X. (21 candidates.)

Robert Hunter Duff	394	XI
Dena Evelyn Snyder	486	X
Bernice Lucretia Deal	452	"
Ethel Beatrice Reinhardt	406	"
Gertrude Elizabeth Bell	405	"
Cynthia Blanche Crouse	400	"

IX. (42 candidates.)

Cassie Emma Bell Corkum	220	XI
Nellie Pauline Cooke	219	"
Grace Hayward	386	X
Jennie Eldora Garber	374	"
James Howard Jefferson	373	"
Minnie Ellen Jefferson	367	"
Emma Lucy Bell	359	"
Jennie Leah Hebb	352	"
Ethel Leone Marryatt	351	"
Winnie Maud Smith	514	IX
Lilian Sadie Rafuse	472	"
Ella Albertha Wagner	462	"
Mary Evelyn Hirtle	461	"
Bessie Louisa Hall	431	"
Florence Louise Silver	423	"
Grace Matilda Thompson	418	"
Florence May Slaunwhite	414	"
Unsuccessful (4 XI, 9 X, 34 IX)	47	

Supplementaries, etc. (9 candidates).

CANSO.—(34 Candidates.)

XII. "Partial." (1 Candidate.)

XI. (8 Candidates.)

Maud Lillian Taylor	790	XI
Blanche Elizabeth McLaine	646	"
Georgina Celia Jenkins	629	"
Muriel Joyce Barss	600	"
Violet Courteen	541	"
Louise Frances Gerrard	502	"
William Donald Brown	463	"

X. (8 Candidates.)

Edna Mabel Barss	360	XI
Ernest Whitman Bigelow	655	X
Hazel Villa Davis	587	"
Eva Catherine Kavanagh	502	"
Bernard Walshe	463	"
Marion Sophy Hadley	446	"
Blanche Margaret Hurst	408	"

IX. (16 Candidates.)

Herberta Wetmore	352	X
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Anna DeLila Sproule	349	X
Henry Sturton Windeler	606	IX
Lee Everest Boyd	603	"
Levi Martin Hart	522	"
Stella Mary Meagher	503	"
Gertrude White Paget	482	"
Joseph Elmer Donkin	478	"
Florence Ethel Kavanagh		
Mary Cleophas Munroe	466	"
Arthur Gorham Lawson	450	"
Margaret Lavinia Swaine	415	"
Ida Blanche Richard	402	"
Unsuccessful (1 XII " Partial." 5 IX.) 6		

Supplementary, etc., (1 Candidate.)

CHESTER.—(39 candidates.)

XI. (8 candidates.)

Robert Lionel Lordly	620	XI
Fdwina Ratcliff Lordly	511	"
Jessie Wilson Hennigar	484	"
Austen Alvin Zinck	464	"
Olive deBec Wheeler	459	"
Mary Ethel Hayes	433	"

X. (14 candidates.)

Grace Pearl Hawboldt	392	XI
Gladys Ella Meisner	367	"
Benjamin Arthur Blair	447	X
Alton Aubrey Bent	423	"
Louis Roland Bent	412	"

IX. (15 candidates.)

Ida Evelyn Hawboldt	387	X
Annie Evelyn Bent	385	"
Albert William Whitford	383	"
Frances Cornelia Barry	378	"
Susan Amy Millett	350	"
Gertrude Rachel Blair	349	"
Elsie Jane Naus	347	"
Carroll Howe Corkum	328	"
Eva Pearl Whitman		
Rita Blanche Mannig	312	"
Estella Bridget Shatford	537	IX
Sadie Dora Keddy	503	"
Aaron Avery Gates	491	"
Bertie Melita Hennigar	463	"
Stanley Edward Whitford	433	"
Emma Sophia Oxner	430	"
Jessie Blanche Skerry	419	"
Gertie Emily Hawboldt	418	"
Unsuccessful (1, X, 7 IX)	8	

Supplementaries, (2 candidates.)

CHURCH POINT.—(32 candidates.)

XI. (9 candidates.)

James Elmar Mood	635	XI
Alfred Augustine Amiraak	579	"
Mary Marguerite Gilbride	578	"
James Bernard Muise	534	"

Annie Margaret Hainey	518	XI
Octave Joseph D'Eon	419	"

X. (5 candidates.)

Bertha Ellen Melanson	368	XI
Joseph Jérémie Robichaud	369	"
Rose Alma Melançon	530	X
Anselm Louis LeBlanc	514	"
Julien Ernest Blin	415	"

IX. (17 candidates.)

Haliburton Alexander Beaton	347	XI
Mary Aggie Dugas	362	X
Joseph Celerin Belliveau	338	"
Joseph Patrick Saulnier	547	IX
Mary Adèle Doucet	520	"
Lena May Nowlan	453	"
Marie Anne Belliveau	447	"
Marie Elizabeth Doucet	433	"
Mary Alda Doucett	416	"
Unsuccessful (11 IX)	11	

Supplementary, etc. (1 candidate.)

DIGBY.—(64 Candidates)

XI. (6 Candidates.)

Archie Hayden Trevooy	550	XI
Harold Hooper	480	"
Edith Pearl Letteney	469	"
Bessie Weatherspoon Kent	429	"
Effie Gertrude Hines	415	"

X (20 candidates.)

Hazel Gertrude Foote	357	XI
Helen Bancroft	652	X
Marion Bancroft	592	"
Myrtle Florence Lambertson	507	"
Ermina Vesta Young	485	"
Gladys Bermuda Abbott	462	"
Merle Fowler Bancroft	441	"
Viola Christina Hayden	436	"
Margaret Parks Urquhart	434	"
Etta May Snow	430	"
Ella Gertrude Peters	421	"

IX. (31 candidates.)

Alice Maude Hatfield	429	X
Carolyn Winifred Viets	402	"
Lytha May Doty	347	"
Euella Helena Harris	336	"
Helen Augusta Denton	332	"
Ellery Gordon Dakin	327	"
Marion Winifred Stewart	307	"
Hazel Pearl Coombs	638	IX
Cyril Beverly Harris	536	"
Flora Estella Wilson	511	"
Alma Maude Franklin	507	"
Guy Allen Dakin	475	"
Alfred Turnbull	468	"
Marguerite Ross Sproule	466	"
Annie Cameron Anderson	462	"

Daisy Erlam	458	IX
Mary Jane Hutchinson	446	"
Ruby Muriel Harris	441	"
Margaret Stella Raymond	439	"
Alwilda Maude Outhouse	431	"
Frances Loretta Snow	418	"
Unsuccessful (3 X, 17 IX)	20	
Supplementaries, etc. (7 candidates.)		

GLACE BAY.—(55 candidates.)

XI. (5 candidates)

Roy Aubrey Spencer	525	XI
William Graham	465	"
Louis Siderski	433	"
Archibald McGlashan	431	"

X. (12 candidates.)

Albert Cameron	346	XI
Delilah Pearl Curry	494	X
Margaret Macdonald	484	"
Sarah MacLeod	464	"

IX. (38 candidates)

Stanley P. Muggah	387	X
Clara Sampson	372	"
Annie Kerr	360	"
Margaret C. MacAulay	337	"
Neil MacKay	334	"
Angusta Cameron	331	IX
Irene Petrie	482	"
Jennie May Gillis	473	"
Elizabeth Boutifler	459	"
Frances MacKeen	455	"
Phoebe MacLeod	448	"
Leo Joseph Keats	446	"
Sarah Elizabeth Boutillier	440	"
Margaret McIsaac	432	"
Jean Meikle	416	"
Annie McPhee	414	"
James Hume Turnbull Nicholson	406	"
Unsuccessful (4 X, 26 IX)	30	

GREAT VILLAGE.—(94 candidates.)

XI. (22 candidates.)

Addie Rebecca Graham	555	XI
Annie Ethel Schurman	553	"
Georgina Blanche Moreash	548	"
Bessie May Flemming	544	"
Beatrice O'Brien Fulton	538	"
Annie Linda Hill	536	"
Sarah Jane Fulton	527	"
Saidie Webster Graham	518	"
Minnie Creelman	517	"
Una Anne Layton	493	"
Bernard Campbell Fulton	485	"
Fred Layton Spencer	483	"
Addie Florence Beckwith	465	"
Susie Rebecca Collins	459	"
Grace Boyd	458	"
Sara Linda Starratt	426	"
Emma Crowell Reid	413	"

Lulu May Johnson	411	XI
Jennie McLellan	404	"

X. (33 candidates.)

William Gladstone Morrison	365	XI
Grace Ethel Boomer	339	"
Irene Elizabeth Ryan	493	X
Hattie Macnutt	483	"
Bertha Maude Brown	452	"
Ella May Vance		
Ada Mary Chisholm		
Etta Susan Crowe	448	"
Agnes Blanche Cooke	447	"
Janie Agnes Chisholm	446	"
Lillian MacCurdy Fulton	437	"
Jennie Dennie Crowe	431	"
Viola Sabina Hawkins	424	"
Bertha May Patriquin	412	"
Emma Pearl MacLean	408	"

IX. (33 candidates.)

Minnie May Huntley	388	XI
Sarah Agnes Hill	392	X
Stuart Welwood Spencer	381	"
Elena Murray McKim	356	"
George Murdoch Currie	351	"
Max McDonald Layton	343	"
Cassie Edna Johnson	342	"
Sadie Esther Vance	341	"
Lilla Hill Dawson	330	"
Beatrice Marion Smith	326	"
Nellie Lee Ida Urquhart	324	"
Elsie Luvenia Fulton	668	IX
Myrtle Gertrude Lewis	558	"
Marion Elizabeth Roberts	551	"
Agnes Eleanor Dawson	539	"
Margareta Williams	514	"
Jean Elizabeth Layton	489	"
Isabel Marsh	482	"
Eugene William Carter	470	"
Edna Irene Lightbody	470	"
Agnes Maude Fulton	466	"
Minerva Stevens	440	"
Annie Stevens	430	"
Jean Lewis	427	"
Gertrude Mildred Smith	426	"
Unsuccessful (10 X, 20 IX)	30	
Supplementaries, etc (6 candidates.)		

GUYSBORO.—(28 candidates)

XI. (3 candidates.)

Katherine Lillian Scott	434	XI
Howard William Aikins	428	"

X. (6 candidates.)

Marian Katherine Ross	433	X
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IX. (15 candidates.)

Elora Jane Spauks	850	XI
Annie Agatha Hadley	421	X
Charles Ernest Aikins	328	"

Douglas George Buckley	501	IX
Gordon Enderly Davison	470	"
Clarence William Cook	443	"
Lottie Christina Jenkins	434	"
Sarah Margaret Holloran	409	"
Sarah Lila Buckley	407	"
Harriett Maria Hadley	404	"
Unsuccessful (3 X, 9 IX)	12	
Supplementaries, etc. (4 candidates)		

HALIFAX.—(410 candidates).

XII "Partial." (8 candidates).

Mary Alice Farrell (passed in 20 out of 20 subjects)	1227	XII sc.
Eva Mary Murray (passed in 13 out of 13 subjects)	888	XII par.
David Gray Davis (passed in 8 out of 10 subjects)	643	XII par.
Harry Hope Blois (passed in 8 out of 10 subjects)	607	XII par.

XI (63 candidates)

Grace Josephine Baker	835	XI
Frank Dunstone Graham	809	"
Effie May Thomson	798	"
William Robert Ramsay Armitage	791	"
William Roy Raine	724	"
Henry Brinston	707	"
Laura Marion Piers Dimock	689	"
Elizabeth Jane Maycock	677	"
Ada Alberta Simm	672	"
Curtis Clayton Wallace	626	"
William A. Gordon Sutherland	619	"
Sister Stella Marie (Pauline Reiser)	615	"
Lena Mildred Sibley	611	"
Frances Gammell Creighton	603	"
Louis Albert Buckley	602	"
Eva Jane Morrison	598	"
Thomas Harold Johnson		
Frederick Justin Phelan	596	"
Mary Aloysia O'Brien	571	"
Clarence Sydney Ferguson	570	"
Alexander Sidney MacKay	552	"
Gretha Lydia McLeod	551	"
Margaret Kelly		
Lillie Alberta Boak Umlah	550	"
William Fielding Barnes	546	"
Gladys May Smith		
Ellen Sophia Stapleton	544	"
John Anderson Drury		
Reginald Walker McCough	542	"
Annie Louise Wickwire	539	"
Gertrude Helen Dickie	534	"
Edith Crowell Trefry	531	"
Edward Blake Allan	523	"
Bertha Milne Bond	520	"
Victoria Alberta Macdonald	513	"
John Frederick Cahon	510	"
Ella Agnes Morton	506	"
Elizabeth Martin	505	"
Ethalyn Louise Sinn	504	"
Thomas Melville DeBlois	497	"
Jessie Ethel Langille	494	"
Hugh William Schwartz	492	"

Catherine Strachan	488	XI
Annis May Johnson	482	"
Cecil John Hayes	479	"
Cecil McGregor Crooks	475	"
Jeanie Ethel Publicover	474	"
Lenna Mildred Brinston	465	"
Lucy Dorothy Littler	462	"
Mary Corilla Bennett	451	"
Catherine Marion Scott	449	"
Evangeline Theresa Wrayton	443	"
Mary Francis Cecilia Murdoch	439	"
Carrie Webber Chambers	434	"
Sister Maria Cleophas (Gertrude Edith Douley)	423	"
Adelaide Sophia Hiltz	414	"
Hazel Bell	413	"

X. (114 candidates).

Kenneth Gordon Chisholm	428	XI
Emma Grace Pennington	388	"
May Augusta Allen		
Andrew E. McManus	384	"
Cecelia Jane Mcrtimer Gray	375	"
Florence Edna Kathleen Sibley	368	"
Katherine Inglis	361	"
Anne Henrietta Macara Layton	344	"
William Roderick Brown	343	"
Edward Kirk MacLellan	309	"
Medley Kingdon Parlee	818	X
Margaret Lillian Boutillier	752	"
Julius Robert Cornelius	732	"
Harry Goudge Grant	689	"
Murrie Annie Dorey	652	"
Guy Stewart Goodwin	645	"
Robert Porter Freeman	644	"
Margaret Genevieve O'Connor	622	"
Sister Rose Celestine (Josephine M. Gandet)	611	"
Mary Catherine Hiltz	608	"
Katherine Roche	602	"
Mary Lyons	593	"
Frederick Robert MacAloney	581	"
Frank Gordon Mack	578	"
Lily Eliza Lowe	574	"
George Evans Herman	566	"
Gladys Amy Goodwin		
John Shenstone Roper	560	"
Nora O'Brien	559	"
Richard Lewis Nixon		
Hattie Florence Wolfe	558	"
Margaret May Collins	547	"
Stanley James Chisholm		
Hilton Burpee Witter	541	"
Ralph Gould Annand		
Ella Augusta Schaltz	536	"
Eric Leslie	534	"
Edna Scriven	524	"
Sister Mary Edana (Sara McDonald)	520	"
Arthur Kenneth Herman	515	"
Sarah Margaret Morash	510	"
Mary Eleanor Munro	507	"
Frank Ernest Hiseler	502	"
Edna Irene Forsyth	499	"
Robert Arthur Neish	498	"
Frances Louise Macdonald	497	"
Lora Pearl Melvin	492	"

Harry Caldwell.....	491	IX
Iva Violet Dickey.....	490	"
Louella Thompson.....	483	"
Frances Irene Williston }.....	482	"
Mary Teresa Walsh.....	481	"
Janet Louise Merrick.....	480	"
Helen MacGregor Dustan.....	477	"
Elsie May Wier.....	469	"
Mary Florence Armitage }.....	468	"
Ainley Thompson Croft }.....	466	"
Margaret Lavinia Steeves.....	465	"
Annie Ethel Jean Bond }.....	464	"
Flora MacGillivray.....	462	"
Hilda Maud Nickerson.....	460	"
Jennie Alice Maie Leslie.....	456	"
Paul Rogers Flemming.....	455	"
Walter Reginald Dickie.....	452	"
Lily Christina Greig.....	451	"
John Frederick Gerald DeWolf.....	450	"
Gladys Irene Billman.....	444	"
Agnes Knight Sanders.....	439	"
Gladys Eileen Medlen.....	438	"
Katharine Howe Cunningham.....	435	"
Thomas McCully Creighton.....	430	"
Annie Stephenia Wilson.....	428	"
Geraldine May Sterns }.....	427	"
Annie Gertrude Withrow }.....	426	"
Gertrude Maude Gentles.....	424	"
Ethel Teasdale Bowser }.....	423	"
Daisy Dorothy Hayes }.....	422	"
Mary Isabell Murray }.....	420	"
Alexander Christopher Trivett.....	419	"
Charles Dunn Mylius.....	417	"
Frances McGill.....	416	"
Agnes Boutillier.....	412	"
Mary Markley.....	410	"
Edith Emma Nickerson.....	404	"
Robert Ferrier Burns Wood }.....	401	"
May Yeardon.....		
Daisy Keating.....		
Jean Elizabeth Christie }.....		
Plesah Mildred Gates }.....		
Kathleen Isabelle MacAloney.....		
Agnes Eileen Daly }.....		
Sara Miller Dennis }.....		
Mary Sophia Fulton.....		
Hazel St. Claire McKee.....		
Emma Marie Skerry.....		

IX. (194 candidates.)

Thomas Fletcher Morrison.....	362	XI
Janet Macdonald Faulkner.....	390	X
Margaret E. Skerry.....	389	"
Marguerite Richardson.....	387	"
Gerald Rigby Harvey.....	385	"
Walter Welton Read.....	382	"
Winnifred Mary Turnmonds.....	378	"
Sister Mary Barbara (Louise Anderson).....	374	"
Sister Maria Agatha (Teresa Webb).....	373	"
Mary Roche.....	372	"
Lila Dorothy Publicover.....	368	"
Blanche Elizabeth Glendenning.....	363	"
Louis James Roy.....	362	"
Minnie Laing MacDonald.....	360	"
Geoffrey Morrow Brown.....	357	"

Amelia May Brokenshire.....	356	XI
Rose Neville.....	354	"
Clara Bell Nicholson.....	353	"
Emma Berthalie Julien.....	346	"
Kathleen Mann DeWolfe.....	340	"
Ella Catherine Stewart.....	334	"
Mabel Selina Theakston.....	316	"
Wilfred Martyn Trivett.....	315	"
Tilly Agnes Myers.....	314	"
Beatrice Eugenie Mumford.....	732	IX
Helen Dorothy Adams Armitage }.....	697	"
Bernice Curry Wilson.....	695	"
Norman Frederic Rudolf Knight.....	666	"
Harold Samuel Eaton Stevens.....	663	"
Nina Dushily Hubley.....	659	"
Ansel Donald Kennedy.....	652	"
Mary M. Skerry.....	649	"
James Walter Swenerton.....	628	"
Stella Rosamond Grant.....	626	"
Jeanette Agnes Myers.....	620	"
Rita Nathalie Dunn.....	609	"
Elsie May Keating.....	605	"
Margaret Adele Christie.....	603	"
Blanche Cleaver Atkinson.....	600	"
Muriel Magdalene Studd.....	597	"
Willard Edward Gordon Chapman.....	595	"
Joseph Sylvester Wallace.....	593	"
Mabel Stewart Morrison.....	590	"
Ralph Jacob Elman.....	589	"
Mary Florence Condon.....	587	"
Ida Margaret Greig }.....	581	"
Ethel Mowbray Cane }.....	579	"
Harry Morris Blois.....	574	"
Gladys Irene Gibson.....	572	"
Helen Theresa Mahoney }.....	566	"
Ethel Augusta Wamboit.....	564	"
Ella Gertrude Roome.....	563	"
Edward Roy Myers.....	562	"
Ernest Victor Ackhurst.....	560	"
Marion Lawson Hall.....	556	"
Hugh Sydney Harrington.....	555	"
Helen Frances Logan }.....	553	"
Ethel Annie Scott }.....	551	"
Charles Hedley Williston.....	550	"
Hugh Philip Bell.....	547	"
Rose Annie Flinn.....	546	"
Harry Walter Keeler.....	545	"
Arthur Wellesley DeWolf.....	543	"
Mabel Constance Moseley.....	542	"
Thomas Joseph Buchanan }.....	541	"
Edith Florence Butcher }.....	540	"
William Brown Bulmer.....	539	"
Lilian Beatrice Bayer.....	537	"
Mary Ellen Hopkins.....	536	"
Bessie Violet Barrowman }.....	535	"
Minnie Miller Keith }.....	530	"
Jean Fraser Murray }.....		
Wilfrid Elmer Hillis }.....		
Ella Geraldine Holder }.....		
James Roland Simmonds }.....		
Margaret Isabelle Harris }.....		
Edna Eloise Longueil }.....		
Gertrude Charlotte Buckley }.....		
Mary Margaret Hessian.....		
Charles Sydney Creighton.....		
Thomas Henry Noad.....		
Walter DeWolfe Barss.....		

Leah Brownell Nicoll	529	IX
Marjorie Hawthorne Creighton	527	"
Gladys Irene Barnaby	526	"
Gerald Bernard Phelan	525	"
Edith May Hubley	521	"
John Stanley Smith		
Gertrude Wambolt		
Samuel Rosborough Balcom		
Eugene Mellish	519	"
Harry Lawrence Miller		
Brenton Hayden Scott		
Clifford Edgar Hubley		
Mabel Gertrude Haverstock	518	"
Geoffrey Reid Harrison		
Charles Reginald Strickland	513	"
Herbert La Mert Daniel	512	"
Mary Ellen Hennessy	509	"
Dorothy Mary Trail	507	"
Arthur Wellington Thompson	505	"
Stewart Robson	504	"
Mary Constance Inglis	501	"
Dora Boutilier	497	"
Gladys Una Smith	496	"
Winnifred Longueil	495	"
George Walker Roome	492	"
Harold John Clark	489	"
Isabelle Hamilton Crooks		
Edward Reginald Clayton	487	"
Frederick William Annand	486	"
Hattie Bedford Cabot		
Edward Montagu Medlen	483	"
William Bolton Medcalfe		
Gladys Eva Homans	482	"
Mabel Judge	480	"
Stella Alice Morrow		
Edward Frederic Mitchell	479	"
Pearl Collins	478	"
George Francis Holland	477	"
Joseph V. Murphy		
Robert Harvey Stoddart	476	"
Gertrude Annie Noonan	474	"
Earle Cyril Shields	473	"
Nano Josephine DeVan	471	"
Wilbert Henry Mosher	470	"
Ernest Rankine Thorburne		
Frederick John Cosgrove	469	"
Reta Hastings Williams		
Mary Agnes Keating	468	"
Eda Gunhilda Wilson		
Gordon Clifford Miller	465	"
Margaret A. Wickwire	464	"
Stella Cecilia Angela Fanning	463	"
Rhoda Beatrice Baker	460	"
Kenneth Leslie	459	"
Sadie Jane Spares	458	"
George Wilfred Hiseler	451	"
Lillias Dickie MacDonald	450	"
Maie Addie Smith		
Courtney Treen	449	"
Margaret Myrtle Croucher		
Ida Laura Shaffelburg	448	"
Lillias Williamina Colquhoun	448	"
Zella Teresa Stuart	446	"
Lenna Dorothy Jenner	444	"
Harry Edgar Emmett	442	"
Harry Sylvester Stevens		

Gordon Harvey Gillis	438	IX
Bella Ruth Williams		
James Roderick Morrison	436	"
James Vaughan		
Ellen Sylvia Mosher	435	"
Vera Bell Dowell	432	"
Gladys Ware	431	"
Grace Clyde Hancock	425	"
Ferguson Robert Little	424	"
Vera Edna Thomson	417	"
Ellen Elizabeth Leahy	415	"
Lalia Florence Fraser	413	"
Muriel Victoria Crump	410	"
Catherine Martha Mellish	405	"
Fanny Hazel Toomey		
George Lotimer Keeler	404	"
Jessie May McDonald	402	"
Unsuccessful (4 XII. "Partial," 6 X. 53 IX)	63	
Supplementaries, etc., (26 candidates.)		

KENTVILLE.—(104 candidates.)

XII. "Partial." (4 candidates.)

Norman Alfred Osborne (passed in 20 out of 20 subjects....) 1308 XII Se.

XI. (19 candidates.)

John King Swanson	709	XI
Minnie Julia Sweet	629	"
Mary Agnes Newcombe	668	"
John Brooking Young	552	"
Nellie Viola Chute	547	"
Loretta Catherine Driscoll	514	"
Annie Beatrice Boyle	500	"
Herbert Stairs Ells	464	"
Lily Armstrong Healy		
Rose Belle Thorpe	427	"
Arabella Bligh	411	"
Eva Kathleen McFadden	407	"
Beatrice May Weaver	405	"

X. (29 candidates.)

Myrtle Beatrice Parker	386	XI
Hattie Blanche Bishop	379	"
Leverett Roland Harrison	373	"
Nellie Louise Publicover	336	"
Frances May Lydiard	546	X
Sadie Christine Webster	528	"
Celia Augusta Sanford	493	"
Mary Isabel Innis	483	"
Grace Lillian Griffin	458	"
Hilda Aileen Herbert	453	"
Edith Annie May Chute	419	"
Lillie Viola Reeves		
John Alexander McDonald	438	"
Mary Gertrude Lamont	405	"

IX. (48 candidates.)

Lulu Evelyn Roscoe	275	XI
Minnie Cordrey Chase	395	X
Lois Adelaide Porter	392	"
Leslie Talmage Allen	389	"

Walter Leo Lyons	383	X
Percy Avery Margeson	380	"
Lizzie May Palmeter	377	"
Margaret Jane Dow	370	"
John Parsons Carroll	362	"
Flora Adela Boggs	359	"
Walter Edmund Sullivan		
Aubrey Chisholm Fraser	335	"
David Harold Borden	330	"
Willard Apperley Porter	325	"
Robert Alexander Strong	308	"
Ella Vera Strong	561	IX
Mary Winnie Dow	545	"
William Ronald Eaton	510	"
Greta Margaret Lockhart	506	"
Kenneth Sutherland Eaton	501	"
Lillian Agatha Lyons	481	"
Florence Maria Stead	478	"
Eleanor Agnes Doherty	476	"
Ernest Ross Dodge	472	"
Mabel Stuart Dow	470	"
Lillie Frances Lawrence	466	"
Edward Maxwell Beckwith	464	"
Evangeline Yould		
William Fraser Culton	462	"
John Logan Cogswell	460	"
Edith Louise Claudine Moore	457	"
Thomas Albert Dow	453	"
Muriel Evangeline King		
John Edward Archibald Warner	451	"
Annie Charlotte Publicover	438	"
Harry Leigh Garrett	432	"
Jennie Lewis Lockhart	429	"
Leila Lois Collins	424	"
Violet Mary Webster	419	"
Evelyn Lenora Suker	416	"
Earle Charles Lawrence	401	"
Unsuccessful (4 XII, "partial," 1 XI, 5 X, 22 IX)	32	
Supplementaries, etc. (4 candidates.)		

LIVERPOOL -- (103 candidates)

XII. "Partial." (2 candidates.)

Jennie Eliza Mullins (passed in
20 out of 20 subjects.) 1349 XII cl

XI. (17 candidates)

Harry Stanley Coops	636	XI
Max Lee Freeman	520	"
Roland Augustus Courad	513	"
Jennie Madora Manthorne	494	"
Susie Winnifred Kempton	487	"
Ethel Louise Seamond		
Jedidah Burns Hagan	454	"
Zeila Faye Burnaby	446	"

X. (32 candidates)

Francis Walter Drew	411	XI
Esther Belle Ford	391	"
Jessie Maude Kempton	385	"
Kate Gladys Dexter	374	"
Muriel Grace Manthorn		
Theresa Belle Mack	358	"

Zoheth Dexter Freeman	318	XI
Vivien Amanda Freeman	385	X
Nettie Tibert Freeman	510	"
Annie Rhoda Burgess	513	"
Vera Marie Harlow	512	"
Mary Clements	510	"
Winnie Tiber Freeman	506	"
George Kenneth Hammett	501	"
Shirley Seymour Cook	489	"
Pearl Maud Huskins	487	"
Jean Lucilla Kempton	476	"
Grace Darling Freeman	472	"
Vera Eloise Smith	468	"
Gladys Pearl Chivers	463	"
Mary Adelaide Wylden	442	"
Ruth Holmes Hanley	439	"
Nettie McLeod McKay	432	"
Harry Duncan Drew	430	"
Carmon Marshall Robert	416	"

IX. (43 candidates)

Henrietta Sophia Hatt	257	XI
William Edward Gardner	393	X
Clare Ellen Mack	391	"
Bernard Courtney Richardson	372	"
Cecelia Courad	359	"
Martha Elizabeth Leslie	341	"
Ethel Victoria Wolfe	340	"
Charles Aldrich West	321	"
Gertrude Beatrice Freeman	568	IX
Susan Henrietta Smith	564	"
Mildred Maude Reinhardt	554	"
Mertie Louise Baltzer	538	"
Ida Florence Hartlen	526	"
Mertie Bell Brown	525	"
Ernest Elisha Shupe	523	"
Jessie Marie Ramey	522	"
Phyllis Helen Millett	515	"
Annie Bell Dolliver	504	"
Flora May Foster	502	"
Verta Laura Freeman	500	"
Ethel May McLeod	485	"
Matilda Millard Hagan	476	"
Bessie Gladys Godfrey	469	"
Laura May Hatt	468	"
Mabel Irene Silver	461	"
Carrie Louise Kempton	456	"
Elena Evelyn Munroe	442	"
Perry McQuinn Gardner	438	"
Lawrence Richardson	424	"
Unsuccessful (1 XII "Partial," 1 XI, 7 X, 22 IX)	31	
Supplementaries, etc. (9 candidates.)		

LOCKEPORT -- (44 candidates.)

XI. (7 candidates.)

Mary Eliza Mills	628	XI
Sidney Maurice Page	474	"
Margaret Mary Walsh	470	"
Imogen Victoria Smith	431	"
Gladys Adena Dorrie	421	"

X. (9 candidates)

Helena Elizabeth Hayden	426	XI
Emily Eugenie Page	326	"
Wilhelmina Johnson Harding	484	X
Josephine Peterson Barclay	482	"
Alina Maude Locke	465	"
Florence Morton Giffin	427	"
Eleanor Crocheron MacKenzie	401	"
Hildred Margaret Herkins	400	"

IX. (26 candidates)

Amy Letitia Hardy	365	X
Muriel Alida Harding	316	"
Annie Laura Matthews	628	IX
Charles Jerome Mills	571	"
Bertha Catherine Decker	537	"
Alice Locke	498	"
Raymond Clifford Rawlings	485	"
Myrtle Louise Smith	475	"
Florence Lloyd Hiltz	466	"
Ralph Payzant	448	"
William Day Sutherland	448	"
Lily Belle Whynot	408	"
Ronald Murray Sutherland	402	"
Leo Smith	400	"
Unsuccessful (1 X, 14 IX,)	15	
Supplementaries, etc. (2 candidates,)		

LUNENBURG.—(114 candidates)

XI. (27 candidates.)

Mabelle Mary Kathryn Mader	618	XI
Kathleen Isabel Knickle	610	"
Kate Maie MacIntosh	609	"
Bertha Gertrude Rafuse	608	"
Arthur John Heisler	609	"
Debbie Leota Webber	576	"
Edith MacLearn Taylor	569	"
Edith Cecilia Richard	561	"
William Thompson Powers	528	"
Lena Cossman Anderson	522	"
Mayle Albert Earnest Hirtle	496	"
Leon LeRoy Nichols	490	"
Etta Florinda Inglis	486	"
Emma Kate Falkenham	476	"
Lawrence Vincent Corkum	470	"
Laura Grace Reinhardt	451	"
Lottie Rebecca Remby	436	"
Angus Scott Young	434	"
Violet Lucretia Wilson	432	"
Walter Carroll Wilson	427	"
Leaman John Mason	403	"

X. (40 candidates.)

John James Eisenhaur	}	375	XI
Lulu Belle Wilson			
Charles Edwin Reinhardt		366	"
Bertha Mary Herman		315	"
Maurice St. Clair Smeltzer		913	X
Minnie Belle Berringer		726	"
Frances Geraldine Corkum		699	"
Bertha Idell Hirtle		662	"
Mary Albee Chesley		652	"

Minnie Louise Anderson	636	XI	
Nellie Corella Hall	}	536	"
Lillie Christella Smeltzer			
Bessie Claribel Hebb		542	"
Ellen Adah Rudolf		540	"
Mary Permilla Wentzell		535	"
Roy James Edward Hirtle		501	"
Idella Blanche Eisner		493	"
Eva Ella Rafuse		490	"
Ada Louise Mossman		487	"
Minnie Florence Corkum		481	"
Eva Frances Wilson		470	"
Viola Adline Jane Himmelman		460	"
Ethel Muriel Young		458	"
Jennie May Westhaver		449	"
Grace Hulda Hyson		444	"
Sophia Faith Keddy		432	"
Flora Ellen Feindel		421	"
Helen May Browne		411	"

IX. (38 candidates.)

Alonzo Edwin Herman	204	XI	
Mary Martha Ernst	394	X	
Gladys Marie Corkum	388	"	
Lida Belle Jodrey	360	"	
Jennie Marie Spidell	345	"	
Nina May Durland	343	"	
Flossie Annie Lohnes	323	"	
Helena Kedy	317	"	
Stella Lavinia Winters	309	"	
David William Smith	679	IX	
Harvey Lorne Eisenhauer	623	"	
Minnie Belle Smith	605	"	
James Kenneth Lohnes	585	"	
Minnie Maud Ritcey	582	"	
Lila Evelyn Dowling Young	570	"	
Leta May Bailly	562	"	
Seward William Hirtle	557	"	
Hattie Maud Morton	524	"	
Evelyn Mae Jefferson	516	"	
Livian May Hiltz	515	"	
Maggie Melissa Whynacht	501	"	
Jessie May Ernest	488	"	
Harriett Elizabeth Holder	484	"	
Louie James Bailly	481	"	
Hattie Elizabeth Acker	475	"	
Clarence Webster Veinot	457	"	
Mary Lavinia Ritcey	}	435	"
Flora May Zwicker			
Alice Amanda Pricilla Hirtle		429	"
Charlotte Susie Ernest	}	426	"
James Obadiah Kaulbach			
Annie Louise Strumm		406	"
Unsuccessful (1 XI, 8 X, 15 IX)		24	
Supplementaries, etc. (9 candidates.)			

MABOU.—(41 candidates)

XI. (3 candidates.)

Eva Murray	545	XI
Lena Mackeen	516	"

X. (8 candidates.)

James D Gillis	415	XI
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John Archibald Currie.....	576	X
John Angus MacMillan.....	496	"
Winnifred Murray.....	454	"
Annie Laurie McNeil.....	425	"

IX. (26 candidates.)

Mary Ann McLeod.....	383	X
Azel Cameron.....	347	"
Katherine MacDonald.....	559	IX
Catherine F Beaton.....	449	"
Duncan MacMillan.....	413	"
Roderick MacKinnon.....	422	"
Eva Christine MacKinnon.....	414	"
Unsuccessful (2 X, 21 IX).....	23	"

Supplementaries, etc. (4 candidates.)

MAITLAND. — (63 candidates.)

XI. (16 candidates.)

Margaret Electa McLellan.....	600	XI
Annie Beatrice O'Brien.....	577	"
Lena Lauretta Lewis.....	568	"
William Lawrence McCallum.....	542	"
Margaret McLeod.....	541	"
Laura Amanda Macdonald.....	540	"
Aveline Faulkner.....	526	"
Nina Ethel Faulkner.....	508	"
Hannah Gertrude McCulloch.....	495	"
Alice Maud O'Brien.....	482	"
Josephine Cordelia Blois.....	465	"
Jennie Ethel O'Brien.....	442	"
Margaret Elizabeth O'Brien.....	449	"
William Amerey Webb.....	416	"

X. (13 candidates.)

Perry Wyman Pratt.....	364	XI
Florence Hedtler McKenzie.....	336	"
Margaret Jean Faulkner.....	486	X
Susan Odessa Faulkner.....	428	"
Ellen Faulkner.....	423	"

IX. (33 candidates.)

Agnes Atkins Smith.....	395	X
Martha Ann McLellan.....	384	"
Gordon Salter Stairs.....	382	"
Bessie Johnson Tucker.....	370	"
Imogene Dimock.....	358	"
Joseph Morris Smith.....	342	"
Ruby Macdonald.....	336	"
Augusta Weldon.....	324	"
Ada Amelia King.....	590	IX
Mabel Winnifred McCallum.....	553	"
Alice Isabelle O'Brien.....	549	"
Mildred Eliza Main.....	536	"
Colin Benjamin Faulkner.....	532	"
Frederic Fulton McLellan.....	526	"
Hazel Beatrice O'Brien.....	521	"
Lalia Estey Fiske.....	507	"
Abbie Buxton Lawrence.....	502	"
Helen Clarke.....	496	"
William Blair Putnam.....	478	"
Eva Maude Dill.....	445	"
Rebecca Ann Davidson.....	439	"

Sarah Jane Mason.....	428	IX
Ella May Smith.....	423	"
Olivia Ann Hamilton.....	418	"
Gertrude May McKenzie.....	410	"
Unsuccessful (2 X, 16 IX).....	18	"

Supplementaries, etc. (1 candidate.)

MARGAREE HARBOUR. — (42 candidates.)

XI. (4 candidates.)

Joseph Charles Boudreau.....	626	XI
Anselm Charles Boudreau.....	615	"
Daniel H. Doyle.....	453	"
James M P Coady.....	448	"

X. (13 candidates.)

John Albert McLean.....	565	X
Placid LeBlanc.....	513	"
Cassie Catherine McLean.....	440	"
Leo J White.....	439	"
Mary B Arseneau.....	403	"

IX. (22 candidates.)

Mary S Macdonald.....	369	X
Christena Jane Miller.....	367	"
Adele D DesVaux.....	367	"
Katie McLellan.....	347	"
James John Gillis.....	343	"
Sadie Mabel Phillips.....	331	"
Elizabeth Dolena McLean.....	528	IX
Flora Cassie McLellan.....	488	"
Alexander John Chaisson.....	453	"
Victoria Adelaide Munro.....	452	"
Emma T AuCoin.....	447	"
Sadie B McDaniel.....	467	"
Annie Deagle.....	400	"
Unsuccessful (2 X, 15 IX).....	17	"

Supplementaries, etc. (3 candidates.)

MIDDLE MUSQUODOBOIT. — (79 candidates.)

XI. (10 candidates.)

Lulu Marion Murray.....	602	XI
Jessie Dunlap Archibald.....	578	"
Bertha Fredrika Dean.....	522	"
Grace Allison Brown.....	472	"
Ernest Bayne Archibald.....	463	"
Jennie Burnette Erskine.....	456	"
Nina May Ellis.....	452	"
Elsie Emma Dechman.....	404	"
Alice Josephine Cole.....	403	"

X. (26 candidates.)

Bessie Sibley Dickie.....	319	XI
Emma Agnes Higgins.....	602	X
Myrtle Jean Murray.....	548	"
Gertrude Joyce Archibald.....	521	"
Roderick Robert MacIsaac.....	518	"
Janet Mabel White.....	517	"
Lulu Jane Guild.....	467	"
Bessie Rosamond Ogilvie.....	464	"
Alice Archibald.....	454	"

Adela Bertha Fisher	415	XI
Louisa Farley Stewart	405	"
Jean Christie Fox	401	"

IX. (35 candidates.)

Mary Margaret Prest	393	X
Eva Teresa Farnell	389	"
Neil Hall Archibald	380	"
Edna Gertrude Grant		
Vincent Munroe Lindsay	378	"
Alice Ormond Fox	348	"
Annie Lysle McKay	326	"
Ethel Gladys Guild	323	"
Edna Marguerite Hay	302	"
Blanche Archibald	508	IX
Ada Marie Ogilvie	526	"
Jennie Stuart McLeod	522	"
Edna Cruikshank	521	"
Edith Archibald Burreis	517	"
Annie Maud Archibald	505	"
Janet Pearson Cooper	493	"
Phebe Ann Ogilvie	492	"
Florence May Dechman	478	"
Stella Enid Fox	473	"
Stella Maud Ogilvie		
Lydie McPherson Dickey	469	"
Violet Kent McKay	461	"
William Anderson Brown	457	"
Franklin Whitney Dickie	441	"
David Holmes Smith	418	"
Everind Hall Milne	417	"
Mary Adel Carroll	407	"
Unsuccessful (6 X, 17 IX)	23	
Supplementaries, etc. (5 candidates.)		

MIDDLETON.—(94 candidates.)

XI. (20 candidates.)

Mary Lena Chipman	598	XI
Elsie Naomi Hall	580	"
George Kendrick Haverstock	566	"
Lilian May Andrews	562	"
Cynthia Lillian Oakes	561	"
Kate Ardelle Baker	558	"
Leander Freeman Wheelock	556	"
Bessie Miller Dodge	534	"
Mae Therba Ritcey	509	"
Hazel Hurst Chute	487	"
Alberta Maud Andrews	476	"
Alma Cecilia Long	468	"
William Henry McNeily	461	"
Maud Elizabeth Roy	445	"
Harold Cephas Woodbury	441	"
Mildred Edna Wheelock	430	"
Ethyl Heath Wheelock	427	"

X. (25 candidates.)

Josie Almira Hiltz	451	"
Emelie Achsah Saunders	376	"
Harold MacGregor	323	"
Herman Clare Morse	597	X
Mabel Ruggles Walker	495	"
Winnifred Reagh Burns	484	"
Nettie Leach Baltzer	471	"

Cora Etta Hiltz	470	X
Jean Hatfield MacGregor	467	"
Philip Stephen Andrews	458	"
Marguerite Frances Murray		
Edith Irene Marshall	457	"
Ora Blossom Elliott	435	"
Flora Maude McGill	432	"
Vera Raymond	429	"
Edith Adelaide Spinney	402	"

IX. (40 candidates.)

Ross Brown Miller	396	X
Giles Vernon Jacques	390	"
Violet Deltena Jacques	384	"
Margaret Wilkins	363	"
Jennie MacLightizer	355	"
Winnifred Elsie Jacques	340	"
John Robert Tate	308	"
Percy Thorne Andrews	523	IX
Bessie Cordelia Fairn	521	"
Eva LaBelle Roop	510	"
Wylie Burke Saunders	494	"
Cleora Myrtle McGill	470	"
Odes a May Armstrong	462	"
Eleanor Gertrude Burditt	461	"
Minnie Victoria Schaffner	457	"
Ernest Raymond Hall	447	"
Love Sophia Neiley	445	"
Grace Maria Smith		
Elsie Lenora Hinds	436	"
Georgina Lauretta Morrison		
Mary Eliza Armstrong	434	"
Mary Gwendoline Phinney		
Lenora Evangeline Margeson	428	"
Melbourne Parker Neily	426	"
Charles Robert Weaver	425	"
Unsuccessful (5 X, 22 IX)	27	
Supplementaries, etc., (9 candidates.)		

NEW GLASGOW.—(143 candidates.)

XI. (34 candidates.)

Vera Blanche Clay	768	XI
Jean Sutherland	661	"
Susie MacQueen Robertson	647	"
Lida Jean Roy	601	"
Florence MacFarlane	578	"
Jean Victoria Ballantyne	556	"
Jean Olding Grant	555	"
Donald Carmichael Sinclair	537	"
George McDonald Sylvester	533	"
James Angus Doull	517	"
Willie Ross Macdonald	516	"
Albister Fred Macdonald	507	"
Isabel Catherine Smith	506	"
William MacKenzie Thompson	505	"
Harold Mitchell Graham	500	"
Alexander Rae Campbell	494	"
Clarence Bain Cameron	490	"
Myrtle Walker		
Duncan Pryor Meikle	484	"
Maggie Jane Meikle	477	"
Annie Taylor Roddam	457	"
Claude Hill Keith	456	"
Lida Victoria Keay	447	"

Charlotte Ellen MacKenzie	436	XI
Maie Roy	430	"
Katherine Stewart Macdonald	426	"
Ansel Lester Woodin	424	"
Christy Anne McDonald	417	"

X. (43 candidates.)

Gertrude McGirr	337	XI
Bessie Hunter Miller	331	"
John Samuel Miller	327	"
Christena Grandy Dunbar	315	"
Margaret Catherine Fraser	724	X
Edith Annie Murray	588	"
Mabel Irene McIntosh	530	"
Ray Walter Rogers	504	"
Bertha Maude Philip	501	"
Sarah Eva MacLean	50	"
Katherine McKinnon	499	"
Cora Sheldon Rae	488	"
Lewis Murdoch Thompson	487	"
Elsie May Eastwood	485	"
John Cavanagh	482	"
Margaret Jean Scott	427	"
Albert Ross	414	"
John Alexander MacGillivray	413	"
Minnie Macdonald	410	"
Susie Frehill	406	"
Ethel Maie Allan	400	"

IX. (59 candidates.)

Jessie Rose McLean	398	X
Isabel Helen Dawson	395	"
Blanche Edythe Mealy	390	"
Ida Janet Fraser	379	"
Christena Myrtle MacLean	377	"
Margaret Mary Wadden	371	"
Willie Stetson McLean	367	"
Martha Alena Sullivan	361	"
Allister MacLean	360	"
Annie Isabel MacIntosh	360	"
Elsie Stuart Weir	354	"
Rebecca Robertson	351	"
Neil Archibald MacLean	343	"
Bella Jane Ross	333	"
Margaret Catherine Fraser	332	"
Roland Sylvester MacDonald	332	"
Catherine Fraser	332	"
Donalda Jean Cameron	329	"
Fannie Neal	321	"
Elizabeth Fraser	321	"
George Merrill McPherson	736	IX
Jennie Walker	7	6
Almira MacKay	672	"
Edwin Fraser	659	"
Margaret Patterson Irving	653	"
Jessie Mary Grant	607	"
Henrietta Charlotte McColl Ritchie	597	"
John Alexander Thomas Weatherbe	593	"
Annie Ethel MacKay	590	"
Margaret Janet MacMillan	590	"
John Hubert Craigie	587	"
Maria Grant	580	"
Gertrude Catherine Fraser	544	"
Isabel Stearns MacLellan	533	"
Wilhelmina Irene Thompson	519	"

Margaret Fraser McQueen	517	X
Stewart Murray Horne	516	"
Helena Crooks	510	"
Jean Ann Park	498	"
Norma Robertson MacKay	489	"
Annie May Donaldson	480	"
John Gordon Robertson	461	"
Vera Margaret Scott	455	"
Bertie Hilda Eastwood	452	"
Margaret Jean McQueen	451	"
Mathilda Black Layton	444	"
Alexander Robert Fraser	437	"
Harriet Helena McDonald	430	"
Laura Sinclair Fraser	424	"
Ella Isabella Alice Fraser	421	"
Daisy Riddle Thompson	411	"
Jennie Brown McLean	416	"
Joseph Howe Reynolds	406	"
Robert George Fraser	406	"
Minnie MacIsaac	401	"
John Robert Anderson	400	"
Unsuccessful (2 XI, 6 X, 23 IX)	31	
Supplementaries, etc. (7 candidates.)		

NORTH SYDNEY.—(102 candidates.)

XI. (14 candidates.)

Ethel May Macdonald	622	XI
Wilmer Brydone Rosborough	614	"
Wilhelmina Clark	598	"
Roderick Francis Murphy	562	"
James Herman Lawley	546	"
David James Hartigan	532	"
Annie May Fife	524	"
Perley Barnhill Louin Seller	506	"
Alexandrina MacLeod	482	"
Jean Augusta MacLean	442	"
Annie Ethel Macleod	441	"

X. (35 candidates.)

Richard Henry Dooley	391	XI
Murdoch Dan McLeod	363	"
Mary Janet MacDonald	612	X
Mary Margaret Desmond	569	"
Evan Mackenzie Forbes	557	"
Margaret Bessie Wilson	543	"
Ida Henrietta Greig	508	"
George Mitchell MacLean	507	"
James William Wilkie	504	"
Joseph Cleveland Peck	502	"
Auntie Mc Cormick	499	"
Norah Pyfe	483	"
Mary MacCormick	469	"
Henry Joseph Dunlap	461	"
Hattie Kilpatrick	456	"
Lillian Agnes Moffat	443	"
Oscar Robert Stone	431	"
Gerald Brennan	415	"
Annie Cashen	413	"
Robert John McRae	413	"
John David Haggerty	411	"
Annie Olive Partridge Simpson	406	"

IX. (47 candidates.)

Carlotta Egan	398	X
Mary Merritt	397	"
Winnie Harriet MacDonald	382	"
Tena MacLean	379	"
Edna Sarah Knox	375	"
Sadie Isabel MacLeod	354	"
Myrtle Lenora MacLean	353	"
Annie May MacDonald	332	"
Bertha Lillian Greenwell	331	"
Minnie Florence Tuck	318	"
Myria Atwood Crewe	314	"
Christina Veronica Maclean	634	IX
Florence Evans	606	"
Ethel May Hackett	565	"
Kathleen Margaret Moore	568	"
Verna Viola Milburn	553	"
Angus MacLeod	542	"
Lillian Beatrice Cann	533	"
Margaret Jane Buchanan	525	"
Charlotte Hill	523	"
Mary Ann Hill	508	"
Kathleen May Byrne	493	"
John T. Lebbetter	490	"
Henrietta Francis Way	473	"
Joseph Bernard McDermott	465	"
Margaret Sara MacLean	464	"
Dan Charles McKay	458	"
Helen Johanna Hartigan	437	"
Catherine Connell	434	"
Isabel Edwards	421	"
Eliza Kilpatrick	418	"
Annie Brodrick	409	"
Agatha MacIsaac	409	"
Ella Marguerita Munn	27	"
Margaret McLeod	27	"
Unsuccessful (3 X, 24 IX)	27	"
Supplementaries, etc., (6 candidates.)		

OXFORD.—(81 candidates.)

XI. (10 candidates.)

Fannie Jane Thompson	694	XI
Annie Eliza McElmon	677	"
Mary Ellen Patton	612	"
Adelia Mary Clarke	501	"
Roderick Lorraine Munro	474	"
Lottie Lavinia Sproule	463	"
Annie Armenah Patton	460	"
Mary Jean Trerice	455	"
Irene Gertrude Brownell	449	"

X. (25 candidates.)

Nellie Blye Thompson	565	X
George Harry Thompson	554	"
Frank McElmon	541	"
Lottie Lavinia Shipley	516	"
Clarence Colburn	498	"
Pearl Purdy	459	"
Elah Lorraine Macdonald	418	"
Lillian Adell Burns	415	"
Arlo William King	413	"

IX. (40 candidates.)

Albert Richard McClelan	388	X
Mabel Helen McClelan	387	"
Olive Agnes McKim	385	"
Fannie Clay Benjamin	370	"
Wilbur McKim	369	"
Pamela Mason MacLean	366	"
Nellie Mabel Demings	364	"
Grace Bell Highet	357	"
Florence Robertson	349	"
Nellie May Betcher	344	"
Clara Louise David	315	"
Margaret Browne	306	"
Lizzie Jane Ross	573	IX
Rennie Ray Heckman	559	"
Emdon Fritz Slade	516	"
Sadie Grace Baker	509	"
Percy Harris Johnson	499	"
Ethel Drew Beebe	496	"
Catherine Isabel Macdonald	422	"
Jennie Elizabeth Ross	479	"
Irene Mae Porter	476	"
Zelda Cecile Ross	474	"
Mary Lenora Porter	466	"
May Eliza Chapman	464	"
Jennie Smith	455	"
Grace Ferguson Murray	453	"
Lydia Kempton Edgett	437	"
James Donald McKinnon	426	"
Walter Dale Ross	426	"
Agnes Lane Purdy	435	"
Anna Elizabeth Campbell	433	"
Marjorie Elizabeth VanBuskirk	428	"
Earl Percy Angus	415	"
Blanche Ida Patton	413	"
Lizzie Gertrude Macdonald	408	"
Unsuccessful (1 XI, 4 X, 17 IX)	22	"
Supplementaries, etc (6 candidates.)		

PARRSBORO.—(86 candidates.)

XI. (8 candidates.)

Ralph Harding Young	639	XI
Jean Elizabeth Whitman	507	"
Blanche Mosher	487	"
Mary Winnifred Geneva Lavers	429	"

X. (33 candidates.)

Caroline Sophia Dench	335	XI
Edwin Huutley Clay	327	"
Elsie Gibson	655	X
Mabel Evelyn Magee	579	"
Adelaide Irene Gallagher	567	"
Wilfrid Ruggles Bohaker	523	"
Irene Gow	541	"
Florence Ethel Gibson	515	"
Emily Dewis Spicer	467	"
Frank Crowe Atkinson	464	"
Eva Lillian Fullerton	452	"
Kathleen Philomena McLaughlin	449	"
Edith May Lake	429	"
Gordon Leslie Berry	424	"
Nellie Augusta O'Regan	410	"
Mary Elizabeth Beaton	407	"

IX. (43 candidates)

Ada Helen Smith	288	XI
Vivien Salter	394	X
Luella Edna Beattie	392	"
Elsie Pearle Gilbert	399	"
Ethel Mina Berry	388	"
Myrtle Antoinette Atkins	383	"
Jessie Blanche Boyd	374	"
Harriet Alida Jenks	366	"
Minnie Ethel Roberts	362	"
May Lillian Spicer	355	"
Theressa Brown	327	"
David Clifford Williams	719	IX
Sarah Marie Smith Fullerton	624	"
Bessie Elderkin Kirkpatrick	601	"
Birdie Harrison	581	"
Ruby Evernia Atkinson	576	"
Dora May Quinn	529	"
Isabel Maude Gallager	508	"
Alice Lutelia Dow	505	"
Gladys Irene Locke	495	"
Josephine Margaret Salter	492	"
Hattie Olevia Lamb	470	"
Hattie Gladys Fillmore	468	"
Lorothy Anne Bowden	465	"
Minnie Cordelia Canning	455	"
Georgena Bradshaw	432	"
Evelyn Ruby Harrison	431	"
Ada Hunston Lavers	417	"
Lester Robert Bowden	416	"
Frank Layton	411	"
Alice Muriel Knowlton	410	"
Unsuccessful (9 X, 22 IX)	31	
Supplementaries, etc. (3 candidates)		

PICTOU.—(174 candidates.)

XII. (13 candidates)

Charles D Rutherford Murray	1563	XII	sc.
Herbert Bayne Maclean	1468	"	cl.
Fred Stanley Nowlan	1450	"	sc.
James MacGregor Johnston	1339	"	sc.
William Ewart Ferguson	1287	"	sc.
Robert Ebnezar Inglis	12-8	"	sc.
Lizzie Smith	1-15	"	sc.
Charles Guy Black	1136	"	sc.
Jennie May Maclanders	1126	"	sc.
Florence Marie Keating	1095	"	sc.

XII. "Partial," (10 candidates)

William Walter Herdman (passed in 20 out of 20 subjects)	1220	XII	sc.
John Simpson Astbury (passed in 21 out of 22 subjects)	1538	XII	
Alexander David Fraser (passed in 14 out of 15 subjects)	1010	"	
John Maxwell Skinner McCabe (passed in 11 out of 21 subjects)	52	"	
Ernest Francis Rogers (passed in 10 out of 14 subjects)	778	"	

XI. (43 candidates.)

William Alexander Dobson	1065	XII
James MacGregor Stewart	1051	XI
Edward James Oxley Fraser	816	"
Joanna Marion Murray	687	"
Murdoch Stewart Morrison	682	"
Amos Jesse Lawrence	672	"
James Douglas Vair	658	"
Margaret Annie Campbell	648	"
Edna Esdale Grant	633	"
Marion Rogers	625	"
Edna Viola Armstrong	617	"
Mary Ellen McCarthy	588	"
John Morrison Macrae	581	"
Howard H. Mussells	574	"
Annie Dunbar Fraser	570	"
Mary Teresa Arsenaault	561	"
Anna Myrtle Grattan	550	"
Mary Haley	549	"
Robert Hamilton	548	"
Nellie Fraser Crocker	534	"
Ruth MacQueen	522	"
Sadie Marion McRary	508	"
William Lee Young	505	"
Mary Belle Henderson	472	"
Sadie Maria Payne	471	"
Albert Basil Wilberforce Tanner	433	"
Alexander Murray Porter	425	"
Mabel Catherine Tattrie	419	"
John Angus Davies	416	"
Lenora J. Grant	410	"

X. (46 candidates)

Maggie Jane Chapman	519	XI
John Park McQueen	379	"
Alice Emma Bruce Irving	367	"
Joseph Haley	363	"
Janie MacKay	361	"
Howard Cecil Macdonald	360	"
Essie Caroline Harvey	346	"
John Reginald Rutherford	872	X
Alexander Thomas McKay	617	"
Mary Chisholm	543	"
William Alexander Grant	525	"
Annie Letitia Murray	513	"
Eliza Wentworth Dawson	503	"
Essie Jane Macdonald	502	"
Margaret Lalia MacKenzie	500	"
Christena Margaret MacKenzie	466	"
Catherine MacCara	462	"
Allyn Robertson Fraser	460	"
Ann Archibald	454	"
George Albro Mullins	445	"
Daniel Henry Ross	436	"
Annie Logan Chisholm	431	"
Jessie Margaret MacQuarrie	430	"
George Talmage Murdoch	426	"
Isabelle Jane Brown	424	"
Sarah Einma MacKenzie	415	"
Leland Stanford MacKenzie	404	"
Margaret Elizabeth MacIntosh	403	"

IX. (53 candidates)

Mary Emma Adamson	254	XI
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Madeleine Gertrude MacTavish	238	XI
Daniel Fraser Forrester	391	X
Annie Isabella Murdock	381	"
Warren Fullerton Clark	368	"
Bessie Jean Cameron	355	"
Reddie Chisholm McLeod	354	"
James David MacLeod	349	"
Alberta Lause Cameron		
Alexander MacRae MacKenzie	347	"
Christena Isabelle Sutherland		
John Davison Harrison	344	"
John Leslie McLeod	342	"
George Hector MacKay	339	"
Richard Falconer Macdonald	331	"
Lillian Johnson	319	"
Alex McQueen	310	"
Serena Pansy Rogers	305	"
John Hamilton Lane Johnstone	799	IX
John Welsford Macdonald	680	"
Ralph Burgess Carson	625	"
Jessie Ann MacDonald	619	"
Mabel Catherine MacKay	599	"
Edgar Archibald Reid	572	"
Mabel Goodspeed Fullerton	565	"
John Allan Noonan	552	"
Fredrick Gordon Carson	548	"
William Hysanth Noonan, Jr	537	"
James William Fraser	535	"
Annie Jessatta Ross	529	"
Annie Isabella Fraser	528	"
Howard Archibald MacIntosh	527	"
Florence Anna MacKenzie	510	"
Constantine Dellis	507	"
Katie Carmichael Fraser	500	"
Wille Austin Brown	504	"
Maggie Josephine McLeod	502	"
Seymour Clift Macdonald	493	"
Jennie Fulmer Webster	488	"
Morell MacRae McKenzie	478	"
Charlotte Woodman Macellan	458	"
Donald Alexander Cumming	453	"
Jessie May Munsie	448	"
Alice Edna Heighton	441	"
Ida Maud Chisholm	432	"
Jennie MacKay	402	"
Sadie MacKay Robinson	401	"
Unsuccessful (5 XII partial, 5 XI, 9 X, 24 IX)	44	
Supplementaries, etc. (9 candidates.)		

PORT HAWKESBURY—(47 candidates.)

XI. (3 candidates.)

Kenneth McPherson	452	XI
Annie Josephine Macdonald	450	"
Jessie A McDougall	449	"

X. (12 candidates.)

Charles Frederic Urquhart	460	X
Daniel MacLeod	406	"

IX. (27 candidates.)

Daniel John Skinner	392	X
Dougall A MacFarlane	390	"

Robetta Jameson	363	X
Jessie May Fortes	354	"
Annie Elizabeth Cass	345	"
Eva Belle Hennessey	317	"
Dan Peter McDougall	306	"
Jessie Anna Forbes	48	IX
Annie Bell MacKichan	450	"
Ethel Belle MacKillop	425	"
Sarah McIntosh Brown	403	"
Unsuccessful (3 X, 23 IX)	26	
Supplementaries, etc. (5 candidates)		

PORT HOOD—(30 candidates.)

XI. (7 candidates)

Mary Margaret MacEachen	484	XI
Ida Jane Macdaniel	432	"

X. (6 candidates.)

Sarah Lorena Smith	364	XI
Lillian Louise Smith	356	"
Edith Morrison	338	"
Angus L McDonald	459	X
Florence McDonald	437	"
John Roderick McDonald	430	"
Jennie Vivien Gray	400	"

IX. (12 candidates)

Elizabeth McEachen	260	XI
John Archibald Walker	375	X
Addie Estelle Wade	572	IX
Mary Beatrice Smyth	566	"
Sadie Macdonald	517	"
Christena Ellen McDonnell	498	"
Lorrie McMaster	467	"
Elizabeth Bell	453	"
Unsuccessful (1 XI, 1 X, 6 IX)	8	
Supplementaries, etc. (5 candidates)		

RIVER JOHN—(40 candidates.)

XI. (4 candidates)

Annie Olivia MacKay	52	XI
Willena Mabel McDonald	484	"
Clifford Elmore Carruthers	440	"

X. (12 candidates.)

Janet Marshall Campbell	376	XI
Annie Marguerite Collie	468	X
Mary Ella Dwyer	462	"
Minnie Louise Henderson	445	"
Grace Ann Murray	409	"

IX. (16 candidates.)

Margaret Ann Baillie	55	X
Christena Campbell	353	"
Carrie Elizabeth Munro	318	"
Minnie C. MacLandress	220	"
Jane Priscilla Maxwell	300	"
Harold Percy MacKenzie	532	IX
Marion Margaret McIntosh	31	"

Mamie Anne Gunn	500 IX
Jean Henry	465 "
Mildred Lina Priest	444 "
Anna Stuart Grant	434 "
Jennie Henrietta MacBain	406 "
Unsuccessful (3 X, 9 IX)	12
Supplementaries, etc. (8 candidates.)	

SHEET HARBOR.—(46 candidates.)

XI. (5 candidates.)

Annie Marie Fahie	506 XI
Mary Margaret Stewart	526 "
Edith Inez Tupper	512 "
Mildred Jane Gallagher	489 "
Carrie Henderson McMann	455 "

X. (16 candidates.)

Florence Courtney Balcomb	524 X
Mabel Etra Hartling	441 "
Eva Celeste Pye	439 "
Mary Lavinia Smith	432 "
Eva May Perry	417 "
Christena Winnifred McInnis	416 "

IX. (21 candidates)

Mary Jeanetta A. Barkhouse	395 X
Irene May Josey	387 "
Frank Henley	369 "
Annie Lorena Logan	365 "
Margaret Bella Hartling	355 "
Alwida May Parlee	343 "
Mary Ann Coady	337 "
Stella Wilton Whitman	310 "
Sadie Edna Stewart	526 IX
Annie Laurie McPhail	481 "
Mary Agnes Fahie	471 "
Gertrude Louise McMann	461 "
Allie Tupper	438 "
Estella Maude Chisholm	434 "
David Hanbury Malay	420 "
John Arnot Malay	419 "
Unsuccessful (2 X, 13 IX)	15 "
Supplementaries, etc. (4 candidates.)	

SHELBURNE.—(36 candidates.)

XI. (1 candidate.)

Mary Maynard MacLean	556 XI
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X (15 candidates.)

Jessie Zenobia Miller	522 X
William Douglas Morton	509 "
Edna Genevieve Bower	456 "
Emily Louisa Firth	446 "
Emily Bower Harris	413 "
Nellie Belle Swanburg	411 "
Bertha Jessie Cameron	402 "

IX. (4 candidates.)

Gladys Rowena McGinnis	395 X
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Dell Parker Holden	377 X
Blanche Lenora Harris	337 "
Alice Whitefield Firth	333 "
Annie Belle Bethune	311 "
Mildred Lena Ryer	604 IX
Jean Houghton	524 "
Melbourne Burnette Ryer	500 "
Elinor Augusta Kavanah	498 "
Joseph Wilfred Bruce	495 "
Margaret Emma Spinks	488 "
Carlos Welter Delt-Plain	462 "
Mary Edith Holden	447 "
Cecil Murray MacKay	435 "
Unsuccessful (3 X, 5 IX)	8 "
Supplementaries, etc. (6 candidates.)	

SHERBROOKE.—(27 candidates.)

XI. (1 candidate)

Mary Beatrice Jewers	499 XI
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X. (9 candidates.)

John Samuel Adam Gunn	435 X
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IX. (13 candidates.)

Annie Blanche Cropley	357 X
Alice Maxwell McDaniel	356 "
Janet Catherine McMillan	333 "
Letitia Anne Fraser	320 "
Alexander Daniel Archibald	556 IX
Catherine Jane Jordain	548 "
Rosie Ellen Fraser	510 "
Gertrude Josephine Sutherland	504 "
Mabel Grace Sweet	52 "
Gertrude Belle Kirk	463 "
Sadie Emma McQuarrie	420 "
John Angus Macdonald	418 "
Unsuccessful (4 X, 5 IX)	9
Supplementaries, etc. (4 candidates.)	

SPRINGHILL.—(57 candidates.)

XI. (14 candidates.)

Annetta Matthews	673 XI
Teresa Rose MacPhee	622 "
Isabelle Agnes Burden	543 "
Della O'Brien	534 "
Maudena Mae Seifert	527 "
Fannie O'Brien	516 "
Isadore Evering Ross	515 "
Bessie La Reta Bent	486 "
Roy David Crawford	430 "
Alice Orena Dorman	412 "

X. (18 candidates.)

Winnifred Rachel Dickson	373 XI
Laura Augusta Brown	345 "
Beatrice Watt	539 X
Annie Regina McPhee	539 "
Georgia Hall	513 "
Dolinda MacKenzie	452 "
Mabel Hall	441 "

Ardessia May Mills.....	430	XI
Bertha Jean O'Brien.....	405	"

IX. (26 candidates.)

Victoria Mullans Smith.....	328	XI
Ella May Thompson.....	355	X
Alma Craig Cooper.....	370	"
Margaret Laura Johnson.....	362	"
Robert Byron Simpson.....	333	"
Margaret Jane Sutherland.....	334	"
Charlotte MacLeod.....	317	"
William Cecil Murray.....	313	"
Viva May McElmon.....	312	"
Robert Frank Purdy.....	630	IX
Minnie Catherine Elliott.....	599	"
Gertrude Augusta Bent.....	592	"
Elizabeth Cowans McSavaney.....	571	"
Elizabeth Cameron Matthews.....	531	"
Peter Chalmers McLean.....	515	"
James Haliburton MacLaughlin.....	505	"
Jennie Fraser.....	503	"
Jane McLeod.....	498	"
Ethel Morton MacDonald.....	490	"
Marion Lewis Prestwood.....	488	"
Jim Lambert MacMillen.....	486	"
Patrick Joseph Carrigan.....	476	"
Mary Jemima McKenzie.....	468	"
Augusta England Paul.....	465	"
Vera Pearl McCott.....	459	"
Loretta Mable Murray.....	440	"
Harold Dudley Fraser.....	439	"
George Arthur Simpson.....	433	"
Annie Viola MacDowell.....	417	"
Unsuccessful (1 XI, 3 X, 6 IX).....	10	

STELLARTON.—(25 candidates.)

XI. (4 candidates.)

Marjorie Katherine McKenzie.....	575	XI
Margaret Ann Bannerman.....	496	"
Luella Bessie MacKay.....	495	"
Margaret Louisa McIntyre.....	446	"

X. (5 candidates.)

Annie May MacArthur.....	423	X
Margaret Irene Fellows.....	404	"

IX. (16 candidates.)

John Daniel Tupper.....	364	X
Sylvia Keith.....	356	"
Margaret Miller.....	570	IX
Minnie Ross.....	539	"
John Alex Fellows.....	511	"
Levena Elizabeth Stewart.....	499	"
Margaret Jessie Fraser.....	499	"
Elsie Caller.....	339	"
William Edwin Macdonald.....	419	"
Marion Parlee.....	417	"
Unsuccessful (1 X, 8 IX).....	9	

ST. PETER'S.—(55 candidates.)

XI. (6 candidates.)

Alice Maud Grady.....	623	XI
Donald Neil McLeod.....	532	"
Clarence William Bissett.....	445	"
John James McKinnon.....	438	"
Donald Edwin McVicar.....	437	"
Donald McNevin Matheson.....	425	"

X. (21 candidates.)

Margaret Ann Murphy.....	527	X
Murdoch Alexander McPherson.....	489	"
Lauchlin John Shannahan.....	463	"
Alexander Ross Macdonald.....	441	"

IX. (23 candidates.)

David MacKay.....	385	X
Henrietta Elizabeth Jackson.....	367	"
Tena Jessie Finlayson.....	354	"
Clara Virginia Bissett.....	353	"
Eben Kenneth MacAulay.....	347	"
Irene Gordon Morrison.....	315	"
Wallace R. McAskill.....	312	"
John W. Sampson.....	305	"
Angus Allan Edward Morrison.....	598	IX
Margaret Gillis.....	576	"
Jessie MacDona'd.....	490	"
Annie Kempt.....	487	"
Hervey Matheson Boyd.....	481	"
John Boyd Kyte.....	477	"
Maud Matheson.....	472	"
Henry Arthur Linloff.....	462	"
Archibald Angus McCuish.....	451	"
Ella Harriett Morrison.....	440	"
Michael E. Morrison.....	427	"
Jean Catherine Macleod.....	423	"
Lawrence James Devereaux.....	419	"
Angelia Elizabeth Kyte.....	406	"
Unsuccessful (9 X, 9 IX).....	18	
Supplementaries, etc., (5 candidates.)		

SYDNEY.—(86 candidates.)

XII. (2 candidates.)

XII. "Partial." (7 candidates.)

Euphemia MacInnis (passed in 20 out of 20 subjects).....	1319	XII Sc
Oscar MacNutt Martin (passed in 20 out of 20 subjects).....	1194	XII Sc
Alexander E MacKinnon (passed in 10 out of 15 subjects).....	887	XII

XI. (15 candidates.)

Sadie Neil McMillan.....	1004	XII
Agnes Elizabeth Hamilton.....	830	XI
Minnie Lenore Smith.....	709	"
Mary Josephine MacIsaac.....	609	"
Charles McDonald.....	562	"
Elizabeth Olding Macdona'd.....	556	"
Blanche Eleanor Grantmyre.....	547	"

Christie Belle Kennedy	505	XI
Georgie Marion MacKay	470	"
Clara Fielding	432	"
Helena Beatrice Burke	423	"
Lily Rose	418	"

X. (24 candidates.)

Mary Josephine Cusack	786	XII
Edgar Younge	352	XI
Emma Taylor	380	"
Emily Kendall	366	"
Peter Macdonald	323	"
Mary Margaret Carlin	513	X
William Cusack	484	"
Mary Catherine Macdonald	462	"
Abner McLennan	457	"
Matilda Frances Townsend	453	"
Louise Bowbridge	422	"
Maud Vivian Ross	403	"

IX. (34 candidates.)

Angus McIsaac	399	X
Jean Hazel Moore	398	"
Neil Morrison	397	"
Isabel Catherine Murphy	375	"
Florence Taylor	371	"
Irene Farquharson	360	"
Florence Margaret MacFarlane	357	"
Bessie Catherine McDonald	352	"
Angus George MacLeod	350	"
Lottie McKenzie	350	"
Mary Victoria Nicholson	339	"
Mabel Macdonald	327	"
Sarah Lilian Townsend	327	"
Katherine MacMillan	303	"
James Clarke Macdonald	572	IX
Vincent MacNeil	541	"
James Thompson Fisher	535	"
Irene MacKinnon	530	"
Lewis MacLeod Fulton	521	"
Blanche Bates	500	"
Domitella Mary Burke	490	"
Jannett Mary Grantmyre	487	"
James Bertram Bartlett	487	"
Thomas Enna Marion Fletcher	463	"
Orville McGillivray	437	"
Mary Jessie McDonald	436	"
Denis Joseph Mulcahy	422	"
Joseph MacKinnon	417	"
Sarah Matheson	402	"
Unsuccessful (5 XII, "Partial," 3 X, 19 IX)	27	
Supplementaries, etc. (4 candidates.)		

TATAMAGOUCHE.—(60 candidates.)

XI. (5 candidates.)

Jessie Ann McLeod	596	XI
Henrietta Amelia MacKenzie	586	"
Janet Roach Drysdale	537	"

X. (26 candidates.)

Sarah Ellen Reid	354	XI
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Jeanie McIntosh Craig	524	X
Lydia McEachren	511	"
Mattie Terry Harris	488	"
Bessie Catherine Ferguson	465	"
Sadie Thompson	453	"
Clara Beatrice Nelson	423	"
Annie Mabel Langille	419	"
Fannie Slade	416	"
Margaret Aitcheson McEachren	409	"
Mary Jessie Baillie	407	"
Donald Bruce MacKenzie	403	"
Eliza Helen Johnston	400	"

IX. (21 candidates.)

Katherine Ann Sutherland	298	XI
Lloyd Cumming Donaldson	395	X
John M. Drysdale	381	"
Hilda Belle MacDonald	377	"
Almira Slade	375	"
Mary Maud Currie	373	"
Ethel Anderson Murdock	371	"
Elizabeth Isabel Clark	368	"
Jessie Bell McKay	324	"
Hiram Alfred Langille	316	"
James Porteous Menzies	7	2 IX
Margaret Bell McNeil	539	"
Libbie May Thompson	531	"
Lottie Mattatall	517	"
Frank Harris Patterson	480	"
Elizabeth Aitchison Kennedy	480	"
Etta Verne Nelson	471	"
Emma Blanche MacInnis	451	"
Margaret Bell MacDonald	434	"
Jennie Bell Cameron	428	"
Jennie May Langille	417	"
Unsuccessful (5 X, 10 IX)	15	
Supplementaries, etc., (8 candidates.)		

TRURO.—(206 candidates.)

XII. (9 candidates.)

Anna Mary Rudolf	1183	XII sc.
Mossie Mildred Munro	1124	" "
Alice Cairns Reid	1031	" cl.

XII. "Partial" (10 candidates.)

Georgia Hill Maine (passed in 10 out of 15 subjects.)	862	XII
Amy Moshier (passed in 8 out of 17 subjects)	826	"
Mabel Bell McCurdy (passed in 10 out of 13 subjects)	740	"
Agnes Blanche Scott (passed in 8 out of 12 subjects)	652	"

XI. (37 candidates.)

Muriel Elsie Trivett	1001	XII
Lizzie Harriette MacMillan	956	"
John Spencer Nairn	929	"
Herbert Creelman	905	"
Florence Ellen Dodd	877	XI
Elsie Clarissa Porter	877	XI
Jessie Laurence Macdougall	1047	"

Margaret Jane Irwin	837	XI
Robert David McCleave	740	"
John Congdon Crowe	731	"
Mary Emily Stanfield Smith	662	"
Georgie Stevens	658	"
Edna Grace Reynolds	655	"
Margaret Louise Gray	636	"
Grace Victoria Baker	605	"
Harriette Estella Nichols	583	"
Francis Murray Dawson	581	"
Maggie Gertrude Barnhill	559	"
Alfred Lewis Kennedy	553	"
Mary Douglas Wallace	553	"
Arthur Ogden Thomas	550	"
Zella Bertha Wilson	535	"
Olla May Lindsay	525	"
Harry Wendell Mahon	519	"
Helen Mabel MacLennan	515	"
Margaret Ellen O'Brien	514	"
Max Stanfield Eaton Archibald	496	"
Dexter Scott McCurdy	481	"
Cora Ethel Baird	477	"
Susan Agnes Crowe	467	"
Margaret Dickey	454	"
Poster Parker Archibald	451	"
Annie Maie Nelson	444	"
Alice Arbutnot Bruce	441	"
Effie Roxey Hopkins	438	"
Hattie Newel Archibald	480	"
Edward Kent	480	"

X. (63 candidates.)

Tressie May Crowe	365	XI
Isabelle Wilson	349	"
Hugh James McKay	829	X
Charlotte Hyland Layton	745	"
Benjamin Oxley Moxon	744	"
Ethel Miuna Brenton	710	"
Elsie Anna Crowe	681	"
Gordon Lewis Wright	650	"
Greta Maude Archibald	641	"
Victor Joseph Cox	616	"
Aubrey Parker Archibald	588	"
Grace Millicent Smith	584	"
Ethel Alberta Hanson	580	"
Effie Racheal Martell Dickson	557	"
Mabel Lockwood Leaman	550	"
Frank Eaton Ellis	537	"
Annie Kathrine Dickie	505	"
Bessie Jane Lynds	501	"
Annie Bradley	488	"
Earle Forrester White	487	"
Daniel Robert McLeod	486	"
Minnie Graham Peppard	480	"
Frank Reuben Fox	480	"
George Allan Lyall Irwin	472	"
Waldo Hill Murray	466	"
Bessie Ellen McNutt	465	"
Charles Blair Archibald	463	"
Florence Elizabeth Walker	462	"
Mary Cummane Hallisey	460	"
Henrietta Moore	454	X
Jessie Newton Wright	454	X
Winnifred Baker	448	"
Jessie Blackwood Logan	447	"
May Lily Ross	435	"

Elsie Madeline Harrington	434	X
Jessie Parker Smith	433	"
Deane Amelia Creelman	417	"
Roy Alden Harrington	417	"
Johanna Jessie Wright	415	"

IX. (81 candidates).

Charles Gordon Stuart	335	XI
Ida May Christie	324	"
Maggie Ethel Hunter	397	X
Bertha Alice Wright	396	"
Maud Cottle	386	"
Mabelle Kosie Hamilton	385	"
Charles William Urquhart	381	"
Edwina McLean Bates	380	"
Frank Allen Barnhill	378	"
Bertha Olive Roode	375	"
Mary Alice Scott	362	"
Anna Maude Jeffers	351	"
Florence Lavinia Fisher	338	"
Anson Hopper	336	"
Mary Ellen Dartt	334	"
Norman Harold McLeod Wright	308	"
Alice Audrey Linton	655	IX
Alice Davison Hill	654	"
Philip Harold Hamon	644	"
Carl Margeson Eaton	628	"
Waldo Perly Crowe	616	"
Maud Yuill Smith	609	"
Margaret Dorothy Waddell	594	"
Elizabeth Ann Clark	591	"
Lawrence Edward Brownell	581	"
Grace Dunlap Smith	569	"
Alice Hallett	555	"
Frances Smith	550	"
Lewis Patillo	546	"
Eliakim Tupper Ellis	520	"
James Gass	514	"
Harry Austin McCleave	512	"
Hazel Wright	503	"
Marion Agnes MacIntosh	498	"
Martha Della Crowe	486	"
Arthur Roy Nichols	472	"
Ethel May Bryson	471	"
Tena Maie Fisher	467	"
Jessie Maie Macdonald	466	"
Mabel Trene English	465	"
Bella Crowe	465	"
Eleanor Blanche McLean	460	"
Kate Lorrane Logan	456	"
Frances Rutherford Hennessy	451	"
Kathleen Martina Hallisey	445	"
Mary Pearl Meadows	442	"
Ada Elizabeth Wilson	436	"
Maynard Brown Archibald	432	"
Harold Poster Brown	418	"
Minnie Edna Archibald	415	"
William Henry Beck	415	"
Joe Lee Snook	415	"
Winnie Stilson McCurdy	414	"
Mary Mildred Crowe	413	"
Nellie Parker Fulton	407	"
Jessie Agnes MacCully Jarvis	406	"
Daniel Gasper	401	"
Unsuccessful (1 XII, 6 XII ' Partial'		
2 XI, 12 X, 40 IX)	61	"

Supplementaries, etc., (6 candidates.)

UPPER STEWIACKE—(22 candidates.)

XI. (2 candidates.)

Otis Stanleigh Cox	474	XI
Maggie Faye Rutherford	435	"

X. (8 candidates.)

Francis Martin Johnson	403	X
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IX. (10 candidates.)

Elizabeth Madge Johnson	396	X
Ella Grace Ogilvie	380	"
James Sedley Dunlap	374	"
Alice Tupper Frame	456	IX
John Ray Johnson	418	"
Amy Harvey Archibald	417	"
Janie McCulloch		
Sarah Elizabeth Cox	407	"
Unsuccessful (4 X, 5 IX)	9	
Supplementaries, etc. (2 candidates.)		

WESTVILLE.—(29 candidates.)

XI. (5 candidates.)

May Boutillier	498	XI
Mary Stewart	493	"
Eunice Lavinia Boutillier	479	"
Christy Ann Smith	404	"

X. (6 candidates.)

Margaret Bell Patterson	344	XI
Jessie Catherine Smith	480	X
Margaret Jane Marshall	443	"
Ellen Edna Reid	405	"

IX. (15 candidates.)

James Lee Matheson	734	IX
William Rollo Rognvald Gunn	592	"
Catherine Jean Fraser	512	"
Edwin Oliver	495	"
Edgar Boutillier	478	"
Harry Boyd McKean	475	"
Norman Frederick Grant	464	"
Christie Ann McQuarrie	425	"
Unsuccessful (3 X, 7 IX)	10	
Supplementaries, etc. (3 candidates.)		

WESTPORT.—(26 candidates.)

XI. (5 candidates.)

Georgie Alberta Lent	583	XI
Albert Clay Hayford	508	"
Raleigh Bishop Brooks	498	"
Ronald Eugene Thurber	480	"
Edson Albert Bailey	431	"

X. (8 candidates.)

Maude Achsa Stevens	601	X
Ina Lindsay Gower	559	"

Nina Blanche Crocker	521	X
Arthur Walton Prime	500	"
Laurence Lee Titus	475	"
Nina Maude Shortliffe	467	"

IX. (12 candidates.)

Hugh Franklin Payson	343	X
Viva May Ring	614	IX
Eva Mildred Crocker	611	"
Laura Bell Hersey	588	"
Nettie Leona McCullough	574	"
Egbert Corning Prime	546	"
Theresa Sabioca Colwell	535	"
Harry Stevens	521	"
Myrtle Lent Welch	488	"
Harry Havy Powell	477	"
Myra Utley Denton	420	"
Unsuccessful (1 X, 2 IX)	3	"
Supplementary, etc. (1 candidate.)		

WINDSOR.—(116 candidates.)

XI. (20 candidates.)

Stanley Woolaver	620	XI
Collie Maude Patterson	598	"
Edward Lee Davison	567	"
Mabel Esther Lantz	554	"
Walter Henry Pentz	539	"
Melbourne William Russell Chappell	530	"
Elbridge Cecil Baine	511	"
Saidie Shaw	506	"
Florence Mabelle Canavan	489	"
Floretta May Adams	486	"
Mary Vance Nicholson	478	"
Alice Blanche Reden	444	"
Margaret Jane Barron	432	"
Maud Lauretta Brison	428	"
Alice Augusta Harvie	427	"
Alma Davison Parker	413	"
Etta Lillian Young		
Herbert Woodworth Shand	400	"

X. (42 candidates.)

James Loran DeWolfe	367	XI
Abigail Beazley	349	"
Mary Evelyn Slack	783	X
Hans Fenwick Lothar Bober	750	"
Clara Sarah Love	746	"
Joy Louise Lawrence	577	"
Bernard Ness Campbell	563	"
Charlotte Phyllis Lawrence	561	"
Edith Mary MacDougall	541	"
Harry Percy McDonald	540	"
Cyretha Mary Houghton	518	"
Charles Randolph Manning		
Willetta Jane Bowes	470	"
Hildred Oreta Francis	467	"
Queenie Sarah Palmer		
Ida Le Ota Smith	457	"
Gertrude Elizabeth Reddy	451	"
Elizabeth Jane Card	450	"
Jessie Adalaide Peck	447	"
Lorine Jane MacDougall	443	"
Bertha Levern Burgess	442	"

Gladys Mary Marsters	440	X
Millicent De Wolfe	437	"
Helen Maria Reynolds	434	"
Ethel Frances Lloyd Roach	423	"
Fanny Hawes Stevens	416	"
Mildred Lurine Shaw	412	"
Allan Marsters	409	"
Mary Louise Mosher	406	"
Harry Lemont Walley		"

IX. (48 candidates.)

Janie Underwood	405	X
Evelyn Margaret McMonagle	381	"
Nita Seville Davison	377	"
Carrie Lavinia Chambers	375	"
John Franklin Hartling	361	"
Edna Inez Miller	346	"
Ella Minerva Smith	343	"
Mabel Alice Fletcher	339	"
Nita Louise Dodge	326	"
Saidie Claribee Burgess	311	"
Blanche Helena Withrow	302	"
Agnes May Christie	747	IX
Leora May Marsters	687	"
Beatrice Eleanor Grace Shand	675	"
Kathleen DeWolfe Rathbun	645	"
Gladys Geraldine Stephens	608	"
Evelyn Mary Pattison	604	"
Florence Elizabeth Sutherland	587	"
Katie May Robertson	526	"
Mary Edna Jenkins	529	"
John Maurice Poole	523	"
Rachel Nalder Lunn	518	"
Olivia Jeanette Francis	501	"
Cora Amanda Vaughan	488	"
Wilmer Chadsey Lockhart	485	"
Helen Stella Sexton	483	"
Frank Pentz		"
Eva May Smith	481	"
Kathleen Davies		"
Samuel K. Payzant	464	"
Beatrice Amelia Boyd	456	"
Paul Mosher	453	"
Arthur Silvester McKay		"
William Emmet McMonagle	414	"
Gertrude Clara Folker	442	"
Amy Rosina Bissett	438	"
Winifred May Dodge	426	"
Eva Blanche Foley	419	"
Unsuccessful (3 X, 21 IX)	24	
Supplementaries, etc. (6 candidates)		

WOLFVILLE.—(81 candidates.)

XI. (16 candidates.)

Ethel Tweedell	643	XI
Lewis Henry Co'dwell	609	"
Frank Leslie Woodman	576	"
Margaret Cogswell Chase	567	"
Reynolds Charles Eaton	563	"
Myrtle Collins Wilson	562	"
Millicent Bessie North	530	"
Luella May MacRae	527	"
Elisha Turner Peck	512	"
Erminia Day Williams	502	"

Ethel Maud Illsley	497	XI
Zetta Clarissa North	475	"
Clara Blanche Fielding	440	"
Abbie Maria Rogers	428	"
Mabel Eaton Wickwire	422	"

X. (25 candidates.)

Earl Stanley Archibald	389	XI
Gladys Eloise Vaughan	616	X
Henrietta Allison Crandall	552	"
Viola Amy Maude Roscoe	542	"
Gwendoline Mary Fullerton	534	"
Kathleen Morse Mitchell	501	"
Marjorie Dennett North	487	"
Muriel Haire Harrington	451	"
Harry Philip Newcomb	465	"
Ethel Gertrude McKeen	460	"
Frederick Lewis Sleep	453	"
Edith Muriel Isabelle Newcombe	421	"
Frank Alline Huntington	418	"
Nellie Grace Miner	411	"
William Arthur Elderkin	406	"
Stanton Ray Foster	400	"

IX. (33 candidates.)

Blanche Annie Benjamin	386	X
Flora Elizabeth Chambers	382	"
Alice Belle Coldwell	371	"
Altha Faulkner	342	"
Marjorie Helen Bates	635	IX
Dolpha Edna Holmes	589	"
Gertrude Ethel Eaton	570	"
Frank DesBarres Johnson	563	"
Olga Lyle Trenholm	542	"
Elsie May Nowlin	518	"
Charles Galitzan Marsters	499	"
Julia Shaw Illsley	487	"
Nora Mabel Jenks	477	"
Zilpha Amanda Wagner	468	"
Evelyn Thorne Bishop	452	"
Ross Ezekiel Gertridge	449	"
Bertha Lillian MacRae	435	"
Hazel Jean Woodman	422	"
Gladys Irene West	405	"
Alice Marion Wood	404	"
Unsuccessful (4 X, 16 IX)	20	
Supplementaries, etc. (13 candidates.)		

YARMOUTH.—(153 candidates.)

XII. "Partial" (9 candidates.)

Florence Beatrice Hall (passed in 14 out of 15 subjects)	999	XII
Egbert Chesley Allen (passed in 12 out of 13 subjects)	965	"
Mary Emily Spinney (passed in 11 out of 15 subjects)	952	"
Jane Evangeline Cleveland (passed in 10 out of 11 subjects)	781	"
Alfred Wade Trefry (passed in 10 out of 14 subjects)	766	"
Gerald Vincent Felton (passed in 7 out of 10 subjects)	602	"

XI. (22 candidates.)

Letha Southwick Allen	814	XI
Samuel Gordon Trefry	774	"
Gilbert Ormsby Rogers	621	"
Lora Hunt Doane	555	"
Madeleine Evelina Beveridge Lovitt	553	"
Kenneth R. Allen	549	"
Lloyd Allison Cain	531	"
Matilda Perry Crosby	520	"
Norma Annette Smith	516	"
Della Bronson Moses	512	"
Ivan Murray Rose		
Maria Fox	499	"
Simon Augusta Amiro	471	"
Minnie Iris Moses	461	"
Grace Lillian Gayton	451	"
Jennie Atwood Doane	409	"

X. (42 candidates.)

Maud Evelyn Winter	399	XI
Joseph Anthony Amiro	388	"
Laliah Jane Wetmore	360	"
Genevieve Armont Belliveau	332	"
Edna Augusta Le Blanc	323	"
Maude Edith Butler	718	X
George Murray Lewis	663	"
Florence Lavenia Roach	656	"
Edward Blake Kempton	646	"
Georgie Sanderson Holmes	611	"
Gordon Lyle Frost	600	"
Blanche Eve'lyn Hood	592	"
Frances May Seary	580	"
Bessie Alida Ring	530	"
Thayne Morrison Ewan	516	"
Mary Elizabeth Bourque	515	"
Christena Williamson	510	"
Muriel Caie Hood	496	"
Elkanah Trask Jr	489	"
Mabel Albert Chase	481	"
Harvey Edwin Crowell	471	"
Lillian Hibbard Corning	469	"
Leland Wesley Nickerson	465	"
Vera Lisle Churchill	457	"
Elizabeth Maud Johnson	433	"
Phoebe Huestis Holmes	430	"
John Harold Trefry	426	"
Laura Françoise D'Eon	420	"
Mabel Don Hatt	411	"
Charlotte Eleanor Ricker		
Catherine Farish	409	"
Eugenie Louise Babin	404	"
Lenora Kenton Roberts	402	"

IX. (73 candidates.)

Frank Lenley Morrissey	242	XI
Edward Milton A. Bleakney	415	X
Ralph Harding	396	"
osy Isabelle Amiro	394	"
Lena May Porter	384	"
Margaret Ena Ferguson	366	"
Muriel Anna Amiro	357	"
Dorothy Fox	351	"
Bertha Maria Holden	346	"

Amanda Rebecca Ryder	344	XI
Randall Atwood McDonald	851	IX
Hazel Keith Ryder	682	"
Melbourne Seelye Lovitt	651	"
Florence Elva Morrell		
Deborah Constance Hopkins Crowell	648	"
Margaret Scott	641	"
John Stewart Heaney	637	"
Edwin Raymond McLellan	629	"
Alice Allan Wetmore	622	"
Karl Kenneth Blackadar	620	"
Dennie Joseph Robicheau	619	"
Hilda Maria Millen	603	"
George Erle O'Brien	600	"
Eva Isabella Gray	596	"
Thomas Frederick Frances	592	"
Gladys Elizabeth Seaman	581	"
Bessie Mildred Goodwin	577	"
Hedley Jenkins Ewan	571	"
James Freeman Lumsden	569	"
Evangeline Elizabeth Musie	566	"
Laura Bertha Edger	561	"
Nellie Wallis		
Margaret Kathferine Cameron	560	"
Clare Crosby Rogers	557	"
Arthur William Hood	555	"
Isabel Dorothy Kelly		
Fannie L. D'Entremont	553	"
Mary Sophia Belliveau	552	"
Addie May Churchill	545	"
Annie H. D'Eon	541	"
Walter Donald Ross	539	"
Germain Augustin Surette	532	"
Benjamin Douglas Stoneman	530	"
Marion Gladys Crosby	524	"
Rose Dephine Surette	518	"
Edith Sarah Amirault	516	"
Edith Maude Waite	514	"
Annie Pearl Floyd	513	"
George William Lee Blackadar	505	"
Mary Scott Allen	493	"
Vera Lossie Middlemas	490	"
Helen Gladys Hatfield	483	"
Mary Ann Chisholm	481	"
Elsie Dinsmore Trefry	477	"
Bessie Reta Hurlbert	463	"
Ralph Russel Horner	453	"
Guy Cathcart Pelton		
Fanny Burrell	451	"
Hazel Keith Crosby	448	"
Eleanor Mancell Hughes	444	"
Wilbur Stanley Connors	443	"
Clifford Emerson Crocker	438	"
Albinus William Horner	420	"
Clara May Butler	410	"
Gladys Mary Sollows		
William Evelyn Steele	408	"
Mary Anita Bourque	404	"

Unsuccessful (3 XII "partial," 5 X,
16 IX) 24
Supplementaries, etc. (7 candidates.)

PASS LIST, 1905.

TEACHERS' PROVINCIAL EXAMINATION.

MINIMUM PROFESSIONAL QUALIFICATION.

[See Comments and Regulations of the Council of Public Instruction, "Licensing of Teachers," Reg. 107 and 115, pages 96 and 99, Manual 1901.]

AMHERST.—(17 candidates.)

Kenneth Gordon Craig	..246	First Rank.
James Henry Elliott	....237	"
Mary Linwood Pugsley	..236	"
Charles Albert Oulton	....221	"
Hilda Hockin	.....218	"
Marion Theresa Costin	..213	"
Helen Louise Atkinson	..212	"
Jennie Anna Laurence	..211	"
Myra Matilda Chapman	..205	"
Annie Maude Frame	....204	"
Courtney Clara Chapman	..201	"
Eva Alina Smith	.....201	Second Rank
Annie Isabel Mitchell	....198	"
Wilhelmina Kathleen Gaetz	.....195	"
Bessie Mae Bigney	.....186	"
Muriel Erle Craig	.....186	"
Vera Travis	.....163	"

ANNAPOLIS.—(8 candidates)

Hattie Grace Mills	.....230	First Rank.
Lottie E. Walker	.....223	"
Jennie Belle Hubley	.....216	"
Lena May Jackson	.....205	"
Ida Mary Buckler	.....203	"
Grace Edgecombe Lockward	.....201	"
Emily Josephine Buckler	..171	Second Rank.
Arthur Rogers Patton	....170	"

ANTIGONISH.—(25 candidates.)

Andrew McKinnon	...277	First Rank.
Janie Agnes Chisholm	....250	"
Frank McKinnon	....236	"
Catherine Theresa McGillivray	.....229	"
C. J. McGillivray	.....225	"
John Alexander McDonald	..215	"
Christine Chisholm	....214	"
Margaret Anastasia Webb	..211	"
Mary McKenna	....209	"
Katherine Elizabeth Sutton	..207	"
Lillie Evelyn Cook	....203	"
Mary Catherine McDonald	..194	Second Rank.
Sadie Flynn	....190	"
Augusta Jane Gillis	....189	"

Elizabeth Marion Sears	..188	Second Rank.
Stella Marion Stroppe	....180	"
Beatrice Mary Sampson	..176	"
Florence M McDougall	....171	"
Mary A MacGillivray	....165	"
Nicholas Thomas Purcell	..160	"
Duncan McDougall	.....157	"
Alphonse Angus McKeogh	..143	Third Rank.
John A McIntyre	.....128	"
Dan A McDonald	.....108	"
Failure	.....1	"

ARICAT.—(8 candidates)

John Kenneth Murchison	..201	First Rank.
James Joseph McGrath	....182	Second Rank.
Sister Marie St. Firmine (Marie Anne LeBris)	....181	"
Sister Marie St. Yoland (Marie Y. Quémeré)	....178	"
Henrietta Mury	.....166	"
Alfred George Gagnon	....152	"
Maggie Ann McDonald	....149	Third Rank.
Mary Ella McNeil	....110	"

BADDECK.—(22 candidates.)

Catherine L. McDonald	...248	First Rank.
Jean Eliza Campbell	.....233	"
Henry Alfred Watson	.....212	"
Garfield Theophilus Rice	....210	"
Tena Harriet MacLeod	....205	"
Sarah Agnes McLean	....205	"
Gordon Daniel McMillan	..199	Second Rank.
Margaret May McKenzie	..196	"
Norman Alex. Nicholson	..195	"
Danie Finlayson McInnis	..188	"
Lizzie McIver	.....185	"
Annie Sadie McKenzie	.....184	"
Daisy F. MacDonald	....182	"
Peter MacAulay	....173	"
Georgina Jessie McRae	....173	"
Benjamin R. Rice	....168	"
Eunice S. A. McDermid	..161	"
Margaret R. McLennan	..140	Third Rank.
John D. Matheson	....133	"
Margaret C. MacLeod	....129	"
Failures	.....2	"

BARRINGTON —(18 candidates)

Kate Matilda Hopkins	252	First Rank.
Katie Evangeline Christie	239	"
Beulah Benton Ross	228	"
Delta May Ross	224	"
Genesta Etta Goodwin	207	"
Eulalia Nickerson	205	"
Bessie Sarah Turpin	203	"
Norabel Lamrock	197	Second Rank.
Rosa Pearl Goodwin		"
Berlina Ellen Perry	196	"
Eva Belle Hopkins	192	"
Genivieve Bathalia Thomas	184	"
Helen Leona Thomas	169	"
Ora Elizabeth Perry	163	"
Louise Bertha Smith	157	"
Jessie Kate Kirk	155	"
Amy Lucille Spinuey	148	Third Rank.
Mabel Louise Spinney	116	"

BEAR RIVER.—(5 Candidates.)

Curtis Lisle Denton	232	First Rank.
Bertha May Woodworth	228	"
Eva Blanche Moore	216	"
Mabelle Florence Harris	209	"
Cora Mabel Harris	206	"

BERWICK.—(12 candidates.)

Arthur Cyril March	247	First Rank.
Teresa Belle Wolfe	217	"
Reginald Price Kinsman	214	"
Eva Lorena Finley	213	"
Alice Amanda Cox	211	"
Sadie Evelyn Cox		"
Kathleen Amelia Clarke	205	"
Eva Blanche Lee	202	"
Flora Bell Armstrong	197	Second Rank.
Gertrude Laura Marshall	193	"
Ethel Mary Franey	175	"
Lucy Best	160	"

BRIDGETOWN.—(12 candidates.)

Beatrice Starratt	230	First Rank.
Florence Elizabeth Simpson	221	"
Lillie Louisa Phinney	216	"
Ann Elizabeth Gesner	211	"
Edith May Morse	206	"
Annie Louise Jackson	201	"
Laura Winnifred Foster	196	Second Rank.
Ida Maynard Marshall	191	"
Hannah Eliza Tanch	180	"
Flora Gladys Speakman	170	"
Engene Troop Parker	165	"
Hazel Irene Gibson	127	Third Rank.

BRIDGEWATER.—(14 candidates.)

Minnie Ellen Jefferson	203	First Rank.
Cynthia Blanche Crouse	202	"
Lallah Annie Mauzar	199	Second Rank.
William Henry Wear	196	"
Jennie Beatrice Rafuse	190	"

Jennie Eldora Garber	188	Second Rank.
Agnes Valetta Naugler	187	"
Georgina Mary Crouse	171	"
Arthur Wilfred Hebb	161	"
Bernice Lucretia Deal		"
Sadie Anna Oickle	160	"
Grace Hayward	151	"
Blanche Emma Feener	140	Third Rank.
James Howard Jefferson	123	"

CANSO.—(4 candidates.)

Louise Frances Gerrard	235	First Rank.
Georgina Celia Jenkins	234	"
Maud Lillian Taylor	216	"
Violet Courteen	199	Second Rank.

CHESTER —(4 candidates.)

Sadie Dora Keddy	185	Second Rank.
Ida Evelyn Hawboldt	177	"
Eva Pearl Whitman	153	"
Maude Ella Broome	134	Third Rank.

CHURCH POINT.—(3 candidates.)

Alfred Augustine Amirault	197	Second Rank.
Anselm Louis LeBlanc	180	"
John Edmond Belliveau	179	"

DIGBY.—(10 candidates.)

Gladys Bermuda Abbott	211	First Rank.
Margaret Parks Urquhart	209	"
Kate Josephine Russell	206	"
Ella Gertrude Peters	200	"
Euella Helena Harris	177	Second Rank.
Lytha May Doty	175	"
Monetta Maye Letteney	158	"
Rennetta Marian Kinney	156	"
Myrtle Florence Lambertson	147	Third Rank.
John Russel	135	"

GREAT VILLAGE.—(15 candidates)

Grace Ethel Boomer	224	First Rank.
Una Anne Layton	221	"
Jennie McLellan		"
Georgina Blanche Moreash	216	"
Annie Linda Hill	210	"
Bertha May Patriquin		"
Addie Rebecca Graham	206	"
James Arthur Dawson	204	"
Saidee Webster Graham	201	"
Grace Boyd	196	Second Rank.
Emma Crowell Reid	189	"
Margaret Lillian Kent	188	"
Joan Lewis	177	"
Janie Agnes Chisholm	174	"
Susie Rebecca Collins	170	"

GUYSBORO.—(8 candidates.)

Annie Agatha Hadley	226	First Rank.
Katherine Lillian Scott	209	"

Marian Katherine Ross... 199 Second Rank.
 Mary Cassie Chisholm... 195 "
 Elora Jane Spanks... 188 "
 Gertrude Mable Scott... 180 "
 Charles Howard Torey... 176 "
 Lottie Christina Jenkins... 154 "

HALIFAX.—(41 candidates)

Nora Neill Power... 252 First Rank.
 Winnifred Glen Barnstead... 250 "
 Kathleen Mary Hogan... 239 "
 Helen Annie B. Marshall... 237 "
 Frances G. Creighton... 231 "
 Harry Hope Blois }
 Florence Edna K. Sibley } 228 "
 Ellen Sophia Stapleton }
 Sr. Stella Marie (Pauline }
 Reiser) }
 Cecilia Jane M. Gray }... 227 "
 Catherine Marion Scott }
 Sr. Marie Annette }
 (Catherine Harland)... 225 "
 Sr. Maria Cleophas (Ger- }
 trude Edith Dooley)... 234 "
 May Augusta Allen... 222 "
 Grace Josephine Baker... 221 "
 Minnie Grace Spencer... 219 "
 Bernard O'Hearn... 216 "
 Laura Rebecca Pender... 213 "
 Ethalyn Louise Simm... 211 "
 Mary Rose J. Barry }
 Arthur Roy Kaiser }... 210 "
 Sarah Mateer Archibald... 209 "
 Ada Alberta Simm }
 Sr. Mary Agnita (H. M. }
 V. Fanning) } 206 First Rank.
 Sr. Rose Celestine (Jose- }
 phine M. Gaudet) }
 Lena Mildred Sibley... 205 "
 Jessie Ethel Langille... 199 Second Rank.
 Sr. Mary Barbara (Louise }
 Anderson)... 196 "
 Ella Agnes Morton... 186 "
 Sr. Mary Edana (Sara }
 McDonald)... 185 "
 Lora Pearl Melvin... 183 "
 Margaret May Collins... 182 "
 Sr. Maria Agatha (Teresa }
 Webb)... 176 "
 Mary Murphy... 171 "
 Annie Gertrude Withrow... 167 "
 Wilhelmina Melvin... 164 "
 Grace Eugenie Somers... 161 "
 Ethel Foley... 159 "
 May Yeadon... 158 "
 Emma Berthalia Julien... 155 "
 Failure... 1

KENTVILLE.—(8 candidates)

Pearl Annie Jones... 208 First Rank.
 Annie Beatrice Boyle... 201 "
 Barry Hovey Burgess... 200 "
 Beatrice May Weaver... 188 Second Rank.
 Leah Agnes Borden }
 Lucia Mary Parker }... 186 "

Eva Kathleen McFadden... 179 Second Rank.
 Loretta Catherine Driscoll... 149 Third Rank.

LIVERPOOL.—(17 candidates.)

Josie Glawson... 223 First Rank.
 Jean Lucilla Kempton... 211 "
 Vera Marie Harlow... 205 "
 Jennie Medora Manthorne... 200 "
 Susie Winnifred Kempton... 197 Second Rank.
 Harrie Ardell Smith... 195 "
 Nettie McLeod McKay... 191 "
 Nellie Maude Walker... 190 "
 Laura Ellen Knox... 187 "
 Pearl Maud Huskins... 186 "
 Mary Helen Baltzer... 185 "
 Selena Bernice Godfrey }
 Edith Gertrude McLeod } 178 "
 Hilda Muriel Cushing... 169 "
 Grace Darling Freeman... 165 "
 William Edward Gardner... 157 "
 Harry Stanley Coops... 150 "

LOCKEPORT.—(6 candidates.)

Sidney Maurice Page... 191 Second Rank.
 Helen Glenn Hammond... 187 "
 Hilda May Hardy... 185 "
 Florence Morton Giffin... 156 "
 Amy Letitia Hardy... 141 Third Rank.
 Wilhelmina Johnson Hard- }
 ing... 127 "

LUNENBURG.—(25 candidates.)

Nellie Corella Hall }
 Bertha Mary Herman } 210 First Rank.
 Leaman John Mason }
 Debbie Leota Webber } 206 "
 Olive Florence Oxner... 204 "
 Lillian Ardella Veinot... 201 "
 Kathleen Isabel Knickle... 200 "
 Edith Bessie Langille }
 Vera Wambach }... 198 Second Rank.
 Edith Cecilia Richard... 194 "
 Flora Ellen Feindel... 189 "
 Sophia Faith Keddy... 188 "
 Jessie Melville Mason... 186 "
 Arthur John Heisler... 182 "
 Stella Lavinia Winters... 180 "
 Viola Adline Jane Himmel- }
 man... 176 "
 Jennie Marie Spidell... 173 "
 Lida Belle Jodrey... 170 "
 Emmie Kate Falkenham... 169 "
 Leon LeRoy Nichols... 168 "
 Nellie Margaret Rissie... 164 "
 Walter Carroll Wilson... 163 "
 Etta Florinda Inglis... 161 "
 Eva Maria Smith... 158 "
 Flossie Annie Lohnes... 147 Third Rank.

MABOU.—(5 candidates)

James D. Gillis... 191 Second Rank.
 Eva Murray... 180 "

Robert Henderson Mac-
Kinnon 159 Second Rank.
John D. McInnes 155 “
John Archibald Currie... 135 Third Rank.

MAITLAND.—(6 candidates.)

Margaret Rebecca O'Brien 225 First Rank.
Laura Amanda Macdonald 214 “
Margaret Jean Faulkner .208 “
Annie Beatrice O'Brien... 200 “
Lena Lauretta Lewis 198 Second Rank.
Josephine Cordelia Blois... 196 “

MARGAREE HARBOUR.—(9 candidates.)

Alexander Joseph Doucet 177 Second Rank
Daniel H. Doyle.....167 “
Elizabeth Dolena McLean.164 “
Christena Jane Miller...158 “
Leo J. White.....148 Third Rank.
Stephen Robert Shaw...141 “
Thomas Henry Murphy...108 “
Mary S. MacDonald.....107 “
Failure 1

MIDDLE MUSQUODOBOIT.—(13 candidates)

Libbie Guild.....222 First Rank.
Lida Myrtle Higgins..... 221 “
Josephine Etta Higgins. 213 “
Bessie Sibley Dickie..... 205 “
Irene Archibald..... 195 Second Rank.
Ethel Fisher..... 193 “
Jean Harriet Cruickshank.191 “
Lulu Marion Murray.....190 “
Elsie Emma Dechman...183 “
Jean Christie Fox 177 “
Emma Agnes Higgins...151 “
Charlotte Vetch Greenough 135 Third Rank.
Mary Margaret Prest.....119 “

MIDDLETON.—(13 candidates.)

Bessie Evelyn Smith.....233 First Rank.
Bessie May Annis..... 230 “
Adelaide Magdalene Ritcey 227 “
Minnie Belle MacLean... 223 “
Kate Ardelle Baker 221 “
Ivy Mabel Baker 213 “
Ella May Chesley 209 “
Alma Cecilia Long..... 203 “
Cora Etta Hiltz.....184 Second Rank.
Cynthia Lillian Oakes... 178 “
Bessie Cordelia Fairn... 177 “
Ruperta McGregor 174 “
Agenora Stoddart 162 “

NEW GLASGOW.—(13 candidates.)

Cora Sheldon Rae.....209 First Rank.
Jean Victoria Ballantyne } 205 “
Helen Catherine Gunn }
Jean Olding Grant 203 “
Annie May Fraser }
Isabel Catherine Smith } 184 Second Rank.
Jennie Roy MacGillivray..183 “

Maggie Jane Meikle... 177 Second Rank.
Martha Alena Sullivan... 163 “
Ida Janet Fraser.....161 “
Albert Ross.....158 “
Robetta Jean MacKay... 139 Third Rank
Failure 1

NORTH SYDNEY.—(11 candidates.)

Sr. Baptista Maria (Catherine Cameron).....227 First Rank.
Annie Ethel Macleod 220 “
Wilhelmina Clark.....206 “
Christina Veronica Maclean 200 “
Clara Richards.....192 Second Rank.
Kenneth Cox.....189 “
Sadie Montgomery 183 “
Ethel May Macdonald } 172 “
Christina Montgomery }
Sr. M. Leonora (Florence M. Sampson).....163 “
David James Hartigan... 150 “

OXFORD.—(15 candidates.)

Madeline Clay } 210 First Rank.
Pamela Mason MacLean }
Lottie Lavinia Shipley ... 206 “
Samuel Burton Terrice... 205 “
Aleta Cates Baird } 193 Second Rank.
Susanna Wesley Johnson }
Florence Robertson 190 “
Myrtle Ruth Kennedy ... 188 “
Clara Louise David 186 “
Lillian Adell Burns 183 “
Sadie Anna Grant.....182 “
Annie May Pettis.....180 “
Mamie McLanders 171 “
Marjorie Elizabeth Van-
Buskirk 166 “
Gertrude Blanche Beebe.. 161 “

PARRSBORO.—(6 candidates.)

Pearl Annie Spicer 208 First Rank.
Caroline Sophia Deuch... 189 Second Rank.
Ethel Mina Berry..... 186 “
Blanche Mosher 185 “
Luella Edna Beattie 178 “
Claribel Eliza Hatfield... 161 Third Rank.

PICTOU.—(33 candidates.)

Fred Stanley Nowlan ... 239 First Rank,
Mabel Gladys Patterson . 234 “
Sarah Isabel Fitzgerald... 230 “
Merdena Anne Munro... 229 “
Joseph William Tanch... 228 “
Annie Dunbar Fraser... 226 “
Herbert Bayne Maclean... 226 “
Nellie Fraser Crocker ... 218 “
William James Graham } 217 “
Jessie Margt. McQuarrie }
Ettie McIntosh Dewar... 216 “
Madeleine G. MacTavish. 215 “
Mary Teresa Arsenault... 213 “

Margaret A. Campbell	} 210	First Rank.
Robert Ebenezer Inglis		
Mary Belle Henderson	} 209	"
Sadie Elizabeth Porter		
Jessie Irene McKnight	} 207	"
Annie Isabel Rettie		
Mary Emma Adamson	} 206	"
Mary Haley		
William Ewart Ferguson	204	"
Janie MacKay	203	"
Mary Ellen McCarthy	200	"
Annie Amelia Matheson	197	Second Rank.
Anna Myrtle Grattan	192	"
Mary Chisholm	191	"
Isabella Whiting McCabe	188	"
Alberta Lause Cameron	180	"
Margaret E. MacIntosh	178	"
Jennie Stewart MacIntosh	177	"
Daniel Fraser Forrester	175	"
Alice Emma Bruce Irving	163	"

PORT HAWKESBURY.—(18 candidates.)

Margaret S. MacArthur	228	First Rank.
Annie J. Macdonald	193	Second Rank.
Kenneth McPherson	196	"
Daniel John Skinner	193	"
Annie Elizabeth Cass	183	"
Jessie May Forbes	182	"
Gordon Walker	176	"
Dougall A. MacFarlane	173	"
John A. Calder	170	"
Sarah McIntosh Brown	} 163	"
Ona Martin Jameson		
Charles Fredric Urquhart	159	"
Violet Catherine Malcolm	157	"
Daniel MacLeod	149	Third Rank.
Jacob Harold Langley	144	"
Hattie Marcella P. Grant	139	"
Nola Pearl Maguire	122	"
Archibald J. MacMillan	110	"

PORT HOOD.—(8 candidates.)

Lillian Louise Smith	204	First Rank.
Edith Morrison	203	"
Sarah Lorena Smith	202	"
Florence McDonald	196	Second Rank.
Anna Gertrude Bell	187	"
Margaret Campbell	173	"
John Archibald Walker	159	"
Angus Duncan MacDonnell	135	Third Rank.

RIVER JOHN.—(7 candidates.)

Grace Ann Murray	193	Second Rank.
Johnina Stramberg	176	"
Annie Olivia MacKay	167	"
Willena Mabel McDonald	165	"
Helen Augusta MacKenzie	163	"
Cliff. Elmore Carruthers	158	"
Hilda Clark Thomas	133	Third Rank.

SHEET HARBOR.—(11 candidates.)

Bessie Bollong Corner	211	First Rank.
Annie Alice Fraser	206	"

Florence Courtney Balcombe	202	First Rank.
Annie Marie Fabie	196	Second Rank.
Grace Whitman	190	"
Mary Jeanetta A. Barkhouse	184	"
Annie Lorena Logan	183	"
Frank Henley	171	"
Mary Margaret Stewart	165	"
Mabel Etta Hartling	160	"
Anna Rosborough Corner	147	Third Rank.

SHELBURNE.—(7 candidates.)

Carrie Zipporah Spanks	206	First Rank.
Anne Belle Bethune	202	"
Emily Louisa Firth	201	"
Alice Whitefield Firth	197	Second Rank.
Ruby Alena Hardy	182	"
Max Bowlby McKay	178	"
Hattie Holden MacKay	166	"

SHERBROOKE.—(5 candidates.)

Josephine Cox	172	Second Rank.
Alice Maud Elenor Ashton	162	"
John Samuel Adam Gunn	148	Third Rank.
Letitia Anne Fraser	143	"
Alexander William Gunn	132	"

SPRINGHILL.—(9 candidates.)

Fannie O'Brien	207	First Rank.
Della O'Brien	} 204	"
Ardesia May Mills		
Viva May McElmon	199	Second Rank.
Alice Orena Dorman	199	Second Rank.
Teresa Rose MacPhee	187	"
Laura Augusta Brown	181	"
Wimifred Rachel Dickson	180	"
Jennie Louisa Mitchell	169	"

STELLARTON.—(1 candidate.)

Marjorie K. McKenzie	210	First Rank.
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ST. PETER'S.—(7 candidates.)

Donald Neil McLeod	191	Second Rank.
Donald McN. Matheson	} 161	"
Mary Louise Sampson		
Mary Manbourquette	157	"
Margaret Gillis	154	"
John James McKinnon	151	"
Eben Kenneth MacAulay	138	Third Rank.

SYDNEY.—(10 candidates.)

Bernardine Moynagh	228	First Rank.
Euphemia MacInnis	221	"
Sadie Nell McMillan	215	"
Clara Fielding	} 213	"
Mary Jos. MacIsaac		
Helena Beatrice Burke	200	"
Mary Josephine Cusack	} 198	Second Rank.
Angus McIsaac		

Christie Belle Kennedy . . . 175 Second Rank.
Blanche Bates 153 "

TATAMAGOUCHE.—(12 candidates.)

Arthur Morrell Johnson . . . 206 First Rank.
Henrietta A. MacKenzie . . . 204 "
Clara Beatrice Nelson . . . 190 Second Rank.
Lydia McEachren 186 "
Florence Mattatall 176 "
Margaret A. McEachren . . . 170 "
Mary Jessie Baillie 169 "
William D. Langille 168 "
Annie May Matheson 165 "
Annie Mabel Langille 161 "
Catherine L. Malcolm 153 "
Failure 1

TRURO.—(14 candidates.)

Alice Pearson Gladwin . . . 263 First Rank.
Ruby Hill 229 "
Christina Jane Turner 218 "
Susan Agnes Crowe 213 "
Margaret Ellen O'Brien . . . 211 "
Maggie Ethel Hunter 207 "
Bessie Jane Lynds 200 "
Hattie Newel Archibald . . . 193 Second Rank.
Victor Wellington Jenkins . . 180 "
Elsie Madeline Harrington . . 176 "
Tressie May Crowe 173 "
Mary Douglas Wallace 166 "
Cora Ethel Baird 163 "
Bertha Alice Wright 131 Third Rank.

UPPER STEWIACKE—(4 candidates.)

Leith Prescott Archibald . . . 197 Second Rank.
Mary Mellish 191 "
Jessie Pauline Johnson 182 "
Elizabeth Madge Johnson . . . 170 "

WESTVILLE.—(7 candidates.)

Margaret Bell Patterson . . . 231 First Rank.
Christy Ann Smith 230 "
Martha MacQuarrie 222 "
Grace Augusta MacIntosh . . . 210 "
Martha Mills 207 "
May Boutillier 169 Second Rank.
Eunice Lavinia Boutillier . . . 166 "

WINDSOR.—(18 candidates.)

Elbridge Cecil Baine 232 First Rank.
Mary Evelyn Slack 231 "
Collie Maude Patterson . . . 228 "
Willetta Jane Bowes } . . . 216 "
Alice Blanche Reden }
Etta Lillian Young 213 "
Florence Mabelle Canovan . . . 212 "
Queenie Sarah Palmer 205 "
Floretta May Adams 202 "
Edith Mary MacDougall . . . 196 Second Rank.
Bertha Levern Burgess 195 "
Helen Maria Reynolds 193 "
Lorine Jane MacDougall . . . 189 "
Mary Vance Nicholson 186 "
Mildred Lurine Shaw 182 "
Mabel Alice Fletcher 174 "
Abigail Beazley 170 "
Blanche Helena Withrow . . . 148 Third Rank.

WOLFVILLE.—(12 candidates.)

Evelyn Minetta Vaughan . . . 239 First Rank.
Annie Laura Martin 237 "
Bertha May North 234 "
Hilda Estelle Vaughan 228 "
Annie S. B. Elderkin 227 "
Zetta Clarissa North 221 "
Carrie Etta Power 220 "
Sadie Rebecca Lewis 210 "
Erminia Day Williams 208 "
Effie Mabel O. Seaboyer . . . 201 "
Ethel Gertrude McKeen . . . 197 Second Rank.
Clara Blanche Fielding 195 "

YARMOUTH.—(13 candidates.)

Lora Hunt Doane 228 First Rank.
Flora Killam 209 "
Martha Scott 207 "
Clarice Belle Allen 203 "
Samuel Gordon Trefry 198 Second Rank.
Ivan Murray Rose 186 "
Matilda Perry Crosby 177 "
Edna Augusta LeBlanc 174 "
Lenora Kenton Roberts 171 "
Simon Augustine Amiro 167 "
Genevieve A. Belliveau 162 "
Joseph Anthony Amiro 159 "
Amanda Rebecca Ryder 137 Third Rank.

Provincial Normal School of Nova Scotia.

List of Students, 1904-5, with Diploma Awards.

AWARDED ACADEMIC DIPLOMA. (THE ONE MARKED * ON OBTAINING PROVINCIAL HIGH SCHOOL CERTIFICATE OF GRADE XII.)

Edith Rebecca Ells	Delhaven	Kings.
*Margaret Ellen McFadden	Canard	Kings.
James Duncan McLeod	Scotsburn	Pictou.
Frances Brown Roy	New Glasgow	Pictou.
Charles William Stramberg	River John	Pictou.

QUALIFIED FOR ACADEMIC DIPLOMA AFTER ONE YEAR'S SUCCESSFUL TEACHING; IN THE MEANTIME AWARDED DIPLOMA OF FIRST RANK.

Martha Ashmore Creelman	Truro	Colchester.
Mary Alice Farrell	Kentville	Kings.
Andrew McGillivray	Antigonish	Antigonish.

AWARDED DIPLOMA OF FIRST RANK.

Georgie Willard Allen	Milton	Yarmouth.
Mildred Jocelyn Armstrong	Round Hill	Annapolis.
Teresa Florence Barrett	Arichat	Arichat.
May Bradshaw Bentley	Northville	Kings.
Ethel Harris Bower	Upper Clyde	Shelburne.
Harriet Straton Bruce	Truro	Colchester.
Blanche Gertrude Brunt	Halifax	Halifax.
Hattie Ellen Chisholm	Bear River	Digby.
Edith Annie Chisholm	Halifax	Halifax.
Sadie Ethel Cochrane	Windsor	Hants.
Laura Adelia Coldwell	Gaspereau	Kings.
Janet Rachel Dickson	Onslow	Colchester.
Hannah Gertrude Feindel	Bridgewater	Lunenburg.
Annie Keziah Fellows	Upper Granville	Annapolis.
Ernest Eugene Fairweather	Digby	Digby.
Cora Lelia Fiske	Clarence	Annapolis.
Annie May Fitchett	Fort Lawrence	Annapolis.
Mayhew Coldwell Foster	Port Lorne	Annapolis.
Winifred May Fraser	Halifax	Halifax.
Flora Fulton	DeBert	Colchester.
Sadie Jane Gordon	Lansdowne	Pictou.
Alice Maude Greenleaf	Port Williams	Kings.
Lottie Harlow	North Brookfield	Kings.
Margaret May Harris	Bear River	Digby.
Blanche Gordon Hicks	Westport	Digby.
Jennie A. Hunter	Truro	Colchester.
Minnie Mabel Lee	Auburn	Kings
John J. LeBlanc	Belle Côte	Inverness.
Agnes DeLena Lewis	Cove Road	Colchester.
Cyril Durant Locke	Lockeport	Shelburne.
Duncan McInnis	St. George's Channel	Rielmond.
Isabel Cameron McKean	West LaHave Ferry	Lunenburg.

Mary Jane McLeod.....	West New Annan	Colchester.
Haidee Pearle McMurtery	Margaretville.....	Annapolis.
Loretta Isabel McPhee.....	Springhill	Cumberland.
Alice Maude MacMillan	Annapolis Royal	Annapolis.
Lena Harriet Marshall	Westville	Pictou.
Katherine Holmes Martell	Pleasant Valley Cor.	Yarmouth.
Clara Murray Martin.....	Gaspereaux	Kings.
Hazel Edna Mason.....	Halifax	Halifax.
Lola Dean Miller	Shelburne	Shelburne.
Morris Osborne Maxner	Lunenburg	Lunenburg.
Annie Gray Murray	Springhill	Cumberland.
Milledge Messenger	Kingston	Kings.
Eda Maude Nelson	Clifton	Colchester.
Clara Julia O'Brien.....	Noel.....	Hants.
Greta Frances O'Brien	Noel.....	Hants.
Myra Jean O'Brien.....	Noel.....	Hants.
Mabel Irene Ogilvie	Little River	Halifax.
Ethel Elizabeth Parker	Truro	Colchester.
Maie Lovina Parker	Waterville	Kings.
Carrie Mand Paul	Springhill.....	Cumberland.
Emma Festina Perry	Red Head.....	Shelburne.
Georgia Amanda Pineo.....	Berwick	Kings.
Nellie Betniah Purdy	Bear River	Digby.
Annie Wilson Reeves	Scotsburne	Pictou.
Ralph Percy Richardson	Kempt	Queens.
Delbert Llewelyn Shortliffe.....	Freeport	Digby.
Louis Rens Skinner	Berwick	Kings.
Gladys Ethel Strumm	Mader's Cove.....	Lunenburg.
Alice Levia Thompson	Lower Economy	Colchester.
Mary Eilen Tulloch	Halifax	Halifax.
Bessie Bonnell Turnbull	Digby	Digby.
Isabel Dunbar Weir	Coalburne	Pictou.
Susie Freeman West	Liverpool	Liverpool.
Laura May Whitman	Round Hill	Annapolis.
Katherine Gertrude Woodworth	South Berwick	Kings.

QUALIFIED FOR DIPLOMA OF FIRST RANK AFTER ONE YEAR'S SUCCESSFUL TEACHING ; IN THE MEANTIME AWARDED A DIPLOMA OF SECOND RANK.

Jean Braden Archibald.....	Middle Musquodoboit.....	Halifax.
Maud Odell Boss	Springhill	Cumberland.
Christina Chisholm	Antigonish	Antigonish.
Harriet Zella Crowe	Lower Truro	Colchester.
Mona Blanche Demmons	Newport Station.....	Hants.
Alice Augusta Eatou.....	Sheffield Mills	Kings.
Isabel L. Frost	Arglye.....	Yarmouth.
Edna May Fulton	Upper Bass River.....	Colchester.
Ada Blanche Jenner	Halifax	Halifax.
Lennie Lynds	Onslow	Colchester.
Margaret Laura McKay	Trenton	Pictou.
Jennie McBean	Westville	Pictou.
Annie Adelaide Mader	Mader's Cove.....	Lunenburg.
Helen Gwendolyn Parker.....	Truro	Colchester.
Winnifred Nairn	Truro	Colchester.
Millie Viola Parker	Morristown	Kings.
Ina May Rice	Bear River	Digby.
Fstella Louise Scott	Hantsport	Hants.
Harriet Burbidge Starratt	Aylesford	Kings.

AWARDED DIPLOMA OF SECOND RANK.

Mary Belle Beaton.....	N. E. Mabou.....	Inverness.
Alma May Belivar.....	Dayspring	Lunenburg.
Flora May Bruhm	Mahone Bay	Lunenburg.

Bessie Ann Norrie Cameron	Lime Rock	Pictou.
Allan Boyd Crowe	Annapolis Royal	Annapolis.
Jennie Sarah Currie	Belmont	Colchester.
Joseph Edmund Deveau	Mavilette	Digby.
Beatrice Mary Deveau	Mavilette	Digby.
Emma May Ewing	Great Village	Colchester.
Effie Putnam Flemming	Great Village	Colchester.
Blanche Josephine Freeman	Kempt	Queens
Katherine Letitia Hartigan	Sydney Mines	Cape Breton
John Daniel Hattie	South Lochaber	Guysboro.
Giralda Helena Jenkins	South Alton	Kings
Mary Elizabeth Lombard	Weymouth Bridge	Digby.
Ellen Elizabeth McBain	Meadowville	Pictou.
James Gordon McDonald	Whycocomagh	Inverness.
Mary Ellen McHeffey	Cook's Brook	Halifax.
Mary Agnes McIsaac	Troy	Inverness.
Hugh McKinnon	Lake Ainslie	Inverness.
John Y. McKinnon	Lake Ainslie	Inverness.
Katherine Isabella McLean	Lakedale	Guysboro
Margaret Anne McNeil	L'Ardoise	Cape Breton.
Jamesina Moore	Shubenacadie	Hants.
Annie Maude Robertson	Riverview	Cumberland.
Susie Bernice Silver	Dayspring	Lunenburg.
Minnie Theresa Robicheau	Meteghan	Digby.
Agnes Layton Sulis	Digby	Digby.
Mary Blanche Sutherland	Arichat	Richmond.
Beatrice Thibodeau	Church Point	Digby.
Disa Margaret Verner	Salem	Mass.
Ivy May MacLean	Meagher's Grant	Halifax.

QUALIFIED FOR SECOND RANK DIPLOMA AFTER ONE YEAR'S SUCCESSFUL TEACHING, IN THE MEANTIME AWARDED A DIPLOMA OF THIRD RANK.

Bessie Fraser Graham	Bridgeport	Cape Breton.
Mary Christina McDonald	Ballantyne's Cove	Antigonish.
Jennie Moore	Shubenacadie	Hants.

AWARDED THIRD RANK DIPLOMA.

Margaret Isabella Chisholm	North Grant	Antigonish.
Sarah Belle Leydon	Bayfield	Antigonish.
Mary Jane Macdonald	Beaulieu	Antigonish.
Annie MacDougall	Knoydart	Antigonish.
Margaret MacKenzie	Mira Gut	Cape Breton.
Teresa MacKenzie	St. Peter's	Richmond.
Blanche Winifred Maskell	W. Jeddore	Halifax.
Mabel Jane Nieforth	Seaforth	Halifax.
Lena Hollenbeck Pratt	Selmah	Hants.
Alice Randall	Aylesford	Kings.
Edith May Richardson	W. Jeddore	Halifax.
Jennie Estella Sprague	Weymouth Bridge	Digby.
Gladys Ernestine Stropole	Bayfield	Antigonish.
Florence Taylor	Afton	Antigonish.

RECOMMENDED FOR PROVISIONAL LICENSE GOOD TILL JULY 31, 1905.

Charles W. AuCoin	Eastern Harbor	Inverness.
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COURSE UNCOMPLETED.

Jean Ferguson Macdonald	Little Narrows	Cape Breton.
Harry G. Clark	Salmon River Road	Colchester.

AWARDED DIPLOMA IN MECHANIC SCIENCE.

Allan Boyd Crowe Annapolis Royal Annapolis.

ADVANCEMENT OF GRADUATES OF FORMER YEARS
FROM **FIRST RANK TO ACADEMIC.**

Lenore Kaulbach Mahone Lunenburg.
Milton DeLancy Davidson Wolfville Kings
Clotilde Josephine Manley Halifax Halifax.
Ella Jennie MacLean Hopewell Pictou.
Bertha Oxner Brookfield Colchester.
Mabel Elva Bishop Greenwich Kings.

FROM **SECOND TO FIRST RANK.**

Beatrice Frye Halifax Halifax.
Isabel McGlashan Merigomish Pictou.
Mary M. Sutherland Valley Colchester.
Ethel May Corkum Dartmouth Halifax.
Moses Chiasson Margaree Forks Inverness
Agnes Sophia Long Amirault's Hill Yarmouth.
Eva Mary Harding Lydgate Shelburne.
Clara Amanda Corkum East Chester Lunenburg.
Mary MacKinnon Port Hood Island Inverness.
Frank Russell Doleman Ingomar Shelburne.
Charles Edwin Knickle Lunenburg Lunenburg.
Grace B. Card Brookville Hants.

FROM **THIRD RANK TO SECOND.**

Janet Ginevra Pennington Melbourne Yarmouth.
Jessie Catherine Ferguson Balmoral Mills Colchester.
Margaret White Grand Digue Richmond.
Mary Agnes McDougall Broad Cove Marsh Inverness.
Annie Morrison St. Peter's Richmond.
Eva May Burke R. Bourgeois Richmond.
Florence Hanway R. Bourgeois Richmond.
Jessie L. Harvey Wittenburg Colchester.
Florence Patterson Black River Kings.
Lulu C. Williams New Tusket Digby.
Elsie Matheson St. Peter's Richmond.
Edith Fox Valley Colchester.
Margy Anne MacLellan Inverness Inverness.
Mary B. MacDonald Brook Village Inverness.
Laura E. Boyd Cannes Richmond.
Nettie J. Hartling Spanish Ship Bay Guysboro.
Julia M. Graham Nine Mile River Hants.
Alfred Maria Leslie Arichat Richmond.

Students Attending the Summer Session, July and August, 1905.

CLASS IN LANGUAGE METHOD FOR BI-LINGUAL TEACHERS IN ACADIAN SCHOOLS.

Joseph C. Boudreau	Grand Etang	Inverness.
Marie Rose Comeau	Little Brook	Digby.
Joseph W. Comeau	Lower Saulnierville	Digby.
Therese D'Eon	W. Pubnico	Yarmouth.
Moses C. Doucet	Grand Etang	Inverness.
Charles Joseph Forrest	West Arichat	Richmond.
Leo Joseph King	West Arichat	Richmond.
Adeline C. Pothier	W. Pubnico	Yarmouth.
Martha Adele Pothier	Tusket Wedge	Yarmouth.

CLASS IN NATURAL SCIENCE, SCHOOL GARDENING, ETC.

Clyde C. Chute	South Berwick	Kings.
Arthur DeWitt Foster	Hampton	Annapolis.
Lizzie Lewis	Dartmouth	Halifax.
Ralph Percy Richardson	Kempt	Queens.
Isabella Smith	Halifax	Halifax.
Hattie Carter	Truro	Colchester.
Wilfrid Banks	Torbrook	Annapolis.
George Bancroft	Acaciaville	Annapolis.
Agnes Spencer	Great Village	Colchester.
Gordon Ross	Bedeque	P. E. I.
Joseph C. Boudreau	Grand Etang	Inverness.
Marie Rose Comeau	Little Brook	Digby.
Joseph William Comeau	Lower Saulnierville	Digby.
Teresa D'Eon	W. Pubnico	Yarmouth.
Moses C. Doucet	Grand Etang	Inverness.
Charles Joseph Forrest	W. Arichat	Richmond.
Leo Joseph King	W. Arichat	Richmond.
Adeline C. Pothier	W. Pubnico	Yarmouth.
Martha Adele Pothier	Tusket Wedge	Yarmouth.
Bertha Lewis	Dartmouth	Halifax.
Lewis Balcom	Lawrencetown	Annapolis.
Maude A. Brennan	Lake George	Kings.
Jennie Hunter	Truro	Colchester.
Cara Davidson	Truro	Colchester.

TEACHERS' LICENSES, 1904-1905.

The following persons have received licenses of the Classes respectively specified, in accordance with the Law and Regulations of the Council of Public Instruction. This list includes all licenses issued since the publication of the JOURNAL for October, 1903.

A.

1904.

12	Milton Delancy Davidson	Aylesford	Kings.
13	Ernest Alexander Munro	Pugwash	Cumberland.

1905.

1	Edith Rebecca Ells	Delhaven	Kings.
2	Ella Jennie McLean	Hopewell	Pictou.
3	James Duncan MacLeod	Scotsburn	"
4	Bertha Georgina Oxner	Marriott's Cove	Lunenburg.
5	Charles William Stramberg	River John	Pictou.
6	Fanny Brown Roy	New Glasgow	"
7	Clotilde Josephine Manley	Halifax	Halifax.
8	William Walker Herdman	Pictou	Pictou.
9	Frances Capstick	Lockeport	Shelburne.
10	William Harding Longley	Paradise	Annapolis.
11	Mabel Elva Bishop	Greenwich	Kings.
12	Norman Alfred Osborne	Waterville	"

B.

1904.

104	Charlotte Gertrude Smith	Yarmouth	Yarmouth.
105	Florence Ethel Kinley	Lunenburg	Lunenburg.
106	Lillian Blanche Kinsman	Lakeville	Kings.
107	Sr. Gerard (Margaret Donovan)	North Sydney	Cape Breton.

1905.

1	Sr. M. Vincentine (Ellen Pittman)	Glace Bay	Cape Breton.
2	Sr. M. Lawrence (Mary Devine)	"	"
3	Agnes Sophia Long	Amirault Hill	Yarmouth.
4	Solon Crowell	Upper Clyde	Shelburne.
5	Eva May Harding	Newellton	"
6	Olive Madeline Amirault	Lower East Pubnico	Yarmouth.
7	Jean Acton Russell	Springhill	Cumberland.
8	Andrew MacGillivray	Truro	Colchester.
9	Mabel Folsom Longley	Paradise	Annapolis.
10	Laura Margaret McDonnell	White Rock Mills	Kings.
11	Robert John McInnis	West Bay	Inverness.
12	Mary Ellen McCully	Truro	Colchester.
13	Winifred May Fraser	Halifax	Halifax.
14	May Ellen Tulloch	"	"
15	Hazel Edna Muir Mason	"	"
16	Blanche Gertrude Brunt	"	"
17	Ralph Percy Richardson	Truro	Colchester.
18	Laura May Whitman	Round Hill	Annapolis.
19	Loretta Isabel MacPhee	Springhill	Cumberland.
20	Alice Levia Thompson	Lower Economy	Colchester.
21	Alice Maude Greenleaf	Port Williams	Kings.
22	Annie Mary Fitchett	Fort Lawrence	Cumberland.

23	Clara Murray Martin	Gaspereau	Kings
24	Sadie Ethel Cochran	Windsor	Hants.
25	Lena Harriet Marshall	Westville	Pictou.
26	Jennie A. Hunter	Truro	Colchester.
27	Greta Frances O'Brien	Noel	Hants.
28	Clara Julia O'Brien	"	"
29	Annie Wilson Reeves	MacLellan's Brook	Pictou.
30	Hannah Gertrude Feindel	Bridgewater	Lunenburg.
31	Laura Adelia Coldwell	Gaspereau	Kings.
32	Cora Leila Fiske	Clarence	Annapolis.
33	Minnie Mabel Lee	Auburn	Kings.
34	Delbert L. Shortliffe	Freeport	Digby.
35	Lola Dean Miller	Shelburne	Shelburne.
36	Susie Freeman West	Liverpool	Queens.
37	Isabel Cameron MacKean	W. LaHave Ferry	Lunenburg.
38	Myra Jean O'Brien	Noel	Hants.
39	Martha Ashmore Creelman	Truro	Colchester.
40	May Bradshaw Bentley	Northville	Kings.
41	Carrie M. Paul	Springhill	Cumberland.
42	Bessie Bonnell Turnbull	Digby	Digby.
43	Mildred Jocelyn Armstrong	Round Hill	Annapolis.
44	Nellie Bethiah Purdy	Bear River	Digby.
45	Charles Edwin Knickle	Lunenburg	Lunenburg.
46	Mayhew Coldwell Foster	Port Lorne	Annapolis.
47	John J. LeBlanc	Belle Côte	Inverness.
48	Mabel Irene Ogilvie	Eureka	Pictou.
49	Grace Bertha Card	Kempt Shore	Hants.
50	Mary Alice Farrell	Kentville	Kings.
51	Georgie Willard Allin	Yarmouth	Yarmouth.
52	Cyril Durrant Locke	Lockeport	Shelburne.
53	Emma Festine Perry	Round Bay	"
54	Frank Russell	Brighton	"
55	Moses Chiasson	Margaree Forks	Inverness.
56	Harriett Stratton Bruce	Bible Hill	Colchester.
57	Anne Keziah Fellow	Upper Granville	Annapolis.
58	Alice Maud MacMillan	Annapolis Royal	"
59	Haidee Pearl McMurtry	Margaretville	"
60	Isabel Dunbar Weir	New Glasgow	Pictou.
61	Lottie Harlow	North Brookfield	Queens.
62	Clara Amanda Corkum	East Chester	Lunenburg.
63	Beatrice Emma Frye	Halifax	Halifax.
64	Blanche Gordon Hicks	Westport	Digby.
65	Mary Jane McLeod	W. New Annan	Colchester.
66	Agnes DeLena Lewis	Cove Road	"
67	Maie Lovinia Park	Waterville	Kings.
68	Ethel Margaret Munro	Pictou	Pictou.
69	Ethel Elizabeth Parker	Truro	Colchester.
70	Ehora Fulton	DeBert	"
71	Mary MacKinnon	Whycocomagh	Inverness.
72	Margaret May Harris	Bear River	Digby.
73	Fred Stanley Nowlan	Havelock	"
74	Joseph William Tanch	Granville Centre	Annapolis.
75	Isabel MacGlashan	Big Island	Pictou.
76	Margaret Ellen McPadden	Canard	Kings.
77	Amy Clare Griffin	Isaac's Harbor	Guysboro.
78	Edna Maude Nelson	Clifton	Colchester.
79	Carrie Webber Chambers	Middle Sackville	Halifax.
80	Teressa Florence Barrett	Arichat	Richmond.
81	Sadie Jane Gordon	Lansdowne	Pictou.
82	Edith Annie Chisholm	Halifax	Halifax.
83	Duncan MacInnis	St. George Channel.	Richmond.
84	Milledge Wylie Messenger	Tremont	Kings.
85	Georgia Amanda Pineo	Berwick	"
86	Hattie Ellen Chisholm	Bear River	Digby.
87	Mary M. Sutherland	Belmont	Colchester.
88	Matthew Tompkins	Glace Bay	Cape Breton.

C.

1904.

246	Theresa Boutilier	Sydney Mines	Cape Breton.
247	Agnes Evelyn Finn	Halifax	Halifax.
248	Irene Clark Balcom	Annapolis	Annapolis.
249	Myrtle Emma Graham	Cow Bay	Halifax.
250	Stewart John MacDonald	Marble Mountain	Inverness.
251	Margaret Fowler	Halfway River	Cumberland.
252	Ethel May Harris	Lakeville	Kings.
253	Edith Ellmora Woodman	Cambridge Station	"
254	Idella Phebe Mosher	Mosherville	Hants.
255	Nellie Blanche McMahon	Weston	Kings.
256	Mary M. Sutherland	Truro	Colchester.
257	Douglas Arthur Patterson	New Glasgow	Pictou.

1905.

1	Howard Watson Matheson	Truro	Colchester.
2	Sr.M.Ethelberga (Emeline McKough)	Glace Bay	Cape Breton.
3	Minnie Bernice Wentzell	Bridgewater	Lunenburg.
4	Rena Maude Amos	Oxford	Cumberland.
5	Hazel Fowler Baird	Salem	"
6	Mary Sophronia Stronge	West Medford	Kings.
7	Janet Geneva Pennington	Melbourne	Yarmouth.
8	Pearl Mabel Smith	Harrigan Cove	Halifax.
9	Katie Caroline Trefry	Sand Beach	Yarmouth.
10	Janetta Crowe	Barney's River Stn	Pictou.
11	Victor Berry Brown	Hartford	Cumberland.
12	Myrtilla Ethel Barteaux	Berwick	Kings.
13	Sadie Jane Peers	Wallace	Cumberland.
14	Esther May Hutchinson	Little River	Halifax.
15	Thomas Roy Hall	Sheet Harbour	"
16	Alice Belle Archibald	Truro	Colchester.
17	Jessie Catherine Ferguson	Balmoral Mills	"
18	Fred Roop Harris	Bear River	Digby.
19	Bessie May Mader	Lunenburg	Lunenburg.
20	Geo. W. Beck	Truro	Colchester.
21	Alice Eudora Graham	Lynn	"
22	Winnifred Erasta Robinson	Melvorn Square	Annapolis.
23	Margaret Catherine MacDonald	Pine Tree	Pictou.
24	Dorothea Jennie MacInnis	Mira Gut	Cape Breton.
25	Fanny Winifred Hoyt	Bridgetown	Annapolis.
26	Lottie May Silver	Bridgewater	Lunenburg.
27	Lois Elva May Wentzell	Mahone Bay	"
28	Verna Louise Perry	Sand Beach	Yarmouth.
29	Rebekah Gottobed Grant	Ellershouse	Hants.
30	Peter John Martin	Melville	Inverness.
31	Annie Mary Kennedy	S. River Lake	Guysboro.
32	Mabel Fish	Cook's Brook	Halifax.
33	Morris Osborne Moxnes	Lunenburg	Lunenburg.
34	Louis Rens Skinner	Berwick	Kings
35	Jessie Lavinia Harvey	Lower Stewiakoke	Colchester.
36	Jennie MacBean	Westville	Pict. n.
37	Nettie Jane Hartling	Spanish Ship Bay	Guysboro.
38	Ina May Rice	Bear River	Digby.
39	Hattie Burbidge Starratt	Aylesford	Kings.
40	Blanche Josephine W. Freeman	Kempt	Queens
41	Isabel Frances Frost	Argyle	Yarmouth.
42	Estella Louise Scott	Hantsport	Hants.
43	Julia Minerva Graham	Eastville	Colchester.
44	Ada Blanche Jenner	Halifax	Halifax.
45	Mary Elizabeth Lombard	Weymouth Bridge	Digby.
46	Joseph Edmond Deveau	Mavelette	"
47	Beatrice Mary Deveau	"	"
48	Flora May Bruhm	Mahone Bay	Lunenburg.

49	Katherine Gertrude Woodworth	Berwick	Kings.
50	Katie Elizabeth Phillips	Mira Gut	Cape Breton.
51	Mary Belle MacDonald	Brook Village	Inverness.
52	James Gordon MacDonald	Whycocomagh	"
53	John Y. MacKinnon	E. S. Lake Ainslie	"
54	Hugh MacKinnon	" " "	"
55	Minnie Margaret White	Whiteside	Richmond.
56	Mathilda Rose Belliveau	Middle East Pubnico	Yarmouth.
57	Mary Edith Crosby	Ireton	"
58	Katherine Holmes Martel	Pleasant Valley Cor.	"
59	Annie Maud Robertson	River View	Cumberland.
60	Margaret Ann MacNeil	L'Ardoise	Richmond.
61	Alfreda Maria Leslie	Arichat	"
62	Jedidah Burns Goodick	Sandy Point	Shelburne.
63	Judson Dudley Barteaux	West Inglesville	Annapolis.
64	Mona Blanche Demmons	Newport Station	Hants.
65	Disa Margaret Verner	Church Point	Digby.
66	Mary Agnes McDougall	Broad Cove Marsh	Inverness.
67	Jamesina Moore	Shubenacadie	Colchester.
68	Winifred Nairn	Truro	"
69	Lulu Churchill Williams	Lydgate	Shelburne.
70	Katharine Letitia Hartigan	Sydney Mines	Cape Breton.
71	Ivy Mary McLean	Meagher's Grant	Halifax.
72	Edith Isabel Fox	Valley	Colchester.
73	John D. Hattie	South Lochaber	Guysboro.
74	Florence Scelestia Patterson	South Alton	Kings.
75	Mildred Crosby	Lake Annis	Yarmouth.
76	Leva Mary Gates	Dartmouth	Halifax.
77	Aggie Layton Sulis	Digby	Digby.
78	Giralda Helena Jenkins	South Alton	Kings.
79	Victor W. Jenkins	Onslow	Colchester.
80	Annie Grey Murray	Springhill	Cumberland.
81	Bessie A. N. Cameron	Lime Rock	Pictou.
82	Jennie Sarah Currie	Belmont	Colchester.
83	Alma May Bolwar	Dayspring	Lunenburg.
84	Mary Ella McHeffrey	Cook's Brook	Halifax.
85	Annie Adelaide Mader	Mader's Cove	Lunenburg.
86	Elsie J. L. Matheson	St. Peters	Richmond.
87	Annie Morrison	" "	"
88	Mary Agnes McIsaac	Troy	Inverness.
89	Beatrice Thibodeau	Church Point	Digby.
90	Sarah Agnes McLean	Baddeck	Victoria.
91	Gordon D. Macmillan	West Bay	Inverness.
92	Henry Alfred Watson	South Side Baddeck	Victoria.
93	Be le Martha McLeod	Baddeck	"
94	Henrietta Mury	West Arichat	Richmond.
95	Christina Chisholm	Glen Road	Antigonish.
96	Andrew McKinnon	Antigonish	"
97	Margaret A. Webb	Haivre a Bouche	"
98	Sarah Jane Coady	Margaree Forks	Inverness.
99	Grace Edgecombe Lockward	Elementsport	Annapolis.
100	Hilda Hockin	Dartmouth	Halifax.
101	Muriel Earle Craig	Amherst	Cumberland.
102	Marion Theresa Costin	Tidnish Bridge	Westmoreland, NB
103	Bessie Mae Bigney	Amherst	Cumberland.
104	Myra Matilda Chapman	"	"
105	Matilda Perry Crosby	South Ohio	"
106	Flora Killam	Dayton	Yarmouth
107	Samuel Gordon Trefry	Arcadia	"
108	Evelyn Minetta Vaughan	Wolfville	"
109	Annie Laura Martin	Gaspereau	Kings.
110	Myrtle Collins Wilson	Canning	"
111	Erminia Day Williams	Melanson	"
112	Alma Davison Parker	Hantsport	"
113	Martha Rebecca Stevens	Newport	Hants.
114	Harriet Edna Lawrence	"	"
115	Eunice Lavinia Boutillier	Westville	Pictou.

116	May Boutillier	Westville	Pictou.
117	Grace Josephine Baker	Dartmouth	Halifax.
118	Mary Rose Barry	Halifax	"
119	Jeanie Ethel Publicover	Ecum Secum	Guysboro.
120	Laura Rebecca Pender	Halifax	Halifax.
121	Eugenie Muir Mason	"	"
122	Nora Neill Power	"	"
123	Viola W. Durkee	Guysboro	Guysboro.
124	Katherine Lillian Scott	Crook's Cove	"
125	Pearl Annie Jnes	Canaan	Kings.
126	Margaret Lillian Kent	Great Village	Colchester.
127	Annie Sadie McKenzie	Nyanza	Victoria.
128	John Edmund Belliveau	Churth Point	Digby.
129	James Elmar Mood	Middle East Pubnico	Yarmouth.
130	Arthur Wilfred Hebb	Bridgewater	Lunenburg.
131	Blanche Eva Brooks	"	"
132	Lillie Louise Phinney	Lawrencetown	Annapolis.
133	Eugene Troop Parker	Belle Isle	"
134	Hannah Eliza Tanch	Granville Centre	Annapolis.
135	Saidee Evelyn Cox	Weston	Kings.
136	Kathleen Amelia Clarke	Kinsman's Corner	"
137	Mabelle Florence Harris	Bear River	Digby.
138	Eva Blanche Moore	"	"
139	Alfred Augustine Amirault	Mid. East Pubnico	Yarmouth.
140	Martha MacQuarrie	Westville	Pictou.
141	Alice Augusta Eaton	Sheffield Mills	Kings.
142	Mary Teresa Arsenault	Little Bras d'Or	Cape Breton.
143	Pearl Annie Spicer	Wharton	Cumberland.
144	Blanche Mosher	Parrsboro.	"
145	Mabel Evelyn Hannah	Lakelands	"
146	Mary Ellen Patton	Koslin	"
147	Carrie Evelyn Ross	Halifax	Halifax.
148	Alexandria MacLeod	Englishtown	Victoria.
149	Annie Mackay Jones	Shelburne	Shelburne.
150	Charlotte Ellen Mackenzie	Barney's River	Pictou.
151	Jean Olding Grant	West Merigomish	"
152	Adelaide Magdalene Ritcey	Nictaux Falls	Annapolis.
153	Bessie May Annis	"	"
154	Ivy Mabel Balser	Middleton	"
155	Ethel Fisher	Upper Musquodoboit	Halifax.
156	Margaret Rebecca O'Brien	Noel	Hants.
157	Margaret McLeod	Maitland	"
158	Annie Beatrice O'Brien	Noel	"
159	Lena Loretta Lewis	Burnt Coat	"
160	John Alexander Macdonald	Havre à Bouche	Antigonish.
161	Bessie May Fleming	Great Village	Colchester.
162	Olive Florence Oxner	Lunenburg	Lunenburg.
163	Leon LeRoy Nichols	Union Square	Lunenburg.
164	Edith MacLearn Taylor	Lantz, New Germany	"
165	Emmie Kate Falkenham	Lunenburg	"
166	Roy D. Crawford	Wallace Station	Cumberland.
167	Luella Bessie McKay	Pleasant Valley	Pictou.
168	Matilda McIntyre	Middle Cape	Cape Breton.
169	Margaret Ellen O'Brien	Westchester Station	Cumberland.
170	Ruby Hill	Central Onslow	Colchester.
171	Hattie Grace Mills	Granville Ferry	Annapolis.
172	Kate Josephine Russel	Digby	Digby.
173	Allan Boyd Crowe	Annapolis	Annapolis.
174	Norman Alexander Nicholson	Baddeck Bridge	Victoria.
175	Robert Jones Bethune	Baddeck	"
176	Catherine Strachan	Dartmouth	Halifax.
177	Alice Amanda Cox	Weston	Kings.
178	Beatrice May Weaver	Medford	"
179	Cora Mabel Harris	Bear River	Digby.
180	Lennie Lynds	Truro	Colchester.
181	Watson Herman Porter	Kinsman's Corner	Kings.
182	Kathleen Mary Hogan	Halifax	Halifax.
183	Margaret Kelly	"	"

184	Grace Augusta MacIntosh	Westville	Pictou
185	Sarah Isabel Fitzgerald	Halifax	Halifax
186	Lottie Edna Walker	Clementsport	Annapolis
187	Irene Archibald	Centre Musquodoboit	Halifax
188	Garfield Theophilus Rice	Forks, Baddeck	Victoria
189	Annie Linda Hill	Great Village	Colchester
190	Madeline Clay	Pngwash	Cumberland
191	Eva Jane Morrison	Folly Village	Colchester
192	Edna May Fulton	Upper Bass River	"
193	Fred Layton Spencer	Great Village	"
194	Jennie McLellan	Economy	"
195	Martha Suttis Hewitt	Port Hillford	Guysboro
196	Elizabeth Johnson Elderkin	Wolfville	Kings
197	Annie Sutherland Beulah Elderkin	"	"
198	Josephine Cox	Isaac's Harbour	Guysboro
199	Josephine Cordelia Blois	Selma	Hants
200	Alfred George Gagnon	Arichat	Richmond
201	William Alexander Dobson	Tatamagouche	Colchester
202	Nellie Maude Walker	Milton	Queens
203	Cora Ethel Baird	Belmont	Colchester
204	Mary Haley	Pictou	Pictou
205	Clifford Elmore Carruthers	River John	"
206	Bessie Ann Sutherland	East Earltown	Colchester
207	Debbie Leota Webber	Bars Corner	Lunenburg
208	Agnes Elizabeth Hamilton	Sydney	Cape Breton
209	Carrie Etta Power	Sheffield Mills	Kings
210	Ella May Chesley	Middleton	Annapolis
211	Cynthia Lillian Oakes	Nictaux Falls	"
212	Helen Glen Hammoud	Jordon Bay	Shelburne
213	Maud Elizabeth Roy	Stronach Mountain	Annapolis
214	Christina Jane Turner	Truro	Colchester
215	Helen Catherine Gunn	East River St. Mary's	Pictou
216	Christie Belle Kennedy	West Albion	Inverness
218	Christena Jane MacAulay	Baddeck Bay	Victoria
219	Annie Olivia MacKay	Welsford	Pictou
220	Ida Jane MacDaniel	Margaree Forks	Inverness
221	Alice Pearson Gladwin	Truro	Colchester
222	Isabella Whitney McCabe	Durham	Pictou
223	Susie Winnifred Kempton	Maitland	Annapolis
224	Hilda Rebecca Freeman	Greenfield	Queens
225	Ida Mary Buckler	Annapolis Royal	Annapolis
226	Emily Josephine Buckler	"	"
227	Alice Maud Grady	Rockdale	"
228	James Fraser Hynes	Mulgrave	Richmond
229	Carrie Margaret Drysdale	Tatamagouche	Guysboro
230	Margaret Ann Bannerman	Hillside	Colchester
231	Margaret Lola Maxwell	Hedgeville	Pictou
232	James M. P. Coady	Margaree Forks	"
233	Bessie Weatherspoon Kent	Tupperville	Inverness
234	Minnie Theresa Robicheau	Meteghan	Annapolis
235	Curtis Lisle Denton	Little River	Digby
236	Mabel Gladys Patterson	Three Fathom Harbor	"
237	Clementine Seldon	Calodonia	Halifax
238	Grace Darling McMillan	Isaac's Harbor	Queens
239	Effie McIntosh Dewar	East Wallace	Guysboro
240	Ellen Sophia Stapleton	Economy	Cumberland
241	Eva Maria Smith	Lunenburg	Colchester
242	Annie Marie Fahie	Sheet Harbor	Lunenburg
243	Annis May Johnson	New Germany	Halifax
244	Nina Freeman Cushing	Harmony	Lunenburg
245	Ellen Elizabeth McBain	Meadowville	Queens
246	Della Bronson Moss	South Ohio	Pictou
247	Mary Ellen Sampson	"	Yarmouth
248	Arthur Clarence Bruce	Shelburne	Yarmouth
249	Margaret Winnifred Smyth	Port Hood	Shelburne
250	Ethel May McDonald	Sydney Mines	Inverness
251	Duncan Pryor Meikle	Meiklefield	Cape Breton
252	Alma Cecilia Long	Dalhousie East	Pictou
			Annapolis

253	Gladys Ethel Strumm	Mader's Cove	Luner burg.
254	Edith Gertrude McLeod	Liverpool	Queens.
255	Mary Helen Baltzer	Liverpool	"
256	Blanche Mary Sutherland	Arichat	Richmond.
257	Sr. St. John Colombini (Catherine McNeil)	Sydney Mines	Cape Breton.
258	Maude Augusta McKay	Upper Clyde	Shelburne.
259	Eudora May Stevens	Freeport	Digby.
260	Margy Ann McLellan	Inverness	Inverness.
261	Una Anno Layton	Great Village	Colchester.
262	Sr. Stella Maria (Pauline M. Reiser)	Rockingham	Halifax.
263	Laura Amanda Macdonald	Maple Grove	"
264	Sr. M. Leonora (Florence M. Sampson)	Rockingham	"
265	Helen Gwendolyn Parker	Truro	Colchester.
266	Sr. Mary Agnita (H. M. V. Fanning)	Rockingham	Halifax.
267	Sr. M. Leontine (Adelaide E. Armand)	"	"
268	Sr. Marie Annette (Cath. Harland)	"	"
269	Katie Evangeline Christie	Brass Hill	Shelburne.
270	Catherine Mabel Morash	Dartmouth	Halifax.
271	Sadie Maria Payne	Mountain Road	Pictou.
272	Agnes Valetta Naugler	Bridgewater	Lunenburg.
273	Irene Gertrude Brownell	Northport	Cumberland.
274	Annie Amelia Matheson	Plainfield	Pictou.
275	Florence Hanway	Truro	Colchester
276	Jean Harriet Cruikshank	Little River	Halifax.
277	Margaret Jane Smith	East Mines Station	Colchester.
278	Alban Philip Porrier	Port Royal	Richmond.
279	Delta May Koss	Baccaro	Shelburne.
280	Mary Agnes Newcombe	Brooklyn Corner	Kings.
281	Laura Evangeline Boyá	Cannes	Richmond.
282	Eva May Burke	River Bourgeois	"
283	Emma Harper McQueen	New Glasgow	Pictou.
284	Robert Ebnezar Inglis	North Lochaber	Antigonish.
285	Mary A. McDonald	Port Hood	Inverness.
286	Annie Rebecca Moser	Mooshead	Halifax.
287	Mabel Catherine Tattrie	Louisville	Pictou.

D.

1901.

291	Bertha Charlotte Miner	Gaspereau	Kings.
292	Irva L. DeLong	Barr's Corner	Lunenburg.
293	Janet Hamilton	Brookvale	Halifax.
294	Margaret Ann Bannerman	Barney's River	Pictou.
295	Elva Belle Thomas	West Port Clyde	Shelburne.
296	Emma Harper McQueen	New Glasgow	Pictou.
297	Fred Everett Saltman	Mahone Bay	Lunenburg.
298	Beatrice Annie Colp	Pleasant River	Queens.
299	Jedidah Burns Hagan	Hunt's Point	"
300	Leon LeRoy Nichols	Union Square	Lunenburg.
301	Mary Evelyn Foley	Pembroke	Hants.
302	Libbie Guild	Elmsvale	Halifax.
303	Eliza Clara Walker	New Glasgow	Pictou.

1905.

1	Gladys Stevens Greig	Halifax	Halifax.
2	Barbara Ellen Cameron	McPherson Mills	Pictou.
3	Iva Eileen Parker	Waterville	Kings.
4	Lillie Alexandrina Dickie	Lower Meagher's Grant	Halifax.
5	Gratia Jeanette Millner	Clementsvale	Annapolis.
6	Jennie Estella Sprague	Weymouth Bridge	Digby.
7	Florence Taylor	Afton	Antigonish.
8	Gladys Ernestine Strople	Bayfield	"
9	Edith May Richardson	West Jeddore	Halifax.
10	Mabel Jane Nieforth	Seaforth	"
11	Sarah Belle Layton	Bailey's Brook	Pictou.
12	Margaret Isabella Chisholm	North Grant	Antigonish.
13	Blanche Winnifred Maskill	W. Jeddore	Halifax.
14	Annie MacDougall	Knoydart	Antigonish.

15	Alice Randall	Aylesford	Kings.
16	Teresa McKenzie	St. Peters	Richmond.
17	Margaret McKenzie	Mira Gut	Cape Breton.
18	Katherine McKenzie	"	"
19	Lena Hollenbec Pratt	Selmah	Hants.
20	Alice Belle Archibald	Truro	Colchester.
21	Mary Jane Macdonald	Beaulieu	Antigonish.
22	Jennie May Adams	Brighton	Digby.
23	Alice Josephine Cole	Little River	Halifax.
24	Mabel Evelyn Hannah	Lakeland	Cumberland.
25	Luta Maud Harrington	Lower Economy	Colchester.
26	Bertha May Woodworth	Bear River	Digby.
27	Margaret Mary Hanifen	Lochaber	Antigonish.
28	Bessie Florence Bond	Halifax	Halifax.
29	Effie Putman Flemming	Great Village	Colchester.
30	Jennie Moore	Shubenacadie	"
31	Margaret Higgins	Newcombe's Corner	Halifax
32	Katherine Isabella MacLean	Lakedale	Guysboro.
33	Ella Marguerite McDonald	Louisburg	Cape Breton.
34	Jean Braden Archibald	Middle Musquodoboit	Halifax.
35	Leta Hall Trask	Little River	Digby.
36	Florence Mary Langille	Marshville	Pictou
37	Susie Bernice Silver	Dayspring	Lunenburg.
38	Mary Belle Beaton	N. E. Mabou	Inverness.
39	Myrtle Beatrice Parker	Medford	Kings.
40	Fannie O'Brien	Springhill	Cumberland.
41	Annie Beatrice Boyle	Brooklyn Corner	Kings.
42	Christy Ann Smith	Westville	Pictou.
43	Abigail Beazley	Hantsport	Hants.
44	Collie Maud Patterson	Mount Denson	"
45	Elbridge Cecil Baine	Mosherville	"
46	Floretta May Adams	Windsor Forks	"
47	Arthur Roy Kaiser	Halifax	Halifax.
48	Margaret Bell Patterson	Westville	Pictou.
49	Clara Blanche Fielding	Melanson	Kings.
50	Henrietta Agnes Gormley	Falmouth Village	Hants.
51	Ida LeOta Smith	Upper Falmouth	"
52	Helen Maria Reynolds	Tenescap	"
53	Millicent Bessie North	Canning	Kings.
54	Effie Mabel Olive Seaboyer	Port Williams	"
55	Leah Agnes Borden	Lower Canard	"
56	Alice Blanche Reden	Windsor Forks	Hants.
57	Loretta Catherine Driscoll	Kentville	Kings.
58	Ruth Hall Winchester	Granville Ferry	Annapolis.
59	Lenora Kenton Roberts	Lower Argyle	Yarmouth.
60	Edna Augusta LeBlanc	Mid. East Pubnico	"
61	Clara Minnie d'Entremont	" " "	"
62	Genevieve Armont Belliveau	" " "	"
63	Clarice Belle Allen	Brazil Lake	"
64	Marion Alberta Morgan	Barton	"
65	Anselm Louis LeBlanc	Church Point	Digby.
66	Annie Louise Jackson	Paradise	"
67	Edith May Morse	Bridgetown	Annapolis.
68	Reginald Price Kinsman	Grafton	"
69	Catherine Louise McDonald	Baddeck	Kings.
70	John Kenneth Murchison	Grand River	Victoria.
71	Ronald Macdonald.	Malignant Cove	Richmond.
72	Lora Pearl Melvin	Bedford	Antigonish.
73	Sadie Flynn	Thorburn	Halifax.
74	Mary Campbell	North Grant	Pictou
75	Annie Isabel Mitchell	Truemanville	Antigonish
76	Eva Alma Smith	Amherst	Cumberland.
77	Jennie Anna Lawrence	Southampton	"
78	Courtney Clara Chapman	Amherst	"
79	Annie Maude Frame	Princeport	"
80	Sarah McLeod	Port Morien	Colchester.
81	Beatrice Starratt	Port Lorne	Cape Breton.
82	Emma May Ewing	Great Village	Annapolis.
83			Colchester.

84	Emma Crowell Reid	Londonderry Stn	Colchester.
85	William Ewart Ferguson	North Intervale	Guysboro.
86	Effie Gertrude Hines	Digby	Digby.
87	Gertrude Laura Marshall	Ogilvie Wharf	Kings.
88	Elora Jane Spanks	Cook's Cove	Guysboro.
89	Eulalia Nickerson	West Port Clyde	Shelburne.
90	Kate Matilda Hopkins	Crowell's P. O.	"
91	Jennie Beatrice Rafuse	Bridgewater	Lunenburg.
92	Mary Ella McNeil	Arichat	Richmond.
93	Ida May Yeadon	North West Arm	Halifax.
94	Florence Edna Kathleen Sibley	Wittenburg	Colchester.
95	Margaret May Collins	Waverley	Halifax.
96	Catherine Marion Scott	Enfield	Hants.
97	Mary McKenna	Brierly Brook	Antigonish.
98	Cecelia Jane Mortimer Gray	Dartmouth	Halifax.
99	Zella Faye Burnaby	Milton	Queens
100	Laliah Anne Mouzar	Bridgewater	Lunenburg.
101	Eva Louisa Nauss	Chester	"
102	Jessie Ethel Langille	Fox Point	"
103	Jennie Medora Manthorn	Mill Village	Queens.
104	Sidney Maurice Page	Lydegate	Shelburne.
105	Arthur John Heisler	Lunenburg	Lunenburg.
106	Sophia Faith Keddy	Union Square	"
107	Flora Ellen Feindel	"	"
108	Eva Maria Smith	Lunenburg	"
109	Vera May Wambach	West LaHave	"
110	Laura Grace Reinhart	Park's Creek	"
111	Leaman John Mason	Lunenburg	"
112	Kate Ardelie Baker	Margaretsville	Annapolis.
113	Josephine Etta Higgins	Newcomb's Corner	Halifax.
114	Helen Gwendolyn Parker	Truro	Colchester.
115	Della O'Brien	Springhill	Cumberland.
116	Elizabeth Bannerman MacLellan	Stellarton	Pictou.
117	Clara Fielding	Dominion No. 1	Cape Breton.
118	Georgina Jessie Hubley	Halifax	Halifax.
119	May Alma Burns	Upper LaHave	Lunenburg.
120	James Joseph McGrath	Sand Point	Guysboro.
121	Olla May Lindsay	Ward's Crossing	Colchester.
122	Edgar Younge	Dingwall	Victoria.
123	Alvena Elizabeth Doucet	Arichat	Richmond.
124	Dora Robertson Mussells	Clementsport	Annapolis.
125	Harry Stanley Coops	Milton	Queens.
126	Maud Lillian Taylor	Canso	Guysboro.
127	Leith Prescott Archibald	Springside	Colchester.
128	Mary Mellish	Otter Brook	"
129	Katherine Ann Sutherland	Waugh's River	"
130	Annie May Matheson	"	"
131	Maizie Emma Weir	Folly Village	"
132	Tressie May Crowe	Crowe's Mills	"
133	Arthur Cyril March	Berwick	Kings.
134	Marjorie Katherine McKenzie	Gairloch	Pictou.
135	Teresa Rose MacPhee	Springhill	Cumberland.
136	Ardessia May Mills	"	"
137	Agnes Blanche Cooke	Portauquique	Colchester.
138	Lillian Louise Smith	Port Hood Island	Inverness.
139	Donald McNevin Matheson	St. Peters	Richmond.
140	Donald Neil McLeod	"	"
141	Mildred J. Gallagher	Port Dufferin	Halifax.
142	Mary Margaret MacLeod	Orangedale	Inverness.
143	Charles Fredie Urquhart	West Bay	"
144	Essie Jane Macdonald	Meadowville	Pictou.
145	Nellie Fraser Crocker	Cross Roads	Colchester.
146	Annie Isabelle Rettie	Stillman	Pictou.
147	Lillian Adell Burns	Lower Shinimicas	Cumberland.
148	Murdock Dan McLeod	Wreck Cove	Victoria.
149	Daniel H. Doyle	Margaree Forks	Inverness.
151	Lottie Lavinia Shipley	West Leicester	Cumberland.
152	Samuel Burton Terrice	East	"
153	Jean Victoria Ballantyne	Woodburne	Pictou.

154	Albert Ross	Blue Mountain	Pictou.
155	Grace Eugene Somers	Halifax	Halifax.
156	Gertrude McGirr	New Glasgow	Pictou.
157	John Archibald Currie	Trout River P. O.	Inverness.
158	Max Bowlby McKay	Jordan River	Shelburne.
159	Susie Rebecca Collins	Montrose	Colchester.
160	Ethel Foley	Head Jeddore	Halifax.
161	Annie Gertrude Withrow	Elmsdale	Hants.
162	Annie Dunbar Fraser	West River	Pictou.
163	Catherine McKinnon	New Glasgow	"
164	Sr. St. Casilda (Agnes Younge)	Sydney	Cape Breton.
165	Jessie Margaret MacQuarrie	Carriboo River	Pictou.
166	Gladys Adena Dorrie	Lydgate	Shelburne.
167	Josephine Peterson Barclay	Jordan Falls	"
168	Josie E. Clawson	Port Medway	Queens.
169	Sr. Marie St. Fermine (Marie A. LeBris)	Arichat	Richmond.
170	Jessie Kate Kirk	Clyde River	Shelburne.
171	Annie McKinnon	Whycocomagh	Inverness.
172	Bessie May Sholds	East Boston	Mass.
173	Adelina Odessa Swayne	Cape Negro	Shelburne.
174	Bentah Benton Ross	Stony Island	"
175	Hilda Clark Thomas	River John	Pictou.
176	Janet Marshall Campbell	Seafoam	"
177	Sarah Lorena Smith	Blackstone	Inverness.
178	Jennie Stewart MacIntosh	West River	Pictou.
179	Nellie J. McDaniel	Margaree Forks	Inverness.
180	Mary Rebecca Murphy	N. E. Margaree	"
181	Mary McGillivray	Upper Springfield	Antigonish.
182	Rose Myrtle Grattan	Pictou	Pictou.
183	Emily Louise Firth	Jordan Ferry	Shelburne.
184	Margaret Mary Walsh	Head of Jordan River	"
185	Lydia McEachren	West Tatamagouche	Colchester.
186	Henrietta Amelia MacKenzie	North Shore	Cumberland.
187	Florence Mattatall	Tatamagouche	Colchester.
188	Clara Beatrice Nelson	"	"
189	Jennie Roy Macgillivray	Springville	Pictou.
190	Alice Emma Bruce Irving	Three Brooks	"
191	Mary Douglas Wallace	Shubenacadie	"
192	Robert Henderson MacKinnon	East Lake Ainslie	Hants.
193	Ethel Louise Herman	Lunenburg	Inverness.
194	Georgina Celia Jenkins	Canso	Lunenburg.
195	Sr. Mary Edna (Sara McDonald)	Mt. St. Vincent	Guysboro.
196	Sr. Rose Celestine (Jos. M. Gandet)	"	Halifax.
197	Johnina Stramberg	River John	"
198	James Michael McDonald	Erinville	Pictou
199	Ethelyn Louise Simm	West Gore	Guysboro.
201	Carrie Zippora Spanks	Jordan Ferry	Hants.
202	Janie A. Chisholm	James River Station	"
203	Annabell Beatrice Johnstone	Waterville	Antigonish.
204	Caroline Sophia Dench	Parrsboro	Kings.
205	Hattie Newel Archibald	Beaver Brook	Cumberland
206	Caroline Bogart	Karsdale	Colchester.
207	Florence McDonald	West Bay Road	Annapolis.
208	Susan Agnes Crowe	Beaver Brook	Inverness.
209	Tena Harriet MacLeod	Peter's Brook	Colchester
210	Mary A. McDonald	Port Hood	Victoria
211	Wilhelmina Kathleen Gaetz	Amerst	Inverness.
212	Elizabeth Jane Card	Kempt Shore	Cumberland
213	Margaret Lillian Boutillier	Halifax	Hants.
214	Margaret Annie Campbell	Upper Scotsburn	Halifax
215	Mildred Lettice Brown	Halifax	Pictou.
216	Mabel Claire Taylor	Cook's Cove	Halifax.
217	Evelyn Crispo	Havre-au-Bouche	Guysboro.
218	Florence Morton Giffin	Louis Head	Antigonish.
219	Edna Ellen Reid	Minto	Shelburne.
220	Elsie Madeline Harrington	Five Islands	Pictou.
221	Benjamin Russel Rice	S. S. Baddeck	Colchester.
			Victoria.

THE MORE IMPORTANT AMENDMENTS OF THE SCHOOL LAW
SINCE THE CONSOLIDATION OF 1900.

LEGISLATION OF 1901.

An Act to Amend Chapter 52, Revised Statutes, 1900, "Of Public Instruction."

(Passed 4th April, A. D. 1901.)

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

1 Chapter 52 of the Revised Statutes, entitled, "Of Public Instruction," is hereby amended as follows:—

(1) Section 71 is amended by adding at the end thereof the words following:—
"Except in the case of any section the schools of which are affiliated with the Provincial Normal School and of the city of Halifax, in which two cases the amount shall not in any year exceed twelve hundred dollars."

(2) The following section is added after section 67:—

67A. "The time employed by the principal of the schools of any school section in supervising or grading the schools, the time employed by teachers of his staff who are required to assist in the grading of any of the departments, the time teachers are in attendance at certain educational institutes with the consent of their trustees, and the time lost by the necessary closing of a school on account of such conditions as the presence of contagious disease, shall be reckoned as authorized teaching time according to the conditions prescribed by the Council"

LEGISLATION OF 1902.

An Act to Amend Chapter 52, Revised Statutes, 1900, "The Education Act."

(Passed March 27th, A. D. 1902.)

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

1. Section twenty-one (21), sub-section one (1), of Chapter fifty-two, Revised Statutes, 1900, is amended by striking out the following words in the last line thereof: "at the hour of eight o'clock in the evening."

2. Sub-section two of said section twenty-one (21) is amended by striking out the words "and another hour" in the second and third lines thereof.

3. Section seventy-seven of said act is amended by adding to sub-section (h) of said section the following words: "the cost of conveying children to school, and"

LEGISLATION OF 1903.

An Act to Consolidate Certain School Sections in Annapolis County.

WHEREAS, Middleton School Section Number 24, Spa Springs Number 21, East Brooklyn Number 20, Nictaux Number 36, Nictaux Falls Number 34, Wilnot Number 23, West Brooklyn Number 19, and South Farmington Number 22, have, by resolution of the rate-payers, determined to unite and form one Union Section for school purposes for a period of three years, and to maintain during that period one graded school with special branches in Manual Training, Domestic Economy and Nature Study at Middleton;

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

1. The action of each of the federating sections, at a special meeting called for the adoption of said union is ratified and confirmed.

2. Each of the said confederating sections shall retain its existence as a separate section during such period, and may transact its business at regularly called school meetings, but shall not maintain a separate school in the section.

3. Each of the federating sections shall be obliged to vote each year, collect and pay over to the board of trustees of the united sections for the support of said central school during the three years of said union, a sum not less than the average amount expended annually from sectional assessment for and in connection with the maintaining of the school in that district or section during the three years of 1899, 1900 and 1901.

4. The board of trustees of the said united section, which shall be known during its existence as Middleton Section, Number 24, Annapolis East, shall consist of a number equal to one member for each school or department supported during the year before the date of the union, the majority of whom shall form a quorum for the transaction of business.

5. The ratepayers of each of the confederating sections shall at the annual school meeting elect a trustee for each school department maintained in the section preceding the date of the union, and said representatives when so elected shall form a board of trustees of the union or federated sections, and said board of trustees when so formed shall possess the same powers and duties as regards said united section as those possessed by boards of trustees in other sections so far as practicable in this case.

6. In case the ratepayers of any of the school sections forming the united section fail to elect a trustee or trustees for the united board, the inspector of schools for the district shall appoint said trustee.

7. The school buildings used for the consolidated schools and the land on which they are situated at Middleton shall be vested in the trustees of the consolidated section and under their sole control. Any apparatus contributed by either of the contributing sections to the equipment of the united school shall, if desired, be returned or accounted for to the trustees of the section at the end of the three years in as good condition as when received, reasonable wear and tear and unavoidable casualties excepted.

8. The said united section shall come into existence on August 1st, 1903, but the money for the support of the united schools during the first year of its existence shall be voted at the annual meetings next preceding said date, and the board of trustees shall be appointed and report to the inspector within one week of said annual meeting, and when appointed shall convene as soon thereafter as practicable at the call of the trustees or a trustee representing the central section, or at the call of the inspector, for organization and business.

9. The said board of trustees shall among other duties arrange for the conveyance to and from school of pupils of the said united section residing beyond the limits of Middleton School Section, Number 24.

An Act to Amend Chapter 52, Revised Statutes, 1900, "The Education Act."

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

1. Sub-section (b) of section eleven of the Education Act is amended by adding thereto the following words, "and also any existing school section or part of a school section."

2. Section fourteen of said Act is amended by inserting after the word "determine" in the second line thereof the words, "subject to the recommendation of the inspector."

3. Sub-section two of section sixteen of said Act is amended by striking out the word "alteration" in the second line thereof.

4. Sub-section three of section twenty-eight of said Act is amended by inserting after the word "ratepayers" in the second line thereof, the words "or in case there are less than fourteen ratepayers in the section, on the requisition of the majority of ratepayers."

5. Sub-section two of section thirty-seven of said Act is amended by striking out the words, "as soon as practicable," in the first and second lines thereof, and substituting the words, "if necessary or if required by the inspector," in lieu thereof.

6. Section sixty-three of said Act is amended by striking out the words, "at a rate not exceeding five per cent," in lines five and six thereof.

7. Section seventy-two of said Act is repealed and the following substituted therefor:—

72. (1) The clerk of the municipality of every county or district shall annually add to the amount required for county purposes, but distinct from all other amounts required for such purposes, a sum sufficient after deducting the estimated cost of collection and probable loss, to yield an amount equal to thirty-five cents for every inhabitant according to the last census of the municipality and of all incorporated towns which before incorporation territorially formed part of such county or district.

(2) The said sum shall be divided between and borne by the municipality and the incorporated towns in the same proportions as the county fund, under the provisions of the Towns' Incorporation Act and the Assessment Act and amendments thereto respectively, and shall be collected in the same manner as other rates and taxes.

(3) Notwithstanding the provisions of any statute of Nova Scotia, every incorporated town shall annually, on or before the thirtieth day of June, pay to the treasurer of the municipality of the county or district of which it before incorporation territorially formed part, its proportionate part of the said sum.

(4) The sum so raised by the municipality and incorporated towns shall be paid out annually for the support of schools by the treasurer of the municipality upon the order of the Superintendent, and shall be called the Municipal School Fund.

8. Section ninety-nine of said Act is amended by inserting after the word "section" in the sixth line thereof the words "or in case of their refusal, the Inspector."

An Act Relating to the Consolidation of School Sections.

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

1. The Council of Public Instruction is authorized to expend a sum not exceeding thirty-six thousand dollars for the purpose of assisting in consolidating school sections and the schools therein, and in arranging for the conveyance of pupils to and from such consolidated schools.
2. Such sum shall be expended in accordance with regulations to be made by the Council, and shall be paid out of the Provincial Treasury upon the order of the Secretary of the Council.
3. A copy of all regulations made under the provisions of this Act shall be laid before the House of Assembly and Legislative Council within the first ten days of the next session of the Legislature after the regulations are made.

An Act for the Encouragement of Rural School Libraries.

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

1. The Council of Public Instruction may pay annually out of the Provincial Treasury to any teacher acting as librarian of the school library of the school section the sum of five or ten dollars, according as the equipment of the school, the value and use of the library, and the general management of the school and library, attain the standards prescribed by regulations of the Council for the smaller or larger library grant respectively.
2. Nothing in this Act shall apply to the schools in any incorporated town or in any school section employing a Class A teacher drawing a superior school grant, or a teacher drawing an Agricultural or Manual Training grant.

LEGISLATION OF 1903-4.

CHAPTER 8.

An Act to Amend Chapter 53, Revised Statutes, 1900. "The Education Act."

(Passed the 3rd day of March, A. D., 1904.)

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

2. Section 3 of said Act is amended by adding thereto as sub-section 21 the following :
 "On the recommendation of an inspector supported by evidence, that the union of any two or more sections or parts of sections will effect a saving in the amounts to be paid out of the municipal school fund and the provincial aid grant, the council may, notwithstanding any provision of the Education Act make regulations for the granting out of the said municipal and provincial grant such amounts as in the opinion of the inspector are necessary to maintain the said union by aiding the conveyance from beyond a distance of two miles from the school house, provided the respective amounts so required are less than the respective amounts which would otherwise be drawn from the same sources."
3. Section 42 of said Act is amended by striking out the words "from other sections" after the word "pupils" in the third line of said section, and substituting therefor the words "whose parents or guardian reside outside the section."
4. Section 72 of the said Act as amended by chapter 6 of the Acts of 1903, is further amended by adding thereto the following sub-section :
 (5) The council of any municipality may by resolution increase the municipal school fund to any amount not exceeding sixty cents for every inhabitant according to the last census of the municipality and incorporated towns, provided that the council of every incorporated town affected by the increase concurs in such resolution, or if such concurrence cannot be obtained, that the Governor-in-Council, upon application by the municipality, concurs in such proposed increase.
5. Section 78 of said Education Act is amended by the addition thereto of the following as sub-section 3 :
 "Sections maintaining an ungraded school with one teacher shall not participate in the distribution of said municipal school fund in regard to days' attendance made by the enrolled pupils for a greater number of days than eight thousand, except in cases in which an assistant teacher is employed by the trustees."
6. Section 76, sub-section 1, of said Act is amended by substituting in the third line, for the words "one-third" the words "one-half."

CHAPTER 9.

An Act to Amend Chapter 52, Revised Statutes, 1900, "The Education Act."

(Passed the 3rd day of March, A. D. 1904.)

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

1. That the second schedule to Chapter 52 of the Revised Statutes, 1900, The Education Act, is amended by adding at the end of the paragraph referring to Yarmouth: "Plymouth, 35"; at the end of the paragraph referring to Lunenburg and New Dublin: "Stauburne, 38; East Dublin, 10"; at the end of the paragraph referring to Kings: "Islands, 75; West Black Rock, 86"; at the end of the paragraph referring to Cumberland: "Warren, 39"; at the end of the paragraph referring to South Pictou: "Riverton, 9"; at the end of the paragraph referring to North Pictou: "Scotch Hill, 51"; at the end of the paragraph referring to Richmond: "Sea View, 19".

2. Section 80 of chapter 52 of said Revised Statutes, is amended by adding thereto the following clause :

"The Council of Public Instruction may, upon the recommendation of the Superintendent, add to said second schedule the name of any school section which applies by petition of a majority of its ratepayers to be added thereto."

LEGISLATION OF 1905

CHAPTER 19.

An Act to Amend Chapter 52, Revised Statutes, 1900, "The Education Act."

(Passed the 7th day of April, A. D. 1905.)

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

1. Section 69 of chapter 52 of the Revised Statutes, 1900, "The Education Act," is amended by striking out the words, "Principal of the School of Agriculture," in line twelve and inserting in lieu thereof the words "Inspector of Schools."

2. Sub-section 2 of section 75 of said Act is amended by inserting after the word "employed" in line three thereof the words, "and a sum not exceeding twenty-five dollars, according to the recommendation of the Inspector for each school garden kept up to the standard of form and efficiency prescribed by the Council."

3. Section 85 of said Act is amended by adding thereto the words "Provided, however, that the exemption allowed by this section shall not apply in cases where the rate is upon the real estate and there is a male relative capable of managing said property, of the age of twenty-one years, residing with the widow, unmarried woman or wife, upon the property so assessed."

4. Section 93 of said Act is amended by adding thereto the words, "And amounts so rated in respect to real property shall constitute a lien upon such property which may be enforced under the provisions of the 'Assessment Act.'"

5. Said Chapter is amended by adding thereto after Section 109 the following section :
109A. (1) Subject to the authority of the trustees, the teacher shall have a general oversight over the school premises during school hours, and may exclude therefrom all persons who disturb, or attempt to disturb, the school work.

(2) Every person who in or upon any school premises, and in the presence of a pupil or pupils attending such school, uses profane, threatening, abusive, or improper language towards the teacher, or speaks or acts in such a way as to impair the maintaining of discipline by the teacher in such school shall be liable to a penalty of not less than five dollars nor more than twenty dollars, and in default of payment to imprisonment for a period not exceeding thirty days.

CHAPTER 20.

An Act to amend Chapter 51, Revised Statutes 1900, entitled, "Of the Education of the Blind."

(Passed the 7th day of April, A. D., 1905.)

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

1. Section 3 of Chapter 51 of the Revised Statutes of Nova Scotia 1900, is amended by striking out the words "seventy-five" in the seventh line thereof, and inserting in place of said words, the word "ninety," and by striking out the words "same sum" in the ninth line thereof, and inserting in place of said words, the words "sum of ninety dollars."
2. Section 4 of said Chapter is amended by striking out the words "seventy five" in the twelfth line thereof, and inserting in place of said words, the word "ninety."

CHAPTER 45.

An Act to amend Chapter 131, Revised Statutes, 1900, entitled, "Of Library Associations and Institutes."

(Passed the 7th day of April, A. D. 1905.)

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

1. The following sections are hereby added to Chapter 131 of the Revised Statutes of 1900, entitled "Of Library Associations and Institutes."

14. Any Town Council of an Incorporated Town and any Municipal Council of any Municipality, may vote and appropriate an annual sum, not exceeding Five Hundred Dollars per year, towards the support, purchase of books or other the purposes of any Library Association, incorporated under this Act, and whose Library is within the bounds of the County wherein said incorporated Town or Municipality is situated. Such sum when voted shall be included in the annual appropriations for the Town or Municipality for the year, and shall be assessed and collected with other the rates and taxes required to be assessed for Town or Municipal purposes.

15. All property, real and personal, of any Library Association incorporated under this Act, shall be exempt from taxation for Town, School, Road, Poor, Railway, Municipal, Civic, Provincial or other purposes.

SECOND SCHEDULE

(Reg. passed by C. P. I. 8th April, 1905.)

When a school is placed on the *Second Schedule* by the C. P. I., it takes effect on the first day of the next school year following, or when published in the JOURNAL OF EDUCATION.

COMPLETE LIST OF SCHOOL SECTIONS NAMED IN SECOND SCHEDULE.

INSPECTORIAL DIVISION, No. 1.

All sections in the Municipal District of Halifax.

INSPECTORIAL DIVISION, No. 2.

LUNENBURG AND NEW DUBLIN.

No. 2.....First Peninsula.	No. 38.....Stanbourne.
No. 3 ⁴.....Centre Range.	No. 44.....Oakhill.
No. 4.....Garden Lots.	No. 57.....Lr. Secd. Peninsula.
No. 7.....Heckman's Island.	No. 60.....Clearland.
No. 16.....Lower La Have.	No. 80.....Hebb's Mills.
No. 22.....North West.	No. 86.....Wileville.
No. 25.....Mader's Cove.	No. 97.....Pine Grove.
No. 26.....Mahone Bay.	No. 100.....East Dublin.
No. 27.....Oakland.	No. 107.....Upper Woodstock.
No. 30.....Block House.	No. 109.....Rosebud.
No. 35.....Parkdale.	No. 111.....Lower Woodstock.

INSPECTORIAL DIVISION No. 3.

YARMOUTH.

No. 2.....Little River.
No. 3.....Arcadia.
No. 8.....Overton.
No. 10.....South Chegoggin.
No. 12.....North Chegoggin.
No. 13.....Sanford.
No. 14.....Port Maitland.
No. 15.....Richmond.
No. 16.....Norwood.
No. 17.....Lake Annis.
No. 20.....Brenton.
No. 21.....Ohio.

No. 23.....Hebron.
No. 24.....Dayton.
No. 34.....Carleton.

ARGYLE.

No. 35.....Plymouth.

SHELBURNE.

No. 17.....East Jordan.
No. 18.....Jordan Falls.
No. 19.....Upper West Jordan.

INSPECTORIAL DIVISION, No. 4.

ANNAPOLIS, WEST.

No. 45.....Allen River.

DIGBY.

No. 18.....Weymouth Bridge.
No. 19.....Weymouth Mills.
No. 22.....Sissiboo Falls.
No. 28.....Digby.

INSPECTORIAL DIVISION, No. 5.

KINGS.

No. 24.....Waterville (C)
No. 37.....Cold Brook.
No. 41.....Canaan.
No. 45.....Sheffield's Mills.
No. 49.....Scott's Bay.
No. 52.....Upper Pereaux.
No. 54.....Habitant.
No. 56.....Woodside.
No. 60.....Town Plot.
No. 73.....Avonport.
No. 75.....Islands.

No. 77.....Prospect.
No. 79.....Grand Pre.
No. 82.....Middle Pereaux.
No. 83 and 39.....Halfway River.
No. 86.....West Black Rock.
No. 91.....White Rock.
No. 92.....Rockland.
No. 96.....South Tremont.
No. 102.....Kingsport.
No. 104.....Garland.
No. 110.....South Waterville.

HANTS, WEST.

No. 2	Wentworth.
No. 14	Belmont.
No. 15	Poplar Grove.
No. 17	Kennetcook Dyke.
No. 19	Summerville.
No. 23	Pembroke.
No. 35	St. Croix.
No. 38	Ellershouse.
No. 39 and 24	Walton.
No. 45	Mills.

HANTS, EAST.

No. 6	West Gore.
No. 27	Urbana.
No. 31	Upper Selma.
No. 33	Noel Shore
No. 37	Moose Brook.
No. 42	Kennetcook Church.
No. 59	Gore.

INSPECTORIAL DIVISION, No. 6.

ANTIGONISH.

No. 48	Saltsprings.
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GUYSBORO.

No. 19	Hazel Hill.
No. 38	Pirate Harbor.

INSPECTORIAL DIVISION, No. 7.

RICHMOND.

No. 11	D'Escousse.	No. 21	Basin.
No. 18	Grandique Ferry.	No. 32	Sea View.

INSPECTORIAL DIVISION, No. 8.

VICTORIA.

No. 1	Baddeck.	No. 48	South Gut.
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INSPECTORIAL DIVISION, No. 9

PICTOU, SOUTH.

No. 4	White Hill.
No. 5	Marshdale.
No. 9	Riverton.
No. 10	Fox Brook.
No. 14	Springville.
No. 15	Bridgeville.
No. 16	Glencoe.
No. 17	Sunny Brae.
No. 19	Blanchard.
No. 26	Kirk Mount.
No. 30	Linacy.
No. 31	Brookville.
No. 33	Trenton.
No. 34	Abercrombie.
No. 36	North Fraser's Mt.
No. 37	Little Harbor.
No. 38	Pine Tree.
No. 39	Sutherland's River.
No. 40	West Merigomish.
No. 41	Merigomish.
No. 42	Piedmont Valley.
No. 44	L. Barney's River.
No. 57	Meiklefeld.
No. 59	S. McLellan's Mt.
No. 60	M. Little Harbor.
No. 63	Upper Hopewell.
No. 64	Wentworth Grant.
No. 71	Thorburn.

No. 74	Centredale.
No. 75	Eureka.

PICTOU, NORTH.

No. 2	Cariboo River.
No. 7	Poplar Hill.
No. 9	Marshville.
No. 15	Bigney.
No. 22	South Dalhousie.
No. 27	Scotsburn.
No. 30	Roger's Hill.
No. 37	West River Station.
No. 39	Lansdowne.
No. 42	Pleasant Valley.
No. 48	Durham.
No. 51	Lower Scotch Hill.
No. 53	Fisher's Grant.
No. 56	Cariboo Island.

COLCHESTER, SOUTH.

No. 3	Upper Onslow.
No. 21	Riversdale.
No. 24	Camden.
No. 35	Brookfield.
No. 38	Alma.
No. 45	Coldstream.
No. 56	Cross Roads.

INSPECTORIAL DIVISION, No. 10.

CUMBERLAND.

No. 27	Ros'in.
No. 29	Victoria.
No. 39	Warren.
No. 45	Maccan.
No. 66	Wyndham Hill.
No. 81	River Philip.
No. 90	Farmington.
No. 93	Lake Road.
No. 115	Black River.
No. 117	Springhill Junction
No. 119	Valley Road.
No. 123	South Pugwash.

PARRSBORO.

No. 3	New Prospect.
No. 4	Green Hill.

No. 6	Cross Roads.
No. 17	Lakelands.
No. 20	Sugar Hill.

STIRLING.

No. 6	French River.
No. 8	Murphy's
No. 21	Brule.
No. 29	Denmark.

COLCHESTER, WEST.

No. 10	Castlereagh.
No. 15	Acadia Mines.
No. 18	Folly Village.
No. 20	Masstown.
No. 23	Folly Lake.
No. 24	Londonderry Station.

INSPECTORIAL DIVISION, No. 11.

CAPE BRETON.

No. 67	Clark's Road.	No. 72	Big Lorraine.
No. 71	Little Lorraine.	No. 74	West Louisburg.

MORE IMPORTANT REGULATIONS OF C. P. I. SINCE THE CONSOLIDATION IN THE MANUAL OF 1901.

For the Provincial Normal School see the latest calendar and the intimations in this issue of the JOURNAL.

For Teachers' Licenses, Provincial Examinations, Courses of Study, Vacations, Institutes, and the Provincial Educational Association, etc., see the Regulations as republished in this issue of the JOURNAL.

For Rural School Libraries, their regulations, blank forms, returns, and list of prescribed books, etc., see the October JOURNAL OF EDUCATION for 1903, pages 152 to 165.

RURAL SCHOOL LIBRARIES OF NOVA SCOTIA.

Section 77 (e) of 'The Education Act,' Chapter 52, R. S., 1900, authorized the ratepayers to vote funds for "books for the school libraries" at any regularly called school meeting.

Prior to 1903 the Council of Public Instruction published (in the "Manual of School Law, 1901," and in the "Journal of Education," from year to year) the following Regulations which still continue to remain in force:

172. In the Revised Statutes of 1900, Chapter 52, Section 77 (e), authority is given for the raising of funds for books for the school library by assessment. Until the Council has prepared and published a list of books for such libraries, trustees purchasing such books with school funds should first send a list of proposed books, their publishers, sizes and prices if possible, to the Secretary of the Council for its approval.

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

Regulations 51, 52, 53, 69 and 70, referring to the equipment of "Superior" Schools, High Schools and County Academies, make the school library an essential part of the legal equipment of these public schools which Inspectors can have enforced by the withholding of public funds under the conditions specified.

Chapter 24 of the Statutes of 1903 is as follows:

An Act for the Encouragement of Rural School Libraries.

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

1. The Council of Public Instruction may pay annually out of the Provincial Treasury to any teacher acting as the librarian of the school library of the school section the sum of five or ten dollars, according to the equipment of the school, the value and use of the library, and the general management of the school and library, attain the standards prescribed by regulations of the Council for the smaller or larger library grant respectively.
2. Nothing in this Act shall apply to the schools in any incorporated town, or in any school section employing a Class A teacher drawing a superior school grant, or a teacher drawing an Agricultural or Manual Training grant.

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

REGULATIONS FOR RURAL SCHOOL LIBRARIES.

(1) THE GRANTS.

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

For the *five* dollar grant the books belonging to the library in the year 1904 must be worth at least *twenty* dollars, and at least 150 issues of books must have been made during the year to readers.

For the *ten* dollar grant the books belonging to the library in 1904 must be worth at least *fifty* dollars, and at least 300 issues must have been made to readers during the year.

Each year subsequent to 1904 the minimum value of the smaller library must be *five* dollars greater than on the previous year until it becomes *fifty* dollars, when the minimum shall remain constant.

In like manner, each year subsequent to 1904 the minimum value of the larger library must be *ten* dollars greater than on the previous year until it becomes *one hundred* dollars, when the minimum shall remain constant.

(2)

THE BOOKS.

The books reckoned as library books qualifying for the grant shall be as far as possible adapted to the wants (1) of the pupils, and (2) of the residents of the school section, and shall be selected from a catalogue recommended by the Council of Public Instruction. "Blue books," reports, and any documents published by the Dominion, Provincial or Municipal governments for the information of the public should also find a place in the library; but their value shall be reckoned at the price paid for them, and they should be numbered as the other volumes or pamphlets.

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

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

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

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

(3)

THE BOOKS—HOW KEPT.

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

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

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

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

(4) THE SCHOOL DICTIONARY.

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

(5) THE LIBRARY CASE.

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

(6) THE ACCESSION BOOK.

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

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

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

ACCESSION BOOK.	
of	
RURAL SCHOOL LIBRARY,	
..... School Section,	
No....., District of	
County of....., Nova Scotia.	

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

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

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

No. ($\frac{1}{4}$ inch.)	Class. ($\frac{1}{4}$ inch.)	Author. (2 inches)	(Left Page.)	Title. (2 $\frac{1}{2}$ inches.)	Date Received. (1 $\frac{1}{4}$ inches.)
			(Right Page.)		
	Publisher. (2 $\frac{1}{2}$ inches.)	Year Pub. ($\frac{1}{2}$ inch.)	Source. (1 inch.)	Cost. ($\frac{1}{2}$ inch.)	Remarks. (2 $\frac{1}{2}$ inches.)

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

RURAL SCHOOL LIBRARY.	
No.....	Class.....
....., School Section,	
..... Co., Nova Scotia.	

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

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

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

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

Give date of publication—the year.

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

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

(7)

THE CARD CATALOGUE AND LOAN RECORD.

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

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

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

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

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

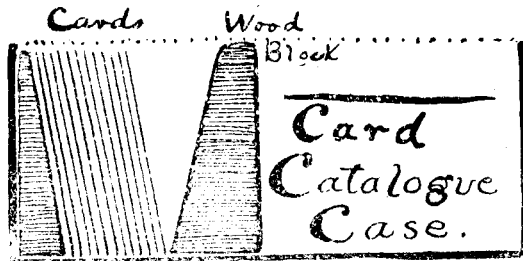
The card will look somewhat like this:—

Book.	Class.	Author:				Title:
47.	E.	Dickens, C.				Christmas Carol.
Date lent.	Borrower's name.	Date returned.	Date lent.	Borrower's name.	Date returned.	
1903.						
Jan. 18	John Smith	Jan. 25.	.....	.....	.....
Feb. 3.	Alice Jones	Feb. 10.	.....	.....	.....
Mar. 1.	Fred Adams .....	.....	.....	.....	.....
.....	Jane Clark .....	.....	.....	.....	.....

This card shows that Charles Dickens' "Christmas Carol" was issued to John Smith for a week, from January 18th to 25th, when it was returned; issued to Alice Jones from February 3rd to 10th; and to Fred Adams on March 10th not yet returned. Jane Clark's name is entered to show that the book was promised her when returned by Fred Adams, the "date lent" not to be filled in until it is issued to Jane Clark.

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

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



Neat card catalogue boxes containing 100 cards and the prescribed labels are being prepared by a Halifax publisher at a retail cost not to exceed twenty-five cents.

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

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

(8)

CLASSIFICATION.

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

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

B.—*Travel and Description.*

C.—*Biography.*

D.—*History.*

E.—*Fiction.*

F.—*Poetry.*

G.—*Fine Arts* (Music, Drawing, Painting, etc.)

H.—*Miscellaneous* (Literature which cannot come under the foregoing or following classes, such as Mythology, Children's Stories, etc.)

J.—*Books of Reference* (Dictionaries, Cyclopedias, Gazetteers, Atlases, Year Books, School Law, Journals and Reports on Education, etc.)

K.—*Blue Books* (all government and municipal reports, publications, etc., not in J.)

L.—*Periodicals.*

M.—*Readers for Supplementary Reading in School.*

(9)

ANNUAL RETURN.

Book and Circulation Statistics.

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

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

ANNUAL FINANCIAL STATEMENT.

Receipts.

Expenditures.

Balance from last year..... \$.....
 From School Funds.....
 " Donations.....
 " Contributions of pupils.....
 " School entertainments.....
 " Fines for damage to books.....
 " Other sources.....
 Total..... \$.....

For Library, case and equip-ment..... \$.....
 For books.....
 Balance on hand unexpended, if any, at end of school year.....
 Total..... \$.....

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

SUMMARY FINANCIAL STATISTICS.

Total expenditure on Library since year 1900 (from last Annual Return)..... \$.....
 Expended this school year on Library case and accessories..... \$.....
 " year on Books.....
 Total expenditure to end of this school year..... \$.....
 Estimated present value of Library case and accessories..... \$.....
 " " Books..... \$.....
 Estimated present value of total Library equipment..... \$.....

CERTIFICATE.

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

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

(10)

HOW TO GET THE LIBRARY GRANT.

The teacher should give notice of the intention to compete for the larger or smaller Library grant when intimating the opening of the school to the Inspector. Where no library has yet been organized, such intimation should be given as early as possible; but the equipment should be complete at the end of January, and the facts fully stated and certified on the blank half sheet of the semi-annual return of the school in February. An informal statement of the competition for the smaller or larger grant should be made by every teacher competing, as a notification to the Inspector. Without such notice endorsed on the semi-annual return no claim for the grant can be maintained.

The Library grants shall be paid with, and in addition to, the regular Provincial Aid at the end of the school year, provided the regulations foregoing and the instructions issued from time to time from the Education Department have been fully complied with, provided the special Library Return accurately made out has been sent to the Inspector with the regular annual returns of the school; and provided the Inspector whose special duty it shall be to examine and vouch for the correctness of the returns and the deserving character of each school library in his jurisdiction, endorses the Library and other "returns" of the school with his approval and recommendation.

(11)

PROVISIONAL CATALOGUE.

[The catalogue of October, 1903, is merely provisional. It contains the titles of books suitable for pupils, parents, teachers and students. The Superintendent of Education will be glad to receive suggestions from teachers, students, publishers, etc., as to additional books to be put on the list as well as to the *withdrawing* of those superseded by better publications; so that a more complete and better classified catalogue may be issued.

No *Supplementary Readers*—class M—are at present recommended. Regulation 173 will cover any possible demand for them, as Regulation 172 will cover any demand for other books not on this catalogue.

Books recommended in the course of study, and to teachers in regulation 170, and in the JOURNAL OF EDUCATION specially, are also to be considered as authorized for school libraries.]

MANUAL TRAINING, 1903.

Ordered, that under section 71 of Chapter 52, of the Revised Statutes of 1900, no public money shall be paid to school boards for the instruction of pupils in Manual Training Schools, who have not advanced as far as Grade VI of the Public School Course; except when specially authorized by the Education Department, for pupils over thirteen years of age; and that the grants on account of the Domestic Science departments of such schools shall not exceed one-half of the maximum grant allowed under the law to the school board for Manual Training in the Mechanic and Domestic Sciences.

REGULATIONS FOR THE STRENGTHENING OF SCHOOL SECTIONS, &c.

(Passed the 4th March, 1904.)

Reg. 10 (a). No school section, although regularly placed on the list of "poor sections," shall be deemed qualified to participate in the extra allowance provided for "poor sections," unless the sectional assessment voted, levied and collected, shall be at least equal to the average rate of sectional assessment in the county.

Reg. 10 (b). Two adjacent school sections which cannot afford to employ a qualified teacher for the whole year, may arrange with the Inspector of schools, to be associated together as a "double-section," the teacher to be employed in the school house of one section for one half of the year, and in the other school house for the other half of the year.

Reg. 10 (c). When an enlarged school section has one or more settlements considerably beyond two miles from the school house, the Inspector may arrange with its Trustees to recommend to the Council of Public Instruction the granting of a portion of the Provincial Aid and Municipal Fund, which can be assumed to be saved by the enlargement of the section and the reduction of the number of schools, to subsidize the conveyance of pupils from such settlements to the school house, say for instance, in the morning, allowing them under ordinary conditions to return to their homes without conveyance.

Reg. 15 (e). It shall be the duty of each Inspector to classify the school sections within his division into first, second, and third class sections, which, in order to enjoy the full regular grants of public money, should employ respectively teachers having at least the corresponding classes of license. Such classification may be revised annually, any change being intimated to the secretary of the school board affected before the date of the regular annual meeting of the section. Any section shall be free to employ a teacher of higher class than its ranking, but not free to employ a teacher of lower class than its ranking except on the express authorization of the Inspector for sufficient reasons, such as the lack of teachers of the class required.

UNIVERSITY GRADUATES.

(Passed 20th August, 1904.)

Ordered that regulation 23 (b) be amended by the addition of the following sentence:

In an emergency and on the special recommendation of the Inspector, a University graduate in Arts or Science, who holds a teachers' license of a class lower than First (class B) may be provisionally employed as a principal of any school for a period not exceeding one year, after which he will cease to be eligible for any such position without an advance in class of license, until he is regularly qualified.

CHANGE OF SUMMER VACATION REGULATIONS.

(Passed 3th April, 1905.)

116. For regulation 116 substitute the following:

"There shall be a summer vacation of seven weeks in all the public schools, except as hereinafter provided, commencing on the first Monday in July."

122. For regulation 122 substitute the following:

"Rural schools may open one week earlier than the regular date of opening which will be the Monday after the seventh week of the summer vacation; for which week no Provincial Aid will be payable to the teacher, but the days thus taught can be substituted as authorized teaching days for days lost during the rest of the term on account of inclement weather, bad roads, illness, or any other cause satisfactory to the Inspector."

123. For regulation 123 substitute the following:

"Cities and towns may extend the vacation period to eight weeks without losing credit for a complete term of teaching; but no Provincial Aid will be payable for days not authorized as teaching days by the Education Act, more particularly defined in section 67a, published on page 49 of the Manual of School Law, Nova Scotia, 1901."

MARCH ANNUAL SCHOOL MEETING.

In some fishing districts it may be found desirable to take advantage of that provision of the law under which the Council of Public Instruction may fix for a given section an earlier date for its annual school meeting than the last Monday of June. If any such cases exist, it is very desirable that these early annual meetings be held on the same day. The first Monday in March is selected as likely to be the most generally convenient date.

Sections feeling the necessity of an early date for the annual school meeting should, through their trustees, make an application to the Council through their Inspectors before the end of January, so that the Inspector may be able to transmit all such applications with recommendations or comments thereon, to the Council of Public Instruction on the 1st day of February, when it is probable action can be taken and due notice given in time for the holding of the meetings on the first Monday of March.

The suggestion, it is hoped, will enable cases of this kind to be arranged easily and without the delay otherwise necessary.

The following list of school sections includes those given in No. 42 of the Comments and Regulations of the Council of Public Instruction, "Manual of School Law Nova Scotia, 1901," pages 68 to 71, whose regular annual meetings were changed by the Council on the 11th September, 1903, from the last Monday in March to the first Monday in March of each year.

COMPLETE LIST OF SECTIONS

whose regular annual meetings have been fixed by the C. P. I., to be held on the *first Monday in March of each year.*

INSPECTORIAL DIVISION, No. 1.

HALIFAX, WEST.

- No. 1 Hubbard's Cove.
- No. 6 Head Harbor.
- No. 9 Glen Margaret.
- No. 11 Indian Harbor.
- No. 13 West Dover.
- No. 28 Ketch Harbor.
- No. 29 Portuguese.
- No. 67 Seaforth
- No. 68 West Chezzetcook.
- No. 69 Grand Desert.
- No. 70 Head Chezzetcook.
- No. 71 Hope Ridge.
- No. 72 Lr. E. Chezzetcook.
- No. 73 West Petpeswick.
- No. 76 East "
- No. 77 Stevens'.
- No. 78 Bowser's.
- No. 79 Pleasant Point.
- No. 79 Head Jeddore.

HALIFAX, EAST.

- No. 1 Oyster Pd., Jeddore.
- No. 2 Lr. East Jeddore.
- No. 4 Lower Lakeville.
- No. 5 Clam Harbor.
- No. 6 Owl's Head.
- No. 7 South Ship Harbor.
- No. 9 Newcombe's Brook.
- No. 11 Murphy's Cove.
- No. 12 Pleasant Harbor.
- No. 13 Tangier.
- No. 16 Gerrard's Island.
- No. 17 Spry Harbor.
- No. 18 Spry Bay (Henley).
- No. 19 Spry Bay (Leslie).
- No. 29 Beaver Harbor.
- No. 32 Quoddy.

INSPECTORIAL DIVISION, No 2.

LUNENBURG AND NEW DUBLIN.

- No. 3 2nd Peninsula, Upr.
- No. 3½ Upper Centre.
- No. 4 Garden Lots.
- No. 5 Blue Rocks.
- No. 6 Black Rocks.
- No. 7 Heckman's Island.
- No. 8 1st South.
- No. 9 Middle South.
- No. 10 Feltzen South.
- No. 11 Upper Rose Bay.
- No. 12 Lower Rose Bay.
- No. 13 Upper Kingsburg.
- No. 14 Lower Kingsburg.
- No. 15 Ritcey's Cove.
- No. 16 Lower LaHave.
- No. 17 Park's Creek.
- No. 18 Middle LaHave.
- No. 19 St Matthew's.
- No. 20 Summerside.
- No. 21 Snyder's.
- No. 22 North West.
- No. 23 Fauxbourg.
- No. 25 Mader's Cove.
- No. 26 Mahone Bay.
- No. 27 Oakland.
- No. 28 Indian Point.
- No. 29 Martin's River.
- No. 57 2nd Peninsula, Lr.
- No. 60 Clearland.
- No. 61 Eastern Point.
- No. 62 Big Lots.
- No. 65 Conquerall Bank.
- No. 66 Pleasantville.
- No. 67 Fralig's.
- No. 68 Pentz's.
- No. 69 Getson's.
- No. 70 West Dublin.
- No. 72 New Cumberland.
- No. 73 Mount Pleasant.

- No. 74 Petite Riviere.
- No. 75 Broad Cove.
- No. 76 Cherry Hill.
- No. 77 Vogler's Cove, W.
- No. 78 Crousetown.
- No. 100 East Dublin.
- No. 101 Herman's Islands.
- No. 103 Corkum's Islands.
- No. 105 Vogler's Cove, E.

CHESTER.

- No. 2 East Chester.
- No. 3 Marriott's Cove.
- No. 15 Gold River, N.
- No. 15½ Gold River, S.
- No. 16 Martin's Point.
- No. 17 Indian Point.
- No. 18 Blandford.
- No. 19 Bayswater.
- No. 20 Fox Point.
- No. 23 North West Cove.
- No. 24 Mill Cove
- No. 28 Pine Plain.
- No. 29 Deep Cove.

SOUTH QUEENS.

- No. 1 St Catherine River.
- No. 2 Port Jolie
- No. 3 Cen'l Port Mouton
- No. 4 Port Mouton, N.
- No. 5 Hunt's Point.
- No. 6 Western Head.
- No. 7 Moose Harbor.
- No. 11 Beach Meadow.
- No. 12 Eagle Head.
- No. 13 West Berlin.
- No. 18 Gull Island.
- No. 19 White Point.

INSPECTORIAL DIVISION, No. 3.

SHELBURNE,

No. 5	Middle West Sable.
No. 6	Louis Head.
No. 7	Little Harbor.
No. 8	Matthew's Point.
No. 9	Rockland.
No. 11	Osborne.
No. 16	West Green Harbor.
No. 19	Upper West Jordan.
No. 20	West Jordan Ferry.
No. 22	Lower Sand Point.
No. 23	Sand Point.
No. 31	North East Harbor.
No. 32	Black Point.
No. 35	Churchover.
No. 36	Birchtown.
No. 37	McNutt's Island.

BARRINGTON.

No. 4	Cape Negro.
No. 6	Cape Negro Island.

No. 16	Bear Point.
No. 17	Shag Harbor.
No. 27	Stony Island.

ARGYLE.

No. 3	East Pubnico.
No. 5	Up. West Pubnico.
No. 8	Argyle Sound.
No. 14	West Glenwood.
No. 15	Lower Eel Brook.
No. 16	Eel Brook.
No. 17	Abram's River.
No. 18	Morris Island.
No. 19	Surette's Island.
No. 20	Sluice Point.
No. 21	Tusket Hill.
No. 22	Hubbard's Point.
No. 25	North Belleville.
No. 27	South Belleville.
No. 28	Bell Neck.
No. 30	West Quinan.

INSPECTORIAL DIVISION, No 4.

DIGBY.

No. 14	Port Gilbert.
No. 41	East Ferry.
No. 42	Tiverton.
No. 43	Central Grove.

CLARE.

No. 31	Cape St. Mary.
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INSPECTORIAL DIVISION, No. 6.

ANTIGONISH.

No. 32	Harbor Bouchie.
No. 33	E. Harbor Bouchie.
No. 70	Auld's Cove.
No. 76	Frankville.
No. 77	Cape Jack.

GUYSBORO.

No. 3	Riverside.
No. 10	Roachvale.
No. 13	New Harbor, Upper.
No. 14	Sandy Cove.
No. 15	Halfway Cove.
No. 16	Queensport.
No. 17	Half Island Cove.
No. 18	Black Point.
No. 21	Up. White Head.
No. 22	Lr. White Head.
No. 25	Middle Melford.
No. 26	Sand Point.
No. 31	Port Shoreham.
No. 32	St. Francis Harbor.
No. 39	Steep Creek.
No. 40	Oyster Ponds.
No. 47	Seal Harbour.

No. 51	Coddle's Harbor.
No. 53	Dover.
No. 55	Yankee Cove.
No. 58	Port Felix, E.
No. 59	Port Felix, W.
No. 60	Cole Harbor.
No. 61	Charlo's Cove.
No. 62	Larry's River, W.
No. 63	Larry's River, E.
No. 64	Gammon Point.
No. 65	Fisherman's Harbor.

ST. MARY'S.

No. 15	Ecum Secum.
No. 16	Marie Joseph.
No. 17	Liscomb Mills.
No. 18	Middle Liscomb.
No. 19	Lower Liscomb.
No. 21	Wine Harbour.
No. 21	Port Hilford.
No. 23	Sonora.
No. 27	Port Bickerton.
No. 28	Cheggoggin.
No. 29	West Liscomb.
No. 30	Spanish Ship Bay.

INSPECTORIAL DIVISION, No. 7.

RICHMOND.

No. 1	Acadiaville.
No. 2	Port Royal.
No. 3	Janvrin's Island.
No. 4	Arichat
No. 5	Poulamond.
No. 6	Martinique.
No. 8	D'Escousse.
No. 9	Poirierville.
No. 10	Cape LaRonde.
No. 11	Rocky Bay.
No. 12	Edwards.
No. 13	Petit de Grat.
No. 15	Orange
No. 16	Point Marache
No. 17	Cape Auguet,
No. 18	Grand Digue.
No. 19	St. Louis.
No. 20	East Basin.
No. 21	Basin.
No. 22	Richmond Mines.
No. 23	Port Richmond.
No. 24	Port Malcom.
No. 25	Sunnyside.
No. 27	Hureauville.
No. 32	Seaview.
No. 33	Cape George.
No. 39	Beaver's Cove.
No. 41	River Bourgeois.
No. 42	Cannes
No. 43	Lynch's River.

No. 44	Salmon River.
No. 45	Soldier's Cove.
No. 46	Macnab
No. 47	Hay Cove.
No. 48	Red Islands.
No. 50	Peter's Mountain.
No. 52	West Loch Lomond.
No. 53	Aberdeen.
No. 55	Stirling.
No. 56	Cape Breton.
No. 57	Fourche.
No. 58	Framboise.
No. 59	Intervale.
No. 60	St. Esprit.
No. 61	Archeveque.
No. 62	Grand River.
No. 63	Head Loch Lomond.
No. 64	Lewis' Cove Road.
No. 65	Point Micheau.
No. 66	Grand River Road.
No. 67	Brymer.
No. 68	L'Ardoise.
No. 69	West L'Ardoise.
No. 70	Rockdale.
No. 71	Grand Greve.

SOUTH INVERNESS.

No. 3	Low Point.
No. 6	Albion.
No. 57	North West Arm

INSPECTORIAL DIVISION, No. 8.

NORTH INVERNESS.

No. 1	Grantosh, Pleasant Bay
No. 2	Pleasant Bay.
No. 8	Le Fort.

VICTORIA.

No. 26	Upper Washabuck.
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No. 31	Estmere
No. 34	Gillis Point.
No. 41	Sea View.
No. 57	Tarbert.
No. 59	Indian Brook.
No. 63	South Ingonish.
No. 69	Sugar Loaf, C. North.
No. 73	Neil's Harbour.
No. 82	West Ingonish.

INSPECTORIAL DIVISION, No. 11.

CAPE BRETON.

No. 20	South Head.
No. 22	Milton.
No. 23	Round Island.
No. 25	Horn's Road.
No. 30	Caribou Marsh.
No. 32	Marion Bridge.
No. 34	Woodbine
No. 42	Ball's Creek.
No. 63	Catalone.
No. 66	Bateston.
No. 67	Clark's Road.
No. 68	Mainadieue.
No. 72	Big Lorraine.

No. 74	West Louisburg.
No. 77	Trout Brook.
No. 79	French Road.
No. 80	Ocean View.
No. 81	Gabarus Bay.
No. 82	Gabarus.
No. 83	Gull Cove.
No. 84	Gabarus Lake.
No. 85	Belfry.
No. 86	Canoe Lake.
No. 87	Upper Grand Mira.
No. 88	Grand Mira
No. 89	Victoria Bridge.
No. 90	Grand Mira, N.
No. 91	Caledonia.

LIST OF SCHOOLS REPORTING LOCAL PHENOLOGICAL OBSERVATIONS FOR THE YEAR ENDED JULY, 1905.

REGION 1. YARMOUTH AND DIGBY COUNTIES.			REGION 2.		
Section.	Teacher.	No. of Observations.	Section.	Teacher.	No. of Observations.
<i>(a) Coast.</i>			REGION 2.		
Weymouth Bridge	W. E. Banks	28	SHELburne, QUEENS AND LUNENBURG COUNTIES.		
Belliveau's Cove	Stillman D'Eon	55	<i>(a) Coast.</i>		
Grosses Coques	Therese Pothier	108	Shelburne	Mary V. Allen	83
" "	Leonice Belliveau	108	West Middle Sable	Clara M. Swim	102
Saulnierville	Roy H. Pothier	108	McNutt's Island	Jedidah Goodick	60
	S. A. Pothier	109	Lower Sand Point	J. D. Goodick	81
Rockville	Nellie M. Iram	83	North East Harbor	Sadie B. Jones	64
Comeau's Hill	L. L. Duncanson	36	Jordan Bay	F. D. McAlpine	84
Lower Argyle	Carrie Shand	59	Sand Point	Ethel L. Wright	104
Up. West Pubnico	Adeline Pothier	98	Birchtown	Annie M. Jones	42
Argyle	Mary B. Jeffrey	61	Matthew's Point	Lizzie McMillan	54
Tusket Wedge	Martha Pothier	80	Lit. Port L'Herbert	Nellie B. Freeman	129
Central Chebogue	Mary L. Weston	109	Black Point	Frank R. Doleman	93
Cape Forchu	Laleah Killam	60	Churchover	Bessie Sutherland	116
Lower W. Pubnico	Emma McCarthy	90	Roseway	Hilda M. Hardy	140
			Bg Port L'Herbert	Jean A. Littlewood	38
<i>(b) Low Inlands.</i>			Rockland	Bertha W. Hardy	140
Burton	Jennie Sprague	100	Centreville	Evelyn S. Kean	107
Argyle Head	Ida M. Thomas	59	Barrington Head	Bella L. Hopkins	106
Bloomfield	Etta F. Moses	90	Port Clyde	Minnie B. Thorburn	81
Pleasant Lake	Georgia Frost	74	Stony Island	Nora G. Hines	111
Gavelton	Minnie Iris Moses	79	Charlessville	Chas. E. Decker	94
Canaan	M. A. Frost	64	Doctor's Cove	Maud Atwood	100
Deerfield	Jessie M. Hamilton	88	Hibbard's Brook	Margaret L. Martin	154
Dayton	Ethel M. Bain	49	Clarke's Harbor	Clara G. Hurlburt	51
Wellington	Mabel Pierce	84			
<i>(c) High Inlands.</i>			St. Catherine's River	Myra L. Matthews	175
North Range	Maud Mussells	117	Port Joli	C. M. Furney	71
Sisiboo Falls	Alice Randall	89	Cent. Port Mouton	Jona P. Freeman	106
Riverdale	Jessie M. Lewis	83	North Port Mouton	E. G. Froude	63
South Range West	Dora Mussells	86	Hunt's Point	Annie Zwicker	121
Richfield	Isabella Young	83	Western Head	Carrie Zwicker	99
West Kemptville	Maria J. Furney	111	Port Medway	L. C. Mathorne	128
West Quinan	Avis E. Reynolds	88	Gull Island	Minnie A. Shea	84
Rockingham	L. B. Hamilton	115	White Point	Effie R. Munroe	85
North Kemptville	Sarah Fleet	30	E. Sd. Pt. L'Herbert	Beulah B. Grogg	79
			North Gold River	Ethel Mills	100
			Martin's Point	T. J. Feindel	63
			Indian Point	A. E. Hyson	107
			Bayswater	Eva L. Naus	101
			2nd Peninsula Up.	Ella L. West	88
			Blue Rocks	Ada A. Smith	40
			Black Rocks	Flora Inglis	93
			Riverport	Lydia Dollivar	158
			Lower LaHave	Elizabeth A. Fancy	132

REGION 2—Continued.

REGION 2—Continued.

Section.	Teacher.	No. of Observations.	Section.	Teacher.	No. of Observations.
Park's Creek	M. Bowers	243	New Canada	Isabel Chesley	75
Martin's River	Francis Harrison	52	Lower Branch	Annie E. Louess	93
Tancook	Florence Hume	71	Auburndale	Jennie M. Fancy	100
Fratic's Sett'lment	Elsie A. Hebb	100	Mount Pleasant	Jennie Chesley	75
Gilson's Cove	Myra M. Manning	85	Hebb's Mills	Agnes B. Feener	125
Bell's Island	Minnie M. Bell	95	Fancey's	Eleanor E. Veniot	101
Broad Cove	Ethel Parke	47	Wileville	Florence E. Hebb	85
<i>(b) Low Inlands.</i>			Upper Chelsea	Ethel C. L. Hirtly	130
Middle Clyde	Hattie Devine	97	Nineveh	Anna B. Ramee	86
Mill Village	Lydia Fancy	88	Lakefield	L. M. Adams	93
Greenfield	Jessie C. Freeman	106	Lakeview	M. L. W. Bruhm	149
Bangs Falls	Hilda R. Freeman	142	East Clifford	Alma Waterman	96

Snyder's La Have	Charles Kinckle	53
New Italy	Minnie May Zinck	129
Conquerall Mills	Lola Smith	87
Middleton	Nora Feenar	58

(c) High Inlands.

Upper Clyde	Gertie A. McKay	82
Brookfield	Ada G. Freeman	67
Westfield	Ada Harlow	62
New Grafton	Nellie V. Freeman	126
West Caledonia	Kath. C. McGinty	88
Inland	Sadie Chandler	74
Central Caledonia	A. Jos. Berteaux	117
Harmony	Elsie W. Hallamore	97
South Brookfield	Carrie M. Parker	122
Middledale	Ollie B. Webber	104
La Bell	Tessie M. Dauphine	151

Charing Cross	A. L. L. Skerry	124
Aadersville	Hannah V. Lantz	64
Le Ville	Annie B. Corkum	104
Pine Plain	E. M. Hubley	93
Blockhouse	Jennie M. Smeltzer	124
Lower Cornwall	Nellie Lohs	134
Middle Cornwall	Lillie M. Banks	81
Upper Cornwall	May Smith	169
New Burn	Grace Taylor	46
Maplewood	Rachie D. D'Long	171
Stanbourne	Rebecca Langille	77
Meisner's	Erna May Wilson	176
North River	Ella M. MacGregor	154
West Northfield	Luella Barry	107
Cookville	E. S. Hawkesworth	82
Maitland	A. M. Eisenhauer	88
Lower Northfield	Minnie Louess	149

REGION 3.

ANNAPOLIS AND KINGS COUNTIES.

(a) Coast.

East Torbrook	Bernice Messenger	143
Nictaux South	Jessie Kendall	160
Ingisville	{ Cassie Whitman	88
	{ Linda Rowter	
Alpena	J. Dudley Barteaux	103
Springfield	Rebecca Ramey	118
Stoddartville	Elvida Charlton	137
Cherryfield	Mildred Starratt	157
Hessian West	{ J. A. Clarke	121
	{ Iva Stevens	
Clementsvale	{ E. May Denton	112
	{ Lydia Crisp	
Greywood	Lydia Crisp	58
Maitland	Harriet Faulkner	100
Lake May	Susie White	74
Waldeck West	Gratia Milner	57
Northfield	Caro Holdright	114
Bear River	Addie Rice	85

Town Plot	Mildred Gammon	116
Long Island	Lena Lockhart	126
White Waters	Lucia Parker	57

(b) Low Inlands.

Moschelle	Agnes Gesner	108
Upper Clements	L. May Sproutle	81
Allen River	Irene Balcom	70
Sand Hill	Laura McMahon	123
Dempsey Corner	{ Hattie Bishop	27
	{ Mineiva Gammon	
Weston	Nellie McMahon	121
Waterville	Abbie Marchant	90
White Rock Mills	Margt. McDonnell	121
Windermere	Myrtle E. Barteaux	74

REGION 3—Continued.

REGION 4—Continued.

Section.	Teacher.	No. of Observations.	Section.	Teacher.	No. of Observations.
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(c) High Inlands.

Morristown	Edith Pentz	84
Fairview	Maude Parker	98
Alton	S. M. Margeson	87
Blue Mountains	Pearl Annie Jones	113
Lake Paul	Laura Davison	60
South Waterville	Edith Woodman	105

(d) North Mountain.

Margaretsville	Laura C. Baker	99
Outram	Sophia Barteaux	77

REGION 4.

HANTS AND COLCHESTER COUNTIES.

(a) Coast

Mill Village	Hanna Maud Cottle	76
Noel Shore	Anna Maud Fulton	91
Whale Creek	Ethel May Foley	97
Belmont	Lizzie Mae Johnson	65
Pembroke	Arabella E. Harvey	105

Central Onslow	Annie H. Allen	70
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(b) Low Inlands.

New Dublin	Anna May Reid	138
Urbania	Ellen Wallace	99
North Noel Road	Linden E. Anthony	79
West Gore	Mary Ida Thompson	183
East Indian Head	Florence Outley	65
Nine Mile River	Julia M. Graham	111
Enfield	Rosie A. Rines	130
Waterville	Lizzie F. Wilson	195
Burlington	L. M. Smith	125
Cogmagun	Alice A. Harvie	71
Newport Road	Jessie A. Lynch	62
W. B. Falmouth	H. A. Gormley	126
Falmouth Valley	Jessie Marion Dow	172

Bible Hill	Ruth McCurdy	27
Green Oaks	Gertrude McLearn	97
Shubenacadie	M. C. Holesworth	67
West St. Andrews	Bertha Totten	76
Larresville, L. St. ke	Irene M. Roode	86

(c) Highlands.

Rawdon Church	Lena B. Campbell	98
Upper Rawdon	Mary Logan Cooke	55
Mount Uniacke	Sadie E. Schultz	113
Up Nine Mile Riv.	J. M. Allison	84
West Indian Road	Gracie L. Gray	94
Renfrew	Jamie L. O'Brien	82
Hardw'd Lowlands	L. G. Widden	110
Lower Selmah	Mildred Hamilton	106
Greenfield	Idella R. Mosher	102
Uniacke Mines	Bertha E. Pentz	82
McKay	Eliza P. Bryson	60
Green Hill	Martha R. Stevens	110
Ardoise	Annie E. Sweet	132

Princeport	Sadie E. Cameron	60
Hildew	Junet Archibald	72
Brookfield	M. E. B. Hamilton	56
South Branch	M. E. Longhead	73
Southvale	Myra Ross	48
Newton Mills	Martha E. Dickie	106
Eastville, Up. St'ke	O. L. Archibald	88
Cross Roads	Chris. Macdonald	81
Otter Brook	Hannah C. Logan	125

REGION 5.

HALIFAX AND GUYSBORO COUNTIES.

(a) Coast.

Port Shoreham	A. Edna Matheson	96
St. Francis	Mabel B. Martin	63
Oyster Ponds	Daisy Mattatall	101
Seal Harbour	G. E. Stroppe	49
Middle Liscomb	Hannah Pye	52
Wine Harbour	M. M. B. Kennedy	55
Port Hilford	Mary Harding Reid	40
Port Bickerton	Ethel L. Homans	84
Gegoggin	Jessie M. Cameron	40
Spanish Ship Bay	Nettie J. Hartling	59

West Petpeswick	Hattie M. Sibley	94
Spry Bay	Elsie G. Higgins	74
Moser River	(Annie L. Sterling	124
Mecum Teuch	(C. H. McMann	98
Hubbard's Section	Estella M. Homans	131
Ingram River	Bolton M. Shankel	117
East River	Ethel Corkum	123
French Village	Eva M. Blakeney	139
	Alex. G. Ballie	

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

LOCAL "NATURE" OBSERVATIONS.

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

Teachers will find it one of the most convenient means for the stimulation of pupils in observing all natural phenomena when going to and from the school, 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 *first* 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 annual school returns in July, containing the observations made during the whole school year and back as far as the preceding July (if possible) when the schedule of the previous school year was necessarily completed and sent in.

A duplicate copy of the schedule of observations should be securely attached to the school register for the year, so that the series of annual observations may be preserved in each locality. The new register has a page for 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 for the 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.

(1906 SCHEDULE.)

For the year ending July, 190 .

Province.....County..... District

Locality or School Section No.....

[The estimated length and breadth of the locality within which the following observations were made..... X.....miles. Estimated distance from the sea coast..... miles. Estimated altitude above the sea level.....feet.

Slope or general exposure of the region.....

General character of the soil and surface

Proportion of forest and its character

Does the region include lowlands or intervalles?.....and if so name the main river or stream.....Or is it all substantially highlands?

Any other peculiarity tending to affect vegetation?

The most central Post Office of the locality or region.

NAME AND ADDRESS OF THE TEACHER OR OTHER COMPILER OF THE OBSERVATIONS RESPONSIBLE FOR THEIR ACCURACY.

.....
.....

When First Seen.

When Becoming Common.

(WILD PLANTS, ETC.—NOMENCLATURE as in "Spotton" or "Gray's Manual").

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

PHENOLOGICAL OBSERVATIONS—(Continued).

[Day of year corresponding to the last day of each month.]	When First Seen	When becoming Common.
Jan. 31. April 120. July 212. Oct. 304. Feb. 59. May 151. Aug. 243. Nov. 334. March 90. June 181. Sept. 273. Dec. 365.		
(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>Linnaea borealis</i>), "		
35. Pale Laurel (<i>Kalmia glauca</i>), flowering		
36. Lambkill (<i>Kalmia angustifolia</i>), "		
37. English Hawthorn (<i>Crataegus oxyacantha</i>), flowering		
38. Scarlet-fruited Thorn (<i>Crataegus coccinea</i>), "		
39. Blue Flag (<i>Iris versicolor</i>), flowering		
40. Ox-eye Daisy (<i>Chrysanthemum Leucanthemum</i>), flowering		
41. Yellow Pond Lily (<i>Nuphar advena</i>), flowering		
42. Raspberry (<i>Rubus strigosus</i>), flowering		
43. " " " fruit ripe		
44. Yellow Rattle (<i>Rhinanthus Crista-galli</i>), flowering		
45. High Blackberry (<i>Rubus villosus</i>), flowering		
46. " " " fruit ripe		
47. Pitcher Plant (<i>Sarracenia purpurea</i>), flowering		
48. Heal-All (<i>Brunella vulgaris</i>), "		
49. Common Wild Rose (<i>Rosa lucida</i>), "		
50. Fall Dandelion (<i>Leontodon autumnale</i>), "		
51. Butter-and-Eggs (<i>Linaria vulgaris</i>), "		
52. Expanding leaves in spring made trees appear green— (a) first tree, (b) leafing trees generally.		
(CULTIVATED PLANTS, ETC.)		
53. Red Currant (<i>Ribes rubrum</i>), flowering		
54. " " " fruit ripe		
55. Black Currant (<i>Ribes nigrum</i>), flowering		
56. " " " fruit ripe		
57. Cherry (<i>Prunus Cerasus</i>), flowering		
58. " " " fruit ripe		
59. Plum (<i>Prunus domestica</i>) flowering		
60. Apple (<i>Pyrus Malus</i>), flowering		
61. Lilac (<i>Syringa vulgaris</i>), flowering		
62. White Clover (<i>Trifolium repens</i>), flowering		
63. Red Clover (<i>Trifolium pratense</i>), "		
64. Timothy (<i>Phleum pratense</i>), "		
65. Potato (<i>Solanum tuberosum</i>), "		
(FARMING OPERATIONS, ETC.)		
66. Plowing begun		
67. Sowing "		
68. Planting of Potatoes begun		

PHENOLOGICAL OBSERVATIONS—(Continued).

69. Shearing of Sheep.....		
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. 59.	May 151.	Aug. 243.	Nov. 334.
March 90.	June 181.	Sept. 273.	Dec. 365.

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

Going North
or coming
in Spring.

Going South
or leaving
in Fall.

(MIGRATION OF BIRDS, ETC.)

81. Wild Duck migrating.....		
82. Wild Geese migrating.....		
83. Song Sparrow (<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>Dolychonyx oryzivorus</i>).....		
95. American Gold Finch (<i>Spinus tristis</i>).....		
96. American Redstart (<i>Setophaga ruticilla</i>).....		
97. Cedar Waxwing (<i>Ampelis cedrorum</i>).....		
98. Night Hawk (<i>Chordeiles Virginianus</i>).....		
99. Piping of Frogs.....		
100. Appearance of Snakes.....		

(OTHER OBSERVATIONS AND REMARKS.

REGION 5—Continued.

REGION 6 A—Continued.

Section.	Teacher.	No. of Observations.
Hackett's Cove	E. M. Dauphinee	91
Bayside	Eva May Moore	73
North West Arm	Beatrice Frye	122
Cole Harbour	Roberta H. Christie	115
Seaforth	Lena M. Gates	65
Lr. E. Chezzetcook	Florence Gaetz	96
West Jeddore	Gertrude Settle	104

(b) Low Inlands.

Cook's Cove	M. L. Parks	131
North Intervale	Edith May Ross	101
Stormont	A. Clare Giffin	61
Sherbrooke	Alfred W. Fraser	86
Glenelg	Ethel MacEachren	110
Liscomb Mills	Anna M. E. Smith	85
Indian Harbor Lake	Martha Hewitt	70
St. Mary's River	Karl A. Bohaker	49

Lower Lakeville	C. M. Erskine	41
Arlington	Reta M. Fraser	72
Lucasville	Catherine Ellis	114
Middle Lake Porter	Mabel J. Nieforth	104
Hammond's Plains	F. M. Richardson	59
Middle Sackville	Carrie Chambers	65
Grand Lake	May E. Horne	100
Oakfield	Lillie A. Horne	104
Oldham	Louise Borne	108
Præston Road	Maggie E. Auld	105
Cook's Brook	Mabel Fish	33
Kerr's	Christine Grant	126
Lr. Meagher's Grant		86
Brookvale	G. E. Cook	65
Lindsay Lake S. S.	Libbie Guild	126

(c) High Inlands.

Roachvale	Jannetta M. Grant	99
Cross Roads	Ethel M. Henry	77
Lower Caledonia	M. Bessie Cumming	85
Aspen	Melissa K. Cumming	113
New Town	William A. Gunn	79
Goshen	Marion Taylor	56

REGION 6 A.

COBEQUID SLOPE (TO THE SOUTH.)

(a) Coast.

Green Hill	Dora B. Smith	91
Frazerville	Pearle Spencer	127

Section.	Teacher.	No. of Observations.
Lower Five Islands	Mamie A. Corbett	106
Great Village	Agnes Spencer	131
Folly Village	Lillian Lockhart	61
Masstown	Georgia Mackenzie	48
Portaupique	Viola Pearl McCabe	104

(b) Low Inlands

New Prospect	Minnie Weir	120
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Hardwood Hill	E. M. McLaughlan	37
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(c) High Inland.

Rushton's	Linda Johnson	92
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Pleasant Hills	Lena Callaghan	108
East Village	Susie Fulton	49
Londonderry Sta.	Ruby Vance	51
New Britain	Ida M. Morrison	87
Portaupique Mtn.	Annie H. Fulton	33

REGION 6 B.

SLOPE TOWARDS CUMBERLAND AND CHICNECTO BAY.

(a) Coast.

Joggins Mines	Mary Jos. Ead	149
Sand River	Annie Hamilton	84
Two Rivers	Lena Emma Vance	76

(b) Low Inlands.

Half Way R. West	Margaret Fowler	88
Warren	Lizzie I. Bowser	101
Amherst Point	Alice O. Canning	103
Lower Maccan	Mamie Nuttall	109
Barronsfield	J. McCreelman	71
River Hebert Head	Della Fulmore	103
Southampton	Josephine Lavers	149
Westbrook	Mabel Bigney	104

(c) High Inlands.

New Canaan	Helen Joy	23
Sugar Hill	Minnie Kerr	60
Mapleton	Florence McLennan	110
Fenwick	Ruth Trerice	98
West Leicester	Clara Miller	114

REGION 7—Continued.

REGION 8—Continued.

Section.	Teacher.	No. of Observations.
Plainfield	Ethel MacKenzie ..	105
Meadowville	Marian J. Reid	124
Scotsburn	B. A. MacKenzie	65
Cross Roads	H. Mabel McLeod	84
Roger's Hill Centre	Ada Macdonald	179
Brookland	Marg. M. Matheson	118
Salt Springs	Etta Maxwell	98
New Gairloch	Ethel Cameron	70
Union Hall	Annie MacKay	129
Glengarry	Emily Fraser	90
Fox Brook	Myra Bryden	91
Springville	Clara Agnes Grant	84
Bridgeville	Alex. W. Robertson	62
Blanchard Road	Florence Macleod	111
Blue Mountain	C. E. Meikle	58
Moose River	Peter Campbell	71
Rocky Mountain	Stirling Gunn	82
Elgin	Jessie Grant	109
Kirkmount	Edith Robertson	83
Linacy	Tena McLean	77
Churchville	Mirand MacIntosh	57
Avondale	Janie McPhie	142
Smithfield	Elizabeth Stalker	122
Kenzieville, B's R	Lena Reid	96
Meiklefield	Duncan P. Meikle	120
S. McLellan's Mt	Isabell McLeod	118
Barney's R. Station	Janetta Crowe	57
Centredale	Mary Thompson	172
Eureka	Ada MacKinnon	90
Lower Caledonia	M. Bessie Cumming	85

Section.	Teacher.	No. of Observations.
(b) Low Inlands.		
Cape Breton	John R. Morrison	137
Grand River	Grace McLauchlan	62
(c) High Inlands.		
Meadows	Dan. A. Macadam	79
Portage East Bay	F. MacFarlane	104
(c) High Inlands.		
St. George's Channel	Annie J. Ross	94
Points, West Bay	Cassie Grant	94
Stirling	Anderson McKillop	134
Framboise	John R. MacLeod	115
Lewis Cove Road	Peter McLeod	94
Birch Grove	Annie Carmichael	68
Canoe Lake	Peter McDougall	62

REGION 9.

BRAS D'OR SLOPE.

(a) Coast.

Inlet	Margaret MacRae	59
Salt Springs	Annie McKenzie	58
Little Judique	Margaret McMaster	63

(b) Low Inlands.

River Valley	Lizzie M. Campbell	111
Estmere	Christie B. Kennedy	41

Ross Mills	Jessie McInnis	90
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(c) High Inlands.

Lewis Mountain	— Martin	96
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River Dennis Road	Christy Ann Gillis	48
Dallas Brook	Katherine Ross	76
Portage	W. C. McInnis	218

REGION 10.

INVERNESS SLOPE (TO GULF N. W.)

(a) Coast.

Walker	S. A. McDonald	43
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(b) Low Inlands.

Capt. Allan's	Marg. M. Macdonald	177
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REGION 8.

RICHMOND AND CAPE BRETON COUNTIES.

(a) Coast.

Grand Digue	Minnie M. White	70
Whiteside	Laura White	62
MacDougall's	W. A. Macdonald	48
Rockdale	Minnie Macneil	85

Lingan	John McLennan	57
Gowrie	Annie Slattery	101
North Sydney	L. A. DeWolfe	304
Point Edward	Nina Munn	110
Leitche's Creek	Gladys Palmer	78
Sydney Mines	Harriot Barrington	50
Long Island Main	Effie J. Macdonald	97
East Bay	D. Jos. McIsaac	134
N. Side East Bay	Thomas Gallant	83
Grand Narrows	Cecilia J. M. Doyle	54
Shenacadie	W. Carrigan	108

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

LOCAL "NATURE" OBSERVATIONS.

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

Teachers will find it one of the most convenient means for the stimulation of pupils in observing all natural phenomena when going to and from the school, 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 ately 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 annual school returns in July, containing the observations made during the whole school year and back as far as the preceding July (if possible) when the schedule of the previous school year was necessarily completed and sent in.

A duplicate copy of the schedule of observations should be securely attached to the school register for the year, so that the series of annual observations may be preserved in each locality. The new register has a page for 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 for phenological studies. When the compiler is quite certain that he or she can make the conversion without error, the day of the year instead of the day of the month will be preferred in recording the dates.

PHENOLOGICAL OBSERVATIONS, CANADA.

(1906 SCHEDULE.)

For the year ending July, 190 .

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

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

NAME AND ADDRESS OF THE TEACHER OR OTHER COMPILER OF THE OBSERVATIONS RESPONSIBLE FOR THEIR ACCURACY.

When First Seen.	When Becoming Common.
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(WILD PLANTS, ETC.—NOMENCLATURE as in "Spotton" or "Gray's Manual").

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

PHENOLOGICAL OBSERVATIONS—(Continued).

[Day of year corresponding to the last day of each month.]	When First Seen	When becoming Common.
Jan. 31. April 120. July 212. Oct. 304. Feb. 59. May 151. Aug. 243. Nov. 334. March 90. June 181. Sept. 273. Dec. 365.		
(For LEAP years increase each number except that for January by 1.)		
23. Pigeon Berry (<i>Cornus Canadensis</i>), fruit ripe		
29. Star Flower (<i>Trientalis Americana</i>), flowering		
30. <i>Clintonia</i> (<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 angustifolia</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. 59.	May 151	Aug. 243.	Nov. 334.
March 90.	June 181	Sept. 273.	Dec. 365.

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

Going North
or coming
in Spring.

Going South
or leaving
in Fall.

(MIGRATION OF BIRDS, ETC.)

81. Wild Duck migrating.....		
82. Wild Geese migrating.....		
83. Song Sparrow (<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>Dendroica coronata</i>).....		
90. Summer Yellow Bird (<i>Dendroica aestiva</i>).....		
91. White Throated Sparrow (<i>Zonotrichia alba</i>).....		
92. Humming Bird (<i>Trochilus Colubris</i>).....		
93. King Bird (<i>Tyrannus Carolinensis</i>).....		
94. Bobolink (<i>Dolychonyx oryzivorus</i>).....		
95. American Gold Finch (<i>Spinus tristis</i>).....		
96. American Redstart (<i>Setophaga ruticilla</i>).....		
97. Cedar Waxwing (<i>Ampelis cedrorum</i>).....		
98. Night Hawk (<i>Chordeiles Virginianus</i>).....		
99. Piping of Frogs.....		
100. Appearance of Snakes.....		

(OTHER OBSERVATIONS AND REMARKS.)

PENMANSHIP.

[Report to the Halifax City School Board by the Supervisor.]

It is important, especially in a mercantile community, that a good system of penmanship should be taught in the schools and that it should be well taught. Good writing is an accomplishment of much practical value to the writer and a great comfort and saving of time to the reader. It has considerable educative value—training the hand, and the powers of observation, helping to form habits of neatness, and cultivating good taste.

A good business hand is especially important to about one or two per cent. of those pupils who will become bookkeepers. In every school there will be a few, very few, who on account of certain peculiarities or inherited tendencies can never become fine writers, just as there are some children who can never learn to sing; but all pupils may become legible writers, an acquirement which should be considered as much a moral duty as good manners.

Upon the teacher's success in making good writers of his pupils depends to a great extent his professional reputation among illiterate people who, although unable to judge of other subjects are nevertheless capable of forming a fairly correct estimate of the merits or demerits of the copybooks.

As penmanship is so important and receives so much public attention, it is desirable that the public should be well informed regarding modern changes that have been taking place with respect to it.

This is the more necessary at this time, because some business men finding that school boys generally are not expert penmen (a perennial complaint) blame the system of vertical writing which about twelve years ago displaced the old slant; or perhaps blame the school course because teachers in the higher grades do not emphasize writing as they did formerly. Acquired tastes and prejudices are apt to be so strong as to render a fair judgment of the two systems very difficult to the great majority.

In the year 1892 there were many complaints about the writing in the public schools. Our teachers failing to understand why the results were not more satisfactory appointed a committee to investigate thoroughly and find some better methods of teaching. In the course of their inquiry it was discovered that the opinions of scientific experts were almost wholly in favor of vertical writing, and the committee accordingly recommended its adoption. Since that time it has been accepted in the great majority of European and American schools.

For the last few years the copybooks submitted to the Board from our schools showed much improvement, and the commissioners who examined the schools invariably reported the writing as being remarkably good. As will be seen further on, similar results were reported from other districts and countries.

Yet there is more or less dissatisfaction, much discussion, and in some places a change from the vertical to a medial system.

It may be well here to define exactly what I mean by the terms vertical, medial, and old slant. In any system of writing it is practically impossible to have all the principal down strokes exactly parallel, nor is it at all necessary, but they cannot vary too much without injury to the appearance of the writing. The old slant writers vary the most for perpendicular down stroke is the standard line, and it is definite. In vertical writing the secure uniformity and to detect variations. That may be called vertical writing in which the principal down strokes approach the perpendicular but may vary from it 5° to the left or 10° to the right. Variation allowable between different writers of this system 15°.

Medial writing may slope to the right between 10° and 25° from the perpendicular. Variation 15°.

The old slant may slope from 25° to 50° to the right. Variation 25°. The usual slant in the Palmer method is 38° and in the Spencerian style 30°.

Fuller information than is easily accessible to the general public, regarding the investigations and conclusions reached by scientific experts on this question may be helpful to teachers and lead to more intelligent discussion. As so much has been written, all that can be attempted here is a selection of the best opinion on the most important points.

THE OLD SLANT.

I wish to present the views of the advocates of the different systems fairly, but it is very difficult to find arguments, or even statements, in favor of the old slant from any men of note in science or education.

A certain Dr. Wright, of New York, tries to give the philosophy of slant writing as follows:—"In the ordinary writing, with the hand resting on the hypothenar eminence, and pivoted on the tips of the ring and little fingers, some muscles of the hand and forearm

produce a horizontal motion to the right, while the flexor and extensor muscles of the fingers cause a vertical motion. The resultant of these two motions is a slant to the right, modified according to the quantity of energy expended by the muscles employed in producing the horizontal motion."

Dr. Gould, of Philadelphia, in exposing the evils resulting from the way in which he imagines the pen is held in vertical writing, says:—"Beside the bending of the head and usually also of the body to the left there is a rotation or torsion of the head to the right in order to bring the predominant 90° and 180° axes of astigmatism into alignment with the upright strokes and lateral lines of the pen and paper."

Although expressed in scientific terms, these statements are not supported by any medical men who have investigated the subject carefully, and they are directly contradicted by the highest authorities, as will be shown further on.

One or two additional quotations from expert teachers of slant writing may be interesting.

E. M. Huntsinger, Hartford, Conn. :—

[Vertical writing] "had its origin in China." "It died about two hundred years ago, but was exhumed by Germany about twelve years ago." "Vertical penmanship would do credit to the hand of a pirate." "Vertical writing is supported and taught as a rule by poor teachers of writing." "The Canadian who started the epidemic in this country was not a decent penman himself, and could not even prepare his own copies." "The public schools were evidently ashamed of their fruitless efforts to make fair penmen, and in sheer desperation, and yielding to the unceasing importunities of book agents, were as tenacious as LePage's glue, finally succumbed to the entreaties of publishers and introduced perpendicular penmanship, with the result that public school children now draw a style of chirography in vogue two hundred years ago." "In sloping penmanship as it is taught by the best teachers, pupils are working through a shower of melody of lines." [Sloping penmanship] "is as universal among enlightened people as the multiplication table, and is as lusty and gamey as a young eagle." "Sloping penmanship is like a family living in a tent, it has no skeleton in its closet." "Disobeying the law of the construction of the arm man has poor perpendicular burdock."

Principal Diedrichson adopted the following quotation from the Western Penman as the peroration of an eloquent paper against vertical writing:—"Vertical writing is not dead, but it is dying. Let the band play soft, soothing music. Our vertical friends need it. Their muscles have been badly strained trying to write vertically. They are standing on the outer crust of the edge of despair. Let us have pity; ring down the curtain on the sad, desolate scene."

These quotations from warm defenders of the old slant are given, not that they are expected to throw any light upon the subject under discussion, but because they are strangely characteristic of nearly all that has been written from that standpoint. With the exception of two or three medical men and an occasional school principal, those who have spoken or written in defence of the old slant are the writing experts of business colleges. Like Demetrius, the silversmith, they seem to fear that their craft is in danger to be set at naught.

Being specialists and sometimes lacking in broad culture, they are unable to understand the proper correlation of school studies, and therefore warmly resent the interference of educationists. If, however, they availed themselves of all the light thrown upon their craft, by physiology and skilled investigators, and if they studied it in its relation to cognate subjects, they would see that they have nothing to fear; for, as a general rule, educationists and business men are agreed that a business college, or an office, are the only places in which a boy or a girl can be properly trained as a specialist for office work.

VERTICAL WRITING.—POSITION, &C.

Subject to very limited variations there is undoubtedly a best way of sitting and of holding the pen when learning to write. A few of our teachers may not have a very clear idea of the best way, but many who do know have not been sufficiently careful and persistently watchful in requiring their pupils when writing always to sit in good position, holding their pens properly.

Admitting that most of the desks are unsuitable and that some of the pupils have defective sight, yet there might be a very great improvement. This is quite evident from the fact that a few teachers do succeed. Special care is needed at the outset, but once good habits are formed there is but little trouble in keeping the pupils up to the mark.

As it seems possible even for intelligent persons strangely to misunderstand the somewhat meagre instructions on the covers of the copy books, I will give them more fully from "The Theory and Practice of Handwriting" by A. Jackson, F. E. I. S.

"The straight upright position of the body must be insisted upon, the arms of the writer being freely and equally placed on the desk. Make the position as natural and easy as possible. The head should not remain stiffly erect in a constrained manner, but should incline forward sufficiently to command the most perfect view of the writing."

"In the act of writing the body should be well braced up and held together; laziness and looseness of posture beget looseness and slovenliness in the caligraphy. A distance of from twelve to twenty inches or even more will thus be maintained between the eyes and the book, varying of course in accordance with the heights of the writer and the desk."

"The copy book should lie before the writer, not outside to the right of him. When in the middle straight position the book must be so adjusted laterally that at no time is the writing carried to the left of the medial line of direction." "Writing is easiest all round, when the writing surface lies well before the writer in the straight position, and covering the space bounded by the medial line on the one side and the right shoulder line on the other."

"The pen should be held firmly but *not* tightly between the thumb and two fore fingers. If the pen be properly held the first finger can at any time be lifted without danger of the pen falling from the hand. Whilst the thumb is bent away from the ends of the fingers the latter are to be kept easily straight; *perhaps slightly but only slightly bent*, and not approaching too near the point of the nib; or soiled and inky fingers will be the result. The end of the second finger may rest on the side of the penholder or *may fall somewhat below it* at the discretion of the teacher or writer. *The penholder furthermore should ever remain on or above the principal knuckle of the forefinger, never being allowed to sink into the hollow near the second joint of the thumb. As to direction let the penholder follow the hand and the arm which are in one and the same straight line** Let the pen slope at an angle of 40° or 50° to the paper when it will be found to write with a maximum of ease and safety. Do not turn the pen on one side, but use and press on both points of the nib equally."

"Briefly then we may consider the positions to be as follows, of:—

1. The writer; square, erect, easy, natural.
2. The book; the straight middle position.
3. The pen; obliquely between thumb and two fore fingers, in line with arm."

"By a constant observance of these rules much will be done towards a great and marked improvement in the writing of our school children."

It will be interesting to compare the recommendations given above with the decree regarding vertical writing issued by the Imperial and Royal National School Board of Bohemia to its teachers.

1. "Careful attention should be paid to the strict maintenance of the straight middle position of the Book so that the lines of writing run parallel to the edge of the desk."

5. "The hand in the act of writing should be placed in such a way that the palm (the inner surface of the hand) is perpendicular to the desk, or only a little inclined to the left.† The little finger edge of the palm must not touch the writing surface."

6. "The pen-holder should be light, thick, not smooth, and suitably long. It should be lightly grasped at a distance of 3 c m. from the point of the pen, the middle finger should be laid on the holder in such a way that the latter is pressed lightly against the middle of the nail-joint of the middle finger by the thumb lying on the left side. The fore-finger forms a plane curve without any cramping of its joints."

7. "The upper end of the holder must be directed towards the elbow, but never towards the shoulder of the writer and be inclined about 45° to the surface of the writing."

10. "The upper body ought not to bend forward, the chest should not be supported on the edge of the desk, the head should be bent only slightly, the distance of the eyes from the writing should amount to from 30 to 35 c. m."

The general directions given above as to positions of writer, book and pen are surely sufficiently explicit. They seem reasonable and are so overwhelmingly supported by medical authority that notwithstanding our early training and associations they compel our serious attention and approval.

The oblique central position, while not so hygienic as the straight central, has some advantages which are thus expressed by Schmarje:—"The hand, not the eye, is the more important organ involved in writing. The most favorable conditions for the hand and arm are obtained by placing the copy-book at an angle of about 30° with the edge of the desk."

*From this it is perfectly clear that in the act of writing the point of the pen is in full view of both eyes, so that the contention of Dr. Gould of Philadelphia to the contrary is utterly groundless.

†How completely this disposes of Dr. Gould's fantastical objections.

If the right forearm is placed upon the desk, with the elbow a handbreadth from the body, the arm moving freely from the elbow, then describes at the pen point an arc whose chord very nearly coincides with the lines of the book when placed at this angle."

In this position the writing will be perpendicular to the front edge of the desk, but medial on the book. That is, the slope will be about 20° or 30° from the perpendicular. The advocates of this system argue that with such a small slant enough is gained in ease and speed to make up for a slight loss in legibility and hygienic position.

As the medial slant thus produced might, therefore, be better suited for business, it was, about two years ago, approved by the Halifax School Board for use in the grades above the sixth.

As school life in Germany is more strenuous than in any other country, it naturally follows that any diseases arising from unhygienic conditions in the schools would be more marked there than elsewhere. Defects of the eye (myopia, etc.) were first noted as becoming very common among the school children of Germany. To this was added spinal curvature (scoliosis). With the thoroughness that characterizes German scientific work, commissions appointed by the government investigated the causes of these growing evils, and found that the monotonous German letters, poorly lighted school rooms, and bad position in writing were ruining the pupils' eyes, and that spinal curvature arose from, and was greatly aggravated by, the positions in which the pupils found it easier to produce, the old slant. The medical men of other countries verified the conclusions of the German experts.

When specialists, who have made thousands of experiments to get at the truth, are all of the same opinion, it is scarcely possible that they should be wrong. On questions of this kind popular prejudices are of no value.

The following quotations from those whose opinions are worth considering prove conclusively the hygienic advantages of vertical writing:—

Dr. B. Roth, F. R. C. S.:—"The position of writing as generally practiced is, more frequently than anything else, an initial cause in most cases of lateral and other curvatures. This vicious posture during writing is due to the unfortunate custom of teaching a slanting handwriting, from left to right upwards obliquely."

Dr. N. Smith, F. R. C. S., (senior surgeon C. O. Hospital, London):—"The more slanting the writing the worse the position, and I would emphatically advise that upright be universally substituted for slanting writing. The posture necessitated by ordinary writing is probably that which causes more harm to the spine than any other." "Upright writing is the only system consistent with all hygienic requirements. It is impossible for any pupil to write freely in a slanting manner without placing the spine in a crooked position and in exactly the position which is most common in spinal curvature. I have known many a patient, suffering with lateral curvature of the spine, who has been making rapid strides towards recovery, immediately relapse upon a resumption of school work—such work involving a large amount of writing, and I have clearly traced the worst effect to those schools where slanting writing is taught"

Dr. Gross:—"The children's vicious attitudes are essentially the consequence of the unnatural sloping writing."

Prof. Dr. A. Lorenz, Orthopaedist, and *Dr. Guber*, Commissioner of Health in a combined report assert that:—"Quite apart from all other advantages, the absolute superiority of the vertical method of writing over other methods must be admitted. Vertical writing is very much to be preferred from the orthopaedic point of view to oblique writing, and has been recommended for a long time by many orthopaedic surgeons in private practice with the best results for rendering the writing position a healthy one."

Dr. S. Snell, F. R. C. S.:—"From an oculist's point of view there are distinct advantages in the vertical method of writing. The eyes are directed straight to the copy, whilst in the sloping method there was a great tendency to assume a slanting look with the eyes."

Dr. H. Cohn:—"I abide by the opinion I expressed ten years ago. Undoubtedly vertical writing is the writing of the future."

French Public Instruction Commission:—"The Commission think that great progress will be made by exacting vertical writing on straight paper, the body erect. Thus both spinal curvature and short sight will be avoided altogether, whereas with the sloping writing the perpetual admonition of the most careful teachers break down in the face of physiological impossibilities."

Report of the Ninth International Congress of Hygiene:—"As the hygienic advantages of vertical writing have been clearly demonstrated and established, both by medical investigation and practical experiment and as by its adoption, the injurious postures so productive of spinal curvature and short sight are to a very great extent avoided, it is hereby recommended that upright penmanship be introduced and generally taught in our elementary and everyday schools."

In view of such statements by the most distinguished medical experts, it may be taken for granted that every person at all capable of weighing the evidence will admit the

superiority of vertical writing from a hygienic standpoint, and if health be a matter of prime importance nothing but the power of "the eternal yesterday" can perpetuate the old slant.

But there are others who must be consulted as well as the doctors, viz., the teachers who have to teach writing, and business men who have to use it continually: Which system can be taught most easily? Written most quickly? Read most easily? It should now be easy to answer these questions seeing that for the last ten years the vertical system has been very generally adopted in the larger proportion of American and English cities, largely in France and almost wholly in Germany. It is a very striking fact that Japan, which has for the last few years been scientifically investigating and appropriating the best that the most advanced civilizations of the world had to offer, has also adopted vertical writing. It would be strange if they had not in this displayed the same soundness of judgment and wisdom which characterized their other selections of the best.

But we do not need to go so far away for evidence. Prof. Kreemer, of West Chester, Pennsylvania, gives in "Education" for May, 1905, the results of a full and careful investigation. For the benefit of those who have not access to this valuable report, let me give a few of the more important paragraphs, replies and conclusions:—

"A desire to find out what systems of writing are taught, the advantages and disadvantages of each, and to ascertain whether any particular system is preferred by business people with the reasons for any preference, to the end that the schoolroom may furnish more efficient training and preparation for life, prompted the sending out of three sets of questions; one set to teachers of primary grades, one to teachers of advanced grades and high schools, and a third to business men and women."

"Three systems of writing, the slant, the medial, and the vertical, are now taught more or less generally. The Spencerian with its slant of fifty degrees from the horizontal is one of the older systems. I might remark that it is found on investigation that later teachers of the slant writing changed the angle to fifty-two degrees, and finally to fifty-five degrees from the horizontal. Thus we find a tendency toward the medial and vertical. The medial has a slant of about seventy-seven degrees from the horizontal."

PRIMARY TEACHERS.

Prof. Kreemer sent out questions to one hundred leading primary teachers. "The object of these questions was to ascertain what system is most easily learned; that is, by which system is time saved, in the learning which is a natural system, and what may be claimed for each." 3rd question—"By which system did your pupils learn to write the more quickly?" "Fifty-seven have taught both, and are therefore in a position to speak from experience as well as from observation in answer to the third question. Of these six say slant, forty-eight say vertical, three do not answer. Eighty-eight and eight-tenths per cent. say by vertical writing time is saved to the pupil. From the great preponderance in favor of the vertical, it seems fair to infer that in the cases in which slant was learned the more quickly there must have been some peculiar condition other than the system of writing which brought about this result. In each of these six instances the answers were from those who say they personally prefer the slanting system. We can but conclude, therefore, that time is saved for those pupils who are taught vertical writing. Fifty-seven say the vertical is the more legible, two the slant, and one the medial. Twenty do not answer. If vertical writing is more legible, as must be true from the preceding, then time is saved for those who read the same."

"Thus far by replies from teachers of primary grades we learn that time is saved to both teacher and pupil by using a system of vertical writing."

4th question. "If the pupils face the desk with the edge of the paper parallel to the edge of the desk, is the tendency to a vertical or a slant hand?"

"The object of the fourth question is to ascertain which is a natural system of writing. It is assumed that that is a natural system which will be produced in primary grades occupying a natural position at the desk. The question suggests the correct position of pupil and paper. The authority for this is an article on School Hygiene by S. D. Risley, A. M., M. D., Ph D., Professor of Ophthalmology in Philadelphia Polyclinic and College for Graduates in Medicine, attending surgeon to the Wills' Eye Hospital, Philadelphia. He says: "The weight of authority would seem to favor the vertical script and the placing of the paper in a central position in front of the pupil, the top and bottom of the sheet—that is to say the ruled lines on the paper—being parallel to the plane of the body, the pupil being required to face the desk squarely."

* The remark of a local medical man of high standing when speaking of another specialist is very appropriate here. "Let no one imagine that an eminent specialist would rush into one of the first medical papers in the United States with an absurdity."

"The fourth question is answered as follows: Eighty-eight say vertical, eight say slant, five backhand. This seems to decide for us that vertical writing is ordinarily the result of a proper position of pupil and paper, and therefore a natural system."

"Out of the one hundred and fifteen primary teachers ninety-four are teaching vertical writing. Those favoring the vertical give the following reasons: A few believe it can be more rapidly written; others say legibility is the first requisite, and that vertical writing possesses that quality in a greater degree than any other. Many who oppose the vertical system on other grounds admit its superior legibility. A teacher of much experience says: 'The vertical system is the natural way for the children; position in desks gives an equal strain to both eyes. The body is in a natural position, and no deformity is caused.' 'The muscular and arm movements are more easily taught to beginners.'"

"From the foregoing we deduce the following:—

- I. Vertical writing can be taught in less time than slant.
- II. In lower grades vertical writing is more legible.
- III. That a child accepting a natural position at the desk will write vertically, and therefore this is the natural system."

HIGH SCHOOL TEACHERS.

"Of one hundred and four replies, eighty-three say they can mark the word written vertically with more facility and despatch than they can that written slanting."

"Ninety-one teach the vertical; ten, the slant; and ten the medial."

"In slant writing in a business college the average was one hundred and five letters per minute; in a high school, one hundred and seven; in the upper grades in a number of public schools, a test of vertical writing showed an average of one hundred and thirty-three to one hundred and sixty-four letters per minute. From the foregoing we must conclude that by vertical writing time is saved for both the writer and reader."

"A principal of a Pennsylvania state normal school says: 'We here generally believe in the vertical writing. We teach nothing else. The writing of the school has greatly improved since we used the vertical system. State examiners who come here praise it highly.'"

"A prominent superintendent in a New England State has the following:—'After six years of vertical we were unanimous for a change to the medial slant. The teacher of penmanship prefers to have the vertical in the first and second grades, changing to the medial the last of the second or the first of the third. They learn to write legibly in the first grades in one-half the time with the vertical system; in the upper grades they cannot write so fast, but the fact remains that so far as ease in writing is concerned, there is nothing quite like the vertical.' 'Several say they teach the vertical in lower grades and slant in high schools.'"

BUSINESS MEN.

A large proportion of the replies sent in by business men were in the form of letters rather than on the blanks supplied to them. Being less definite it is more difficult to give the results. The majority of them did not favor the vertical system. This was, of course, to be expected, for it was introduced only about ten years ago and has not yet had time to dissipate the predilections of early training and fixed habits. It is rather remarkable that their reports are so favorable to the vertical.

1st Question:—"Do any of those employed in your house use a system of vertical writing?" "Of those who filled the blanks twelve answered in the affirmative, seven in the negative." "Fourteen say the vertical is slower."

4th Question:—"Do candidates using a particular system of writing find more ready employment than those using another?" "To this question thirteen say yes, and thirteen say no." "In reply to which gets the more ready employment, five say slant, two say vertical."

"With a single exception, legibility is given as the first requisite; rapidity second; and beauty third."

"The General Passenger Agent of the Pennsylvania Railroad makes the following statement:—'It has never been our rule to pay any attention to the system of writing except that it be legible.' A letter from a Boston firm says:—'We do not restrict our office force to any system of handwriting, and we have no decided choice.' Another:—'We have no preference; all we require is good legible writing.' From the Corresponding Secretary of the Mutual Life Insurance Company of New York we have this statement:—'No account is taken of the style of penmanship.' A member of a leading firm of architects says:—'All our employees are required to use the vertical because of its legibility.' A lawyer informs me that were typewriters not so generally used, the demand for vertical writers for legal work would be much greater than for those using the slant."

"Now, at what conclusions have we arrived in this discussion?"

- I. That vertical writing is more quickly and more easily taught.
- II. That vertical writing is more legible and therefore more quickly read.
- III. That vertical is the natural system of writing.
- IV. That without tests the slant system is thought to be more rapid.
- V. That in tests made, vertical has greater speed.
- VI. That speed is not of primary importance."

About five years ago Prof. Kreemer sent circulars of enquiry to prominent business men and received twenty-three replies. They all agree in giving legibility the first place; "Legibility of every word," says one whose mail is from every quarter of the globe; "no mistakes; no nervous prostration in guessing at what should be plain." "Fourteen commend vertical writing; only two who have had vertical writing used in their business say anything against it." "One who employs a dozen people to do clerical work says: 'Our vertical writers write as fast or faster than other good people to do clerical work says: 'Our vertical writers write as fast or faster than other good writers. We have scribblers who can write faster, but that is of no value, for the saving is more than wasted in the reading.'" "The strongest statements in favor of vertical writing are from those whose correspondence is heaviest or those who have books to examine."

"Therefore, as the system of vertical writing is more legible, more rapid, occupies less space, and has fewer flourishes, we must conclude in the language of one of the replies that we should 'teach it.' And this 'teach it' is from one who has about twenty book-keepers and the like under him, in a large business house in New York, and his daily mail numbers nearly if not more than a hundred pieces."

A committee from the Chicago Principals' Association has just published a very full report on writing. Seventy-eight inquiries were sent to cities containing 50,000 or more inhabitants and sixty-nine replies were received. Of these cities, 37, including Cleveland and Philadelphia, use the vertical. In New York, Boston and some other large cities, the system is optional, but the vertical is mostly used. Superintendent Maxwell of New York, writes: "A majority of our Board favors the vertical system, and is decidedly opposed to a full slant." "In Massachusetts the vertical system is adopted by townships, being used by about nine-tenths of all cities and rural schools." Superintendent Conley, of Boston, writes: "Vertical writing is used in the public schools of the city and quite generally. It would seem therefore that it is satisfactory to those interested."

The report states that in Nebraska in a speed test the vertical won by 150 letters per minute against 128 slant. "The vertical has no objection from the business men and is favored by most every one in higher education."

In Connecticut: "Business men approve vertical writing for general use. Insurance companies prefer vertical for all work. Same adopted by a number of companies. Reasons for vertical—Legibility, uniformity; less space occupied; neatness"

The report states that "in England special credit is given to a style called civil service hand, used in all examinations; this style being a full open letter with less slant than medium hand, though a tendency for a fixed style is manifested which will probably result in vertical form of letter with slight slant."

PRESENT STATUS OF VERTICAL WRITING.

We sometimes hear that vertical writing has been a failure and that some school boards are returning to the old slant. The fact is that both the old slant and the vertical are failures when not properly taught. The old slant was, in the majority of schools, such a lamentable failure and produced such illegible scribblers, not to speak of its ill effects upon health, that upon the revival of the vertical which was the only system until the 16th century, it was warmly welcomed and very generally adopted.

In some respects the results were most gratifying and the writing of the schools was greatly improved. The writing position recommended was natural and easy, the forms of the letters simple and legible, so that in the early stages almost any teacher could show beautifully written copybooks, too often, however, produced by a slow finger movement. These advantages led to a neglect of proper drill in the arm movement, necessary in the higher grades to the production of rapid writers. Want of skill on the part of many teachers, and not any defects in the vertical system was one of the causes which led to a prejudice against it. And this prejudice was increased by the unreasonable demands of some business men who seemed to think that pupils who had been through the public schools should be able to write a rapid business hand. The interests of the great majority of the public will be fully served if the writing of the schools is legible, uniform and of moderate speed. Anything more than that would deprive the pupil of the necessary drill in other subjects of more general use. If he desires to become a specialist in business writing he should take a special course in a business college or serve for some time in an office where he will soon acquire the necessary speed, dexterity and technical skill.

Wishing to find out the present status and future prospects of penmanship in Massachusetts, Superintendent Keyes in March, 1904, sent out a circular to 33 cities and 148 towns in the State asking among others the following questions:—

1. "What system of penmanship do you teach in your schools the old slant, the medial, or the vertical?"
3. Do you expect to change your system within a year or less?
4. If you expect to change which system do you intend to adopt?
5. Which of the three systems do you think will become the permanent one in the majority of the schools?
6. Which of the three systems is the best to secure legibility, rapidity and beauty?
8. Which of the systems is the best to secure the forearm movement?"

1. Replies from 30 cities: 18 used the vertical, and 11 the medial, and one the vertical and medial.

3. Only one city and two towns said they intended to make a change; one of them to the old slant, and two to the vertical

4. Many say that if any change were made it would be to the medial.

5. Four city superintendents thought the vertical would become permanent, and ten the medial. Among the answers were the following:—"There will be two systems, the vertical and the medial" "*I believe in teaching the vertical and then apply the forearm movement and let the writing take whatever slant it will so long as the slant is uniform and the writing symmetrical*" "*Many of the characteristics of the vertical will remain with us even if the medial does displace the vertical.*" "*The vertical which is a return to the universal chirography of the world has returned to stay*"

In the 119 towns 60 superintendents thought the medial would become the permanent system, 18 the vertical and six the old slant.

Special answers:—"The medial seems to contain the main advantages of the other two." "*The fashion at present leans towards the medial, small children write vertically if let alone*" "*I think that the vertical will be used in the primary grades and gradually change to slant in the upper grades.*"

6. Six city superintendents thought the vertical was the best, 5 the medial, 6 thought the vertical was best for legibility, 3 the old slant for beauty and speed, and 2 thought there was little choice

Special answers:—"Vertical is the best for legibility and most rapid to teach." "*The most rapid writer I ever saw wrote the vertical.*"

In the towns 49 superintendents think the vertical is the best to secure legibility, 48 the medial, and 8 the old slant; 28 superintendents think the vertical is the best to secure rapidity; 51 the medial, and 19 the old slant. 29 superintendents think the vertical the best for beauty; 49 the medial, and 17 the old slant.

8. "Nearly all the superintendents agree that the children write with the finger movement in the lower grades, and to some extent the forearm movement is secured in the upper grades. Fourteen city superintendents and 20 town superintendents think that it is immaterial which system is used to secure the forearm movement; the rest of the superintendents are divided in their opinions nearly equally among the three systems."

From the above answers Superintendent Keyes draws two conclusions: "(1) that wherever a good vertical system or a good medial system is now in use that system had better be retained; (2) that children in the lower grades are going to write slowly and with finger movement until the forms are well learned, and then speed can be increased in the upper grades with forearm movement, and each child can adopt such a slant as pleases his individual taste, as long as he retains the simple graceful forms he has learned in the lower grades, and makes his writing uniform in slant and symmetrical."

These conclusions are corroborated by Principal Summers of Milwaukee. He says: "The strength of vertical writing is shown by the fact that it has almost entirely supplanted the old slant system in all the best school territory in the United States from Maine to California. No system of writing could ever have so taken the country by storm unless it has in it the elements of strength and popularity. That the penmanship in our schools has greatly improved during the time that vertical writing has been in vogue cannot be denied. Compare examination papers of to-day with those written when slant writing was in use, and you will observe a marked improvement in legibility, neatness and uniformity. The every-day writing of the pupils to-day very nearly conforms to the style of writing used in the copy books. The vertical writing will certainly, if properly taught, give the child the best foundation to build on for the following reasons: It is the natural way of writing, it is easily acquired, and it is very simple."

ADDITIONAL OPINIONS.

A. E. Sink, General Operating Dept. Telegraph Co., New York:—"Telegraphers are the fastest penmen in the world. A good operator must make his pen record that which is sent over the wire at any speed, and it must be a clear, readable copy. He needs no study of penmanship to arrive at the conclusion that vertical writing is easiest and makes the clearest copy."

C. W. Henderson, Telegraph Co., Boston, Mass.:—"The majority of the operators employed in this office write the vertical hand. They adopted this method because of its being more rapid and an easier way to write. They tell me that they learned at first the sloping hand, but gradually changed from that to the vertical on account of being forced to perform rapid work."

J. W. Abernethy, Berkeley Institute, Brooklyn:—"Vertical writing in its distinctive features is commended by the highest pedagogical authority in the country and abroad. The one paramount merit of good writing is easy reading. Any beauty that a mere instrument of communication can possess must be included within, and subordinate to, its functional purpose."

School Journal:—"The end aimed at in writing is the making of a record to be read. With this new conception of the study, enforced by the general use of typewriting, and the growing impatience with illegible writing, the vertical writing appeared. It had everything to recommend it; not only far greater legibility (the prime purpose in writing), but vastly greater simplicity in every way, and it was almost immeasurably easier to teach to little children."

"When vertical writing came the teaching of writing in this country was, generally speaking, in a very bad condition, as every person obliged to read much correspondence in the old slant well knows. By the vertical method *all* children learn to write legibly and in a very short time."

"The whole body of hygienists and teachers of methods in Europe as well as in America, is solidly in favor of it." "The opponents of vertical writing can explain this most significant fact by no flippant charge that these scholarly men were, in a matter so vitally affecting the interests of little children, as well as the business world, hypnotized by a fad. Men like President G. Stanley Hall and Dr. Burnham of Clark University, Dr. Hartwell of Boston, Dr. Scripture of Yale College, Dr. Witmer of the University of Pennsylvania, Dr. O'Shea of the University of Wisconsin, Dr. Shaw of New York, Prof. John Dewey of the University of Chicago, and scores of others, masters and experts in physiology, psychology, and pedagogy are not to be so treated." "All the force of old and time-hallowed association opposes the change, but the logic of common sense is steadily forcing its ever-increasing adoption."

Objections.—"The few opponents of vertical writing are making four specific charges: 1. That it lacks individuality. 2. That it tends to backhandedness. 3. That it is slow. 4. That business men do not like it."

1. "Individuality."—The objectors forget that the very purpose of school instruction is to secure conformity to a standard. It is not during the school period, but afterwards, and under business conditions, that individuality is developed, and usually there is then far too much of it. It was the boast of the teachers of slant writing that they could not tell the writing of one pupil from another. When vertical writing has settled into the life habit it exhibits just as much personal quality as any writing needs."

2. "Backhandedness."—"In slant writing, by reason of the absence of any standard, great variations of slant, not only on the same page, but in the same line and word, were often made and passed without challenge or notice; [while in vertical writing] the eye can instantly detect the least variation from the vertical. The tendency is not a serious fault and it can be easily remedied."

3. "Speed."—"Comparative speed tests under favorable conditions, made by different persons at different times in several cities, have in nearly all cases given results favorable to the vertical. Investigation shows that in the schools vertical writing has not infrequently been done in a slow way. Little children just beginning, striving to learn better forms, naturally work slowly. In the days of Spencerian slant writing, twenty-five words per minute was considered by expert penmen a most creditable performance if done with even passable legibility; and legible writing that is faster than this has seldom been achieved in ordinary schools by any but the vertical writing. But great speed is by no means to be expected or desired in the writing of young children, and generally speaking, *business demands, and these alone will produce habitually rapid writers, no matter what system is used in school.*"

4. "Business men who have become accustomed to vertical writing prefer it because it is more legible, compact and rapid. But to expect fresh from school, expert and rapid business writers is to expect what no system, slant or vertical, ever produced or ever will."

It is like expecting from the same schools, and because English has been taught there, accomplished essayists and editorial writers. It is business practice alone that makes the rapid writer, and the child trained to the simple vertical has by far the best foundation.

Superintendent B. W. Tinker, Waterbury, Connecticut :—"Vertical writing has done a great deal to make the teaching of writing easier. It has given a better position for pupils, simpler letters, has done away with shading and guide lines. The youngest pupils seem to take to it naturally, and within a few months are able to write more legibly than was ever possible under the old slant. The average writing has very much improved. While under the slant we had some pupils whose writing was absolutely irregular, we have none at the present time whose writing cannot be easily read. The question of speed depends very little upon the system taught. Extensive speed tests taken throughout the country show that public school pupils using the vertical can and have written more words in a minute than professional penmen using the slant. A test taken in a large number of cities gave a rate of 130 letters per minute for public school children, who have had vertical writing from two to five years, while the average of business colleges and professional penmen in the same cities gave an average of only 103 letters per minute."

Dr. Eaton, U. S. Commissioner of Education, in discussing the Education Exhibit at the Columbus Exposition in 1893, says :—"Vertical writing is a strong feature of the English Educational Exhibit. London has taken hold of the penmanship problem with great earnestness, and, in the opinion of the writer, she has solved it satisfactorily by the adoption of vertical writing."

"The best part of the exhibit from New South Wales was the work in vertical writing. Sydney and the other towns clearly demonstrated the superiority of vertical over oblique penmanship."

C. C. Lister, Business College, Baltimore, Maryland :—"Where the copy-book is the fountain-head for instruction in writing, the student is seldom, if ever, well taught. Slow, laborious imitation of copies is the chief exercise at writing time." "The point that I wish to make is, that there must be a teacher behind the copy-book."

P. F. Barnhart, Supervisor of Writing, Akron, Ohio :—"I believe that children begin writing too young and that entirely too much writing is done in the lower grades. Children should not be given writing to do merely as busy work." "I believe vertical writing is the best standard to begin with." "The intelligent use of copy books will produce good results from the public school standpoint." "Combined movement should be taught about the fifth year." "The pupils in the higher grades who change to the vertical and then go back to the slant again after entering the High School or Business College find that they have gained rather than lost by the change. Their writing is now round, open and very legible and much better than that of the pupils who always wrote slant."

Mrs. J. C. Downend, Commercial Association :—"The soul of all true writing, either slant or vertical is good, free, muscular movement, and without which speed in writing is impossible."

Prof. Palmer, author of Palmer Slant Writing :—"Muscular movement thoroughly developed admits of the easy execution of rapid plain writing of any slant, forward, vertical or backhand."

Philadelphia Ledger :—"No person but one who cannot write a legible hand is at all excusable for sending to another handwriting that is difficult to read. It is first of all, an intimation that the writer has no consideration for either the loss of time to which he puts the receiver of the scrawling and scrambling letter, or to his or her discomfort. It is a general intimation that this writing, shabby as it is, 'Is good enough for you.'"

T. Raymont, Prof. of Educ. Univer. Col., South Wales :—"The production of an elegant style of penmanship was formerly regarded as one of the substantial aims of the school, but it is now recognized that the cardinal virtues of handwriting are legibility, rapidity, and ease of production."

"The early practice of rapid note-taking should not be allowed to ruin the pupil's style of handwriting."

"We have assumed that the paper written upon will be placed directly in front of the pupil with its upper and lower edges parallel to the edges of the desk, and, as a corollary to this, that the vertical handwriting will be adopted."

"The question as between slanting and vertical script has been minutely investigated by medical experts in Germany and in America, and there seems no doubt that the vertical is in all respects the better." "Not only is it more legible, but it directly favors a healthier posture. Little children who are beginning to write, naturally adopt the vertical style, and it is a matter of common knowledge amongst teachers of young children that, in order to produce the slanting style the child has to be deliberately taught to push the paper to the right; and then to assume a posture which plainly tends to spinal curvature."

School Report 1904, Lowell, Massachusetts :—"During the past year the question as to the desirability of changing our system of writing was brought to the attention of the Board

[composed almost wholly of prominent business men]. It was argued that the vertical system while unquestionably an improvement over the Spencerian in the matter of legibility, was still not practical because of the great loss of speed incurred. To remedy this latter defect and at the same time retain the advantage of legibility several new systems have sprung up which, it is claimed by their supporters, are preferable to either of the old systems. In considering the matter, the different members of the Board made a close examination into the system now in use and in the end came to the conclusion that it did not occasion any appreciable sacrifice in speed. In fact, the results obtained by the vertical system, both in speed and legibility, were so good that it seemed absurd to experiment any further.

Principal Marshall, Compton Avenue School, Halifax:—"I am strongly in favor of teaching vertical writing in our public schools. * * * There has been a marked improvement in the writing in this school, and I am convinced that every school that tries it will have a similar experience."

Principal Trefry, Morris Street School, Halifax:—"I have used Jackson's Vertical System of Penmanship, and from careful observation I am convinced that it is an admirable system. It has given me complete satisfaction."

Sr. DeChantal, formerly Principal St. Patrick's Girls' High School:—"Our sisters prefer the [vertical] style to the slant, and think that it meets all the requirements of good penmanship."

E. W. Arthy, Superintendent of Schools, Montreal:—"Being asked for an expression of opinion concerning the vertical system of writing, the Principals are unanimously of the opinion that after a fair and complete trial extending over a period of ten years, the system is superior in every respect to the sloping, both in the results obtained and the facility with which it is taught."

"When we were working with the slanting system pupils possessed no greater ability to write rapidly with regularity than they do now, and a special education at some business college was necessary before the graduate's writing was satisfactory to the man who needed a bookkeeper. The skilful and methodical teacher is an important factor in getting good results with any system of writing"

"We taught the slant for years and yet obtained no results when pupils tried to write rapidly. It is not so much a question of the style of letters as it is of the method pursued. The vertical letters are the simplest and are excellently adapted for beginners."

Zanerian Theory of Penmanship:—"So far as can be ascertained at the present time from comparing the two [vertical and slant] and practicing them both with an aim solely for truth, light and right, we are inclined to believe that upright forms are preferable to slanting ones where legibility, simplicity, brevity and speed are desired."

OPINIONS IN FAVOR OF THE MEDIAL SYSTEM.

The Penman-Artist and Business Educator, 1900:—"We must accept the lessons the vertical has demonstrated and incorporate them with the merits of the old. Out of the elements of the old and of the vertical we must construct a new that shall meet the requirements of the present and the future."

"Vertical writing has done more to improve the slant writing than is usually supposed. If vertical is displaced it will be by the semi-vertical."

J. M. Reaser, Commercial Department, Danville:—"The promoters of the vertical system have given birth to that medium slant which promises to be the business writing of the future."

P. W. Frederick, Mansfield, Ohio:—"Vertical is better for the little folks and the medium slant for older pupils."

The Chicago Principals of schools adopted the following resolution:—

"That an optional slant be adopted in place of vertical writing, the slant not to exceed 22½ degrees from the vertical and that a slant of 10 to 15 degrees be deemed preferable."

Various replies to Superintendent Keyes:—"The medial seems to contain the main advantages of the other two systems."

"By the way in which publishing houses are at work I think the medial is liable to become permanent."

"Medial, for I consider that nearer the natural hand."

Dr. Gunn, Class Teaching and Management:—"As to slope, something approaching vertical meets both necessities, ease in writing and in reading. A slight slope is almost sure to be given to the vertical lines and this slight degree of inclination which comes so natural does not at all detract from the legibility of writing. There can be no doubt that the slope of 60° formerly used is both less easy to write and less easy to read than the upright styles now common."

Platt R. Spencer's Sons, Am. Bk. Co. :—"It is now seen, after the experience of the past two years, that some slant is convenient and natural. It should also be evident that as minds and hands differ, so writing will differ. The amount of slant given to writing is wholly immaterial provided legibility is preserved. Since the youth of the country have for years been trained in vertical writing, it is also certain that the majority of the young now write with less slope than characterized the writing made a hundred years ago."

Commissioner Levee, Toronto :—"The system now taught [in the Toronto schools] is the medial slant, which combines the excellencies of both the Spencerian and vertical systems."

Victor Frazee, B. A., Providence, R. I. :—"The result of the investigation here was the adoption of a semi-slant writing, namely, twenty-five degrees. The supervisor [of writing] says she gets much better results." "I believe that the chief evil connected with writing is not a matter of system, but that children are set to writing too young. I think that for several years of school life all writing should be done either on the blackboard or on large desk slates of some kind, with crayon, and in large size, so that fingers and hand should merely hold the implement while arm muscles form the writing. A small child's whole nervous and muscular organization is under abnormal strain in writing."

Opinions of the same purport regarding medial writing might be multiplied almost indefinitely. It would seem that those who hold them do not profess to have investigated the subject scientifically. In most cases they are merely expressing their own personal likes and dislikes or the opinions and feelings of those around them.

If this is a case in which the advocates of medial writing are correct it will be another illustration of the fact that truth is sometimes reached by intuition before it is discovered by science; or of the proverb that "You will go safest in a middle course."

The scientific investigators who showed so clearly that the old slant was wrong may have been too hasty in concluding that *all* slant was therefore wrong. A moderate slant may be the middle course that minimizes the evils of two extreme positions. Or it may be true, as so many suggest, that the vertical is suited to the initial stages, that the medial may be better adapted for business purposes, while the old slant shows to great advantage in certain forms of ornamental writing.

This would be in accord with a fundamental principle of biology, viz., that the historical characteristics of the race are reproduced in the same order in the development of the individual. We know that all writing in its first forms was vertical and remained so until the 16th century. There may, therefore, be a deep underlying reason why in the earlier stages of child growth the writing that comes easiest to it is the vertical, which forms the best basis for any future modifications that may suit each individuality.

In the common schools of Halifax much attention has always been given to writing. The old slant, poorly taught on unsuitable desks, produced such poor results that about twelve years ago (as already stated) the vertical system was adopted with the full approval of all concerned. For the most part it was taught by means of copy-books, which were submitted for inspection at almost every meeting of the Board. The writing was legible, and generally remarkably good, especially in the primary grades, showing that vertical writing is well adapted to beginners on account of its greater simplicity and ease of acquisition.

As, in most cases, the pupils merely copied the headlines, carefully and neatly it is true, but without adequate drill in arm movement, especially in the higher grades, the work in the copy-book did not reveal the real defects in their penmanship, and, as too much note-taking was required of them, the quality of their writing deteriorated.

In Compton Avenue school for many years copy-books were discarded and the pupils were taught from the blackboard to write on blank paper, which was supplied instead of copy-books. There was some practice in arm movement and the forms of the letters were more carefully idealized. For this reason the pupils from Compton Avenue school were able to resist, through all the grades of the Academy, the evil effects of rapid note-taking much better than those who had been improperly taught from copy books only, and who depended solely on the finger movement.

It is true that there is much room for improvement in the writing of the higher grades of our schools, yet it is not nearly so bad as many business men are led to believe. The first pupils to seek employment from the high schools are often those whose carelessness and consequent want of success make them discontented with school work. They leave school prematurely and the whole school system is unfairly blamed for their defects. The fact is that the writing in the schools, on an average, is better than it was formerly. On this point I fully agree with President Nicholas Murray Butler of Columbus University, one of the most distinguished educationists in America. He says :—"It is the fashion to say that these branches are not so well taught as they once were; but the fact remains that the children of the present day are more proficient than were their parents twenty-five years ago in reading, writing and arithmetic."

In order to ascertain to what extent more attention to arm movement might be useful, a few schools were directed to give special attention to it. The result so far has proved to be only partially successful. As the desks are non-adjustable it was found that in many cases it was almost impossible to secure proper position and movement. It was also found that very few of the younger pupils had sufficient command of the arm muscles to effect the complex movements necessary to produce such well-formed letters as were possible by a slow finger movement, so that the progress made was not readily apparent. It may be added that many teachers do not yet fully realize that long continued and systematic drill in arm movements is a necessity for those who would become fluent penmen.

In the Commercial Department of the Halifax Academy, where the pupils are older and thoroughly in earnest, feeling that their success largely depends upon good penmanship, and where the teacher thoroughly understands her subject in all its details, the teaching of writing is a most marked success.

GENERAL CONCLUSIONS.

1. In the primary grades the first exercises leading to writing should consist in drawing straight lines to form the simpler capitals as in Roman type—the more complex forms being gradually learned, until the whole alphabet in its simplest vertical script form is mastered. This gives the pupils clear concepts of the fundamental forms that should be the ideal in all their writing afterwards. In learning these letters they should be grouped according to form and difficulty.

2. In the next stage the letters are to be connected—the vertical form being still retained. When convenient, exercises should be occasionally given in writing on the blackboard for the purpose of developing the larger muscles. In the kindergarten and in very small schools this is possible and really the correct way of beginning, but it cannot be profitably done in large schools.

3. The blackboard is indispensable in teaching writing and should be constantly employed to show the proper forms and contrast them with the wrong. Some one feature is to be made prominent at each lesson, and the pupil's attention focused on the form of any new or difficult letter. There should be a vast amount of practice in rapid repetition of ovals and other elementary forms and of letters one at a time filling page after page, until a good automatic writing habit is attained and rapidly from a free arm movement gradually developed in the higher grades. In the eighth and ninth grades the pupils should be able to write fluently without the use of the finger movements.

4. After the pupil has acquired a perfectly clear conception of the forms of the letters singly and combined, he may be allowed to adopt any slope which comes natural to him, provided his writing is uniform in that respect. This may, perhaps, be done in the fourth grade, but not later than the seventh.

5. Although writing should be taught mainly from the blackboard, yet copybooks* or copy slips are almost absolutely necessary in order to give the typical letter-forms, and to correct any misconceptions of form that may arise, and in order to eliminate any peculiarities that may exist in the teacher's writing.

6. The teacher should be careful that his writing on the blackboard or elsewhere is a worthy model for the pupil, and he should never accept from the pupil any exercise which is not carefully written. In the public school course all writing must be considered training in writing. In the higher grades care in the general work improves the writing more than the special writing lesson. The teacher whose blackboard writing is uniformly neat and legible will generally have a class of uniformly good writers.

7. A thorough and unremitting supervision on the part of the teacher is absolutely essential to check careless methods, and to prevent the pupils from growing into bad habits. During writing hour the teacher must not sit at his desk and write notes.

8. All teachers of the higher grades who do not understand how to teach writing properly, and in particular the systematic use of free-arm movements, should lose no time in acquiring that knowledge.

*The Jackson system of vertical writing perhaps no longer holds the first place for simplicity and beauty. There are now several American systems that probably excel; for example, the Graphic System, the New Era System, the National Writing Books, the Normal Review System, the Standard Vertical Writing, the Common Sense Copy Books,—all vertical. The Medial Writing Book by Gum & Co., and Morse's Natural Movement Method are better than the English Civil Service style, or any of the English or Canadian systems. We could not use the American books on account of the content of the head lines. I would, therefore, recommend that some Nova Scotia publisher should prepare a series on the basis of the best in the American systems with head lines suited to this Province.

HEALTH IN THE PUBLIC SCHOOLS.

[The following articles are published for the information of Teachers and Trustees, who shall be held responsible for any neglect in the management of conditions affecting the health of pupils in the school room]

OTTAWA, Ont., Jan. 26th, 1905.

HON. G. H. MURRAY,
Premier, Nova Scotia,
Halifax, N. S.

SIR :—I have the honor to forward to you, as per instruction, the enclosed minute regarding the medical inspection of the pupils of our Public Schools, passed at a recent meeting of the Executive Council of the Canadian Association for the Prevention of Consumption and Other Forms of Tuberculosis.

I have the honor to be, Sir,
Your obedient servant,

WM. MOORE, *Secretary.*

AT OTTAWA CITY, AND WITHIN THE OFFICE OF THE GOVERNOR-GENERAL,

October 22nd, 1904.

There was held a meeting of the Executive Council of the Canadian Association for the Prevention of Consumption and Other Forms of Tuberculosis, His Excellency in the chair, at which, among other things, the following resolution was passed :—

Moved by Sir James Grant,
Seconded by Prof. Robertson,

And resolved, That inasmuch as the education authorities in England, Europe and the United States are now moving as to the appointment of medical men to inspect Educational Institutions with reference to the health of the children, in order as far as possible to obviate the spread of Tuberculosis, that this Council is of the opinion that the Educational Department of Canada should be invited to consider this matter.

I hereby certify that the above is a true copy.

WM. MOORE, *Secretary.*

PROVINCIAL HEALTH OFFICER'S CIRCULAR TO PUBLIC SCHOOLS.

To the Teacher:

The poisons of some of the common and also of some of the most loathsome diseases are frequently contained in the mouth. In such cases anything which is moistened by the saliva of the infected person may, if it touches the lips of another, convey disease. The more direct the contact the greater the danger.

It is the purpose of health officials to keep in isolation all persons having communicable disease during the time that they are infectious. But in many cases this is impossible. Little restraint is put on certain mild diseases as measles, whooping cough, chicken pox and mumps, and even such diseases as diphtheria, scarlet fever and tuberculosis are frequently so mild as to be unnoticed, and children affected with them mingle freely with others. It is probable that in such cases one of the chief vehicles of contagion is the secretion of the mouth and nose. It is believed that much can be done to prevent contagion by teaching habits of cleanliness. But if such instruction is to be effectual it must be continuous. The teacher must notice and correct violations of these rules as habitually as the violation of the more formal school rules are corrected.

When the floors are swept, wet sawdust (not wet enough to wet the floor) should be sprinkled on the floor in front of the broom, as it will collect the dust and prevent it from rising, leaving the floor clean and dry. The custom of sprinkling water on the floor before sweeping is to be avoided, because where the drop of water falls the dirt is fixed to the floor and is very imperfectly removed by the broom. When the floor dries it is but little better than it was before it received attention.

The janitor or caretaker should at least once a week go over the walls, window and door casings, ledges, corners, etc., with a cloth DAMPED (preferably in any disinfecting solution), even with plain water, so as to remove all the adhering dust. *Cloth wants to be very damp.*

Even if the question of disease and contagion did not enter into the matter at all the subject ought to be given more attention by teachers. Our schools should not only teach reading, writing and arithmetic, but it is perhaps quite as important that they should inculcate cleanliness, decency, refinement and manners. Cleanliness should be taught for its own sake, even if it had no relation whatever to health.

CHILDREN SHOULD BE TAUGHT

to wash the hands and face often, and keep their person 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.

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.
- 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.

A. P. REID, M. D.,
Provincial Health Officer.

**INSPECTOR H. H. MACINTOSH'S CIRCULAR OF INSTRUCTIONS TO THE SCHOOLS
OF LUNENBURG AND QUEENS COUNTIES.**

Inspector MacIntosh, of Lunenburg, wrote the Superintendent of Education on the 9th of September, intimating the preparation and distribution of the following circular to his schools. The following quotations from this communication explain its origin, and suggest the reason of its publication in the JOURNAL.

"I am enclosing a copy of a "Circular to Trustees" which I have prepared with the "hope of interesting trustees, teachers and ratepayers in an effort to secure cleaner school-rooms and premises.

"In this circular, we are tackling the dust and dirt problem only this year. If we "meet with any degree of success in this attempt, outbuildings and ventilation will be "taken up next.

"As you will see, the circular to trustees simply advises more and better Sweeping and "Scrubbing and an annual disinfecting of the schoolroom.

"I am also calling the attention of teachers to Dr. A. P. Reid's rules *re* cleanliness and "health as appearing in his report of last year. A copy of these "Directions to Teachers" "is enclosed.

"The time seems opportune to bring this question, "The Schools in relation to Health" "before the people, especially trustees and teachers.

"From your remarks on Dr. DeWitt's paper at Truro, I judge that you are considering "the advisability of calling general attention to this matter in the October JOURNAL.

"I prepared them (with the assistance of Dr. Hamilton) for distribution in this divi- "sion, but should they be of general use, I shall be all the better pleased."

CIRCULAR TO TRUSTEES

Re

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 to 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, and I would earnestly ask your sympathy and help in seeing that the following rules are observed, 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, floors, 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.

DIRECTIONS 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.

HEALTH RULES FOR PUPILS.

(By Dr. A. F. Reid, Provincial Health Officer.)

Do not spit on the slate, floor, or sidewalk.

Do not put the fingers into the mouth.

Do not pick the nose, or wipe the nose on the hand or sleeve.

Do not wet the finger in the mouth when turning the leaves of a book.

Do not put pencils into the mouth or wet them with the lips.

Do not put money into the mouth.

Do not put anything into the mouth except food and drink.

Do not swap candy, gum, whistles, or anything that is put into the mouth.

Turn your face aside when you cough or sneeze.

Keep your face and hands clean—wash them before each meal.

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, lagrippe, 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 nostrils 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 readily be 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.

TO THE TEACHER.—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.

H. H. MACINTOSH,

Inspector of Schools.

PUBLIC SCHOOL COURSE OF STUDY.

152. The public school course of study may be considered under its sub-division of the common and high school course. They furnish a basis for the classification of pupils by the teachers and for the examination of schools by the Inspectors, while they also secure a definite co-ordination of all the work attempted in the public schools of all grades, thus fostering the harmonious interaction of all the educational forces of the province.

These courses are to be followed in all schools, particularly with reference to (1) the order of succession of the subjects and (2) the simultaneity of their study. The fulness of detail with which they can be carried out in each school must depend upon local conditions, such as the size of the school, the number of grades assigned to the teacher, etc. As suggestive to teachers with little experience, contracted forms of the detailed common school course for miscellaneous and partially graded schools are appended.

The public school course of study is the result of the observation and experience of representative leading teachers of the province, under the suggestion of the experiments of other countries, and the criticism of our teachers in provincial conventions assembled for many years in succession. A system developed in such a manner must necessarily in some

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

Changes in these courses of study must always be expected from year to year, but to a very small extent it is hoped, except in the prescription of certain texts in the high school course. These will be published from time to time in the bulletin of the Department, the JOURNAL OF EDUCATION, published in April and October of each year.

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GENERAL PRESCRIPTIONS.

These general regulations, on account of their paramount importance and their unchangeable character, are printed on page 10 of the School Register, so that they may be always before the eyes of the teacher. To save space they are not republished here; but attention is called to the fact that they are even of more importance than the special prescriptions which follow below as supplementary.

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SPECIAL PRESCRIPTIONS FOR COMMON SCHOOLS.

[In Completely Graded Schools].

GRADE I.

Reading.—First Reader with Wall Cards or Blackboard Work.

Language.—Story telling by pupil. Writing easy vertical letters, words and sentences.

Writing and Drawing.—Writing on slate, paper or blackboard. Drawing of easy, interesting figures as in *Manual Training*, to end of Section II (or as in alternative Drawing Course recommended).

Arithmetic.—All fundamental arithmetical operations with numbers, the results of which do not exceed 20, to be done with concrete or abstract numbers, accurately and rapidly. See *general prescriptions*.

Lessons on Nature.—Power of accurate observation developed by exercising each of the senses on simple or appropriate objects. Estimation of direction, distance, magnitude, weight, etc., begun. Common colors, simple regular solids, surfaces and lines. Simple observations on a few common minerals, stones, plants and animals.

Music, &c.—As under *general prescriptions*.

GRADE II.

Reading.—Reader No. II.

Language.—As in Grade I, but more advanced. See *general prescriptions*.

Writing and Drawing.—As in Grade I, but more advanced. Angles, triangles, squares, rectangles, plans of platform and of school room (or as in *Manual Training* No. I, to end of Section IV.); with *Public School Drawing Course* No. I (or as in alternative Drawing Course recommended).

Arithmetic.—Numbers up to 100 on the same plan as in Grade I.

Lessons on Nature.—As in Grade I, but more extended. See *general prescriptions*.

Music, &c.—As under *general prescriptions*.

GRADE III.

Reading.—Reader No. III. *See general prescriptions.*

Language.—As in II, but more advanced. Subject and predicate. Nouns and verbs.

Writing and Drawing.—Vertical letters on slate and in copy books. Freehand outlines on slate, blackboard, etc. Common geometrical lines and figures with their names. Map of school ground and surroundings. As in *Manual Training* No. I, to end of Section VI.; with *Public School Drawing Course*, No. 2 (or as in alternative Drawing Course recommended).

Arithmetic.—As in Common School Arithmetic, Part I., first half. *General prescriptions.*

Lessons on Nature.—Geography of neighborhood, use of local or county maps. Estimation of distances, measures, weights, etc., continued. Color. Study extended to three or four each of common metals, stones, earths, flowers, shrubs, trees, insects, birds and mammals. *See general prescriptions.*

Music, etc.—As under *general prescriptions.*

GRADE IV.

Reading.—Reader No. IV. *See general prescriptions.*

Language.—Oral statements of matter of lessons, observations, etc. Written sentences with punctuation, etc. Modifiers of subject and predicate, of noun and verb.

Writing and Drawing.—Copy Book. Drawing as in *Manual Training*, No. I, to end of Section VIII., with *Public School Drawing Course*, No. 3 (or as in alternative Drawing Course recommended).

Geography.—Oral lessons on Physiography as on pages 85 to 99, Introductory Geography, with the general geography of the Province begun on the school map. *See general prescriptions.*

Arithmetic.—As in Common School Arithmetic, Part I., completed. *See general prescriptions.*

Lessons on Nature.—As in Grade III, but extended so as to include four or five objects of each kind, as in *general prescriptions.*

Music, etc.—As under *general prescriptions.*

GRADE V.

Reading.—Reader No. V. *See general prescriptions.*

Language.—Oral as in IV., and *general prescriptions.* All parts of speech and sentences with inflections of noun, adjective and pronoun,—orally. Composition practice on "nature lessons," etc., increasing.

Writing and Drawing.—Copy Book. Drawing as in *Manual Training*, No. 1, with *Public School Drawing Course*, No. 4, etc., and drawing from objects (or as in alternative Drawing Course recommended).

Geography and History.—Idea of latitude and longitude, physiography, etc., developed. Oral geography of Nova Scotia on map in fuller detail. General geography of the Provinces of Canada and the Continent, as on the Hemisphere maps. Oral lessons on leading incidents of Nova Scotia history.

Arithmetic.—As in Common School Arithmetic, Part II., first half.

Lessons on Nature.—From mineral and rock to soil, as shown in neighborhood, and extended to five or six each of the common plants, trees, insects, other invertebrates, fish, reptiles, birds, mammals; and natural phenomena, such as ventilation, evaporation, freezing, closely examined. Health Reader No. I begun.

Music, etc.—As under *general prescriptions.*

GRADE VI.

Reading.—Reader No. VI completed. *See general prescriptions.*

Language.—Oral as in V. extended. Formal composition (simple essays) twice each month. Paradigm of regular verb. Simple parsing and analysis begun. More important rules of Syntax applied. Short descriptive sketches of observation, etc., etc., and letters, from oral instruction, as in "Lessons in English."

Writing and Drawing.—Copy Book. Drawing as in *Manual Training*, No. 2, to end of Section II., with *Public School Drawing Course*, No. 5, etc. Increasing practice in representing common objects in outline (or as in alternative Drawing Course recommended).

Geography.—Introductory Geography text to end of Canada. Thorough drill in outlines of Hemispheres, with map drawings.

History.—Leading features of Nova Scotia (oral).

Arithmetic.—As in Common School Arithmetic, Part II., completed.
Lessons on Nature.—As in Grade V., but extended to at least six or seven objects of each class specified. Distribution and values of all natural products of the Province. Health Reader No. I. completed.
Music, etc.—As under *general prescriptions*.

GRADE VII.

Reading.—Prescribed selections. Character of metre and figures of speech to be observed. *See general prescriptions.*

Language.—Leading principles of Etymology with Paradigms. Parsing and analysis of simple sentences and application of rules of Syntax. Oral. Written abstracts of oral or reading lessons. Simple description of "nature" observations, etc., narrative and business forms, Punctuation and Paragraphing. All from oral instruction as in "Lessons in English."

Writing and Drawing.—Copy Book. Drawing as in *Manual Training*, No. 2, to end of Section I., with *Public School Drawing Course* No 6, etc. Plotting of lines, triangles, rectangles, etc., according to scale, as in Morton's Mechanical Drawing, chapters I & II. Simple object drawing extended (or as in alternative Drawing Course recommended).

Geography.—Introductory Geography to end of Europe, with thorough map drill, and map drawing. *See general prescriptions.*

History.—Leading features of History of Canada (Hay). *See general prescriptions.*

Arithmetic.—As in Common School Arithmetic, Part III, first half.

Lessons on Nature.—As in Grade VI, and with the study of specimens illustrating the stones, minerals, etc.; each class, sub-class, and division of plants; and each class of animals found in the locality. All common and easily observed physical phenomena. (Much of this course will be covered by a series of object lessons on the subject matter of any twenty of the easier chapters of *James' Agriculture*, and on the *Introductory Science Primer*.) Health Reader, No. 2, begun.

Music, etc.—As under *general prescriptions*.

GRADE VIII.

Reading.—Prescribed selections. Elements of prosody and plain figures of speech, as illustrated in reading to be observed and studied. *See general prescriptions.*

Spelling.—Prescribed Speller in addition to *general prescriptions*.

Language.—Parsing, including important rules of Syntax. Analysis of simple and easy complex sentences. Correction of false Syntax and composition exercises, etc., as in "Lessons in English" completed. Pupils at this stage should be able to express themselves fluently and with fair accuracy in writing, for all ordinary business purposes. *See general prescriptions.*

Writing and Drawing.—Copy Book. Model and object drawing. *Manual Training*, No. 2, to end of Section V., with review of *Public School Drawing Course*, Nos 5 and 6, etc. Construction of angles, mathematical figures, maps, plans, etc., to scale and their measurements (and alternative Drawing Course recommended).

Geography.—Introductory Geography completed, with latest corrections and map drill, and map drawing. *See general prescriptions.*

History.—Outline History of British Empire (Robertson). *See general prescriptions.*

Arithmetic.—Common School Arithmetic completed. *See general prescriptions.*

Algebra.—Fundamental rules, with special drill on the evaluation of algebraic expressions.

Bookkeeping.—A simple set, as in Kaulbach & Schurman or equivalent.

Lessons on Nature.—As in Grade VII., extended to bear on Health, Agriculture, Horticulture, and any local industry of the School Section. Local "Nature Observations." (Much of this course will be covered by a series of oral lessons completing the subject matter of *James' Agriculture* and of the grade of *Science Primer*.) Health Reader, No. 2, completed. *See general prescriptions.*

Music, etc.—As under *general prescriptions*.

[In the County Academy Entrance Examination questions may be given on the special work of grades lower than VIII., but they will be optional.]

157.

CONDENSED COMMON SCHOOL COURSES.

[For partially graded and ungraded schools.]

The great majority of schools are in rural sections, the most of which have only one teacher, and are therefore ungraded.

These courses, which are condensations of the foregoing course, are published in detail in the *April* JOURNAL.

154.

SPECIAL PRESCRIPTIONS FOR HIGH SCHOOLS.

(Year ending July, 1906.)

An examination intended for those who require certificates of High School scholarship is given annually on this course; but teachers and school boards are required by law to grade their schools according to local conditions. The subjects of any *six* papers will be a minimum "full course" to constitute a *regular* pupil or student under Regulation 59 in County Academies or any other High Schools. The course to be taught in any school shall be determined by the joint agreement of the principal and the school Board, with an appeal to the Inspector, and from him to the Council in the case of disagreement or dissatisfaction.

For High School certificates of Grades IX, X and XI, the examination for which is entirely optional on the part of pupils, a group of eight papers is imperative for a "High School Pass," with a minimum aggregate of 400, and no paper of the group below 25.

For a "Teacher's Pass" an aggregate of 400 is imperative, with at least 40 on every paper of the Grade except Latin, Greek, French and German which are optional.

[For 1906 it is contemplated to make *Bookkeeping* and *Drawing* count as full papers instead of half paper, in which case the 400 minimum will become 450].

The subjects, number and value of the papers for the different grades of examination, and the general scope of examination questions, are indicated in the curriculum which follows. The text books named indicate in a general manner the character of work expected on each subject. Examination papers are assumed to be on the subjects, not on the text books, and may demand description by drawing as well as by writing in all grades. In any subject, also, a question may be put on work indicated under the head of "general prescriptions."

As it is practically impossible to obtain text books covering the subjects to the exact extent desirable by a majority; and as it would be pedagogically unsound to require even pupils in the same class--the one who may have a special ability and liking for the subject, as well as the one who has no ability or taste for it--to do the same amount of work; and as it is generally desirable that a text should contain more exercises and matter for students who may have the power and the wish to do more than the average, the text books recommended are selected with the view of containing more rather than less of what would suit the average student.

The excess of the text recommended is therefore equalized by the device of *optional* questions at examination. Examination questions are distributed as regularly as possible over the field prescribed. When only *five* questions are required for a full paper, *six* questions are equivalent to the reduction of the text by one-sixth, *seven* questions by two-sevenths (nearly one-third), and so forth. History and Geography in IX and X will have ten questions equally distributed, of which *five* will make a full paper, two of which must be on one subject and three on the other. This is virtually easier than halving the whole by prescription, for then these questions can be selected from the favorite subject. It will be practicable for a teacher under these circumstances to reduce the prescription to one-half of each, if he thinks he can do better work; but the memorization of details is never good except for those who can do it naturally and without effort.

GRADE IX.

Subject.	Paper.
ENGLISH.	1: LITERATURE— <i>Kingsley's Heroes, and Macaulay's Lays</i> , with critical study, word analysis, prosody and recitations. (For 1907, <i>Dickens' A Christmas Carol</i> (Riverside); and <i>Scott's, The Lady of the Lake</i> (T. C. Allen & Co.)). English Composition as in <i>Sykes</i> , 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.
	2: As in GRAMMAR (excepting notes and appendix) with easy exercises in parsing and analysis.

- LATIN. 3: 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].
- FRENCH. 4: As in Longman's French Course (Bertenshaw), *Grammar Part I*, and *First Conversational Reader* to page 34.
- HISTORY AND GEOGRAPHY. { 5: (a) Review of Canadian History as in Calkin with oral lessons on civics as suggested in "How Canada is Governed," (b) Geography as in *advanced* text,—astronomical (the easier problems), physical, and the various portions of the British Empire. (Exam. questions one-half optional.)
- SCIENCE. 6: (a=80). Botany as in Spotton or an equivalent. (b=20) Physics as in Primer or equivalent (winter months). Texts to be used only as aids to the study of the objects. Drawing of parts of plants, etc., while being studied.
- DRAWING AND BOOKKEEPING { 7: (a=20). Construction of plans, geometrical figures and solution of mensuration and trigonometrical problems by mathematical instruments, as in Morton's *Mechanical Drawing* to end of Chapter VII. (b=30) High School Drawing Course, No. 1, with model and object drawing and *Manual Training*, No. 2 completed. (c=50) Commercial forms and writing with Single Entry Book-keeping problems.
- MATHEMATICS. { 8: ARITHMETIC—As in the *Academic* to page 66.
9: ALGEBRA—As in *Hall & Knight's Elementary* to end of Chapter XVI
10: GEOMETRY—Euclid I, with easier exercises in *Hall & Stevens* to Prop 48.

GRADE X.

- ENGLISH. { 1: (a) Same subjects as in previous grade but more advanced scholarship required. (b) 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.
2: As in GRAMMAR (excepting appendix) with exercises in parsing and analysis.
- LATIN. 3: As in *Collar and Daniell's First Latin Book* complete, and "*Cæsar's Invasion of Britain*," by Welch and Duffield.
- GREEK. 4: As in *White's First Greek Book*, lessons I to L.
- FRENCH. 5: As in Longman's French Course (Bertenshaw), *Grammar, Part II*, and *First Conversational Reader* completed.
- GERMAN 6: As in *Joyes-Meissner's Grammar*, first 18 lessons, with Buchheim's *Modern German Reader Part I*, first division only.
- HIST. AND GEOG. 7: Review of British History as in "Outlines." (b) Advanced text-book of Geography completed. (Exam. questions, one-half optional)
- SCIENCE. 8: (a=70) Chemistry as in *Waddell or Williams*. (b=30) Agriculture as in *James* or *Mineralogy* as in *Crosby*.
- DRAWING AND BOOKKEEPING { 9: (a) Mathematical Drawing as in *Morton's Mechanical Drawing*. (Chapter X being optional in 1906.) High School Drawing Course No. 2, and model and object drawing, with simple drawing from nature. (b) Bookkeeping; Double Entry forms and problems.
10: ARITHMETIC as in the *Academic*.
11: ALGEBRA as in *Hall & Knight's Elementary* to end of Chapter XXVII.
12: GEOMETRY, Euclid I, II and III to Prop. 2, with the easier exercises in *Hall & Stevens*.
- MATHEMATICS.

GRADE XI.

- ENGLISH. { 1: LITERATURE—(a=80) Macaulay's *Essay on the Elder Pitt*, and Byron's *Child Harold, Canto I*. [For 1907, De Quincy's *Joan of Arc*, and Tennyson's *Princess*]. (b=20) A general acquaintance with the prescribed literature of the previous grades as above.
2: GRAMMAR—History of English Language and Text Book complete with difficult exercises. (b) History of English Literature as in *Meiklejohn*.

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| LATIN. | } | 3: Grammar and easy composition partly based on prose author read. |
| | | 4: (a) <i>Cæsar's De Bell. Gall.</i> , Book V. (For 1907, Book I), and (b) <i>Vergil's Æneid</i> Book II, (also for 1907), with grammatical and critical questions. |
| GREEK. | } | 5: Grammar and easy composition based partly on author read and <i>White's First Greek Book</i> completed. |
| | | 6: <i>Xenophon's Anabasis</i> , Book IV (for 1907, Book 1), with grammatical and critical questions. |
| FRENCH. | } | 7: <i>Grammar</i> as in text of previous grades, or <i>Lanos' Synoptical</i> , with composition exercises. <i>Authors: Scenes of Child Life</i> . Frazer, (MacMillan's); and <i>Le Chevrier</i> . Berthou (MacMillan) |
| GERMAN. | | 8: As in <i>Joynes-Meissner</i> , to lesson 44, with <i>Buchheim's Modern German Reader</i> , Part I complete. |
| HIST. AND GEO. PHYSIOLOGY. | } | 9: General History and Geography as in <i>Swinton</i> . |
| | | 10: As in prescribed text, " <i>Martin's Human Body and the Effects of Narcotics</i> ." |
| MATHEMATICS. | } | 11: PRACTICAL MATHEMATICS as in <i>Eaton or Murray</i> . |
| | | 12: ALGEBRA AND ARITHMETIC as in <i>Hall & Knight's Elementary Algebra</i> , omitting chapter XLI. |
| | | 14: GEOMETRY as in <i>Euclid I to IV</i> , with the easier exercises, the more important definitions and algebraic demonstrations of <i>Euclid V</i> , and <i>Euclid VI</i> (text) to Prop. 19, as in <i>Hall and Stevens</i> . |

GRADE XII.

The examination on this syllabus may be known as the Senior Leaving Examination of the High School. This portion of the course of study may be profitably undertaken on the lines best adapted to the staff of instructors or demands of students in the larger High Schools or County Academies. There is in this grade a bifurcation of the course into a classical side and a scientific side, with minor options leading to the certificates of grades XII (classical) and XII (scientific) respectively. This grade is not only *not* compulsory on any school section, but it should not be attempted in any school with less than four High School teachers.

(A) IMPERATIVE FOR BOTH SIDES.

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| ENGLISH. | } | 1: As in <i>Lounsbury's English Language</i> . Chaucer's <i>Canterbury Tales: The Prologue, The Knight's Tale</i> , and the <i>Nonne Prestre's Tale</i> . (Skeat's 2/6 edition). (Also for 1907). |
| | | 2: <i>Stoffort Brooke</i> (Copp Clark) for reference. Shakespeare's <i>Lear</i> , Tennyson's <i>In Memoriam</i> , Eliot's <i>Adam Bede</i> , or <i>Selections</i> from Newman (Henry Holt & Co.) (For 1907, Carlyle's <i>Sartor Resartus</i> ; Shakespeare's <i>Julius Cæsar</i> ; and Milton's <i>Paradise Lost</i> , Books I and II.) |
| HISTORY. | } | 3: As in <i>Green's Short History of the English People</i> , and <i>Clement's History of Canada</i> . |
| PSYCHOLOGY. | | 4: As in James' Text Book of Psychology, Titchener's Primer, or Maher—edition of 1900. |
| SANITATION. | } | 5: As in the Ontario Manual of Hygiene. |

(B) IMPERATIVE FOR CLASSICAL SIDE.

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| LATIN. | } | 6: Grammar as in <i>Bennett</i> , and Composition as in <i>Bradley's Arnold</i> or equivalents. Latin translation at sight. |
| | | 7: TACITUS.— <i>Annals</i> , Books IV. (For 1907, <i>Agriicola</i> and <i>Germania</i>). |
| GREEK. | } | 8: CICERO.— <i>In Catilinam</i> , I to IV. (Also for 1907). |
| | | 9: VERGIL.— <i>Æneid</i> , Books V and VI. (For 1907, <i>Georgics</i> I and IV). |
| | | 10: HORACE.— <i>Satires</i> , omitting I, 2 and 8; and II, 7. (Also for 1907). |
| | | 11: ROMAN HISTORY AND GEOGRAPHY.—As in <i>Liddell's</i> . |
| | | 12: Grammar as in <i>Goodwin</i> , and composition as in <i>Fletcher and Nicholson</i> , or equivalents. Greek translation at sight. |
| | | 13: XENOPHON.— <i>Hellenica</i> , Books I and II. (Also for 1907). |
| | | 14: DEMOSTHENES.— <i>Philippics</i> , I and III, and <i>On the Cheronese</i> . (Also for 1907). |
| | | 15: ÆSCHYLUS.— <i>Prometheus Vincetus</i> . (For 1907, HOMER.— <i>Iliad</i> , Books I to III, omitting the catalogue of the ships) |
| | | 16: GRECIAN HISTORY AND GEOGRAPHY.—As in <i>Smith's</i> . |

(C) IMPERATIVE FOR SCIENTIFIC SIDE.

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| SCIENCE. | { | 17: PHYSICS.—As in Gage's <i>Principles of Physics</i> . |
| | | 18: CHEMISTRY.—As in Storer & Lindsay's <i>Elementary</i> . |
| | | 19: BOTANY.—As in <i>The Essentials of Botany</i> by Bessey (latest edition); with a practical knowledge of representative species of the Nova Scotia flora. |
| | | 20: ZOOLOGY.—As in <i>Ontario High School Zoology</i> , or equivalent with dissection of typical Nova Scotia species as in list specified in <i>Journal of Education</i> . |
| | | 21: GEOLOGY.—As in Sir William Dawson's <i>Hand Book of Canadian Geology</i> (excepting the details relating to other provinces from pages 167 to 235, or an equivalent text). |
| | | 22: ASTRONOMY.—As in Young's <i>Elements of Astronomy</i> . |
| | | 23: NAVIGATION.—As in Norie's <i>Epitome</i> , or <i>Hall's Modern Navigation</i> (W. B. Clive, London). |
| MATHEMATICS. | { | 24: TRIGONOMETRY. . . As in Murray's <i>Plane Trigonometry</i> . |
| | | 25: ALGEBRA.—As in Hall & Knight's <i>Higher Algebra</i> , omitting " * " paragraphs and chapters XXIV to XXXI. |
| | | 26: GEOMETRY.— <i>Euclid</i> , particularly VI and XI, as in <i>Hall and Stevens</i> , with exercises. "Loci and their equations," as in chapter 1, <i>Weutworth's Elements of Analytic Geometry</i> . |

(D) OPTIONAL FOR EITHER SIDE.

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| FRENCH. | { | 27: FRENCH GRAMMAR AND COMPOSITION.—As in <i>Brachet</i> or equivalent. |
| | | 28: FRENCH AUTHORS.—(a) Berthon's <i>Specimens of Modern French Prose</i> , complete; <i>Le Bourgeois Gentilhomme</i> , by Moliere. (b) Berthon's <i>Specimens of Modern French Verse</i> , Part I and the pieces beginning on the following pages of Part II of Macmillan & Co's editions; 112, 120, 125, 129, 134, 139, 146, 151, 158, 170, 176, 178, 183, 187, 197, and 206. |
| GERMAN. | { | 29: GERMAN GRAMMAR AND COMPOSITION.—As in <i>Joyne-Meissner</i> or equivalent. |
| | | 30: GERMAN AUTHORS.—As in Buchheim's <i>German Reader, Part II</i> . |

To pass Grade XII (scientific) a minimum aggregate of 1000 must be made on twenty papers, including all in groups (A) and (C) and any other five papers.

To pass Grade XII (classical) a minimum aggregate of 1000 must be made on twenty papers, including all in groups (A) and (B) and any other four papers.

No paper to fall below 25.

For Grade XII (classical and scientific), all the subjects in group (D) must have been taken as well as those in (A), (B) and (C). No paper to fall below 50.

For "Teacher's pass," no paper to fall below 50.

REGULATION 92 (AMENDED).

92. To make a "High School Pass" in Grade XII, the candidate must make, at least, the minimum aggregate (1000) on the twenty subjects prescribed, with no paper below 25.

Instead of passing the full Grade XII syllabus by one examination on twenty or more subjects, the candidate may pass it by "partial" examinations which require a pass of at least fifty on every subject or paper under the following conditions: (1) by first making an aggregate of at least 600 on any ten or fewer papers; (2) by subsequently making an average of at least fifty per cent on ten or the remaining papers of the course on which a pass of fifty was not made at the first partial examination; (3) after which if there should still remain some papers on which the candidate has not made the pass of fifty, the candidate may thereafter present himself for examination from year to year until he has made the pass of fifty on all. This privilege, (3), shall also be allowed to candidates who may have made an aggregate of 1000 on twenty or fewer papers, and to those who have already obtained Certificates of Grade XII (Cl), or XII (Sc.), or a License of Class "A". And so long as the Council of Public Instruction deems the character of the examination on the subjects not materially changed, all the valuation marks 50 per cent, or above, made on each subject at the said examinations may be incorporated into a single Certificate, provided, at least 50 per cent be made on each of the (twenty) subjects required for Grade XII (Cl) or XII (Sc), or on each of the (thirty) subjects in the full course for XII (Cl and Sc).

165.

UNIVERSITY MATRICULATION.

The leading universities and colleges of the Province have agreed to accept the Grade XI or Junior Leaving High School certificates in lieu of their matriculation examination, when the certificate indicates a pass on each subject required by the particular matriculation standard concerned. For example, a university may fix 50 or 60 per cent., more or less, in Latin, Greek or any other subject as its standard. Again, a candidate may fail to take a "pass" High School Certificate through a low mark in a subject not required for matriculation, yet make sufficiently high marks, as shown by his "examination record," on the subjects required to admit him to the university. This constitutes a practical affiliation of the Public High Schools with the Universities, which will save division of energy in many high schools, while it will place each of the Universities in the same relation to the public schools.

166.

TEXT BOOKS.

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.

LIST OF TEXT BOOKS PRESCRIBED FOR USE IN SCHOOLS.

167.

COMMON SCHOOL GRADES.

[For the school year ending July, 1906] The *Nova Scotia* Readers I, II and III (Morang & Co., at 15, 20 and 25 cents); IV, V and VI (Nelson's, at 25, 30 and 30 cents); Selected Readings for Grades VII and VIII (Mackinlay's, and Allen's, at 25 cents). In French sections, French-English Royal Readers, Primer to No. 3. [8 cts., 20 cts., 30 cts., 45 cts., respectively.] *Les Grandes Inventions Modernes* par Louis Figuier, 50 cents.

Spelling book superceded.—*English Edition*. (Sullivan Bros.) 25 cents.

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

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

History of England and Canada. (Copp, Clark & Co.) 30 cents.

Lessons in English. Revised. (A. & W. Mackinlay, Halifax.) 30 cents. *Grammaire*

Francaise Elementaire, for the use of teachers in French sections. 30 cents.

Common School Arithmetic. (T. C. Allen & Co., Halifax.) 15 cents each part; 40 cents *three parts* bound in one.

Tonic sol-fa. *School-day Melodies*, by Ada F. Ryan. Parts I and II. 10 cents each

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

Sloping Royal Crown, 4 cents each; or *Royal*, 7 cents each.

Drawing Books: Public School Drawing Course. (Canada Pub. Co., Toronto), 5 cents each; or Langdon S. Thompson's, 10 cents each; or Augsburg's Drawing Course as indicated on page 98 of April JOURNAL, 1905; or homemade books of cheap paper, under direction of each teacher for alternative course recommended.

168.

HIGH SCHOOL GRADES.

English Grammar (Mackinlay). 30 cents.

Academic Arithmetic (T. C. Allen & Co). 40 cents.

Martin's "The Human Body and the Effects of Narcotics." (Henry Holt & Co.), \$1.65.

Calkin's Geography of the World (Mackinlay). \$1.25. Calkin's History of Canada, 50 cents.

Outlines of British History (Thomas Nelson & Sons, Edinburgh). 45 cents.
 Hall & Steven's Euclid. (I, 25 cents; I to IV, 55 cents; I to XI, 80 cents.)
 Hall & Knight's *Elementary Algebra*. 75 cents.
 James *Agriculture* (Morang, Toronto). 30 cents.

NOTE.—The character of the High School work in its various subjects is further indicated by the books referred to in the High School Course of Study from year to year.

169.

MAPS, CHARTS AND APPARATUS.

The Council has not deemed it necessary to prescribe maps and charts of particular authorship for use in the Public Schools. In such well-known series as those of Phillips, Johnston, or Mackinlay, trustees will find an abundance of excellent material from which to select. Church's Mineral Map, and Mackinlay's new "Geological and Mineral Map" at one dollar, will be useful in all schools.

Bird and Nature-Study Chart with Manual by Schneider, as supplied by G. W. Hastings, Park Hill, Ontario (47 charts with stand, and over 400 photogravures in nature's colors).

The "Standard Dictionary" (Funk & Wagnall's New York and London), is recommended.

Trustees are authorized to procure the "School Equipment," described as *necessary* in the Manual of the School Law, from any workers or publishers, satisfactory to themselves and the Inspector.

170.

RECOMMENDED FOR THE USE OF TEACHERS, M. P. Q. EXAMINATIONS, ETC.

Manual of School Law, Nova Scotia, 1901. (All Booksellers). 15 cents.

Journal of Education, (Education Office). 10 cents.

The *Educational Review* for the Atlantic Provinces of Canada. Important on account of its reference to local and current educational progress, and for urgent or special official notices to teachers between the semi-annual issues of the JOURNAL. Therefore it is also recommended to all Boards of School Trustees. \$1.00 per annum.

Nature-Study Review, a new bi-monthly, \$1.00 per annum. Editor-in-Chief, Professor M. A. Bigelow, Teachers' College, Columbia University, New York City.

School Science and Mathematics (Secondary or High Schools), monthly. \$2.00 per annum. 440 Kenwood Terrace, Chicago.

Notes on Education, by J. B. Calkin. \$1.00.

The Nature Study Course, by J. Dearness, (Copp, Clark Co., Toronto), 60 cents.

Lectures on Teaching, by Sir Joseph Fitch (Cambridge Univ. Press). \$1.25.

Educational Reformers, by Quick (Appleton & Co.) \$1.50.

Education, by Herbert Spencer. 75 cents.

Mechanical Drawing for Grades VII to X, by S. A. Morton. 50 cents.

Wood's Primer of Political Economy (Copp, Clark Co.), 50 cents.

Political Economy for Beginners, by Fawcett. 75 cents.

Public School Bookkeeping, by Maclean (Copp, Clark Co., Toronto). 45 cents.

Maritime Single Entry Bookkeeping, by Kaulbach & Schurman, Halifax. 25 cents.

The Laws of Business (last edition), by C. A. Fleming (Owen Sound Fleming Printing House), \$1.50.

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

Augsburg's Drawing, Book I, for grades 1, 2 and 3, Ed. Pub. Co., 75 cents.

Augsburg's Drawing, Book II, for grades 4 to 8, Ed. Pub. Co., 75 cents.

Augsburg's Drawing, Book III. Brush, Wash, Water-Color, Pen Drawing, etc. Ed. Pub. Co. 75 cents.

Art Instruction in Primary Schools A Manual for Teachers (second year), by Mary Dana Hicks. (The Prang Elementary Course.)

Blackboard Drawing, by A. W. Seaby, 135 pp., 11½ x 7 inches, \$1.25 (Nelson & Sons).

High School Botanical Note Book, Parts I and II, for the Provincial Examinations, Ontario, paper, 150 pp., 7 x 10 inches 50 cents each. (W. J. Gage & Co.)

Shorthand Books, Isaac Pitman's. (Sole Agents in Canada, Copp, Clark Co., Toronto.)

Full list upon application. The Phonographic Teacher, 20 cts.; Key to the Phonographic Teacher, 20 cts.; Pitman's Shorthand Instructor, \$1.50; A Manual of Phonography, 50 cts.; Key to Exercises in Manual, 20 cents.

Other books for teachers on numerous subjects will be found in the *School Library Catalogue*—171. See October JOURNAL, 1903.) For Supplementary Lists see later JOURNALS.

MCGILL UNIVERSITY TRAVELLING LIBRARY.

Trough the liberality of the family of the late Mr. Hugh McLennan, the library of McGill University has been enabled to inaugurate a system of travelling libraries. The travelling library is no longer an experiment. It has been successfully employed for years in many of the United States, in England, and in Australia, and has produced most beneficial results. The books are always fresh and interesting; for when the resources of a travelling library have been exhausted in one community, the library removes to a new station and is replaced by another. No intelligent community can in these days afford to be without good books. Yet many a one which fully recognizes this as an abstract truth, has to face a concrete difficulty when the question arises of paying for its literature or even of selecting it. In the expectation of helping to remove such difficulties the McGill travelling libraries are being equipped.

Each travelling library will consist of twenty-five books, carefully selected, upon miscellaneous subjects, or, if desired, upon a special topic. One or more of these libraries may be taken entire, but individual books cannot be taken from different libraries. The libraries may be sent to country schools, reading clubs, public libraries, or other organizations, provided a satisfactory guarantee be furnished for their safe return and for the observance of the regulations under which they are supplied.

With the books will be sent two large photographs of pictures by great masters, of historic or noted scenes, or of buildings. The photographs will be framed ready for hanging in the school of the district, so that each scholar might become familiar with them. The books are returnable after three months, unless an extension shall have been applied for and granted. Pictures may be retained for a longer or shorter period as desired, but must be returned within a twelvemonth. Lanterns and slides will also be provided, and it is expected that arrangements can be made whereby lectures written by authorities in their various subjects may be supplied typewritten and ready for delivery, with the slides and lanterns to illustrate them.

It is desired to make these libraries practically free, but in the interest of the borrowers quite as much as of the lenders, a fee that will help to cover the transportation charges will be collected before the library is shipped.

Regulations governing the issue of books, pictures and lanterns, with application blanks, are enclosed.

Further information, if required, will be gladly supplied by the undersigned,

C. H. GOULD,

Librarian, McGill University, Montreal.

MCGILL UNIVERSITY LIBRARY.

Department of Travelling Libraries.

RULES.

1. On satisfactory guarantee that all rules will be observed Travelling Libraries may be loaned to:
 - (a) Country Schools, on application of the Principal of such school.
 - (b) Public Libraries, on application of the Governing Body of such library
 - (c) Reading or Literary Clubs, on application of the Secretary of such clubs.
 - (d) Communities possessing no free public library, on application of residents.
2. Travelling Libraries shall be:
 - (a) General Libraries, carefully selected for general reading
 - (b) Libraries for young people.
 - (c) Libraries on Special Subjects.
3. Each Travelling Library shall contain, as nearly as may be, twenty-five books; but in the case of libraries on special subject this limit need not be strictly observed.
4. Travelling Libraries shall be lent for a term of three months, and must be returned at the end of the term, unless the loan shall have been renewed after special application.
5. All expenses in connection with the Travelling Libraries, except local carriage shall be defrayed by the Library of McGill University, and except that a fee of (\$3.00) three dollars shall be forwarded by applicants with each application for a Travelling Library. An additional fee of not more than one dollar (\$1.00) may be required by the University Library before renewing the loan of a library.
6. The fee accompanying an application, whether for the loan of a Travelling Library, or for a renewal of the loan, shall be returned if for any reason said application be not granted.
7. Framed pictures suitable for hanging in the school of a district may be sent with Travelling Libraries. Not more than two such pictures at a time will be lent to the same school.

8. Such precautions shall be taken in packing books for return as to ensure them against injury in transportation.

9. Notes, corrections of the text, or marks of any kind in Travelling Library books, are absolutely forbidden. Applicants will be held responsible for all injuries beyond reasonable wear, and for all losses except loss by fire when the library is kept in a building which is insured.

10. "Reasonable wear." Books are not considered injured "beyond reasonable wear" when binding or leaves are loose or worn by use; but books returned after being soiled, wet, torn, gnawed, marked or otherwise disfigured with pen, pencil, paint or sticky substances, or having book plates or pockets marked or torn, or with leaves or illustrations missing, will be esteemed injured beyond reasonable wear; and borrowers must either pay the damages assessed by the University Librarian, or buy the book at such price as may be fixed by him. Said price, however, shall not exceed the cost to the University Library of replacing the book in question.

11. Books with loose leaves should be returned at once to the University Library for rebinding. Fresh labels will be supplied on application, and none larger than those originally used, must be placed upon Travelling Library books.

12. The Travelling Libraries shall be kept at a convenient place, and shall, when possible, be constantly open for delivering and returning books, but in no case shall they be open less than one hour on each of three days in each week; of which due public notice shall be given.

13. The foregoing rules are subject to change without notice; but no change in the regulations governing a Library actually in use, shall take effect until the expiration of the term for which the said Library shall have been loaned.

APPLICATION FORM.

(Blank forms will be supplied by the Librarian on application).

To the Librarian, McGill University:

SIR,—I, the undersigned Principal of..... School, or Academy in the school district of..... in the County or Counties of..... Province of..... hereby apply for the loan of Travelling Library No. with pictures, for use in the said school.

I have seen and read a copy of the rules governing the use of the said Travelling Library, and I agree to observe the same strictly, to return the said Library within three months from date of its receipt, and to make good any loss or damage beyond reasonable wear, however occurring, while the said library is under my control.

..... is hereby appointed librarian and is authorized to represent me in all arrangements with you, until I notify you to the contrary.

Enclosed please find \$3.00 (Three dollars) the fee required before shipment.

Dated at 190.....

Principal.

School.

On behalf of the School Commissioners or Trustees for the Municipality of..... in the County or Counties of.....

I hereby endorse the above application, and guarantee the Library of McGill University against any loss or damage arising through failure on the part of the borrower to fulfil the above agreement, provided that my total responsibility therefor shall not exceed \$..... say dollars.

Dated at 190.....

Sec'y.-Treasurer.

AGREEMENT OF LIBRARIAN.

I..... agree to care for the books in Travelling Library No....., and hereby become a party to the within application and agreement.

SHIPPING DIRECTIONS.

Send by freight express to (person) Street address (if any) Town, County, Province,

If address differs from freight or express station, please indicate variation)

LORD MEATH CHALLENGE CUPS AND LEAGUE OF THE EMPIRE PRIZES.

ESSAY COMPETITION FOR EMPIRE DAY, 1906.

To prevent misunderstanding, we repeat the notice given last month regarding the Challenge Cups and Prizes offered for Empire Day, 1906. We also notify all those kindly co-operating with us that those essays which are entered for the final judging in London must reach the Central Office by the 1st of February next.

Professor Sir Richard C. Jebb, Litt. D., D. C. L., LL. D., M. P., Chairman of the Federal Council of the Society, in kind response to the desire of the Committee, gives the subjects for the Essay Competition inter Secondary Schools of the Empire and inter Primary Schools for Empire Day, 1906. The subject he has chosen for Secondary Schools he intends should call out thought; that for Primary Schools is a straightforward subject of the historical kind, which he considers should be easy enough in these days of good manuals, whilst it is calculated at the same time to test both the intelligence and method of the pupils.

The following are the conditions and subjects:—

(a.) LORD MEATH EMPIRE DAY PRIZE (Secondary Schools).—A Silver Challenge Cup, value £10 10s., presented by the Right Hon. the Earl of Meath, K. P., to be held by the School, and a personal prize of £5 5s., given by the League of the Empire, is offered for competition, inter all Secondary Schools of the Empire, for an Empire Day Essay of not more than 2,000 words.

Subject: "The Ideas expressed by the word 'Empire.'"

(b.) LORD MEATH EMPIRE DAY PRIZE (Primary Schools).—A Silver Challenge Cup, value £10 10s., presented by the Right Hon. the Earl of Meath, K. P., and a personal prize of £3 3s., given by the League of the Empire, is offered for competition, inter all Primary Schools of the Empire, for an Empire Day Essay of not more than 1,000 words.

Subject: "The Chief Stages in the Growth of Greater Britain."

All Essays must first be judged in the Schools, and afterwards through representatives of the League in the different countries of the Empire. Full publicity of the competition will be given in each country, with the name and address of the representative of the League in charge of the matter in that country.

Only those Essays sent in through the authorized channels will be eligible for the final judging arranged for by the Federal Council of the League in London.

The names of the winning Schools will each year be engraved upon the Cups, and a parchment notification of the event will be sent to each winning school.

The Silver Cups are replicas of the Warwick Vase and are now on view in the League of the Empire Section at the Colonial and Indian Exhibition at the Crystal Palace.

The Cups and Prizes will be dispatched in time to reach the winning schools before the 24th May each year.

[From *The League of The Empire*, organ of the League, Sept., 1905. (Caxton Hall, Victoria St., Westminster, S. W., London.)]

The best Essay of each school may be sent to the Inspector who may send the best (or not more than three of the best from any one Inspectorate) to the Superintendent of Education, who as the Nova Scotia representative of the League will have one or more of those adjudged the best forwarded to London, provided they are received in time—the 5th of January, 1906—to be judged in London before the 1st of February, 1906.

"UNION JACK" COMPETITION.

The Education Committee of the Daughters of the Empire have been notified by the Victoria League, England, of their intention to offer a prize of a complete set of Mafeking stamps, which has been presented to them, valued at between £20 and £30 for the best Essay on "The Union Jack, the Crosses of St. George, St. Andrew and St. Patrick, and how they were combined to form the National Flag."

The prize is to be competed for among boys under thirteen years of age attending any recognized school in Canada.

CONDITIONS.

1. Essays are limited to 2,000 words.
2. The essays to be written under supervision on a given date, or to be certified by a Headmaster or Headmistress as the genuine unaided work of the writer, whose age also must be stated.

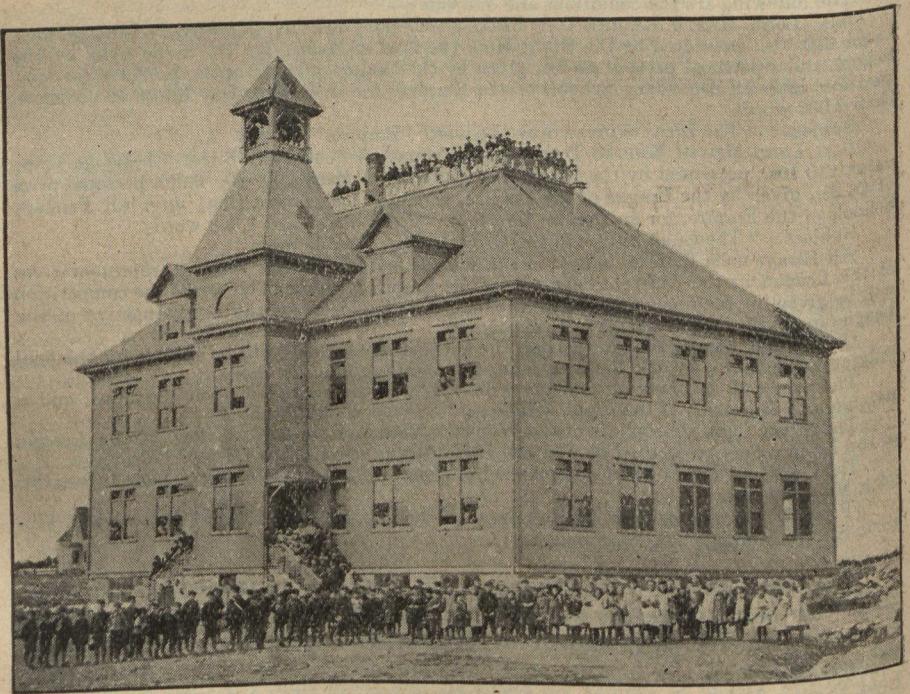
3. Each Essay to be accompanied by a correct drawing of the Union Jack.

4. Essays must be sent in by December 31st, to Principal Auden, Upper Canada College, Toronto.

The Essays will be judged by authorities appointed by the Educational Committee of the Daughters of the Empire.

The Prize Essay will be forwarded to England for the inspection of the donor of the prize.

The Committee recommend that the boys be encouraged to study the various periods of national history bearing upon the subject.—[From *Echoes*, October, 1905, the organ of the I. O. of the Daughters of the Empire, Toronto.]



PUBLIC SCHOOL, CLARK'S HARBOR, SHELBURNE CO., 1905.

The photogravure of the public school building given above, which has lately been erected at Clark's Harbor, Shelburne County, is high testimony to the progress of this locality in material resources, as well as an indication of the patriotic spirit and intelligent leadership of the community. Clark's Harbor has always had progressive men, and has had very good educational work done in its old schools. But the present ample accommodation for its ambitious young people, and the comfortable, sanitary and effective equipment for educational work from the primary to the high school grades, will give the present generation advantages never possessed by those which have gone before. This house of learning is the most useful gift possible to the children of to-day, and the most creditable monument to the enterprise and intelligence of their fathers. May the educational work advance in keeping with the educational equipment.



JOURNAL OF EDUCATION.

OCTOBER, 1905.

The full number of legal teaching days in the half year beginning 21st August last and ending 2nd February next, is 108.

CALENDAR 1905-6.

- | | | |
|-------|-----|--|
| 1905. | | |
| Aug. | 21. | First Quarter of school term began. |
| " | 22. | Provincial Education Association, Truro, opened. |
| Sept. | 4. | Labor Day (holiday). |
| Sept. | 25. | Normal Institute, North Sydney, opened. |
| Oct. | 5. | Provincial Normal School, Truro, open. |
| " | 17. | " Agricultural College, Truro, opened. |
| " | 26. | Dominion Thanksgiving Day (holiday). |
| Nov. | 6. | Second Quarter of school term begins. |
| Dec. | 23. | Christmas vacation begins. |
| 1906. | | |
| Jan. | 8. | Public Schools re-open. |
| " | 8. | Class A (b), Normal School begins course. |
| " | 25. | Class D, Normal School, completes course. |
| Feb. | 2. | First Half School Year ends. |
| " | 5. | Third Quarter of school term begins. |
| " | 7. | Class C, Normal School, begins course. |
| " | 9. | Last day for "returns" at Inspector's Office. |
| " | 22. | Class A (a), Normal School, completes course. |
| Mar. | 5. | March Annual Meetings of School Sections. |
| " | 7. | Class A (c), &c., Normal School, begins course. |
| April | 13. | Good Friday. |
| " | 23. | Fourth Quarter school term begins. |
| May | 4. | Arbor Day. |
| " | 23. | Empire Day. |
| " | 24. | Victoria Day (holiday). |
| June | 25. | Regular Annual Meetings of School Sections. |
| " | 28. | Provincial Normal School closes. |

GENERAL NOTICES.

DISTRICT SCHOOL COMMISSIONERS.

(Appointed 16th Sept., 1905.)

SOUTH INVERNESS—H. R. Beaton, Hay's River.
 HALIFAX. EAST— Rev. J. R. McDonald, Sheet Harbor.
 BARRINGTON— Capt. Joseph Homer, Barrington Head.
 Robt. D. Doane, " "
 W. T. Lewis, " "

MANUAL TRAINING LICENSES—1905.

Mechanic Science No. 24. Allan Boyd Crowe.
 Domestic " No. 20. Annie Bessie Juniper.
 No. 21. Frances Capstick.
 No. 22. Annie Redmond.
 No. 23. Susie Archibald.
 No. 24. Sara Lelia Vance.
 No. 25. Ada Grant.

GUELPH NATURE STUDY SCHOLARSHIPS, SEPT., 1905.

1. Mr. Perry C. Foote, Lawrencetown.
 2. Miss Vera Smith, Chester.
 3. Miss Mary C. Macdonald, Antigonish.
 4. Miss Mary Fitzrandolph, Brighton.
 5. Miss Josephine Lavers, Parrsboro.
 6. Miss Laura Evans, Bedford.
 7. Miss Ruth McCurdy, Truro.
 8. Miss H. Alice Bligh, Kempt Shore.
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NEW LEGISLATION—SINCE 1901.

As there was a larger demand for the April JOURNAL OF EDUCATION than could be supplied, presumably on account of its summary of the educational statutes and regulations supplementing the last Manual of the School Laws published in 1901, these amendments of the laws are republished on pages 135 to 150 of the present JOURNAL.

PENMANSHIP.

The report of the Supervisor of the Halifax schools on this subject, to the School Board of the City, will be found on pages 164 to 176. It is such a store of the opinions of educationists and business men from all over the world that it is specially worth preserving in convenient form for reference, in the interests of both teachers and school trustees.

SCHOOL LIBRARIES (SUPERIOR).

All schools whose Principal is receiving more Provincial Aid than that of the regular "B" grant must have a school library as one of the conditions of the advanced grant. This applies to the county academies as well as to the other high schools. No condition determining the minimum circulation of the books of such library is required, however; but each such school has to report the statistics of each library on the regular form, for otherwise the Education Department cannot make a report on the libraries of these schools. When the Superintendent is going to the trouble of collecting such statistics for the information of the public, as is being done in other progressive countries, the principals of the schools receiving these superior grants will not wish—when they think—to give the Department any additional labor in getting the facts from them.

SCHOOL LIBRARIES (RURAL).

It should be noted that notice of the intention to compete for a rural library grant should be given the Inspector in the notice of the opening of the school.

For the FIVE dollar grant, this year, the value of the books must be THIRTY dollars. [See regulation 173 (1)].

For the TEN dollar grant the value of the books must be at least SIXTY dollars.

SHORTHAND.

The Halifax County Academy has taken advantage of the option to frame a commercial course which appears to be of a very creditable character. The same course is open to all other institutions who can provide for it. It is satisfactory to see that in numerous schools some instruction in stenography is given. It is sometimes asked if any other system than the Sir Isaac Pitman phonography can be recognized. The answer is, no. It is the best system, and the most universal. And if shorthand is ever to be adopted for ordinary purposes instead of the long-hand, it will be soonest brought about by using no other system than this one. No confusion of pen speech is desired. The babel of tongues is enough.

HUMANE EDUCATION.

As an extension of the training in morals and good manners, the education of the humane sentiments of pupils should be developed whenever any occasion offers. The kind treatment of inoffensive animals should be everywhere inculcated, and even the offensive animals should be treated with the chivalry characteristic of the higher civilization. The laws and such societies as that for the Prevention of Cruelty to Animals make it very easy for teachers to give lessons on these subjects when the occasion arrives, which will be taken to heart by pupils of all textures of character.

MILITARY DRILL.

There are now several companies of uniformed and armed Cadets in connection with some of the best schools of the Province. There are three companies, of a strength of about one hundred and fifty, in the Halifax County Academy. In Yarmouth, at Middleton, and in a few other centres, some very superior drill is given. But elementary drill should be given in every school; for there is no better system of moving pupils in order. And why need any other system ever be used? If the majority of our teachers are ladies, they have to teach the majority of our boys and therefore should be able to drill them.

This is quite a different thing from developing the objectionable sentiment of militarism. The teacher should be careful not to glorify the aggressive in war. But if she does not develop in her pupils the patriotic desire to help each other and to make a sacrifice for the welfare of our common country should the occasion for it ever arise, she is not doing her duty.

SINGING IN THE SCHOOLS.

At the Normal Institute, held in North Sydney during the last week of September, which was attended by a large number of teachers from the six eastern counties of the Province, a remarkable demonstration of the successful musical education of the public school pupils of North Sydney and Sydney Mines was given. Professor Chisholm has put these towns in advance of any others in the Province in this respect.

This suggests the necessity of carrying out as soon as possible the advancement of the qualifications of teachers in this respect, as intimated years ago. In music we are very far behind even the British colonies in the southern hemisphere, as can be seen by reference to the tests which their teachers have to pass and to their modern courses of study.

Those who cannot sing should take up other professions than that of teaching in our common school grades. And those who can sing should be better trained than our minimum now requires. If children are not to have the advantage of learning to sing in their youth, when it can be brought in as a healthful as well as delightful exercise, without adding to the amount of their rote work, they are likely to be condemned for the rest of their lives to the loss of a faculty of very great value to every one in any position of life.

PROPOSED CHANGE IN THE SCHOOL LAW.

The Superintendent of Education would be glad to know the opinion of those interested as to the effect of making the Provincial Aid payable directly to the school boards instead of to the teachers. It is claimed that this change would interest the school sections more in the financial support of the schools; while the teacher would have the advantage of knowing the exact remuneration to be received for the term of engagement. In Halifax, and several of the towns of the Province, it has been found more convenient to pay the teachers a definite sum for salary, even under the present general law. If it is felt to be worth the trouble to make a special agreement in so many important school sections, it would be a general simplification to change the law for all. There would be no longer any deficits in the teacher's expectations, and the school boards would be more interested in obtaining high class teachers, and in the general administration of the schools.

READING FOR GRADES VII AND VIII, 1906-1907 (SERIES 2).

- MACAULAY : Horatius as in Royal Reader VI.
 AYTOUN : Edinburgh after Flodden, as in Royal Reader VI, with remainder of the Ballad.
 SCOTT : Selections from Ivanhoe.
 LAMB : Tales from Shakespere—Merchant of Venice, King Lear, As You Like It, Midsummer Night's Dream.
 SHAKESPERE : *Merchant of Venice*—Trial Scene, Act iv., Sc. 1, 1, 171-4000 ; *Soliloquy of Henry IV.*—"O Sleep, Gentle Sleep," Part II, Act iii, Sc. 1 ; *Speech of Henry V.*—Before Harfleur, Act iii, Sc. 1 ; *As You Like It*—Seven Ages of Man.
 COWPER : John Gilpin.

THE NEW READERS.

The publishers were not able to have the new Readers in the hands of the booksellers at the time arranged for. This caused some inconvenience in schools where the old books were exhausted (in the primary grades), when the teacher was untrained or did not know how to use the black-board.

But it caused more expense and worry to the Education Department and the booksellers than to any other parties, as it was impossible to explain promptly to the expectant public why the books could not be had when expected.

The publishers plead that they did all that was possible with their printers and binders ; and we believe this to be true. But it was a pity they had not this knowledge a little more in advance. The result was that the C. P. I. had to authorize the books (before they were finally recommended by the Advisory Committee) for the present school year, or else request the booksellers to import another year's supply of the old Readers. Neither the publishers nor the public desired the latter alternative.

The publishers of the first three Readers profess to be unable to give the trade any better discount than is the rule in Ontario and the rest of the continent generally. The Committee on the other hand were resolved not to allow the price of the books to be increased to the people. The result is cheaper books for our people than they have in the United States, the same discounts for the booksellers, but less profit for the publisher, so far as the facts can be ascertained.

EXCHANGE OF OLD READERS.

The following is the circular sent to teachers by one of the agents of the publishers, carrying out the arrangement published in the April JOURNAL, pages 98 and 99, for the exchange of old Readers :

TO TEACHERS.

We beg to advise you that we will exchange the Royal Readers in accordance with the regulations laid down in the JOURNAL OF EDUCATION:

A new No. 1 Reader for a Royal Primer, 4c. edition.	
“ 2 “ “ “ Royal Reader No. 1	
“ 3 “ “ “ “ No. 2	
“ 4 “ “ “ “ No. 3	
“ 5 or 6 Reader for a Royal Reader No. 4	

The Royal Readers must have a title page bearing dates 1902, 1903 or 1904. Three cent Primers and No. 5 Royal Readers are not exchangeable, neither are Royal Readers labelled “New Brunswick School Series.” To facilitate the exchange the teachers can send us the title page of each book with the following certificate endorsed thereon:

“This certifies that this book would be the regular Reader to be used by the bearer (name of pupil), who is a pupil attending this school, were the new readers not prescribed, and is therefore entitled under the arrangement made by the Education Department to “New Nova Scotia Reader number.....

School.....
County.....
Date.....

(Teacher or Principal).

On receipt of these title pages sent to us by mail, postage paid, we will forward a new book for each title page in accordance with the above arrangement, the freight charges, etc., to be paid by the teacher or school sending the title page. On receipt of the package containing the new Readers all the old Readers must be gathered up, packed in a parcel and held to our order. Any additional copies of the new readers can be purchased from the local bookseller or dealer.

Yours very truly,

A. & W. MACKINLAY Limited,
Halifax, N. S.

If books are to be sent per mail postage will be as follows and must be remitted:

Nos. 1, 2, and 4	6c each.
Nos. 5 and 6.....	7c each.
No. 8.....	8c each.

When local booksellers are not disposed to aid their customers by carrying out the arrangements for exchange of the exchangeable books, free or for the small cost of freight, the teachers or pupils or parents may have to make the exchange by mail, thus being put to the expense of the postage. The Halifax agents, by accepting the title page, save parties the postage of returning the old readers and in addition leave the old readers with them; where in a few years they will become of considerably more interest. The publishers supply the new books free, as agreed. To ask them to distribute the books, also, at their own cost, while the trade and the parties benefited do nothing, would be unfair, considering the low price of the books.

In fact, good reasons can be given for the old custom, which is followed in most countries yet,—that there should be no exchange, merely a long enough notice of the proposed change of texts in advance, allowing the booksellers and others to govern themselves accordingly, as they do in all other business affairs. Never before in Nova Scotia has such paternal care been taken of the book seller and the book buyer. There is nothing objectionable in the arrangement, however, as no one is getting anything at the public expense for nothing.

It has been asked why the exchange should not be allowed for books older than 1902? First, it was considered to be very generous to go back as far as three years. Second, to go back another year might

require the publishers to exchange new and costly books, for the discarded Royal Readers of New Brunswick—to buy up the old books thrown on the hands of rival publishers.

NOTICE.

1. The privilege of exchange shall not continue beyond the last day of February, 1906, except where schools are unavoidably closed. In such cases the privilege shall continue for another year; but then the certificate must be endorsed by the Inspector in addition to the teacher.

2. If any copy of the new Readers should appear to be defective in any respect, such as binding, paper, print, it should be promptly reported to the Education Department, and returned to the bookseller.

AGRICULTURAL AND SCHOOL GARDEN GRANTS.

On page 138 preceding, under the head "Legislation of 1905," will be found section 1 of chapter 19, amending the previous laws bearing on the inspection and classification of the schools in charge of teachers having the "agricultural" diploma; and section 2 authorizing the C. P. I. to frame regulations for a special municipal grant on account of school gardens.

The Council has been considering this problem, and the following outline has been favorably discussed; and is published here so that any suggestions stimulated thereby may be considered before the regulations are definitely passed.

1. That the "Agricultural" diploma be awarded only to candidates who show a practical acquaintance with the biology of the Province and the sciences underlying the art of agriculture and cognate industries, such as may be approximately acquired by a full year's course of study after attaining at least the scholarship of a grade XI "pass" certificate; the candidate being specially qualified to interest children in the objective study of nature, and the practical applications of science to the betterment of the conditions of the home, in addition to the ordinary qualifications of a Normal trained first-class teacher. The Superintendent shall present to the C. P. I. the records of candidates for the diploma with the joint recommendation of the Principal of the Normal School and of the College of Agriculture before the diploma is awarded.

2. Any such licensed teacher intending to compete for classification as "fair," "good," or "superior," under section 69 of the Education Act, must give notice of this intention at the opening of the school to the Inspector, who has at the end of each half-year to rank the school; and the lack of such notice shall be a disqualification even should all the other conditions be complied with.

3. For the lowest rank "fair," the school must have the superior equipment specified in Regulation 53, must have a school garden of some kind, or effectively utilize adjacent grounds and plantations, and must be conducted in all respects as a first-class school with special excellence in nature-study.

4. For the rank "good," the school should in addition have more than one teacher, and a well conducted school garden of at least the "small" standard prescribed, with good demonstrations of the nature-study done by the individual pupils of the school generally.

5. For the rank "superior," the school should have in addition to the requirements of the previous ranks, a special class of pupils doing advanced work in nature-study of such a kind as to be clearly advancing the industrial methods of the community in at least some department of agriculture, horticulture, forestry, etc. There should be a larger garden than the "small" standard, and a graded school of at least three teachers.

6. The "small" standard school garden should not be less than one eighth of an acre (5445 square feet), one-half of which might be set out as an arboretum and shrubbery, the remainder being plowed each spring, then worked up by the pupils into beds of four feet by ten, separated by walks three feet broad. This arrangement would give one bed to each of thirty pupils. The younger pupils might be assigned in twos to each bed. The grounds should be prettily fenced and kept in good order, even during holidays, when they should be visited by relays of pupils at least once each week. Such a school garden might be recommended by the Inspector for ten, fifteen or twenty dollars per annum from the municipal fund, according to the excellence of the general condition of the school, provided the school board spent at least as much on the plowing, fertilizers, etc., forming the annual current expense of maintaining the school in order, in addition to the labor of the pupils and teacher.

7. The "medium" standard school garden might be about one quarter of an acre on the average, one half of which might be set out as an arboretum and shrubbery, and the remainder divided into fifty or sixty "four by ten feet" beds separated by three feet walks, to be conditioned on the same general principles as the "small" standard. This would be the size of garden desired for the rank "good" where possible, drawing \$15, \$20 or \$25, according to excellence, from the municipal fund.

8. The "large" standard school garden should be over a quarter of an acre, with at least three times the number of "four by ten feet" plots recommended for the "small" standard, say, from 75 to 100 individual beds. This would be the size of garden desired for the rank "superior"; drawing under the same general principles \$20 to \$25 from the municipal fund. 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 a necessary part of any standard garden.

9. The size, number and management of plots specified above are given merely 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.

10. If the teacher or the secretary of the School Board recorded under oath the attendance of pupils during the holidays in weeding and observing the beds, such time might be arranged through the Inspector to be substituted for an equivalent number of holidays during the winter or stormy weather of the school year following.

11. 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.

NOTES AND COMMENTS.

SCHOOL SANITATION.

The importance of this subject has been forced upon the authorities by modern research, health boards and associations, and our leading medical men, representing every quarter of the Province. From pages 177 to 181 preceding, directions, which should be read by every teacher and school trustee, are published. The Superintendent will be glad if from the beginning thus made those interested in school sanitation should construct a model circular of instructions to be issued to the authorities of every school.

DUST DISEASE.

(From 'School Board Journal'.)

A recent issue of *American Medicine* contains an article entitled "Dust Infection and Dust Disease," by Dr. Robert Hessler, which every member of a school board should read. It shows that a large number of minor ailments, such as colds, catarrh and various forms of nervous and stomach troubles are caused by the inhalation of germ-laden dust. Patients removed to a pure atmosphere rapidly improve in health, while on returning to the dust contaminated atmosphere of the city, they again show the same symptoms. It is a well known fact that most contagious diseases such as measles, whooping cough, scarlet fever, etc., to which school children are subject, are communicated by disease germs in dust, but it has not been so well understood, although no less a fact, that catarrh and many forms of nervous and stomach troubles from which few school children escape result from the same cause. The delicate membrane of the nose, throat and lungs is constructed to withstand the onslaught of a certain quantity of this germ life, but it succumbs before the enormous amount of foul dust which permeates the average schoolhouse. Few members of the school board ever make a personal investigation into this matter, which is one of the most important to school administration. It is all left to the janitor, and in most cases nobody is too ignorant or careless to act as janitor, providing he does the work cheaply enough.

No standard of cleanliness is required. No intelligent or scientific attempt is made to reduce dust to a minimum. The janitor is often without adequate help and appliances to do the work properly, if he wanted to. Yet, dust infected schoolhouses are responsible for the sacrifice of the lives of hundreds of school children every year, and very few children pass through their school period without some impairment of health, which is directly traceable to inhaling germ-laden dust. As recently said by a physician member of the School Board of Chicago, the old methods of sweeping schoolrooms are barbarous. Every member of a school board should feel his personal responsibility in this matter. He should acquaint himself with modern sanitary methods of sweeping and cleaning schoolrooms and see that these methods are applied in his school.

THE CANADIAN BOTANICAL EXCHANGE BUREAU.

Geo. L. Fisher, Box 983, St. Thomas, Ontario, Herbarium Exchanger, desires to aid public schools, high schools and others interested in botany in making a collection of Canadian plants. Those desiring to know what he offers can learn by making the enquiry. Some of the leading Ontario botanists express approval of his idea.

MCGILL TRAVELLING LIBRARIES.

The origin of this institution, affiliated to the University of McGill in Montreal, is stated on page 191 preceding, with the rules, etc., necessary for any school, society or club to obtain such a library for three months or longer. Such library has no connection whatever with the Education Department of Nova Scotia. It is a great boon offered to schools in Canada; and the JOURNAL OF EDUCATION is simply desirous of putting every school in Nova Scotia in the position of utilizing such a medium of instruction wherever or whenever it may be desired. No responsibility is assumed by the Nova Scotia Department, either to the Library Department of the University, or to the possible borrowers, beyond making the facts known to the schools through this JOURNAL. Teachers or School Trustees can correspond with the Librarian in Montreal, who can give inquirers an idea of each kind of library to be loaned, and the conditions.

THE LEAGUE OF THE EMPIRE.

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

MRS. ORD MARSHALL, Hon. Secretary "League of the Empire,"
Caxton Hall, Victoria St., Westminster, S. W.,
London, England.

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

The *Monthly Record* of the League of the Empire can be had through the Hon. Secretary for *two shillings* per annum. For the Empire Day Prizes offered, see page 193 preceding.

THE IMPERIAL ORDER OF THE DAUGHTERS OF THE EMPIRE.

The Secretary of this Order which is also interested in the linking of schools for correspondence, is Miss CLINT, Room 31, 9 Toronto St., Toronto.

"*Echoes*" is the organ of the Order, published at 50 cents a year to non-members, and at 25 cents to members. It is in alliance with the "Guild of Loyal Women in South Africa," which offered a gold and a silver medal for the best essay on South Africa.

The Gold Medal was won by Bertie Lowry, Carberry, P. O., Manitoba.

The Silver Medal was won by Madeline Clay, Pugwash, Nova Scotia. The medal which is beautiful and very substantial, has been received at the Education Office, Halifax, for presentation to Miss Clay.

For the conditions of the "Union Jack" competition, see page 193 preceding.

An interesting Map of the World, 12 x 14 inches, on Mercator's projection, showing the British Empire in its statistical and other relations, can be had on application to the Secretary, by enclosing two cents for postage.

THE HALIFAX SCHOOL PENSION SCHEME.

The Halifax School Board has been making history during the last few years. A good commercial department has been organized in connection with the County Academy, the first four diplomas having just been awarded at the commencement exercises this month.

But a more remarkable step of progress has just been completed in the framing and unanimous adoption of a pension scheme for the City teachers. The teachers agreed to have their contributions taken out of their monthly payments by the Secretary of the Board, and the Board has agreed to pay all the balance necessary for the payment of pensions necessary from year to year. It will improve the outlook of the teachers of Halifax, but it is likely to benefit the educational work in the metropolis to a very much greater extent.

If the scheme goes into operation smoothly it will be a guiding light for other parts of the Province, even should the general Provincial Scheme recommended by the Educational Association at Truro in August, fail to be approved by the Legislature—and not for this Province alone but for the cities of the other provinces. It is the strongest stimulus possible for the successful inauguration of a provincial system. Halifax is still continuing to distinguish itself as a progressive and sound leader in educational reform.

SCHOOL ROOM AND SCHOOL GROUND DECORATIONS.

The beautifying of the school room and of the school grounds is making considerable progress in the more civilized portions of the Province. J. George Hodgins, the widely known Historiographer of the Education Department for Ontario, has done a great deal for his Province. His School Room Decorations take a wide range, illustrative of Nature Study as well as of the national and patriotic, while always remaining artistic. The teacher must take the lead in this reformation, as well as in others, as a rule. It should never happen that into a cultured community an uncultured teacher might sometime come. In many communities there is already a high standard of taste; and when this is the case it is reflected in the internal appearance of the school room, as well as in the adornment of the grounds without. The lack of it in and around the school room is a sin against the soul of the rising generation. But in many large regions of the Province the conditions are yet primitive enough for savagery, and the people themselves are not aware of it, and in some cases the Inspector does not appear to be conscious of it. It would be a capital thing if we could have the Inspectors exchange divisions for a short time. There is a great difference between the school houses and grounds of different regions of the Province.

NATURAL HISTORY SURVEY OF THE PROVINCE.

It is very gratifying to note the increasing number of our teachers who spend their spare time in enlarging our knowledge of the field of nature within the province. A great deal of work has to be done before this survey is even approximately well advanced, much less complete. It is good to see that so much of the leisure time often given to unproductive recreation is now being directed to research. It is a good thing to feel that the search for more truth is in the air. May this intellectual climate develop more and stronger men and women of initiative in the next generation than we can reckon in the present.

Every school should have its diary for the noting and preserving as permanent history, the remarkable meteorological, biological, historical, and such like incidents coming within the range of the pupils' knowledge. It is in connection with such incidents which create the psychological instant of supreme impressiveness, that the tactful teacher can effectively apply a lesson which lasts for a lifetime.

THE PHENOLOGICAL OBSERVATIONS.

These observations are not sent in from as many schools as formerly, but those sent in are more correct and more full, it appears. It is a good school exercise which the teacher can direct to be done when going to and returning from school, where it adds interest to the otherwise monotonous tramp forth and back every day.

In a series of able articles in the *London Times*, written by a delegate sent out to report upon the new developments in the schools of the United States and Canada, a very appreciative paragraph is given to this Nova Scotian feature which is beginning to be copied in some forms in other countries.

But the Nova Scotian observations are also valuable as scientific work, being more accurate in the great majority of cases than the observations made by individuals of the scientific societies, who often were able to make their observations only once or twice a week, and then only over a comparatively circumscribed ground. It is assumed that the reason why reports are not sent in from some schools is the meager knowledge of Nature and the common things around us by their teachers. The recording and sending in of such reports are purely optional, so that there is no temptation for a teacher to fill in the schedules by inference from the observations of neighboring teachers or previous reports from the section. Any act of this kind, of course, would necessitate the cancellation of a teacher's license; so that it is better to send in no report at all than to send in ones not actually made.

But a schedule with only a dozen accurate observations is a valuable scientific series of facts for any locality, especially if repeated from year to year; and is quite worthy of being bound up in the annual volume of Nova Scotian Phenology for permanent preservation.

The work of the Phenological staff in examining, selecting and compiling these observations from the individual schedules is one of very considerable labor. But the results are so valuable as scientific data, and the criticisms so useful to observers in training, that their names and their work are beginning to be recognized beyond the Province. The work, like that of nearly all our scientific societies, is done without any remuneration except the sense of doing a very useful service for the future development of the Province.

EXAMINATIONS AND CRAMMING.

The connection between these two is due to the desire of parents, pupils, and sometimes of teachers, to enable pupils to make a show of learning with the least time and with the least effort possible. If fifty per cent. is the passing mark, they look at the line as the athletes do when trying the high jump. All they want is to pass the line of fifty per cent. without striking it down with their heels.

The object should be to master the subject so as to be able to apply the knowledge effectively in the work of life afterward; and the line in view should be the hundred per cent. Examinations are necessary for numerous reasons. But when teachers set pupils at them like so many jumpers whose desire is to see how many can just clear the line, it is not education. It is cram.

What appeared to be a good, level-headed teacher of a high school was complaining of the difficulty of the course of study for the pupils of his school, considering their age. He thought it should be lowered a little. For the instant he talked like some of the respectable people who write in the papers. On investigation it appeared that the average age of the class considered was nearly two years younger than that of the same class in the best high schools of the Province, where the pupils were being educated instead of crammed. As soon as this was pointed out he saw where the trouble was. The pupils were pushed along too fast; and he had no exact idea of what was being done elsewhere. He was simply crowding as many as possible to pass the grades without noticing that he was driving them nearly two years in advance of their proper position. No wonder that there were over-pressure and too many subjects.

It is to give a guide to teachers as to what the average pupil should be required to do at a given age that so much care is required in the County Academy returns to have the exact age of each pupil down to the second place of the decimal of a year, averaged, and published in the Education Report.

An examination system is useful in public education as the sun is in summer. But the sun may be blamed for scorching up the Sahara, making yellow fever climates, or by its absence causing the cruel solitude of the Poles. It is not considered sane theology, however, to curse the sun for these bad things. It is wiser to irrigate the desert, to annihilate the mosquito, or to put on a fire. The examination system is useful and is a necessity. Let us train the teacher and the press, and through them the pupils and their parents, to understand that it is not haste to obtain pass marks which is required, but time to be educated. The schools in which pupils are being educated can as a rule generally pass nearly all. Where they are being trained merely to clear the low pass line, they are neither being educated, nor prepared to clear the line with general credit to the class.

DECAYING SCHOOL SECTIONS.

There were 1817 school sections in the Province of Nova Scotia during the school year ended July, 1904. In 240 of these there was no school, because either the population had nearly disappeared, or the small population left made no sufficient effort to open a school before teachers took up other employments for the year.

There were 240 more school sections which, taken together, had only an average attendance of about six pupils each day. These teachers drew as much Provincial Aid and as much of the Municipal fund as teachers having an attendance of fifty pupils. Thirty teachers could teach all attending these 240 schools. But there were 240 drawing full Provincial and Municipal grants, when there should be no more than 30. There were 210 unnecessary teachers, (could the pupils

be collected at thirty schools), drawing at least \$12,000 from the Provincial Aid fund and at least \$5000 from the Municipal fund. This illustrates one cause for the cutting down of the Provincial grants to teachers. If the 240 sections without school had teachers also employed for the half a dozen or less pupils on an average in each, there would be a draft of a still greater amount made upon these funds.

This is sufficient to illustrate that the Province is extremely liberal to small school sections. To no less than 254 of the poorest schools of the same year one-third more of Provincial Aid was paid than to teachers in large schools, and one-half more of the Municipal fund. The figures given above as the amounts of public money spent on these poor schools should therefore be increased in the one case by one-third and in the other case by one-half.

During the last school year teachers were disappointed at the additional cut in their grants. It was due mainly to the fact that many of the small schools with a half a dozen pupils which were closed the previous year were this year open.

Were all the small school sections capable of consolidation without being so large as to require conveyance, built up into sections of the proper size, there would be very few school sections vacant, and the Provincial grants of all teachers would rise to the maximum of olden times.

We have reason to be thankful, therefore, that there have been many consolidations of small school sections during the past year. It is to be fervently hoped that this progress may continue unabated until the small school section disappears wherever it is unnecessary.

WHAT GOVERNMENT IS TO BLAME?

In Nova Scotia the Government to blame for closed school sections is the government of the school section itself. The education laws of the Province allow even more than four times the public grant per pupil to small schools than is drawn by the large schools. The school section in Nova Scotia is a free and independent corporation which has the power of taxing itself, and has been allowed by District School Commissioners sometimes to determine its own size at the best sometimes of some selfish local party who desired for a few years to have the schoolhouse near his own house. When his family is educated the school section is found to be too weak or too small to keep school open for the remaining few.

The *folly* of blaming the Provincial Government for cases of this kind, and they are the great majority, is apparent as soon as the facts are known. But still there are parties who propose that the central Government should move the Legislature to give such school sections still more money which would have to be taken from the school sections which are making a local effort with less than a quarter of the public funds per pupil, in order to allow the small sections to exist as an independent corporation, a parasite on the public funds.

The *knavery* of not specifying the particular government to blame, is seen when the ratepayers of the delinquent sections are thus helped to believe that the rest of the Province owes them a school, when the law already allows them in many cases more than four times as much funds per pupil should they choose to tax themselves at the same rate as the other sections and keep school open.

During the past year the public press has begun to point out where the blame lies; and as a result, notwithstanding the great migration of our teachers to the west, the number of closed schools has considerably diminished. Let the truth be known and we shall have reform begin at the only proper place—at home, in the independent, self-governing school section.

MIDDLETON CONSOLIDATION.

What Middleton consolidated school section gets from the Province on account of consolidation is clearly shown by the following statement of the sum of money received in 1902-3, before consolidation, and the sum received last school year.

	1902-3	1904-5
Provincial Aid to Teachers	\$ 942 70	\$1,083 48
Municipal Funds	413 88	628 55
Manual Training Grants .....	.....	600 00
Tuition Fees, etc. ....	.....	114 78
	\$1,356 58	\$2,426 81
Gain from Province by consolidation	\$1,070 23	

Middleton has at present the advantage of the best city school system of education and of the country school combined. The Macdonald Fund, according to agreement, will aid the consolidation until the close of the present year—which is the third year of the experiment. The only question remaining to be solved is the possibility of administering this splendid equipment in future as effectively as it is at present. The local taxation is now only about thirty-five cents on the hundred dollars.

EAST BAY CONSOLIDATION.

To the people of East Bay, Cape Breton, belongs the honor of being the first to effect consolidation under the general laws of the Province. Four school sections which became partly depopulated were united into one by the District Commissioners, at the request of the more far-seeing and influential leaders of the communities concerned. There was the usual inevitable opposition which the good sense of the responsible parties did not allow to control the educational policy. There were only three wings of the united section which required aid for the conveyance of pupils. This conveyance was done much more cheaply than, though not so luxuriously as, that of Middleton. The following simple list of receipts and expenditures of the consolidated section for the first year of its existence will be both interesting and valuable to hundreds of individuals now studying the application of consolidation methods to the strengthening of decaying school sections.

FINANCIAL STATEMENT OF EAST BAY SCHOOL SECTION, C. B., FOR SCHOOL YEAR ENDED JULY, 1905.

Receipts.

Sectional Assessment	\$250 00
Provincial Aid to Teacher	70 02
Special Prov. Aid to Section	93 48
Municipal Fund (Special)	42 59
“ “ (Regular)	88 56
Raised by School Entertainment	57 75
Rent of Building	19 55
Sale of Lumber	1 50
“ Old Schoolhouse	12 50
	\$635 95

Expenditure.

Salary of Teacher	\$224 00
Paid to Drivers for conveyance	180 00
Prov. Aid to Teacher	70 02
General expenses (fuel, insurance, outhouses, supplies)	69 59
Secretary's Commission	12 50
Balance	79 84
	\$635 95
Cash on hand	\$79 84

MACDONALD CONSOLIDATED SCHOOL AT TRYON, P. E. I.

From a report of Mr. Theodore Ross, B. A., director, we gather the following as the summary of the receipts and expenditure of the consolidation of the three school sections, Tryon, Lady Fane and West Tryon, for the school year ended June, 1905 :--

Revenue of Tryon Consolidated Schools.

Sectional Assessment, Tryon	\$202 25
Sale of Old School Grounds, Tryon	17 00
Sectional Assessment, Lady Fane	35 00
" " West Tryon	35 00
Prov. Government (saving on two teachers' salaries)	270 00
Total Revenue	\$559 25

Expenditure.

Salary of Teacher (paid by Prov. Government).	
Janitor, Fuel, Land, Repairs, Fencings, etc.	\$287 39
Conveyance of Lady Fane pupils	178 00
" West Tryon pupils	89 00
Balance cash on hand	4 86
Total	\$559 25

ESTIMATES FOR YEAR ENDING 30TH JUNE, 1906.

Revenue.

Provincial Government (saving on 2 teachers' salaries)	\$270 00
Assessment, Tryon	55 00
" West Tryon	60 00
" Lady Fane	40 00
Total	\$425 00

Expenditure.

General expenses	\$122 34
Conveyance, Lady Fane	200 00
" West Tryon	100 00
Balance	2 66
Total	\$425 00

THE MACDONALD SCHOOL GARDENS IN ONTARIO.

R. H. Cowley, Esq., M. A., Inspector of Public Schools for Carleton County, Ontario, has published an excellent illustrated pamphlet of about thirty pages descriptive of the Macdonald School Gardens in Canada. Some copies are at the disposal of the Superintendent of Education who will have pleasure in mailing one to any teacher, school trustee or party desiring a copy. Five of these gardens are in Carleton County, under Inspector Cowley's general supervision. We quote the following statistical descriptions of their work as an aid to the development of our work in Nova Scotia:—

"The size of the gardens, including the usual school grounds, is in each case two acres, excepting the garden at Richmond, which contains three acres.

"One of the most useful accessories to the school garden is the garden shed, which is used for storing tools and produce, and for carrying on work not suited to the class room, such as preparing pickets and labels, analysing soils, assorting seeds, arranging plants, &c. The average cost of the garden sheds is about seventy-five dollars. They are of various shapes and sizes, according to the number of pupils to be accommodated. A popular plan is that of a shed shown in one of the accompanying cuts. This shed is ten feet by twenty feet, with an extension on one side about five feet wide, and finished as a green house. This obviates the necessity of having hot-beds. The garden tools are disposed along the walls of the sheds in places numbered to accord with the numbering of the pupils' plots. Along one side of each shed is a bench or table of plain boards, about eighteen inches wide, running close to the wall, along which are several small windows giving abundant light to pupils engaged in practical work.

"The chief tools and implements requisite to the school garden are hoes, rakes, hand weeders, garden lines, one or two spades and shovels, a wheelbarrow, hammer, saw, nails, &c. The pupils, as a rule, require only hoes, rakes and hand-weeders. Those pupils who are sufficiently mature to work a plot by themselves, or along with a companion, can get along very well with hoes and rakes of the average size. In one case, where smaller tools were supplied, the pupils abandoned them after a little practice for those of the standard size.

"While the plan of laying out the gardens varies according to soil, surface and location, the accompanying outline of the Bowesville garden suggests the general features that have been kept in view. These include a belt of ornamental native trees and shrubs surrounding the grounds; two walks, each about one hundred yards long, between rows of trees; a playground about half an acre in area for the boys; a lawn of about a quarter of an acre for the girls, bordered with some light and graceful shade, such as the cut-leaf birch; a small orchard, in which are grown a few varieties of the fruit trees most profitable to the district; a forest plot, in which the most important Canadian trees will be grown from seed and by transplanting; a plot for cultivating the wild herbs, vines and shrubs of the district; space for individual plots and special experimental plots; an attractive approach to the school, including open lawn, large flowering plants, foliage, rockery, ornamental shrubs, &c.

"The special experimental plots are, as a rule, larger than the individual plots. They are used for such purposes as the special study of rotation of crops, values of fertilizers, effects of spraying, selection of seeds, merits of soils, productiveness and quality of different varieties of crops, and many other similar subjects. At one school a special study was made of corn, clover, tomatoes and cabbage; at another beans, peas, beets and potatoes occupied the experimental plots; and at still another, some extra attention was given to plots of pumpkins and squash, cabbage and cauliflower. At all the gardens special plots will be devoted to small fruits, such as strawberries, raspberries, gooseberries, currants. The experimental plots vary in area from two hundred to two thousand square feet, but where the quantity of ground is restricted the experiments may be successfully carried out on plots of a much smaller average size.

"The gardens are managed throughout on the basis of individual ownership individual effort and individual responsibility on the part of the pupils. At all the gardens the pupils are given plots that are solely their own. According to the age and strength of the pupils these plots vary in size from 72 square feet to 120 square feet. At some schools each pupil has two plots, one for vegetables, &c., and the other for flowers. In other cases the flowers and vegetables are kept in different parts of the same plot. The former plan presents no inconvenience, and is found to contribute to the general appearance of the garden. At one of the school gardens the pupils' plots were uniformly ten feet wide by twenty feet in length,

each plot being worked in partnership, a junior pupil working with a senior pupil in each case. Though very good results were secured by this method, the instructor considers the individual method preferable, and will pursue it in future.

"About twenty varieties of flowers were grown at the different school gardens during the past season. Among the more popular were aster, balsam, mignonette, nasturtium, pansy, petunia, phlox, poppy, sweet pea, and zinnia. The vegetables, cereals, &c., grown in the plots included among other things beets, cabbage, lettuce, potatoes, radish, tomatoes, barley, beans, clover, oats and wheat.

"In the largest school, two hours work per week by the pupils was found requisite to keep the garden in proper condition. In one school the enthusiasm was so great that the pupils did all their garden work outside the regular school hours. At this school, also, the garden did not suffer from neglect in the slightest degree during the midsummer vacation of six weeks. Experience indicates that when the gardens are fully organized the plots can be well kept by devoting two half hours per week to the work. This time is mentioned not as the ideal condition, but as an encouragement to those who may desire to start school gardens in districts where prejudices are likely to be met. The fact is that in the ordinary ungraded school, and for that matter in the urban school as well, the working power of the pupils is ill sustained throughout the day owing to their merely forced interest in much of the prescribed work. An awakening as to the educational waste of our schools is coming, and when the school garden is seen in its true relation it will have a period in each half day of the school programme during the growing season. The children have ample time to spare, and the work of the gardens is promoting their intelligence and progress in the ordinary school course.

"The general adoption of school gardens may naturally bring about a desire to keep the rural schools open all summer, close them in the winter when the roads are worst and the weather severe. The conveying of pupils to consolidated schools may also help to induce an arrangement of this kind. In the meantime there is no insurmountable difficulty or very serious problem in keeping the school garden decent during the long summer vacation. Even if the garden were to deteriorate from neglect during holidays, that fact would be of altogether minor consequence against school gardens, since a well ordered pupil rather than a well ordered garden is the supreme end of it all. If the pupils do not provide for their plots during vacation, by all means let the weeds grow. The worst possible mistake in such a case would be to pay a janitor or some other person to take care of the plots for indifferent and unmindful pupils. At some school gardens in Carleton County last summer, some pupils returned after vacation to weed-choked plots in which their flowers and vegetables compared very unfavorably with those of their more diligent companions. Their silent observation of this fact, and their strenuous efforts to redeem their plots, impressed upon them a lesson of moral and material value. At all the gardens the attendance of pupils averaged one hour each per week during the vacation. Where the garden work is conducted in the right spirit during the foreshummer the pupils can be relied upon to do their share in the vacation. The pupils look after their tools carefully, make notes of values and quantities of seeds sown, time spent in tending their plots, and quantity and value of produce obtained. In other words, a spirit of accuracy and thrift is inculcated and becomes in itself a valuable preparation for life work in any direction. The following statement in connection with a pupils' plot at the Bowesville school garden is taken from a report sent in by Mr. E. A. Howes, principal of the school. The plot is ten feet by twenty feet, and such early crops as radish and lettuce were succeeded by beans and turnips. The pupils' time is valued at ten cents per hour ;

Cost.		PROCEEDS.	
Preparing ground.....	\$ 10	20 bouquets flowers.....	\$ 60
Stakes and labels.....	10	2 quarts pease.....	15
Planting—2 hours.....	20	5 bunches carrots.....	15
Weeding, etc.—5 hours.....	50	5 quarts beans.....	20
Harvesting—5 hours.....	50	10 bunches radish.....	16
Seed: Peas 5c., beans 2c.....	7	8 bunches beets.....	15
Carrots 1c., beets 2c., onions 1c....	4	3 bunches onions.....	20
Parsnips 1c., radish 1c., lettuce 1c..	3	5 bunches parsnips.....	36
Flowers.....	8	12 heads lettuce.....	17
	\$1 62		\$2 17
Net profit.....	55		
	\$2 17		

THE RURAL SCHOOL COURSE OF STUDY.

As so many writers in the press do not appear to be aware of the difference between the course of study for the rural school and the completely graded schools of the cities and towns (and some even do not appear to have been able to distinguish between it and courses for the Academic grade, so far as their language betrays them), the course is reprinted on this spare page of the form. As this course has been reprinted yearly in its proper setting, following those of the different graded schools, it is a pity that expositors, who do not appear to know even where to go for authentic information, should expose an incapacity which would not at the present day be expected of any bright school boy. The criticism of one who knows his subject, even should he be unbalanced, is welcomed by all; for the unbalanced can be easily balanced. But void and unformed chaos is useless for any purpose until it is completely created anew. The main defects in the rural schools are due to a lack of knowledge of the course of study, and how to utilize it effectively. But the difficulty is to offer a remuneration which will allow of the employment of trained teachers.

161.

FOR A COMMON SCHOOL WITH ONE TEACHER.

(UNGRADED, "MISCELLANEOUS," OR "RURAL" SCHOOL.)

[As a general rule there should be at least four classes or divisions in such a school; (a) those in Selected Readings, (b) Readers Nos. 6 and 5, (c) Readers Nos. 4 and 3, and (d) Readers Nos. 2 and 1. The pupils in such a school must be drilled to move without the loss of an instant of time, if the teacher is to be successful. There cannot be here the leisure of a graded school].

Reading.—(d) Four lessons a day, very short, with spelling, grammar and composition questions on them; (c) three short lessons in like manner; (b) two short lessons, one from Health Reader No. 1, with the full range of questions to them; (a) one lesson (Health Reader No. 2 on alternate days), with questions covering spelling, definitions, grammar, analysis, prosody and composition, more or less partially.

Writing and Drawing.—(d) On slate or paper from blackboard or cards during specified times of the day; (c) same, more advanced; (b) copy books and drawing books, once each day; (a) the same once each day. The use of the "Universal Scale."

Language.—Text book only in (a) and once a day on every other day, with written composition in (a) and (b) as indicated in the other courses. Class instruction or essay criticism once or twice a week. All as in "Lessons in English," taught orally.

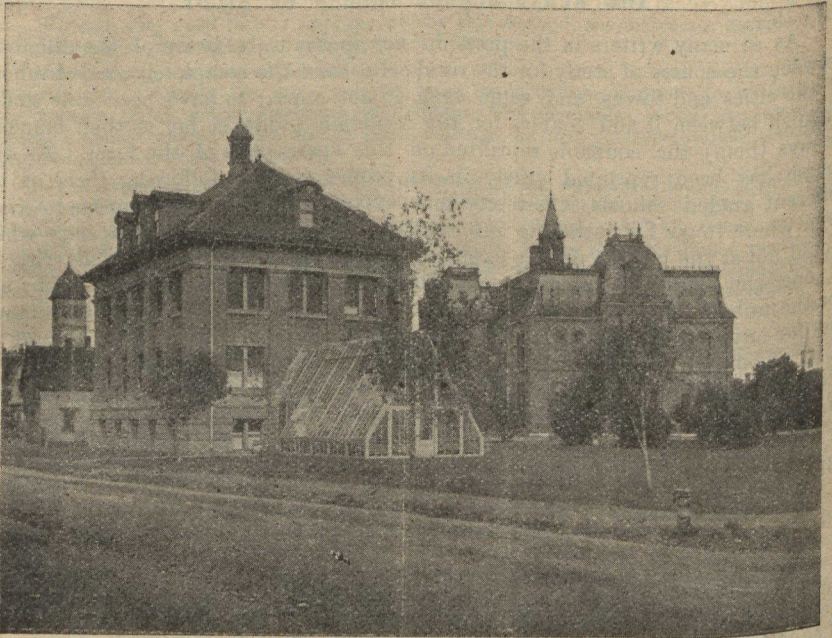
Geography.—Oral lessons once or twice a week to (d) and (c) and (b). Text books twice a week (b) and (a).

History.—Oral lessons once or twice a week to (c) and (b). Text book twice a week for (a).

Arithmetic.—Each class to receive attention twice a day as a class from the teacher; (d) a very few minutes at a time; (a) more time, which might vary with the difficulty of points to be reasoned out. This will form the main subject for "seat work," while the teacher is engaged with other classes.

Music.—At least twice a day for a few minutes. Exercises short and frequent are more useful for many purposes than exercises long and seldom.

Lessons on Nature.—Once every day so as to select during the year the most important local objects of interest specified in the uncontracted course.



PROVINCIAL NORMAL SCHOOL BUILDINGS, TRURO, N. S.

Applicants for admission should give notice to the Principal before the beginning of each term, accompanying their application with a certificate of age and character, and with a statement of their scholarship qualifications, as indicated by the grade of Provincial High School certificate held.

Students whose homes are not less than ten miles from Truro are allowed travelling expenses at the rate of five cents per mile, coming and going, by the shortest regular routes.

Tuition is free to all who declare their intention to teach within the Province of Nova Scotia.

FACULTY.

DAVID SOLOAN, B. A., LL. D., *Principal.*

Principles of Pedagogy, Language, History, German.

JOHN B. CALKIN, A. M.,

Emeritus Professor of Psychology and Pedagogy.

JAMES B. HALL, PH. D.,

Psychology, History of Education, Civics, and Methods in Geography.

OTTIE A. SMITH,

Drawing and Calisthenics.

J. ALPHONSE BENOIT, B. A.,

Method in Mathematics and Physics, French.

EDWARD W. CONNOLLY, B. A.,

Hygiene, Physiology, Math. Drawing, Commercial Branches.

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ESTELLE A. COOK, B. A.

Elocution, English Literature, Music.

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LELIA VANCE, Truro School of Domestic Science.

MRS. S. B. PATTERSON, Truro Kindergarten.

W. R. CAMPBELL, M. A., Director of Teaching-Practice in Truro Schools.

M. CUMMING, B. A., B. S. A., Principal College of Agriculture; and staff.

SUMMER COURSES.

Special courses in laboratory subjects, including Chemistry, Physics, Biology (Botany and Zoölogy), Mechanic Science, Domestic Science, English as it is to be taught in elementary French speaking schools, etc., are expected to be provided during the midsummer vacation, for the benefit of teachers employed during the rest of the year, in the Normal School buildings and the College of Agriculture.

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