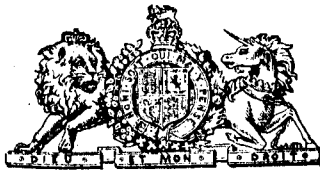


JOURNAL
OF
EDUCATION

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

NOVA SCOTIA

APRIL, 1918.



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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 connexion 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.

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Geo. H. Thornton, *Chief Clerk.*

Miss M. Gladys McLeod, *Stenographer.*

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To Teachers employed in the Public Schools for the half year ended 30 June, 1917.

	Number of Teaching Days employed.	Am't paid to Teachers from Provincial Treasury.
Withrow, Helena H	103	105 00
Baltzer, Adelaide, E	103	75 00
Armstrong, Georgie E	102	59 41
Banks, Beriah S	98	57 07
Bustin, Harry L.	103	60 00
Cossitt, Ethel J.	103	60 00
Davis, Florence C.	100	58 25
Elliot, Clara E.	103	60 00
Fulmer, Vola A	103	60 00
Griffin, E. Hortense	101	58 83
Jackson, Gladys	103	60 00
Jackson, Lena M.	103	60 00
Longley, Mary E.	103	60 00
Mason, Helen	103	60 00
Marshall, Reta	103	60 00
McCormick, A. E.	103	60 00
McGill, Flora M	103	60 00
McFadden, Pearle	86	50 08
McAloney, Eva K.	103	60 00
Mills, Emily J.	5	2 91
Parker, Bessie M.	102	59 41
Potter, Effie M	98	57 07
Spinney, Theodore H.	102	59 41
Smith, Marguerite I.	103	60 00
Turner, Gladys H.	103	60 00
Thurber, Ronald E	103	60 00
Van Buskirk, Hazel	103	60 00
Whitman, Viola		
Banks, Ida B.	108	45 00
Bowlby, Cora M.	103	45 00
Buckler, Kathleen R.	103	45 00
Buckler, Laura J.	103	45 00
Campbell, Irma B.	108	45 00
Crowe, C. Beatrice	103	45 00
Fales, Annie L.	103	45 00
Gaul, Ethel	102	44 56
Gillis, Josephine	103	45 00
Hines, Celia G.	103	45 00
Jackson, Annie L.	103	45 00
MacAloney, Marion A.	101	44 12
MacNeil, Ethel E.	103	45 00
Mailman, Gladys V.	103	45 00
Marshall, Carrie O.	103	45 00
Parker, Pearl M.	103	45 00
Roy, Maud E.	103	45 00
Ritchie, Myrtle	98	42 80
Robinson, Mary J.	103	45 00
Rosinwhite, Muriel	103	45 00
Thurber, Samuel E.	102	44 56

ANNAPOLIS EAST.

Watson, Annie	103	45 00
Wheelock, Hattie M.	98	42 80
Whitman, Minnie C.	103	45 00
Bent, Lottie A.	103	30 00
Brown, Georgie M.	103	30 00
Buckler, Nellie M.	103	30 00
Daniels, Gladys K.	103	30 00
Foster, Lena	103	30 00
Jefferson, Ethel M.	96	27 95
Messenger, Effie A.	103	30 00
Messenger, Lizzie L.	103	30 00
Morgan, Elizabeth E.	98	28 53
Payson, Laura M.	103	30 00
Ritcey, Hattie E	103	30 00
Smith, M. Pauline	103	30 00
Smith, Evelyn I.	103	30 00
Watson, Florence	102	29 70
Whitman, Eva M.	100	29 12
Zwicker, Constance	103	30 00

Poor Sections.

Banks, Olive I.	103	39 25
Bent, Mabel U.	67½	25 71
Crouse, Sadie B.	49	18 66
Garber, Mildred		
Miller, Muriel J.	103	39 25
Oikle, Edna A.	89	33 90
Saw er, Winnifred B.	103	39 25
Stevenson, Ethel M.	103	39 25
Walker, Nellie H.	103	39 25

Annuitants.

Brown, A. D.	60 00
McGill, Geo. B.	60 00
Richarson, Mrs. R. A.	60 00
Vidito, Helen A.	60 00

ANNAPOLIS WEST.

Ruggles, Lenfest	103	105 00
Crowell, Deborah C. H.	103	75 00
Bent, Cynthia J.	103	60 00
Buckler, Kathleen R.	103	60 00
Berry, Florence	103	60 00
Cook, Lida B.	103	60 00
Fitz Randolph, Mary	98½	57 36
Gesner, Agnes P.	98	57 07
Hall, Agnes M.	24	13 97
Hall, Bradford R.	19	11 05
Hall, Stephen F.	103	60 00
Harris C. Louise	103	60 00
Lent, Lottie G.	103	60 00
Longmire, Flora C.	103	60 00
Lent, M. Claire	103	60 00
Mills, Emily J.	5	2 91
Morehouse, W. B.	103	60 00
McCulloch, Alice E.	103	60 00
North, Marjorie D.	103	60 00
Powell, Lillian	103	60 00
Roney, Annie I.	103	60 00
Smith, Daphne	103	60 00
Tosh, Ivy I.	103	60 00

Wentzell, Harriet	103	60 00	Stropole, Stella M.	103	60 00
Whitman, Lillian R.	103	60 00	Sr. St. Mary Paula	51	29 70
Banks, Flora L.	103	45 00	Sister M. Leonora	103	60 00
Beckwith, Bessie C.	96	41 93	Sister St. Clarissa	98	57 07
Covert, Stella	98	42 80	Ahern, M. Bertha	103	45 00
Fox, S. Martha	102	44 56	Ahern, Emma	103	45 00
Germain, Clyda	60	26 21	Cameron, Allan D.	87	37 99
Harris, Lillian B.	103	45 00	Cameron, Mary Belle	94	41 06
Margeson, Hanna L.	103	45 00	Cameron, Christina	103	45 00
McBride, Beulah	98	42 80	Dunn, Florence C.	103	45 00
Morton, Elizabeth M.	103	45 00	Giffin, Susie L.	103	45 00
Mosher, Margaret	100	43 68	Homer, Catherine C.	103	45 00
Potter, Alice L.	103	45 00	Mullins, Annie J.	84	36 68
Porter, Lulu D.	101	44 12	Macdonald, Mary Ann	102	44 56
Schaffner, Margaret	103	45 00	Macdonald, Catherine	101	44 12
Spinney, Laura B. C.	103	45 00	Macdonald, Mary M.	103	45 00
Simpson, Lizzie M.	53	23 15	Macdonald, Peter	103	45 00
Bent, Rhoda M.	84	24 46	Macdonald, M. Margaret	98	42 80
Chute, Mary A.	103	30 00	Macdonald, Mary	103	45 00
Cooke, Hattie	103	30 00	Macdonald, Margaret M	103	30 00
Croscup, Seretta M.	103	30 00	Macdonnell, John	103	45 00
Gregory, Ella D.	102	29 70	Macdaniel, Margaret	97	42 87
Hubble, Ethel M.	103	30 00	Macdougall, Mary A.	33	14 41
Littlewood, James P.	98	28 53	McEachern, Penelope	103	45 00
Longmire, Lucy H.	103	30 00	McInnis, Mabel C.	88	38 43
McClelland, Marion	103	30 00	McKeough	98	42 80
McNeil, Margaret O.	103	30 00	McKenzie, Gertrude	94	41 06
Poole, Ida M.	101	29 41	McPherson, Catherine A.	103	45 00
Randall, Helen M.	103	30 00	McPherson, Sarah	102	44 56
Steadman, Beulah M.	97	28 24	Petipas, W. Ambrose	103	45 00
Young, Mary H.	103	30 00	Riley, Nellie Marie	103	45 00
			Sister St. Hugh	98	42 80
			Sister Etheltrude	98	42 80
			Sister Walburga	98	42 80
			Sr. Rose Berchmans	103	45 00
			Sister St. Reginald	98	42 80
			Bray, Mary	102	29 70
			Broussard, Theresa J.	103	30 00
			Cameron, Eva	103	30 00
			Cameron, Mary A.	89	25 91
			Chisholm, James W.	102	29 70
			Chisholm, Mary A.	89	25 91
			Decoffe, Grace M.	65	18 92
			Fitzgerald, Annie	39	11 35
			Gillis, Margaret	102	29 70
			Hogan, Catherine H.	95	27 66
			Hogan, Sadie	89	25 91
			Macadam, Mary	103	30 00
			Macdonald, Frances	103	30 00
			Macdonald, Anna Belle	89	25 91
			Macdonald, Laura Belle	103	30 00
			Macdonald, Henrietta	103	30 00
			Macdonald, Annie Belle	103	30 00
			Macdonald, Florence	103	30 00
			Macdonald, Mary Ellen	103	30 00
			Macdonnell, Margaret	87	25 33
			McGillivray, Mary M.	98	28 55
			McGillivray, Sadie	103	30 00
			McGregor, Mamie	102	29 70
			McInnis, Sarah E.	89	25 91
			McInnis, Dan A.	82	23 88
			McInnis, Sarah I.	86	25 04
			McIsaac, Louise A.	103	50 00
			McLean, Catherine	103	30 00
			McNeil, Rita	95	27 66
			McNeil, Mary	103	30 00
					80 00
Poor Sections.					
Bayer, Olivia	77	29 33			
Berry, Ella M.	83	31 62			
Bishop, Freda	102	38 85			
Conrad, Hazel E.	88	33 52			
DeLong, Marion R.	102	38 85			
Horton, Marion J.	102	38 85			
McCaul, Ruth A.	54	20 57			
Purdy, Louise L.	74	28 19			
Saunders, Ruth H.	78	29 71			
Ward, Harold D.	101½	38 67			
Wright, Bessie H.	89	33 90			
Annuitants.					
Shaffner, S. C.		210 00			
Jones, Watson C.		45 00			
ANTIGONISH.					
Boyle, James	81	70 77			
Coady, Moses M.	81	82 55			
Sr. St. Thomas des Anges	98	85 60			
Cunningham, Velma P.	93	67 72			
Rettie, Annie I.	92	66 99			
Dunlavy, Jennie	103	60 00			
Kennedy, Mabel I.	103	60 00			
McAnnis, Katie	92	53 58			
Macdonald, John R	44	25 62			
Macdonald, Margaret J.	103	60 00			
Macdonald, Sadie	100	58 25			

Sister F. Paula	103	30 00
Sister St. Mary Beatrice	98	28 53
Sister St. Thomas de S C.	98	28 55
Stuart, Catherine A.	89	25 91
Walsh, Mary Ellen	102	29 70
Watkins, Isabel	103	30 00
Webb, M. Bernadette	103	30 00

Poor Sections.

Kennedy, Catherine J.	88	34 17
McIsaac, Ruth S.	64	24 85
McIsaac, Annie J.	88	34 17
McLellan, Sadie M.	40	15 53
Morris, Ida Lyall	90	34 95
Rogers, Isabel	78	30 29
Somers, Mary Alice	89	34 56
Stuart, Sadie Ann	89	34 56

Special Poor Sections.

Stewart's Mills	65	18 93
College Grant	89	25 92

Assistants.

Macdonald, Dan. J.	81	23 59
Macdonald, Hugh J.	81	15 72

Consolidation.

Georgeville	88	25 63
West River	206	60 00

Annuitants.

Gillis, Angus		60 00
Somers, Alex. M.		60 00
Boyd, Angus A.		45 00
Cameron, William D.		45 00
Chisholm, Dan. M.		45 00
Frazer, William		45 00
McPherson, John A.		45 00
Martin, Ellen		30 00

Crowell, Wilfred R.	98	71 36
Elderkin, Margaret G.	98	71 36
Fownes, Ella M.	78	56 80
Israel, Doris	98	71 36
Keefe, Agnes C.	98	71 36
Lindsay, Harriet L.	83	60 44
Lowther, Anna H.	20	14 56
Macdonald, Alice H.	10	7 28
Macdonald, Katherine	103	75 00
McDougall, Helen	98	71 36
McDougall, Lexina	95	69 17
McEachern, Stephen N.	98	71 36
MacKay, Georgina M.	98	71 36
MacKinnon, Jessie M.	98	71 36
MacLeod, Isabel M.	98	71 36
McNutt, Orpha M.	19	13 83
McPherson, Bertha	98	71 36
Mattatall, Florence	98	71 36
Miller, Mary A.	98	71 36
O'Brien, Mary	98	71 36
Purcell, Duncan J.	98	71 36
Purcell, Mary Hilda	98	71 36
Reeves, Robert L.	98	71 36
Sister M. Camilla	97	70 63
Sister M. Vincent	98	71 36
Stephens, Gladys G.	90	65 53
Anderson, Isabelle M. L.	98	57 07
Arthur, Mary	98	57 07
AuCoin, Lucy	98	57 07
Bissett, Clara	96	55 91
Bown, Eleanor F.	98	57 07
Bown, Violet E.	98	57 07
Boyd, Christina	98	57 07
Brown, Elizabeth C.	98	57 07
Byrne, Ethel G.	98	57 07
Cameron, Janet F.	98	57 07
Campbell, Annie	102	59 41
Campbell, Flo. D.	98	57 07
Campbell, Jessie	97	56 49
Campbell, Lizzie M.	98	57 07
Coldwell, Ray L.	103	60 00
Connors, Irene B.	98	57 07
Crowell, Iona M.	102	59 41
Dexter, Vera	20	11 64
Edgecombe, Ethel L.	98	57 07
Ferguson, Lillian M.	98	57 07
Foster, Lillian	98	57 07
Fraser, Anna M.	98	57 07
Fraser, Katherine	98	57 07
Gannon, Mary J.	98	57 07
Gates, Lena M.	98	57 07
Giles, Estelle S.	20	11 64
Gillis, Mary D.	101	58 83
Goode, Myrtle M.	98	57 07
Gouthro, Alice	103	60 00
Grant, Maria	98	57 07
Greenwell, Bertha L.	57	33 19
Gunn, Annie	98	57 07
Hartigan, J. Helen	98	57 07
Harney, Orpha	98	57 07
Hicks, Blanche G.	103	60 00
Howard, Clarence E.	103	60 00
Ingraham, Carmita M.	98	57 07
Ingraham, Grettie I.	98	57 07
Johnson, Sara	103	60 00

CAPE BRETON.

Archibald, John T.	98	85 60
Bingay, James	103	105 00
Creelman, William A.	98	99 87
Davidson, Milton D.	98	99 87
Ellis, Russel	98	85 60
Haverstock, W. Ernest	98	99 87
McWhinnie, Elizabeth	98	85 60
Martin, Oscar M.	103	105 00
Oulton, Charles A.	98	85 60
Anderson, Barbara S. L.	98	71 36
Bearse, Esther R.	98	71 36
Bishop, Annette C.	98	71 36
Bollong, Zillah L.	98	71 36
Brehaut, Charlotte E.	102	74 27
Broady, Esther	98	71 36
Cameron, Guy E.	96	69 90
Colquhoun, Elizabeth	98	71 36

Johnston, Elmor S.	98	57 07	Sister M. Ignatia	103	60 00
Johnston, Joan	103	60 00	Sister M. Isidore	97	56 49
Johnston, Mabel	98	57 07	Sister M. Josita	97	56 49
Kay, Mary Elizabeth	98	57 07	Sister M. Leonarda	97	56 49
Kay, Mary Ethel	98	57 07	Sister M. Margaret	97	56 49
Keats, Pauline M.	98	57 07	Sister M. Ursula	98	57 07
LeVatte, Emily J. E.	98	57 07	Sister St. Bernard	98	57 07
Livingstone, Cassie	98	57 07	Sister St. Jean	98	57 07
Lukeman, Eva F.	101	58 83	Sister St. John N.	98	57 07
McDonald, Catherine	98	57 07	Sister St. M. Michael	98	57 07
MacDonald, Josephine	98	57 07	Sister St. Mary Asc.	98	57 07
Macdonald, Mary B.	103	60 00	Sister St. Osmond	98	57 07
MacDougall, Jean	98	57 07	Sister Teresa Joseph	98	57 07
Macintosh, Anna B.	98	57 07	Somers, Bernadette	98	57 07
Macintyre, Mary I.	98	57 07	Stalker, Elizabeth J.	98	57 07
MacIsaac, Margaret	98	57 07	Stevens, Maude A.	98	55 91
MacKenzie, Jessie	98	57 07	Sutherland, Mary	96	60 00
MacKenzie, Josephine	98	57 07	Tobin, Hilda M.	103	57 07
MacKichan, Annie B.	102	59 41	Trask, Marion S.	98	57 07
MacKinnon, Helen E.	98	57 07	Watson, Anna M.	98	60 00
Mackley, Mary A.	98	57 07	Woodill, Arthur W.	103	58 83
MacLean, Christina	98	57 07	Young, William H.	101	11 05
McLean, Edna	98	57 07	Zinck, Ella S.	19	42 80
MacLean, Eleanor C.	98	57 07	Allen, Harriett	98	44 56
McLean, S. Agnes	97	56 49	Bagnell, Viola M.	102	42 80
McLellan, Stella	98	57 07	Baxendale, Annie	98	42 80
McLennan, A. Josephine	98	57 07	Bird, A. Vera	98	45 00
McLennan, Eva J.	98	57 07	Boutillier, Lily	103	42 80
McLeod, Martha M.	96	55 91	Boyle, Eileen	98	41 71
MacLeod, Roger S.	98	57 07	Browner, Vivien	95½	14 41
MacNeil, Jennie E.	98	57 07	Burke, H. Beatrice	33	45 00
McNeil, Sarah Ann	38	22 12	Cameron, Mary M.	103	45 00
McNeil, Stella	98	57 07	Cameron, Mary M.	103	45 00
McPherson, Ethel M.	93	54 16	Campbell, Mary A.	103	24 02
Madower, Henrietta J.	101	58 83	Campbell, Mary M.	55	45 00
Martin, Katherine C.	98	57 07	Cash, Elizabeth J.	103	42 80
Martin, Katie	98	57 07	Chalmers, Hazel J.	98	45 00
Matheson, Maude H.	79	46 00	Chisholm, Florence	103	42 80
Morrison, Annie E.	94½	55 03	Costello, Georgina	98	42 80
Munn, Nina A.	96	55 91	Currie, Jessie	98	26 21
Nicholson, Katie	103	60 00	Currie, Teresa	60	45 00
Nicholson, Mary	103	60 00	Dickie, Mabel B.	103	45 00
Nicholson, Mary A.	98	57 07	Elliott, Laura	103	42 80
O'Brien, Miles	103	60 00	Farquharson, Annie	98	42 80
O'Connell, Bridget	103	60 00	Fougere, Timothy	98	42 80
O'Keefe, Margaret M.	98	57 07	Fraser, Nellie B.	98	42 80
Ouellette, Lena	98	57 07	Fyfe, Magdalen M.	98	42 80
Peach, Annie C.	103	60 00	Fyfe, Nora	98	41 98
Peck, Mary E.	103	60 00	Gillis, Katherine L.	96	42 80
Pineo, Alice M.	98	57 07	Gillis, Mary E.	98	29 70
Porter, Mary Inez	103	60 00	Gillis, Minnie	68	37 77
Power, Winifred L.	98	57 07	Gouthro, Lilian	86½	42 80
Reid, Agnes I.	97	56 49	Grant, Bertha A.	98	42 80
Ritcey, Geraldine I. E.	98	57 07	Hamilton, Agnes E.	98	42 80
Schurman, Sadie	98	57 07	Hillier, Bertha E.	98	42 80
Sister Agnes Maria	96	55 91	Johnston, Agatha A.	98	45 00
Sister Fidelis	58	33 77	Johnstone, Annie	103	42 80
Sister Leo Joseph	73	42 51	Laffan, Mary H.	98	42 80
Sister M. Aloyse	97	56 49	McAulay, Ida M.	98	42 80
Sister M. Ambrosia	98	57 07	McAulay, Nina	98	42 80
Sister M. Andrea	98	57 07	McCormick, Katherine	98	42 80
Sister M. Annette	98	57 07	MacDonald, Daisy F.	98	42 80
Sister M. Camillus	97	56 49	McDonald, Genevieve	98	42 80
Sister M. Chrysostom	103	60 00	Ma. donald, Joanna	98	45 00
Sister M. Clarissa	98	57 07	McDonald, Katie A.	103	34 06
Sister M. Cleophas	98	57 07	McDonald, Loretta	78	

Macdonald, Nellie	97	42 37	Spencer, Mildred M.	103	45 00
MacDonald, Norman	51	22 27	Townshend, Hilary	103	45 00
McDonald, Sara A.	98	42 80	Traske, Elizabeth B.	98	42 80
McDonald, Sarah B.	98	42 80	Anderson, Edith	98	28 53
MacDonald, S. Cassie	2	87	Anderson, Mary	98	28 53
Macdonald, Theresa	56	24 45	Baker, Rita C.	96	27 95
MacDougall, Cassie	103	45 00	Battersby, Ethel E.	103	30 00
MacDougall, Mary	98	42 80	Beaver, Lena M.	98	28 53
MacInnis, Catherine M.	103	45 00	Blanik, Josephine M.	84	24 46
McIsaac, M. Catherine	98	42 80	Boutilier, Laura M.	98	28 53
McIsaac, Margaret	98	42 80	Boyle, Alice E.	103	30 00
McIsaac, Margaret	96	41 93	Burchell, Alice E.	98	28 53
MacKay, Jessie	105	45 00	Burke, Rosie Y.	103	30 00
McKenzie, Mary C.	100	43 68	Cameron, Muriel	100	29 12
McKinnon, Annie F.	103	45 00	Campbell, Florence M.	98	28 53
McKinnon, Hilda	87	37 99	Campbell, Katie	103	30 00
McKinnon, Jessie M.	98	42 80	Campbell, Margaret	98	28 53
McKinnon, Katie	98	42 80	Cantwell, Margaret A.	97	28 24
MacLean, Christine V.	98	42 80	Carlin, M. Margaret	98	28 53
MacLean, Rachael I.	98	42 80	Chisholm, Catherine	89	25 91
McLellan, M. Agnes	100	43 68	Coady, Margaret A.	102	29 70
McLeod, Cecilia I.	98	42 80	Costello, Concessa G.	98	28 53
McLeod, Tena H.	103	45 00	Currie, Mamie	103	30 00
McNeil, Katherine	95	41 49	Currie, Mary L.	97	28 24
MacNeill, Loretto	92	40 18	Driscoll, Mary L.	46	13 39
Macneil, Mabel E.	103	45 00	Ferguson, Frederick	100	29 12
Macneil, Mary C.	98	42 80	Fogarty, Eva K.	83	24 17
Martel, Margaret	20	8 72	Forbes, Florence	98	28 53
Moore, Elizabeth	98	42 80	Fraser, Josephine	98	28 53
Morrison, Lottie M.	98	42 80	Gillis, Isabel	81	23 59
Morrison, Margaret	41	17 90	Gillis, Jimina	98	28 53
Morrison, Perle G.	100	43 68	Gillis, Margaret	83	24 17
Mullins, Mildred	98	42 80	Gillis, Margaret E.	28	8 15
O'Keefe, Sady	103	45 00	Gillis, Seraphina	87	25 33
Phalen, Anna J.	100	43 68	Johnson, Sadie	103	30 00
Power, Margaret E.	103	45 00	Keats, Mary R.	98	28 53
Read, Pearl B.	98	42 80	Kyte, Viola	102	29 70
Robinson, Hattie L.	98	42 80	Ley, Mary S.	103	30 00
Simpson, Margaret J.	98	42 80	Ling, Ethel G.	97	28 24
Sister M. Ambrose	103	45 00	McArthur, James Ed.	9	2 62
Sister M. Crescentia	98	42 80	McArthur, Margaret A.	85	24 75
Sister M. Diomysia	30	13 10	MacAulay, Christie	103	30 00
Sister M. Eulalia	103	45 00	Macaulay, Elizabeth	98	28 53
Sister M. Jeromina	98	42 80	Macaulay, Josephine	98	28 53
Sister M. Lucina	98	42 80	MacCormick, Mary	98	28 53
Sister M. Oswald	97	42 37	MacCuish, Catherine G.	7	2 04
Sister M. Pelagia	98	42 80	McCuspic, Margaret S.	78	22 71
Sister M. Philippa	98	42 80	McDaniel, Mary J.	96	27 95
Sister M. Stephen	98	42 80	Macdonald, Annie	33	9 60
Sister M. Teresina	103	45 00	Macdonald, Christena	103	30 00
Sister M. Thomas	97	42 37	MacDonald, Eva R.	58	16 88
Sister St. Veronica	97	42 37	Macdonald, Mary	102	29 70
Sister St. Alexander	98	42 80	Macdonald, Mary Jos.	98	28 53
Sister St. Augustine	98	42 80	Macdonald, Mary J.	40	11 65
Sister St. Demetrius	98	42 80	Macdonald, Teresa B.	103	30 00
Sister St. Frances	98	42 80	McEachen, Catherine I.	100	29 12
Sister St. Henedine	98	42 80	MacGillivray, Mildred	102	29 70
Sister St. John C.	98	42 80	MacInnes, Mamie C.	84	24 46
Sister St. Marcella	97	42 37	MacInnes, Margaret	98	28 53
Sister St. M. Agatha	98	42 80	MacInnis, Annie	103	30 00
Sister St. Mary R.	98	42 80	McIntosh, Mary E.	96	27 95
Sister St. M. Stella	84	36 68	McIsaac, Bessie	97	28 24
Sister St. Pancratius	98	42 80	McIsaac, Mary	65	18 92
Sister St. Roseline	98	42 80	MacKinnon, Elizabeth A	103	30 00
Smith, Catherine	103	45 00	MacKinnon, Ethel R.	102	29 70
Sparks, Elora J.	98	42 80	MacKinnon, Katie	89	25 91

McLean, Mary J.	98	28 53
McLeod, Margaret	102	29 70
MacMillan, Margaret K.	103	30 00
McNeil, Elizabeth A.	103	30 00
McNeil, Katie J.	98	28 53
McNeil, Mary	103	30 00
McNeil, Mary E.	78	22 71
MacOdrum, William B	102	29 70
MacRae, Mary I.	102	29 70
Miller, Mary E.	97	28 24
Munroe, Theresa M.	98	28 53
Nearing, Theresa	60	17 47
Nicholson, Katherine A.	103	30 00
Nicholson, Mary S.	2	58
Nickerson, Margaret	97	28 24
Nicoll, Amy G.	89	25 91
O'Handley, Joan	98	28 53
Phillips, Annie	98	28 53
Power, Elizabeth	98	28 53
Purcell, Mary	49	14 26
Roach, Mary	95	27 66
Sampson, Clara M.	98	28 53
Sister M. Mercedes	97	28 24
Sister St. Ann	98	28 53
Sister St. Gregory	98	28 53
Sister St. John S.	98	28 53
Sister St. Mary	98	28 53
Sister St. Thomas	98	28 53
Smith, Annie	99	28 82
Smith, Mary A.	98	28 53
Somers, Elizabeth C.	100	29 12
Stewart, Mary K.	97	28 24
Tait, Catherine A.	102	29 70
Verner, Annie A.	96	27 95
Walker, Margaret J.	98	28 53

Poor Sections.

Farrell, Teresa	96	37 28
Hilchey, Stella C.	87	33 78
Kehoe, Clara A.	103	40 00
McArthur, Annie M.	16	6 21
MacDonald, Katherine	78	30 29
MacDonald, Katherine	89	34 56
MacDonald, Mary S.	98	38 06
McIntyre, Effie A	88	34 17
MacKenzie, Annie M.	43	16 70
McKenzie, Catherine A.	103	40 00
McKenzie, Margaret A.	82	31 84
McLeod, Hannah J.	103	40 00
Matheson, Flora C.	103	40 00
Matheson, Mary	39	15 15
Nicholson, Elizabeth	88	34 17
O'Keefe, Christine	88	34 17
Spencer, Dora L.	103	40 00
Spencer, Greta M.	55	21 36
Stacey, Mayme J.	59	22 91
Walker, Sarah M.	15	5 82

Consolidation.

South Head	89	25 92
The Meadows	49	14 27
Ocean View	103	30 00
East Bay	96	
Eskasoni	100	29 13

Annuitants.

Gillis, Ronald	60 00
McDonald, Joseph	60 00
Currie, Michael D.	45 00
Garrett, Charles V.	45 00
McDougall, Daniel J.	45 00
McDougall, Philip	45 00
McKenzie, Archibald J.	45 00

COLCHESTER SOUTH.

Davis, D. G.	103	105 00
Dodds, Agnes A.	103	90 00
McGray, Margaret W.	103	90 00
Richardson, Lophemia	103	90 00
Spinney, Mary E.	103	75 00
Mosher, Chesley E.	103	75 00
Wetmore, R. H.	103	73 54
Miller, Sylvia	101	60 00
Farrell, Minnie Kathleen	103	11 64
McNutt, Orpha	20	36 11
Spicer, Annie L.	62	60 00
Bishop, Josephine	103	59 41
Blaikie, Florence J.	102	60 00
Bradley, Susie L.	103	51 88
Carver, Ida N.	89	11 05
Carter, Elverena L.	19	48 34
Crowe, Adelaide G.	83	60 00
Chivers, Gladys P.	103	60 00
Cox, Amelia J.	103	48 34
Cruikshank, Mary McD	83	60 00
Custance, Sarah B.	103	60 00
Dickson, Hattie D.	103	60 00
Douglas, Blanche	103	60 00
Fisher, Jean Evelyn	103	60 00
Fisher, Helen L.	103	60 00
Freeman, Annie M.	103	29 12
Grant, Annie M.	50	60 00
Hartley, Ruby H.	103	60 00
Hay, Fiona	103	48 34
Hutchinson, Gladys	83	60 00
Hyson, Myra	103	60 00
Irving, Jessie L.	103	60 00
Landsell, Constance	103	60 00
Lindsay, Stella	103	11 64
Little, Flora	20	60 00
Logan, Myrta	103	58 88
Logan, Mary D.	101	11 64
Matherall, Isabel	20	60 00
Morrison, Mary	103	8 14
Henry, Ella K.	14	46 00
Miller, Lena	79	60 00
McCurdy, Annie E.	103	59 41
McCully, Marjory B.	102	60 00
McCullum, Mabel W.	103	60 00
McDonald, Jean	103	60 00
McDonald, Flora	103	60 00
McKay, Mineola	103	60 00
McLaughlin, Erma R.	103	60 00
McLennan, Florence	103	60 00
Olive, Violet I.	103	60 00
Poole, Vera M.	103	60 00
Simpson, Elsie	103	60 00

Smith, Mary B.	103	60 00
Turner, Flora D.	103	60 00
Tupper, Francis	103	60 00
Wright, Bertha	98	57 07
Vaughan, Hilda	103	60 00
Waddell, Margaret D.	53	30 86
Allen, Christie M.	103	45 00
Barnhill, Ada L.	103	45 00
Bates, Esther S.	98	42 80
Cann, Muriel	103	45 00
Clarke, Janet G.	94	41 06
Creelman, Mildred A.	103	45 00
Crowe, Martha D.	100	43 68
Crouse, Alice M.	103	45 00
Dechman, Clare E.	103	45 00
Fuller, Mabel F.	102	44 56
Langille, Ada L.	103	45 00
Lynch, Mabel C.	98	42 80
Matheson, Nellie A.	102	44 56
Miller, Agnes M.	103	45 00
Moore, Gertrude	103	45 00
Rankin, Ella E.	103	45 00
Rose, Mary Hazel	103	45 00
Treen, Lulu B.	80	34 94
Turner, Josephine	103	45 00
Upham, Flora Jane	103	45 00
Vance, Alberta	103	45 00
Black, Dorothy C.	83	24 17
Bulmer, Sarah M.	99	28 82
Carr, Emma M.	102	29 70
Creelman, Murdena A.	103	30 00
Hegan, E. Jean	81	23 59
Johnson, Ethel May	97	28 24
Logan, Clara J.	101	29 41
Langille, Minnie	103	30 00
McKay, Elizabeth	93	27 08
McKay, Gladys E.	67	19 50
McIntosh, Gladys M.	81	23 59
McKenzie, Nettie M.	103	30 00
Selig, Genevieve	103	30 00
Woodworth, Gertrude I.	53	16 88
Wilson, Annie M.	17	4 94
Lloyd, W. H.	41	11 94

Poor Sections.

Bulmer, Marjorie	14	5 44
Conroy, Winnifred E.	102	39 61
Hamilton, Blanche M.	49	19 03
McCallum, Elizabeth E.	102	39 61
McGill, Letitia M.	96	37 28
Starritt, Anna C.	105	40 00
Whidden, Hazel B.	103	40 00

COLCHESTER NORTH.

Day, Kathleen M.	103	75 00
McKay, Janetta	83	48 34
Reid, Minnie Victoria	103	60 00
Silers, Violet A.	103	60 00
Aitchison, Gladys M.	99	43 24
Harris, Mattie T.	103	45 00
McCulloch, Eva D.	103	45 00
McDonald, Christena	98	42 80

McElhinney, Greta	103	45 00
McKay, Minnie	98	42 80
McKay, Marion	103	45 00
McLeod, Catherine I.	102	44 56
McLeod, Marion	103	45 00
McNutt, Elsie M.	89	38 87
Nelson, Nancy	102	44 56
Tucker, Elizabeth M.	103	45 00
Walley, Mary Grace	96	41 93
Blair, Katherine	103	30 00
Dwyer, Verna	103	30 00
McKay, Marion Nellie C.	98	28 53
McKay, Isabel	5	1 45
Malcolm, Jennie McK.	103	30 00
Murray, Agnes Marion	103	30 00
Nelson, Viola May	103	30 00
Nelson, Mary A.	98	28 53

Poor Sections.

Cameron, Luella H.	103	40 00
Foster, Violet R.	103	40 00
Murray, Annie	93	36 11

COLCHESTER WEST.

Bambrick, Lena M.	103	60 00
Foley, A. M.	103	60 00
Maxwell, Lillian J.	101	58 83
McLean, Sophia	103	60 00
McLellan, Reta	103	60 00
Parke, Nellie L.	103	60 00
Parker, Alex.	103	60 00
Phillips, Bessie M.	103	60 00
Thompson, Alice L.	88	51 24
Bagnell, R. Nelson	103	45 00
Carter, Hattie N.	103	45 00
Cox, Leta	101	44 12
Dill, Bessie C.	102	44 56
Dechman, Marion	102	44 56
Fisher, Marion	100	43 68
Fulmore, Dela	95	41 49
Hennigar, Edith L.	103	45 00
Jewers, M. Beatrice	96	41 93
O'Connell, Mary J.	103	45 00
Pearn, Catherine	103	45 00
Sanford, Kathleen V.	103	45 00
Smith, Mary E.	103	45 00
Vance, Dora V.	103	45 00
Withrow, Elsie M.	103	45 00
Chisholm, Margaret	103	30 00
Corbett, Elsie G.	102	29 70
Durning, M. Myrtle	77	22 42
Lewis, Nellie V.	102	29 70
Lockhart, Edith	99	28 82
McCully, Florence	102	29 70
McNutt, Greta E.	103	30 00
Peppard, Martha M.	103	30 00
Robinson, Mamie A.	103	30 00
Stevens, Minerva	103	30 00
Wyllie, Jessie B.	103	30 00

Poor Section.

Halliday, Freda E.	103	40 00
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CUMBLERLAND.					
			Suthergreen, Elaine	94½	55 03
			Tabor, Grace H.	98	57 07
			Taggart, Evelyn	96	55 91
			Tait, Nellie	94½	55 03
			Thompson, Nellie	103	60 00
			Trerice, Ruth	98	57 07
			Webb, Hattie	9	5 23
			Wilson, Edith S.	103	60 00
			Zwicker, Flora	103	60 00
			Aitchinson, Annie B.	103	45 00
			Anderson, Ella M.	103	45 00
			Beckwith, Winnifred J.	103	45 00
			Black, Annie R.	103	45 00
			Boyd, Nellie	103	41 28
			Brundage, Kate	94½	44 56
			Cameron, Margaret I.	102	44 56
			Cameron, Margaret M.	102	44 56
			Chapman, Edith C.	102	45 00
			Chappell, Sadie B.	103	48 90
			Clarke, Helen L.	100½	42 80
			Clay, Jean B.	98	42 80
			Craig, Muriel E.	98	38 84
			Davidson, Nina	77½	34 72
			Davidson, Catharine A.	79½	42 80
			Dewar, Eva M.	98	43 90
			Devine, Susie	100½	45 00
			DeWolfe, Vivian J.	103	45 00
			Fullerton, Sadie	103	45 00
			FuMmore, Inez J.	103	42 15
			Gallager, Adelaide	96½	45 00
			Harpell, Mabel L.	103	44 56
			Hartling, Vila E.	102	42 59
			Hawboldt, Gertrude	97½	42 80
			Lysaght, Jane	98	44 56
			MacCabe, Georgie	102	7 84
			MacEwen, Mary	18	45 00
			MacIntosh, F. Vivian	103	42 37
			MacIvor, Ethel J.	97	44 12
			MacKay, Jean	101	42 59
			MacKim, Rachel	97½	36 68
			MacKinnon, Margaret	84	44 12
			MacLellan, Vera L.	101	45 00
			Nelson, Yvonne	103	44 12
			Newcombe, Hattie	101	43 90
			O'Brien, Agnes	100½	43 90
			O'Brien, Mary	100½	42 59
			Pugsley, Mary	97½	45 00
			Rood, Lena L.	103	34 50
			Roach, Bessie H.	103	45 00
			Rogers, Lena B.	79	45 00
			Smith, Mamie G.	103	45 00
			Smith, M. Grace	103	27 08
			Thompson, Ada W.	62	45 00
			Vincent, E. Marguerite	103	42 80
			Watt, Daisy	98	23 58
			Wells, Marie	54	44 12
			Williams, Marion	101	29 41
			Atkinson, Laura E.	101	30 00
			Beattie, Clara M.	103	30 00
			Beaton, Olga R.	103	29 70
			Berridge, Iris	102	30 00
			Black, Matilda K.	103	30 00
			Boss, Lilla M.	103	30 00
			Brown, Ada M.	103	4 94
			Brown, Gussie G.	17	22 48
			Brown, Inez	77	
Campbell, Jessie B.	96	83 88			
Lay, E. J.	95	96 82			
MacLean, Viola B.	97	84 74			
Melvin, A. Gordon	20	20 36			
Morehouse, F. G.	98	85 60			
Meuse, J. B.	98	85 60			
Barnes, Myra	97½	70 99			
Mattinson, Laura	103	75 00			
Atkinson, Emma E.	103	60 00			
Boron, Elbridge S.	100½	58 54			
Blackmore, Alice	103	60 00			
Blanch, Julia	97½	56 78			
Black, Catharine A.	103	60 00			
Boss, Maud	96½	56 20			
Bradshaw, Georgina	99	57 66			
Brannen, W. E.	103	60 00			
Brownell, Grace	97½	56 78			
Campbell, Helen J	97	56 49			
Carter, Lillian	97½	56 78			
Chandler, Isabella I.	98	57 07			
Chapman, Marjorie A.	103	60 00			
Chisholm, Florence	91½	53 29			
Clarke, Mae E.	89	51 83			
Coates, Hazel D.	43	25 04			
Conway, Isabella H.	98	57 07			
Corkum, Inez B.	103	60 00			
Craig, Jean E.	94½	55 03			
Crowe, G. N.	98	57 07			
Crawley, Madeline	102	59 41			
Cunningham, Laura M.	103	60 00			
Doyle, Gertrude I.	103	60 00			
Fraser, Lulu	94½	55 03			
Freeman, Grace	96	55 91			
Gallager, Louise	96½	56 20			
Giles, Estelle S.	24	13 97			
Glennie, Edith	97½	56 78			
Harrison, Edna M.	98	57 07			
Harrison, Irene	101	58 83			
Hight, Douglas H.	78	45 42			
Holmes, Burton	87½	50 95			
Hunter, Augusta	103	60 00			
Kaulbach, Ruby	72	41 93			
King, Florence E.	88	51 24			
Lake, Eileen P.	102	59 41			
Lavers, Winnifred G.	97½	56 78			
MacCaughy, Hilda	97½	56 78			
MacInnis, Alice	103	60 00			
MacKenzie, Annie G.	98	57 07			
MacLean, Pearl	97½	56 78			
MacLellan, Sadie I.	103	60 00			
MacPherson, LeEtta	98	57 07			
Mitchell, Beryl B.	103	60 00			
Moss, Winnie	98	57 07			
Mott, Effie	97½	56 78			
Murray, Annie G.	98	57 07			
Murray, Lexie	98	57 07			
Newman, Caroline	93½	54 45			
O'Rourke, Mary P.	98	57 07			
Reid, Willena M.	103	60 00			
Schurman, Gladys	97½	56 78			
Secord, Muriel	97½	56 78			
Shortt, Josephine	103	60 00			
Smith, Nellie M.	103	60 00			
Soley, Mary L.	98	57 07			

Brownell, Edith	103	30 00
Brownell, Grace K.	77	22 42
Burbine, Eva	77	22 42
Cameron, Mayme	98	28 53
Canfield, Britta	99	28 82
Carlyle, Janet	103	30 00
Chapman, Evelyn N.	103	30 00
Chapman, Helen	103	30 00
Colburne, Lavina W. V.	98	28 53
Corbett, Minnie	102	29 70
Craig, Winnifred	94	27 37
Darrah, Hazel	98	28 53
Davidson, Edith	102	29 70
DeWolfe, Emma	98	28 53
Dow, Alta M.	100	29 12
Ellis, Gertrude J.	98	28 53
Embree, Edith A.	98	28 53
Fage, Lillie	94	27 37
Farrell, Annie	94½	27 52
Forbes, Margaret A.	102	29 70
Foster, Emma M.	98	28 53
Fulton, Martha	100	29 12
Gardner, Mossie	103	30 00
Giles, Hazel M.	98	22 71
Gilroy, Delia	103	30 00
Gilroy, Jennie	98	28 53
Hunter, Winnifred P.	103	30 00
Hunter, Emma G.	83	24 17
Johnson, Laura M.	101	29 41
Johnson, Bertha L.	86	25 04
Larrimer, Minnie	98	28 53
Layton, Fannie McK.	32	9 31
MacCabe, Marion .	103	30 00
MacCabe, Jean A.	103	30 00
MacCullum, Martha G.	103	30 00
MacDonald, Christie	100	29 12
MacEchren, Annie M.	102	29 70
MacIntosh, Jean C.	98	28 53
MacIsaac, Martha	98	28 53
MacKeil, Sara	101	29 41
MacLaughlin, Ruby	97	28 24
MacLean, Sybil	17	4 94
MacLellan, Ada J.	37	10 76
MacLeod, Neva	101½	29 56
MacMillan, Mary	98	28 53
Newcombe, Erma J.	5	1 45
Paul, Gertrude	98	28 53
Pettigrew, Grace K.	98	28 53
Porteus, Ruth E.	101	29 41
Ralston, Ella M.	97	28 24
Reid, Ethel	103	30 00
Ripley, Georgina R.	103	30 00
Roblee, Thelma	98	28 53
Roblee, Harriet	98	28 53
Robertson, Marjorie	103	30 00
Roberts, Frances	84	24 46
Roney, Lottie	98	28 53
Scott, Bertha P.	103	30 00
Smith, Lettie	94½	27 52
Smith, Bertha	103	30 00
Smith, Azul G.	101	29 41
Smith, Lizzie	86	25 04
Steele, Beatrice	93	27 08
Stetson, Mabel L.	99	28 82
Stewart, Ola B.	102	29 70
Thompson, Luella	19	5 52

Trerice, Rose	103	30 00
Turple, Thelma	91	26 50
VanBuskirk, Florence	50	14 56
Walker, Ethel G.	100½	29 26
Willigar, Cora	77	22 42
Wilson, A. Louise	87	25 33
Wood, Aletta	103	30 00
Wood, Nellie	103	30 00

Poor Sections.

Coates, Leona	100	38 83
Cox, Greta K.	103	40 00
Devine, Myrtle	5	1 94
Embree, Vivienne	49	19 03
Fullerton, Sara K.	103	40 00
MacIntosh, Katherine M	69	26 79
Newcombe, Claudina R.	71	27 57
Scott, Annie B.	92	35 73
Sencebaugh, Myrtle	88	34 17
Simpson, M. A. C.	15	5 82
Slack, Alice M.	100	38 83
Willigar, Ethel M.	77	29 90
Williams, Helen	80	31 06
Yorke, Clara	57	22 13

PARSBORO.

Jacques, Giles V.	103	75 00
Moss, Alva	103	75 00
Walker, Mabel	103	75 00
Bartheaux, Florence	103	60 00
Charman, Jennie	103	60 00
Chisholm, Wm. J.	53	30 86
Dickinson, Ida M.	103	60 00
Fountain, Hilda A.	20	11 64
Langille, Ella A.	103	60 00
Lent, Donald	85	49 50
Leslie, Pearl	102	59 41
MacInnis, Alice	102	59 41
MacLaughlin, Cora	103	60 00
Nelson, Mary	103	60 00
O'Mullon, Mary	103	60 00
O'Regan, Nellie A.	103	60 00
Smith, Lida	103	60 00
Staples, Elsie L.	103	60 00
Sutherland, Mary J.	103	60 00
Troop, Beatrice	79	34 50
Blenkhorn, Ethel	103	45 00
Harrington, Ada W.	80	54 94
Kerr, Minnie G.	102	44 56
Lamb, Ferne B.	103	45 00
Newcombe, Laurie	103	45 00
Ward, Cora	103	45 00
Ward, Nema	103	45 00
Ballantyne, Agnes	93	27 08
Crossman, Evelyn	101½	29 56
Duffy, Gladys M.	103	30 00
Fullerton, Janet M.	103	30 00
Gilbert, Myrtle E.	71	20 68
Gordon, Mary B.	103	30 00
Hartling, Lottie	98	28 53
King, Nellie O.	98	28 53
MacLaughlin, Charlotte	103	30 00

Morris, Lizzie	103	30 00
Sears, Mary G.	99½	28 97
Shipley, Bessie	103	30 00

Poor Sections.

Allen, Lottie M.	44	17 09
Brown, Violet	89	34 56
Rutherford, Alice G.	88	34 17

Special Poor Section.

Greenville Cross Roads	25	00
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Consolidation.

Wentworth	30	00
Joggin Mines	60	00
Advocate	30	00
Springhill	30	00

Annuitants.

Charman, Mary E.	60	00
Charman, Eliza G.	45	00
O'Brien, R. B.	45	00
Phinney, Josephine	45	00

DIGBY.

Harding, Malcolm K.	96	97 84
Duncan, Aubrey C.	103	75 00
Titus, Elva B.	98	71 36
Woodbury, Ada M.	103	75 00
Balcolm, Irene C.	98	57 07
Burrows, M. Louise	103	60 00
Crowell, Gladys R.	98	57 07
Churchill, Hazel M.	68	39 60
Churchill, Helen L.	103	60 00
Finigan, Elenora M.	103	60 00
Lent, Nellie I.	103	60 00
Holmes, Margaret E.	103	60 00
Johnston, Bertha M.	103	60 00
McNeill, Bessie J.	98	57 07
Pothier, Jean Mary	93	54 16
Prime, Daisy R.	103	60 00
Robertson, Alice	98	57 07
Stevens, Genevieve	103	60 00
Steeves, Hazel B.	103	60 00
Turnbull, Bessie B.	98	57 07
Woodbury, Hazel M.	103	60 00
Young, Ermina V.	103	60 00
Bingay, Honoria G.	103	45 00
Hines, Minnie L.	103	45 00
Marshall, Anna M.	103	45 00
Mackay, Grace D.	103	45 00
Morrel, Dorothy R.	103	45 00
Munro, Max M.	101	44 12
Oliver, Margaret B.	103	45 00
Oliver, Marion E.	101	44 12
Outhouse, Eunice E.	103	45 00
Walsh, Grace B.	103	45 00
Blackford, Lillie D.	103	30 00
Brooks, Maud D.	103	30 00

Bruce, Elsie Pearl	103	30 00
Cameron, L. Gertrude	103	30 00
Chute, Winnifred	103	21 12
Crawford, Inez R.	72½	23 00
Eldridge, Laura	79	28 82
DeForest, Ethel V.	99	30 00
Franklin, Francis	103	30 00
Gould, Muriel G.	103	30 00
Harris, Mildred	103	25 91
Marshall, Tracy H.	89	25 91
Morehouse, Gladys E.	89	30 00
Prime, Lenetta	103	28 53
Ritchie, Florence M.	98	29 56
Slocomb, Vera M.	101½	30 00
Thurber, Bessie G.	103	30 00
Welch, Fannie A.	103	25 62
Whitman, Marion I.	88	29 70
Video, Pearle M.	102	

Poor Sections.

Ashe, Mabel L.	70	27 18
Comeau, Mabelle S.	98	38 06
Comeau, Mary A.	91	35 34
DeForest, Hazel	89	34 56
Harvey, Marion M.	103	40 00
Hogan, L. Hilda	103	40 00
Lindsay, Grace	103	40 00
Rice, Violet M.	84	32 62
Sabeau, Millie	84	32 62
Sabeau, Mabel M.	103	40 00
Wright, Dennis B.	103	40 00
Shortlife, Velma	97	37 67

Annuitants.

Hogg, N. W.	60	00
Goodwin, Emma M.	45	00
Sulis, L. Ada	45	00
Smallie, Mary	30	00

CLARE.

Belliveau, Willie J.	99	57 66
Belliveau, Zita	95	55 33
Belliveau, Marie Amy	103	60 00
d'Entremont, Catherine	103	60 00
d'Entremont, Hattie L.	103	60 00
LeBlanc, Marie E.	103	60 00
Sister M. Victoire	103	60 00
Sister M. Cecile	103	45 00
Amiro, Jessie M.	103	45 00
Belliveau, Marie A.	103	45 00
Bourque, Estelle	103	45 00
Comeau, Artemise	103	45 00
Comeau, Anna E.	103	45 00
Comeau, Annie E.	103	45 00
d'Entremont, Edna C.	103	45 00
d'Entremont, Laura M.	103	33 19
Deveau, Mary L.	76	45 00
Deveau, Theresa	103	45 00
Doucet, M. Adele	103	42 80
Lane, L. Stella	98	45 00
LeBlanc, Marie E.	103	45 00

LeBlanc, Marie R.	103	45 00
LeBlanc, Marie L.	103	45 00
LeBlanc, Marie A.	103	45 00
Melanson, Rose A.	103	45 00
Parry, Mary A.	100	43 68
Robichaud, Marie L.	103	45 00
Saulnier, Fedora M.	103	45 00
Sister M. Anthony	103	45 00
Sister M. Modesta	103	45 00
Thimot, M. Elée	103	45 00
Amirault, Celestine M	103	30 00
Belliveau, Mary S.	103	30 00
Comeau, Margaret M.	103	30 00
Geddry, Mary F.	103	30 00
Goudey, Dorcas M.	98	28 53
Grant, Eva I.	84	24 46
LeBlanc, Symphorien	103	30 00
MacAlpine, Edith E.	103	30 00
Melanson, Marie M.	103	30 00
Robichaud, Eveline	103	30 00
Saulnier, Pauline M.	103	30 00
Sister M. Lucella	103	30 00
Sister M. Bernadotte	103	30 00
Therhault, Symphorien	103	30 00
Thibreau, Cordelia R.	103	30 00
Thimot, Marie Elise	103	30 00

Poor Sections.

Cornwall, Lillian	50	19 41
D'Eon, Elite R.	100	38 83
Journey, Margaret	89	34 56
Neily, Ethel V.	79	30 68

Annuitant.

Sister M. Ursula		45 00
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GUYSBORO.

Hemmeon, M. DeW.	103	105 00
Dawson, Katherine R.	63	45 88
Higson, Jessie H.	101	73 54
Higgins, Stella M.	28	20 39
McQueen, Margaret J.	103	75 00
Heal, Olivia N.	103	60 00
King, Alice	103	60 00
Kedy, Elva M.	103	60 00
McGillivray, Amelia	103	60 00
McGuire, Eva	103	60 00
McKenzie, Settie V.	5	2 91
McNeil, Mary A.	98	57 07
Purdy, Agnes L.	103	60 00
Self, Mary Caroline	103	60 00
Boudreau, Evangeline E.	103	45 00
Bruce, Carrie L.	103	45 00
Bars, Annie D.	103	45 00
Corkum, Viola	102	44 56
Goodwin, Leda M.	103	45 00
Glencross, Wilfred	74	32 31
Hurst, Antoinette G.	98	42 80
Irish, Helena G.	103	45 00
Luddington, Phebe M.	103	45 00

Lipsett, Beryl S.	103	45 00
Levandier, Mary I.	102	44 56
Miller, Florence A.	103	45 00
McIsaac, Katherine M.	103	45 00
McLeod, Lauchlin	86	37 55
McPherson, Catherine A.	103	45 00
Rogers, Mary E.	103	45 00
Stuart, Lillian G.	101	44 12
Walsh, Helen	101	44 12
Callahan, Augusta W.	103	30 00
Cameron, Flora	99	28 82
Carrigan, Myrtle C.	89	25 91
Crittenden, Edith A.	103	30 00
Dortt, Mary Isabel	83	24 17
Fitzgerald, Annie	91	26 50
Hadley, Sarah I.	77	22 42
Holloran, Bernetta	103	30 00
Horton, Gladys M.	103	30 00
Hudson, Winnifred	103	30 00
Kelly, Catherine J.	86	25 04
Kennedy, Lena K.	103	30 00
Laurie Alma L.	67	19 50
Laurie, Mary Ann	103	30 00
Laurie, Lolo	103	30 00
Lawlor, Hilda	103	30 00
LeBlanc, Lucy Agnes	103	30 00
Levandier, Helena J.	103	30 00
Macdonald, Sarah M.	59	17 17
Macdonald, Clara	78	22 71
McIsaac, Sadie I.	70	20 89
McKenzie, Mary T.	103	30 00
McLellan, Addean	103	30 00
McNeil, Mary	89	25 91
Meagher, Eliza V.	89	25 91
Miller, Mary C.	103	30 00
Myers, Marion S.	102	29 70
Munroe, Winnifred	79	23 00
Pearnt, Annie N.	84	24 46
Reynolds, Bertha L.	84	24 46
Sangster, Mary B.	74	21 55
Sangster, Emma F.	103	30 00
Scott, Eva Martha	103	30 00
Silver, Gracie B.	78	22 71
Silver, Alvania	95	27 66
Strahan, Mary	98	28 53
Woollard, Flora	94	27 37

Poor Sections.

Callahan, Laura A.	48	18 64
Feltmate, Margaret	50	19 41
Hart, M. Augusta	103	40 00
Jenkins, Abbie V.	87	33 78
Kelley, Mary	98	38 06
Myers, Eva L.	89	34 56
Strahan, Lillian T.	77	29 90
Strople, Carrie L.	81	31 45

Special Poor Secelon.

Lakeville	103	30 00
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Annuitant.

Hannifen, Maggie		30 00
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ST. MARY.

Sinclair, Nellie J.	102	74	27	Haverstock, Alice M.	103	75	00
Cameron, Margaret J.	89	51	83	Holder, Ella G.	20	14	56
Morton, Jean S.	65	37	86	Jamieson, Hariette J.	103	75	00
Murdoch, Lillian M.	103	60	00	Malcolm, Florence P.	103	75	00
Burns, Edith Blanche	102	44	56	Marshall, Lillian E.	103	75	00
Hattie, John D.	61	26	64	Martin, J. P.	103	75	00
Leslie, Esther L.	103	45	00	Macdonald, Helen M.	103	75	00
McPhee, Elsie G.	99	43	24	McManus, Marie	103	75	00
Algee, Alma E.	84	24	46	Nicoll, Margaret W.	103	75	00
Cameron, Flora E. M.	103	30	00	Phelan, Fred J.	103	75	00
Carter, Bessie Ellen	51	14	85	Reinhardt, Ethel B.	103	60	00
Carter, Florence May	48	13	97	Shiers, Mildred B.	103	75	00
Chisholm, Mary C.	103	30	00	Sibley, Gladys M.	103	75	00
Fiske, Georginia	97	28	24	Teresa, Sr. J.	103	74	27
Greene, Lola H.	86	25	04	Tolson, Elizabeth A.	102	75	00
Henderson, Elizabeth	103	30	00	Vincent, Sr. A.	103	75	00
Holland, Helen Louise	83	24	17	Vincent, Sr. M.	103	75	00
Longley, Sara E.	103	30	00	Vincent, Sr. T.	103	75	00
Macdonald, Jennie	50	14	56	Wynne, Mme A. M.	103	60	00
Macdonald, Helen A.	53	15	43	Agnes, Sr. M.	103	60	00
Wilson, Florence	103	30	00	Agnes, Sr. T.	103	60	00
				Allen, M. Edith	103	60	00
				Aquinas, Sr. M.	103	60	00
				Armitage, Mary F.	103	60	00
				Augustine, Sr. M.	103	60	00
				Baldock, Olive M.	103	60	00
				Beatrix, Sr. M.	103	60	00
				Bernard, Sr. M.	103	60	00
				Blackman, Winifred	103	60	00
				Bowden, Ida M.	103	60	00
				Bowden, Laura J.	103	46	00
				Brady, Esther	79	60	00
				Brims, Mary C.	103	60	00
				Brodie, Isabel	103	60	00
				Burgoyne, A. Viola	103	60	00
				Carmel, Sr. A.	103	60	00
				Cecelia, Sr. M.	103	60	00
				Clark, Esther	103	60	00
				Clement, Sr. M.	103	60	00
				Collings, Gladys P.	103	60	00
				Concepta, Sr. M.	103	60	00
				Conrad, Ethel M.	103	60	00
				Cunningham, Anna M.	103	60	00
				de Chantal, Sr. M.	103	60	00
				Dempsey, Isabel B.	103	60	00
				Dempster, May W.	103	44	26
				Dean, Bertha	76	60	00
				Distant, Dorothy	103	60	00
				Dolorita, Sr. M.	103	37	27
				Doyle, Joanna	103	60	00
				Dwyer, Mary T.	103	60	00
				Edwina, Sr. M.	103	60	00
				Ernestine, Sr. M.	103	60	00
				Ethelbert, Sr. M.	103	60	00
				Florence, Sr. M.	103	60	00
				Flowers, Edith M.	103	60	00
				Flowers, Harriet L.	103	60	00
				Fox, Arthur D.	103	60	00
				Fry, Beatrice	103	60	00
				Gallagher, Mildred	103	60	00
				Gerald, Sr. Agnes	103	60	00
				Gleeson, Jerrine M.	103	60	00
				Gormley, Grace	103	60	00
				Greig, Lily C.	103	60	00
				Harlow, Agnes O.	103	60	00
				Hines, R. May	103	60	00
				Kelly, Mme E.	103	60	00

Poor Sections.

Ashton, Beatrice M.	101	39	22
Carter, Ethel Blanche	48	18	64
Gillis, Mary Margaret	48	18	64
McFarlane, Christina B.	73	28	34

Special Poor Section.

New Chester	29	40	
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HALIFAX CITY.

Butler, G. K.	103	105	00
Blackwood, E. Florence	103	90	00
Blois, H. H.	103	90	00
Brunst, H. D.	103	90	00
Cummings, E.	103	90	00
Hibbert, T. M.	83	72	52
Huggins, G. M.	103	90	00
Marshall, G. R.	103	90	00
Matheson, D. J.	103	90	00
Matheson, D. M.	102	89	13
Morton, S. A.	103	90	00
Murray, Mme E. M.	103	90	00
Rosaire, Sr. M.	103	75	00
Trefry, J. H.	103	90	00
Vickery, H. B.	88	76	89
Bigney, Ella M.	103	75	00
Campbell, Jean P.	103	75	00
Cecelia, Sr. F.	103	75	00
Clark, Lillian G.	103	75	00
Colquhoun, Lillias U.	103	75	00
Concepta, Sr. Marion	103	75	00
deChantal, Sr. F.	103	75	00
Dexter, Hilda E.	103	75	00
Distant, Mary L.	103	75	00
Douglas, H. G.	103	75	00
Ethelred, Sr. M.	103	75	00
Finn, Mme. A. E.	103	75	00
Francis, Sr. M.	103	75	00
Gillen, Mme. K. E.	103	75	00

Kennedy, Mary B. D.	103	60 00	Hartling, Nettie J.	68	29 70
King, Ada A.	103	60 00	Healy, Katherine	103	45 00
King, Berta	103	60 00	Herman, Edith	103	45 00
Laracy, Annie X.	103	60 00	Hoben, A. Grace	20	8 72
Lent, Frederick E.	103	60 00	Houston, Sarah	103	45 00
Leon, Sr. M.	103	60 00	James, Clara A.	103	45 00
Leontine, Sr. M.	103	60 00	Johnston, Isabel	103	45 00
Lockward, Grace E.	102	59 41	Keeler, Pearl	54	23 58
Maxwell, Jessie M.	103	60 00	Kennedy, Mary C.	103	45 00
Mingo, Irene B.	103	60 00	Kennedy, Winifred M.	103	45 00
Mooney, Ethel M.	103	60 00	Lawrence, J. Lenore	102	44 56
McCurdy, Mary J.	103	60 00	Leo, Sr. M.	103	45 00
Macdonald, Annie A.	103	60 00	Logan, Annie	103	45 00
McKinnon, J. J.	103	60 00	Lomas, Jennie	19	8 28
Macnamara, Sadie	103	60 00	Lyall, Beatrice H.	103	45 00
O'Brien, Mary A.	103	60 00	Martin, Isabel M.	103	45 00
Pace, Juene I.	103	60 00	Maskell, Eva M.	102	44 56
Palmer, Gladys M.	103	60 00	Michael, Sr. M.	103	45 00
Patten, Arthur H.	15	8 73	Mitchell, Lillie F. J.	103	45 00
Peart, Ada H.	103	60 00	McDonell, Mme F.	103	45 00
Phelan, Margaret	103	60 00	McGillivray, Flora G.	103	45 00
Pius, Sr. M.	103	60 00	McQuarrie, Catherine	103	45 00
Publicover, Lila D.	102	59 41	McLean, Annie	103	45 00
Pye, Eva C.	60	34 95	O'Donoghue, Margaret	103	45 00
Rankin, Annie B.	103	60 00	Perpetua, Sr. M.	103	45 00
Raphael, Sr. M.	103	60 00	Power, Nora N.	103	45 00
Ross, E. J.	103	60 00	Reinhardt, Margaret	103	45 00
Saunders, Amy C.	103	60 00	Remigius, Bro	103	45 00
Shields, Ella G.	103	60 00	Rita, Sr. M.	103	45 00
Sims, Susie A.	103	60 00	Rockett, Margaret	103	45 00
Sullivan, Mme E.	103	60 00	Ross, Carrie E.	103	45 00
Thompson, Frances	103	60 00	Ross, Christena	103	45 00
Thompson, Margaret	103	60 00	St. Gaeton, Sr. M.	103	45 00
Toomey, Fannie	103	60 00	Smith, Anna K.	103	45 00
Trefry, Edith C.	103	60 00	Sullivan, Margaret	103	45 00
Tulloch, Mary E.	103	60 00	Sullivan, Margaret T R	102	44 56
Tynan, Joanna C.	103	60 00	Sullivan, M. Theresa	103	45 00
Vincent, Sr. R.	103	60 00	Theakston, S. Emma	103	45 00
Wakely, Agnes C.	103	60 00	Towshend, Dorothy	103	45 00
Wallace, Eva M.	103	60 00	Travis, Ada A.	103	45 00
Wambolt, Gertrude	82	47 76	Vaughan, Ethel M.	103	45 00
Warner, Edna B.	103	60 00	Vaughan, Kathleen H.	102	44 56
Warner, Irene	73	42 51	Warner, Mabel	102	44 56
Wickwire, Annie L.	103	60 00	Wells, Clara	102	44 56
Wiswell, Ida M.	102	59 41	Foley, Irene	44	12 81
Woolrich, Mary E.	103	60 00	Hopkins, Annie	30	8 73
Xavier, Sr. F.	103	60 00	Jemmott, M. F.	103	30 00
Zive, Alta M.	103	60 00	Lawrence, Sr. C.	103	30 00
Ackhurst, Minna L.	103	45 00	Marianita, Sr.	103	30 00
Baptist, Sr. J.	103	45 00	Patrick, Bro	103	30 00
Bayer, Annie L.	103	45 00	Sweeney, Margaret	103	30 00
Blakeney, Edna M.	103	45 00			
Cameron, Minnie T.	102	44 56			
Catherine, Sr. M.	103	45 00			
Codie, Mme T.	103	45 00			
Cunningham, Edith T.	30	13 10			
de Pazzi, Sr. M.	103	45 00			
Devine, Mary E.	103	45 00			
Dorothy, Sr. M.	103	45 00			
Ethelburga, Sr. M.	103	45 00			
Evangelista, Sr. M.	103	45 00			
Felix, Sr. M.	103	45 00			
Grierson, Frances	103	45 00			
Grierson, Mary H.	103	45 00			
Gualbert, Sr. M.	103	45 00			
Hamilton, Harriet	103	45 00			
			O'Hearn, P.	250 00	
			MacIntosh, K. A.	180 00	
			Creighton, I. M.	60 00	
			Delahanty, K.	60 00	
			Gaul, R. E.	60 00	
			Hall, H. McG.	60 00	
			Hamilton, M. A.	60 00	
			Peters, F. A.	60 00	
			Shields, Sarah	60 00	
			Theakston, H. S. F.	60 00	
			Broadhurst, M. E.	45 00	
			Coleman, H. E.	45 00	

Annuitants.

Curren, E. M.	45	00	Findlay, Sadie	103	45	00
Johns, M. A.	45	00	Hamilton, Annie K.	102	44	56
Lyle, E. M.	45	00	Harpell, Cora May	102	44	56
McArthur, Janet	45	00	Hawkins, Ira W.	78	34	06
McGregor, Annie	45	00	Healy, Gertrude M.	101	44	12
Putnam, A. F.	45	00	Hilchey, Stella B.	103	45	00
Torrey, C. E.	45	00	Hume, Bessie	103	45	00
Walsh, Alice M.	45	00	Innes, E. Jean	98	42	80
Willis, E. J.	45	00	Johnson, Annis May	100	43	68
Estate of late Louis Wier	31	30	Kilcup, Edith M.	11	4	79
			Laidlaw, Elizabeth	103	45	00
			Langille, Myrtle B.	103	45	00
			Leslie, Gladys	79	34	50
			MacCarthy, Katherine	103	45	00
			MacCarthy, Tena	103	45	00
			McDonald, Laura	103	45	00
			MacInnes, Edith M.	103	45	00
			MacKay, Isabel C.	103	45	00
			MacKenzie, Margaret A.	103	45	00
			McLeod, Beatrice	103	45	00
			McNeil, Annie May	103	45	00
			Matheson, Benedict	98	42	80
			Muir, Jennie	48	20	96
			Murray, Bertha F. J.	103	45	00
			Patterson, Maizie	103	45	00
			Purdy, Jamie M.	45	45	00
			Roche, Agnes D.	103	45	00
			Roche, Mary	103	44	12
			Shortt, Martha H.	101	25	33
			Siteman, Anna B.	58	41	93
			Smith, Isabella	96	44	12
			Stewart, Catherine J.	101	45	00
			Spares, Sadie J.	103	43	24
			Suttis, Clara M.	99	45	00
			Sutherland, Bessie C.	103	45	00
			Thomas, Bessie	103	45	00
			Thompson, Myrtle F.	103	44	56
			Webber, Greta M.	102	30	00
			Baker, Eva J.	103	28	53
			Beaver, Beulah M.	98	30	00
			Bonang, Maude Mary	103	27	95
			Burnett, Nellie R.	96	28	82
			Burris, Fannie	99	30	00
			Clattenburg, Nellie F.	103	9	02
			Croucher, Margaret	31	29	70
			Crowell, Daisy	102	30	00
			Daye, Clara E.	103	29	70
			Dechman, Anna May	102	28	24
			Douglass, Florence D.	97	14	56
			Duggan, Pearl	50	30	00
			Eison, Carrie	103	30	00
			Fancy, Annie A.	103	29	12
			Faulkner, Nina M.	100	25	91
			Fraser, Melissa	89	27	66
			Gargan, Lucy B.	95	30	00
			Garrison, Goldie	103	30	00
			Gates, Nora E.	103	21	84
			Greenough, Florence A.	75	4	94
			Havill, Ruth	17	30	00
			Hamilton, Annabel	103	24	75
			Henry, Ada Helen	85	19	21
			Hewitt, Lillian B.	66	30	00
			Hilchie, Esmeralda	103	29	12
			Hiltz, Beatrice G.	100	30	00
			Hiltz, Rita E.	103	30	00
			Hilchie, Nellie M.	103	30	00
					30	00
HALIFAX COUNTY.						
Stapleton, W. C.	103	105	00			
Grant, Jennie	103	75	00			
McPhail, Annie L.	103	75	00			
Moore, Jamesina	103	75	00			
McLeod, Blanche B.	103	75	00			
Archibald, Mabel	103	60	00			
Baxter, Maude B.	103	60	00			
Blakeney Bernice H. V.	83	48	34			
Boutilier, Muriel	103	60	00			
Burrill, Hilda I.	103	60	00			
Christie, Margaret A.	103	60	00			
Cameron, Sadie E.	103	60	00			
Collins, Pearl	102	59	41			
Corkum, Florence J.	103	60	00			
Crocker, Cornelia	99	57	66			
Deckman, Lottie E.	103	60	00			
DeVan, Nano	103	60	00			
Edwards, Elsie A.	103	60	00			
Foster, Christina A.	103	60	00			
Harrison, Ethel	103	60	00			
Higgins, Emma A.	101	58	83			
Hiltz, Adelaide S.	103	60	00			
Hiltz, Ethel M.	103	60	00			
Johnson, Eva C.	100	58	25			
Houghton, Cyretha M.	103	60	00			
Keeler, Celia	103	60	00			
McKay, Ethel C.	103	60	00			
Manson, A. Katherine	103	60	00			
Moseley, Mabel C.	103	60	00			
Munro, Cora Mae	101	58	83			
Noonan, Gertrude	103	60	00			
Pineo, G. Paige	103	60	00			
Pye, Ethel A.	98	57	07			
Scott, Catherine M.	78	45	42			
Settle, Gertrude	5	2	91			
Smith, Marion	103	60	00			
Strachan, Katharine	103	60	00			
Urquhart, Gertrude	88	51	24			
Wolfe, Jessie A.	103	60	00			
Ahern, Mary	63	27	52			
Archibald, Janie	103	45	00			
Auld, Margaret E.	102	44	56			
Baker, Ella P.	98	42	80			
Boutilier, Adelaide C.	103.	45	00			
Brown, Jessie M.	103	45	00			
Cox, Sara E.	103	45	00			
DeVan, Eileen U.	103	45	00			
Dillman, Clara	34	14	84			
Dillman, Minerva E.	74	32	31			
Dominey, Margaret	103	45	00			
Elliot, Ruth	91	39	75			

Hubley, Irene	103	30 00
Hubley, Minnie M.	103	30 00
James, Cora V.	103	30 00
Keating, Muriel	103	30 00
Kelly, Jennie	76	22 13
Kent, Helena M.	100	29 12
Killen, Marguerite E.	103	30 00
Kravis, Lucy	86	25 04
Lemoine, Annie L.	97	28 24
Leslie, Olive J.	84	24 46
Logan, Catherine J.	92	28 53
Millett, Kathleen S.	93	27 08
Miller, Birdie G.	101	29 41
Moren, Laura B.	103	30 00
Muir, Annie	94	27 37
Murphy, Winnifred P.	62	18 05
Myers, Leah M.	94	27 37
Newcombe, Alice V.	83	24 17
O'Regan, Kathleen R.	103	30 00
Pace, Ernest C.	101	29 41
Power, Eva B.	103	30 00
Reid, Victoria L. A.	63	18 34
Robinson, Emma G.	103	30 00
Rutherford, Jessie	78	22 71
Russell, Plessa M.	103	30 00
Rutledge, Pearl H.	84	24 46
Savage, Lucelle	98	28 53
Smith, Elmira E.	100	29 12
Smith, Laura E.	103	30 00
Smith, Lelia Lucy	92	26 79
Stewart, Elsie N.	102	29 70
Stewart, Florence M.	78	22 71
Stoddard, Zaidie F.	102	29 70
Tulloch, Jean E.	98	28 53
Walker, Olive M.	89	25 91
Walsh, Ada M.	103	30 00
Walters, Margaret	102	29 70
Webber, Irva May	103	30 00
Ellis, G. Jean (lib. 1917)		5 00

Poor Sections.

Brown, Mary F.	98	38 06
Cooke, Nettie May	102	39 61
Dillman, Vera	103	40 00
Fader, Watson Lloyd	22	8 55
Gibson, Pearl	70	27 18
Irwin, Alice C.	50	19 41
Lemoine, Adele E.	97	37 67
McGrath, Annie M.	92	35 72
McPhail, Margaret	103	40 00
MacPhee, Evelyn S.	87	33 78
Miller, Hazel V.	89	34 56
Parker, Olive L.	94	36 50
Rutledge, Effie	43	16 70
Rutledge, Nora	84	32 36
Siteman, Laura	102½	39 81
Skerry, Emma	103	40 00
Uphaw, Maggie	58	22 52
Uphaw, Rachael	89	34 56
Whalen, Jean M.	100	38 83
Yeadon, Annie L.	19	7 38

Annuitants.

Herdman, W. C.		60 00
Mary Ann, Sr.		45 00

Cooke, Mary L.		45 00
Hume, Mary E.		45 00
Wier, Amelia		45 00
Bacon, Amelia		30 00
Gibbons, John		30 00

HANTS EAST.

Fulton, Olive J.	98	71 36
Anthony, Ruby D.	102	59 41
Bradshaw, Janet May	103	60 00
Foote, Elida A.	102	59 41
Hall, Agnes Mae	45	26 21
McDonald, Daisy H.	103	60 00
McKenzie, Estelle J.	102	59 41
McPhee, Ruth R.	8	4 65
Troope, Alice M.	103	60 00
Trevoy, Nellie M.	103	60 00
Weldon, Georgie	103	60 00
Withrow, E. B.	103	60 00
Whittier, Catherine L.	103	60 00
Anthony, Louise	103	45 00
Anthony, Minnie D.	103	45 00
Bowers, Viola A.	103	45 00
Bradley, Nina F.	98	42 80
Brown, Jennie E.	92	40 18
Campbell, Lena B.	103	45 00
Courtney, Mabel	101	44 12
Densmore, L. Olive	103	45 00
Drillio, Edith M.	103	45 00
Fisher, Ethel	103	45 00
Harvey, Meta A.	42	18 34
Irving, Mabel J.	78	34 06
Johnson, Myrtle	103	45 00
Laffan, Lillian	103	45 00
Lingard, Lillian M.	103	45 00
Logan, Stella May	101	44 12
McClair, Christena L.	103	45 00
McDougall, Mary	100	43 68
McDougall, Mildred	97	42 37
McKenzie, Elsie P.	98	42 80
McKenzie, Gertrude	98	42 80
Rose, A. M.	103	45 00
Smith, Lizzie A.	98	42 80
Sinclair, Margaret	29	12 66
Withrow, Lizzie	103	45 00
Woodworth, Elizabeth	103	45 00
Canning, Gladys	100	29 12
Custance, Marjorie E.	103	30 00
Custance, Mabel E.	103	30 00
Ettinger, Warren	89	25 91
Graham, Alice T.	103	30 00
Horne, Mary E.	103	30 00
Harvey, Aletha Maud	103	30 00
Kerr, Bessie D.	50	14 56
Hill, Maggie J.	102½	29 85
Murphy, Ethel	78	22 71
MacInnis, Eva	66	19 21
McCulloch, Lucy	103	30 00
Northup, Wilhelmina	103	30 00
Phillips, Grace	102	29 70
Parker, Inez M.	103	30 00
Pratt, Gladys	100	29 12
Scott, Francis	100	29 12

Spares, Ruby C.	103	30 00	Wallace, Ellen	103	45 00
White, Lucy A.	103	30 00	Cochrane, Mabel G.	98	28 53
Wright, Nellie Meta	102	29 70	Cole, Lydia M.	98	28 53
Poor Sections.			Davidson, Rebecca A.	103	30 00
Harris, Evelyn H.	103	40 00	Davison, Nellie L.	103	30 00
McKinnon, Gladys Jean	93	36 11	Dimock, Eva	103	28 53
Mason, Sadie J.	102	39 61	Laws, Lillian	98	30 00
Rockwell, Ora	93	36 11	LeCain, Myrtle	103	30 00
Spares, Gladys E.	59	22 91	McEnnis, Jean	103	30 00
Purple, Janie O. B.	103	40 00	Sibley, Mary B.	103	30 00
Withrow, Flossie	82	31 84	Wood, Winnie R.	103	30 00
			Withrow, Ethel R.	103	30 00

Poor Sections.**HANTS WEST.**

Smith, John A.	98	97 87	Bowes, Innetia	103	40 00
Marsters, Gladys	34	19 79	Daniels, Madge	103	40 00
Scott, Agnes B.	98	71 36	Evans, Ruby	98	38 06
Silver, Basil C.	102	74 27	Bush, Ethel	98	38 06
Thomas, Blanche E.	103	75 00	Hume, Jessie	74	28 73
Thurston, H. S.	93	67 72	Johnston, Lillian	88	34 17
Burgess, Florence	85	49 50	Jollymore, Leila	84	32 62
Carde, Edna R.	23	13 39	Mason, Eunice	89	34 56
Davies, Kathleen	98	57 07	Annuitants.		
Friggins, Vera	15	8 73	Burgoyne, Naomi		60 00
Graham, Creta	103	60 00	Scott, Lily A.		60 00
Jacques, Violet D.	103	60 00	Smith, Letson M.		60 00
Lawrence, Lily M.	103	60 00	Bennett, Hannah		45 00
McCurdy, Helen	98	57 07	Scott, Annie E.		45 00
McLellan, Mary	98	57 07	INVERNESS SOUTH.		
Newcomb, Louise	103	60 00	Doucet, Pauline M.	103	105 00
Ruggles, Annie B.	65	37 86	Martin, Marion	103	75 00
Ruggles, Florence L.	103	60 00	Smythe, Philomena	103	75 00
Stoddard, Hildred	20	11 64	Campbell, Catherine A.	103	60 00
Tingley, Ruth B.	103	60 00	Courteen, Violet	102	59 41
Weldon, Edith	103	60 00	MacArthur, Mary Agnes	103	60 00
White, Jennie M.	98	57 07	MacDonald, Katherine	103	60 00
Wickwire, Margaret	103	60 00	MacIntosh, Janet E.	103	60 00
Wickwire, Olive	103	60 00	MacMaster, Margaret J.	103	60 00
Barkhouse, Hattie M.	83	36 25	Sr. St. Bridget	20	11 64
Boyd, Lena T.	103	45 00	Sr. St. Zephyrin	103	60 00
Boylan, Frances	98	42 80	Campbell, Alexandra	100	43 68
Casey, Gertrude	103	45 00	Campbell, Lucy J.	103	45 00
Cook, Leona M.	103	45 00	Campbell, Margaret M.	103	45 00
Dimock, Annie A.	98	42 80	Davis, Catherine	98	42 80
Drysdale, Esther M.	103	45 00	Hennessey, Maude C.	103	45 00
Fraser, Daisy R.	103	45 00	McDonald, Mary Jane	89	38 87
Kelly, Minnie	98	42 80	MacDonald, Christina	84	36 68
Lynch, Mabel P.	103	45 00	MacIvor, Annie Agnes	103	45 00
Mariette, Emma M.	101	44 12	MacLean, Edgar H.	103	45 00
Morison, Madge	98	42 80	MacLeod, Mary Margaret	98	42 80
MacQuarrie, Gladys	102	44 56	Martin, Cassie A.	103	45 00
McDonald, Donnie	103	45 00	Sr. St. Mary of the Assump-		44 56
McCulloch, Alice S.	103	45 00	tion	102	44 56
McCully, Velma V.	103	45 00	Sister St. Olga	102	45 00
Robinson, E. May	103	45 00	Williams, M. Irene	103	21 26
Salter, Hattie M.	103	45 00	Beaton, Mary Margaret	73	80 00
Sanford, Ida M.	103	45 00	Cameron, Margaret S.	103	2 33
Schofield, Evelyn	103	45 00	Campbell, Katharine	8	29 70
Smith, Florence E.	102	44 56	Crispo, Sadie Ellen	102	
Smith, Melicent	97	42 37			
Sweet, Annie E.	98	42 80			
Underwood, Emma	88	38 43			

Graham, Annie B.	103	30 00	Phillips, Ella	103	60 00
Joncas, Helen Edith	103	30 00	Sr. St. Andrew	103	60 00
Kennedy, Mary M. A.	93	27 08	AuCoin, Charles	103	45 00
McArthur, Bridget	15	4 36	AuCoin, James H.	93	40 62
MacAskill, Christina A.	103	30 00	AuCoin, Mary	103	45 00
McDonald, Anna M.	91	26 50	Austen, Bella	101	44 12
MacDonald, Christina	102	29 70	Boudreau, P. C.	80	34 94
Macdonald, Ella	102	29 70	Cahill, Catherine	103	45 00
McDougall, Annie Marie	103	30 00	Chiasson, Ephraim	102	44 56
MacKenzie, Jessie C.	92	26 79	Chiasson, Lizzie	103	45 00
MacKinnon, Mary K.	103	30 00	Chisholm, A. A.	91	39 75
Morrison, Florence Irene	103	30 00	Doucet, Delina	32	13 97
Murphy, Frances	81	23 59	Gillis, Jessie May	103	45 00
Ryan, Mary Patricia	94	27 37	LeBlanc, Annie	103	45 00
Sister St. Catherine	102	29 70	LeBlanc, Catherine M.	102	44 56
Beaton, Margaret	79	23 00	MacDaniel, Alice	98	42 80
Botherson, Helen Jane	84	24 46	Macdonald, Jessie	103	45 00
Caulder, Mabel	86	25 04	Macdonald, Mary	103	45 00
Cameron, Mary Jane	87	25 33	Macdonald, Jennie	103	45 00
Campbell, Flora J.	74	21 55	Macdougall, Jessie B.	83	36 25
Campbell, Margaret Anne	89	25 91	MacKinnon, Mary C.	103	45 00
Dwyer, Hugh James			MacKinnon, Nora	103	45 00
Dowling, Annie M.	89	25 91	MacKinnon, A. D.	103	45 00
Graham, Margaret M.	98	28 53	Maclellan, Annie J.	103	45 00
Gray, Stewart	100	29 12	MacIennan, C. Mae	103	45 00
MacCormack, Mary Janc	88	25 62	MacIennan, Christine	103	45 00
Macdonald, Margaret B.	84	24 46	Macleod, Lauchina	103	45 00
MacDonald, Isabel	75	21 84	Matheson, Helen	103	45 00
MacDonald, Mary	86	25 04	Roach, Arsene	103	45 00
Mac Donald, Margaret	69	20 09	Smith, Helen	103	45 00
Macdonald, Lizzie	89	25 91	Sr. Marie du Cenacle	103	45 00
MacEachern, Annie L.	88	25 62	Sr. St. Camillus	103	45 00
MacIntosh, Mary	97	28 24	Arseneau, Mathilda	103	30 00
MacIntyre, Florence	103	30 00	Boyle, Veronica	103	30 00
MacLellan, Mary Ann	83	24 17	Burns, Arsene	56	16 30
McLeod, Dan Angus	84	24 46	Cameron, Mary M.	89	25 91
McMaster, Margaret	82	23 88	Coady, Theresa	86	25 04
MacPhail, Alexander C.	87	25 33	Delaney, Juliet	103	30 00
McPhee, Bessie	42	12 23	Gillis, Minnie	89	25 91
McQuarrie, Katie S. F.	89	25 91	LeBlanc, Mary C.	103	30 00
McQuarrie, Charlotte D.	70	20 39	Ling, Isabel	69	20 09

Poor Sections.

Chisholm, Katherine M.	103	39 61	MacDonald, Grant	84	24 46
Macdonald, Anna E.	103	39 61	MacEachern, Marjorie	103	30 00
McDonnell, Margaret	78	28 08	MacFarlane, Sara	96	27 95
MacEachern, Mary C.	102	39 23	MacFarlane, Rose	90	26 21
MacKinnon, Margaret J.	96	36 92	MacKenzie, Jimina	88	25 62
McPhail, Jessie K. B.	67	25 76	Maclean, Annie J.	68	19 79
Smith, Margaret	89	34 22	MacIellan, Wm. Bernard	88	25 62

Annuitants.

Chisholm, Duncan		60 00	MacIellan, Anna	101	29 41
Davis, Mrs. Mary		30 00	MacIellan, Jessie M.	82	23 88
McQuarrie, Angus		30 00	MacIellan, Angus J.	85	24 75

INVERNESS NORTH.

Boudreau, A. C.	103	60 00	MacIellan, Lenora	91	26 50
MacDaniel, Margaret	83	48 34	MacMillan, Eliza B.	88	25 62
Macdonald, Alexander	103	60 00	Macquarrie, Annie M.	55	16 01
LeBlanc, John	103	60 00	Morrison, Mary J.	103	30 00
Morse, E. P.	103	60 00	Robertson, Mammie	101	29 56

Poor Sections.

Butterworth, Annie	48	18 47
Gillis, Jessie Ann	63	24 23

Gillis, Mary Ann	73	28 08	Nunn, Mary E.	20	11 64
LeBlanc, Mary D.	103	39 61	O'Brien, Cassie	103	60 00
Macdonald, Mary A.	90½	34 81	Reid, Evelyn J.	98	57 07
MacFarlane, Margaret E.	45	17 20	Ritcey, Adelaide	94	54 74
MacIsaac, Mary Jessie	89	34 21	Roach, Dorothy	103	60 00
MacIellan, Dan. J.	87	33 45	Sellars, Pearl	92	53 58
Macquarrie, Mary C.	101	38 84	Strong, Gladys	103	60 00
Nelson, G. A.	103	39 61	Tibert, Melda	102	59 41
Stewart, Wm. D.	86	33 07	West, Gladys I.	98	57 07
Tompkins, Martha R.	86	33 07	Wheelock, Mildred	5	2 91
			White, Emma L.	83	48 34
			Young, Reta M.	102	59 41
			Zinck, Florence	94	54 74
			Atwell, Lenna	103	45 00
			Bishop, Hattie	103	45 00
			Bishop, Helen	98	42 80
			Boylan, Alice E.	76	33 19
			Brydon, Ella M.	103	45 00
			Coldwell, Mary	103	45 00
			Corkum, Prudence	101	44 12
			Creemer, Mary	103	45 00
			Davison, Reta	103	45 00
			Downie, Helen	98	42 80
			Eaton, Laura J.	103	45 00
			Forsythe, Reta	103	45 00
			Fox, Stella E.	103	45 00
			Hall, Ella C.	103	45 00
			Harvey, Elizabeth	100	43 68
			Harris, Mary H.	103	45 00
			Henderson, Ethel	103	45 00
			Kaizer, Mary B.	103	45 00
			Kinnie, Amy P.	103	45 00
			Lamont, Nancy	103	45 00
			Martin, Kathryn	98	42 80
			Morse, Dorothy	38	16 59
			Morse, Kate O.	103	45 00
			Neary, Stella B.	78	34 06
			Nichols, Lola M.	98	42 80
			Palmer, Queenie	96	41 98
			Parker, Essie	103	45 00
			Patterson, Florence	103	45 00
			Phillips, Winnifred	103	45 00
			Pierce, Mertie Browne	94	41 06
			Roy, Katherine	103	45 00
			Robinson, Clara	94	41 06
			Sanford, Alida	103	45 00
			Sanford, Ruth	103	45 00
			Sawler, Pearl	103	45 00
			Sawler, Merinda	53	23 15
			Sim, Jennie P.	103	45 00
			Spinney, Helen M.	103	45 00
			Spurr, Hortense V.	95	41 49
			Ward, Edith R.	103	45 00
			Weaver, Carrie A.	103	45 00
			Webber, Maude	103	45 00
			Webber, Ola B.	103	45 00
			White, Bertha	84	14 84
			Wilson, Bertha	103	45 00
			Woodworth, Alfreda	103	45 00
			Coleman, Jennie	86	25 04
			Cox, Mary B.	98	28 53
			Crouse, Gertrude M.	65	18 92
			Dickie, Ada B.	88	25 62
			Eaton, Julia W.	103	30 00
			Etter, Florence E.	78	22 71
			Fisher, Mary L.	103	30 00

Annuitants.

Gillis, Malcolm H.	60 00
Gillis, Michael	45 00
Gillis, Michael 2nd hf yr. 1917	45 00
Macdonald, Teresa	45 00
Macdougall, A. S.	45 00
MacInnis, W. C.	45 00
MacIellan, A. N.	45 00

KINGS.

Ford, R. W.	98	99 87
Osborne, N. A.	103	105 00
Trask, J. Logan	98	99 87
Webster, Winnifred	98	85 60
Baxter, Susie T.	98	71 36
MacGregor, Anna	97	70 63
Thorpe, Violet G.	103	60 00
Baltzer, Mary H.	103	60 00
Banks, Minnie L.	103	60 00
Baxter, Jean L.	103	60 00
Bowlby, Jessie I.	98	57 07
Bryden, Alice E.	103	60 00
Buddle, Francis L.	103	60 00
Chase, Gertrude	29	16 88
Chase, Milicent	20	11 64
Chute, Frances	97	56 49
Cooke, Belle J.	97	56 49
Crawford, Florence	103	60 00
Crocker, Hilburne M.	96	55 91
Cropley, Bertha O.	103	60 00
Elliott, Edna G.	100	58 25
Foote, Marguerite	102	59 41
Fulton, Elsie L.	103	60 00
Gilliatt, Evelyn R.	103	60 00
Hardy, Jean	97	56 49
Holland, Florence B.	103	60 00
Hudgins, Minerva	49	28 53
Kennedy, Gladys	97	56 49
Kent, Alice M.	97	56 49
Knowlton, Cassie B.	97	56 49
Lantz, Verta P.	102	59 41
Lewis, Dora F.	98	57 07
Longley, Annie M.	103	60 00
Mapplebeck, Idella	103	60 00
Marchant, Laura M.	103	60 00
Mitchell, Ida L.	103	60 00
MacLean, Annie	103	60 00
McDonald, Joan A.	98	57 07
Newcombe, Gladys	103	60 00
Nichols, Allison C.	103	60 00
Nichols, Harriet	98	57 07

Hale, Florence D.	103	30 00	Ernst, Rhoda	99	57 66
Harvey, Kathleen	103	30 00	Frank, Mabel	91	53 00
Hiltz, Louise J.	82	23 88	Hall, Bessie	98	57 07
Jackson, Edith G.	102	29 70	Hebb, Bessie C.	103	60 00
Jackson, Ruth B.	103	30 00	Hirtle, Pearl	102	59 41
Jenkins, Una G.	102	29 70	Johnson, Mary	103	60 00
Lyons, Elizabeth M.	100	29 12	Kaulback, Birdie	92	53 58
Mullett, Violet R.	103	30 00	Keddy, Pearl	102	59 41
Parker, Maude S.	102	29 70	Kelly, Cecilia V.	98	57 07
Sheffield, Mary E.	103	30 00	Knickle, K. T.	103	60 00
Turner, Lytle E.	60	17 47	Leary, Mary E.	103	60 00
Veinott, Laura	102	29 70	Leslie, G. L.	103	60 00
Young, Ruth E.	103	30 00	Miller, Sadie E.	103	60 00
			Rafuse, Eva	103	60 00
			Romkey, Nellie	102	59 41
			Rudolf, Adah	103	60 00
			Veinotte, Alice M.	102	59 41
			Veinotte, Doris	101	58 83
			Walters, Muriel	103	60 00
			Wentzell, Elsie D.	98	57 07
			Wynacht, Margaret	86	50 08
			Young, Bessie	103	60 00
			Young, Helen R.	103	60 00
			Young, Mary E.	103	60 00
			Young, Olive B.	103	60 00
			Arenburg, Grace	103	45 00
			Baker, Millie S.	102	44 56
			Brooks, Blanche	103	45 00
			Bushen, Oda	103	45 00
			Conrad, Mary L.	103	45 00
			Corkum, Hazel	103	45 00
			Crawford, Florence	98	42 80
			Crouse, Naomi	103	45 00
			Crouse, Lettie	103	45 00
			Curran, Flora	103	45 00
			Deal, Bernice	102	44 78
			Dolliver, Olive	98	42 80
			DeLong, Minnie	103	45 00
			Eisenhauer, Elsie	57	24 89
			Fralic, Elsie	103	45 00
			Hawksworth, Eva	98	42 80
			Himmelman, Amy	103	45 00
			Himmelman, Carrie	103	45 00
			Kaulback, Grace	103	45 00
			Kaulback, Louise	103	45 00
			Keddy, Bessie	98	42 80
			Mader, Jessie	102	44 56
			Manning, Myra	98	42 80
			Mailman, Mary	98	42 80
			McGinty, Katherine	103	45 00
			Naugler, Agnes	88	38 43
			Ramey, Elma	105	45 00
			Rafuse, Lavinia	103	45 00
			Sarty, Laurier	101	44 12
			Silver, Florence	103	45 00
			Stevens, Effie	99	43 24
			Tobin, Mary	98	42 80
			Warner, Emma	103	45 00
			Wile, Lela	103	45 00
			Wilkie, Rheta	98	42 80
			Young, Hazel	103	45 00
			Zwicker, Helen	103	45 00
			Zwicker, Rhoda	98	42 80
			Backman, Nora	103	30 00
			Baker, Emily	65	18 92
			Baker, Laura	103	30 00

Poor Sections.

Algee, Gertrude	87	31 50
Brown, Susie	89	32 22
Cochran, Jean C.	77	27 89
Condyn, Kathryn	39	14 12
Conrad, Carrie E.	61	22 09
Cossaboom, Annie	94	34 04
DeWitt, Ethel J.	65	23 52
English, Evorna	103	37 31
Frail, Elizabeth	103	37 31
Gates, Eva M.	103	37 31
Graves, Stella E.	98	35 48
Hall, Gladys M.	84	30 42
Levy, James R.	76	27 63
Lyons, Florence	95	34 40
Marshall, Lillian	69	24 99
Morris, Florence	81	29 24
Pineo, Pauline	89	32 22
Redden, Delia	89	32 22
Ross, Doris L.	80	28 87
Ross, Thelma F.	82	29 60
Sanford, Janet L.	61	22 09
Ward, Helena	98	35 48
White, Hazel M.	94	34 04
Whitman, Annie E.	102	36 94
Zinck, Ella M.	98	35 48

Annuitants.

Banks, Alonzo	60 00
Challen, Minnie	45 00
Tobin, Gertrude	45 00

LUNENBURG.

Freeman, H. S.	98	99 87
McKittrick, B.	103	105 00
Hewitt, M. C.	103	90 00
Hirtle, A. G. G.	103	90 00
Quintan, Clara	103	75 00
Spindler, Helen M.	103	75 00
Backman, May	103	60 00
Bailey, Hazel	103	60 00
Baizley, Abby	103	60 00
Conrad, Rhoda	103	60 00
Corkum, Mildred L.	103	60 00
Creighton, Lucy	17	9 89
Drew, Nellie	102	59 41
Ernst, Oressa	103	60 00

Baker, Louise	98	28 53
Berringer, Mabel	103	30 00
Burns, Margaret	103	30 00
Chesley, Isabel	103	30 00
Corkum, Clarice	103	30 00
Corkum, Mary	55	16 01
Crouse, Effie	103	30 00
Daurie, Florence	101	29 41
Deal, Annie	103	30 00
Ernst, Amynella	103	30 00
Ernst, Effie	103	30 00
Ernst, Glennie	103	30 00
Feindel, Hilda	103	30 00
Fitch, Murray	103	30 00
Hebb, Evelyn B.	103	30 00
Hebb, Evelyn M.	103	30 00
Hebb, Mabel	95	27 66
Herman, Blanche	103	30 00
Herman, Lela	103	30 00
Hiltz, Vera	102	29 70
Hirtle, Isabel	103	30 00
Hirtle, Mabel	103	30 00
Hirtle, Mary A.	35	10 18
Kaulback, Hazel	103	30 00
Kaulback, Lily	103	30 00
Keddy, Emily	100	29 12
Knox, Vera	103	30 00
Lucy, Hattie	18	5 23
Lane, Florence	103	30 00
Langille, Jean	103	30 00
Maxner, Leah	103	30 00
Morash, Mona	103	30 00
Mosher, Evelyn	103	30 00
Naas, Louisa M.	88	25 62
Howe, Annie L.	97	28 24
Oikle, Mary	103	30 00
Oxner, Blanche	103	30 00
Petit, Daisy	103	30 00
Rafuse, Amy L.	94	27 37
Rafuse, Hazel A.	102	29 70
Reinhardt, Janet	72	20 97
Richards, Laura	101	29 41
Risser, Maud	103	30 00
Romkey, Mildred	103	30 00
Robar, Evelena	103	30 00
Sarty, Gordon	103	30 00
Seamone, Effie	103	30 00
Selig, Hazel	102	29 70
Silver, Fannie	103	30 00
Smith, Hazel	95	27 66
Smith, Nettie	100 $\frac{1}{2}$	29 27
Sprotle, Bernice	103	30 00
Stevens, Ella	103	30 00
Tanner, Ethel	100	29 12
Wagner, Mabel	102	29 70
Wamback, Iona	103	30 00
Warman, Irene	103	30 00
Westhaver, Muriel	103	30 00
Wolfe, Blanche	103	30 00
Young, Eva	103	30 00
Young, Lelma	89	25 91
Zink, Amy	103	30 00
Zink, Edna	102	29 70
Zinck, Muriel	103	30 00
Zinck, Sadie	94	27 37
Zwicker, Florence		

Poor Sections.

Corkum, Hilda	50	19 41
Corkum, Beryl	103	40 00
Dauphinee, Jessie	103	40 00
Ernst, Winifred	103	40 00
Herman, Vera	30	11 65
Hirtle, Marion	103	40 00
Naugler, Ida	103	40 00
Rodenhiser, Lauletta	96	37 28
Selig, Minnie	103	40 00
Slauenwhite, Clara	30	11 65
Slauenwhite, Pauline	52	20 19
Turner, Victoria	94	36 50
Wile, Elfreda	84	32 62

Annuitants.

Reiser, Daniel		60 00
Heckman, A. D.		30 00
Kaulback, Laura		30 00
Smith, Ada		30 00

CHESTER.

Knickle, Jennie	102	59 41
Mosher, Hilda M.	103	60 00
MacMinn, Georgie	103	60 00
Rafuse, Vera G.	103	60 00
Silver, Effie S.	103	60 00
Wentzell, Elsie W.	103	60 00
Zinck, Jessie J.	103	60 00
Zinck, Sydney	103	60 00
Hiltz, Wilfred	103	45 00
Awalt, Florence	103	45 00
Conrad, Grace	103	45 00
Kaulback, Ella	103	14 84
Kent, Winifred	34	8 06
Smith, Eva M.	18 $\frac{1}{2}$	45 00
Webber, Mamie	103	45 00
Young, Amy M.	103	22 42
Corkum, Theora	77	29 70
Evans, Frances	102	30 00
Fleet, Lois	103	30 00
Hawboldt, Ida	103	30 00
Hiltz, Muriel	103	14 85
Hirtle, Erema	51	28 53
Meister, Nina S.	98	29 41
Mitchell, Hazel	101	30 00
Morash, Emma	103	29 41
MacInnis, Muriel	101	30 00
Publicover, Evelyn	103	28 53
Publicover, Pearl	98	30 00
Rafuse, Hazel J.	103	29 56
Smith, Mildred	101 $\frac{1}{2}$	29 70
Zinck, Olive	102	30 00
Boylan, Minna	103	30 00
Corkum, Lola	103	

Poor Sections.

Backman, Ora	101	39 22
Barkhouse, Mae	103	40 00
Broome, Pearl	89	34 56

Robinson, Margaret	103	40 00	Bonsfield, Rosa B.	103	45 00
Stevens, Nellie	20	7 77	Butler, Elizabeth	103	45 00
Wynacht, Ruth	56	21 74	Cameron, Isabel	103	45 00

PICTOU EAST.

MacKay, Annie	103	90 00	Colquhoun, Christina	103	45 00
MacLeod, John T.	103	105 00	Elliott, Bessie	102	44 56
Baillie, A. G.	103	75 00	Fraser, Jennie	97	42 37
Doull, Eva C.	50	36 41	Fraser, Barbara	102	44 56
Dawson, Annie	103	60 00	Hamblen, Jessie	102	44 56
Logan, Jessie B.	102	74 27	Hennessey, E. Reba	103	45 00
Larsen, Lida	103	75 00	Johnston, Hughena	77	33 62
MacCabe, J. M. S.	103	75 00	Keith, Sylvia	103	45 00
MacLellan, Ruth	103	75 00	MacDonald, A. F.	103	45 00
Moran, Sadie M.	103	75 00	MacDonald, Agnes	102	44 56
Porter, Williamina	98	71 36	MacDonald, Ida	19	8 28
Robertson, Edna	103	75 00	MacDonald, Roberta	103	45 00
Rose, Annie I.	103	75 00	MacDonald, Celia	94	41 06
Wadden, Olive	103	75 00	MacEachen, Annie	103	45 00
Atkinson, Mattie	103	60 00	MacKenzie, Charlotte	103	45 00
Baillie, Catharine	102	59 41	MacIver, Dolina	7	3 05
Balcome, Lewis S.	103	60 00	Macgillivray, Jane R.	102	44 56
Bannerman, Margaret	103	60 00	Maguire, Nola P.	98	42 80
Baylee, Susie	103	60 00	MacKenzie, Alexandra	99	43 24
Bonyman, M. Bernice	68	39 60	MacLeod, Catherine E.	53	23 15
Clarke, Margaret	103	60 00	MacNeil, Eva	103	45 00
Davis, Mary	103	60 00	MacQuarrie, Christena	103	45 00
Fraser, Alice E.	103	60 00	Maxwell, Bessie B.	102	44 56
Grant, Hazel	103	60 00	Meikle, Anna B.	103	45 00
Hadley, Agatha	103	60 00	Munro, Annie W.	103	45 00
Hamblen, M. Elsie	101	58 83	O'Connell, E. Grace	102	44 56
Hayman, Catherine	103	60 00	Park, Marion	103	45 00
Kennedy, Sarah C.	101	58 83	Prowse, Cornelia	102	44 56
Lent, Frank I.	102	59 41	Reeves, Margaret	103	45 00
MacDonald, Margaret K.	103	60 00	Robertson, Susie	88	38 43
Macdonald, Mary	94	54 74	Ross, Anna J.	100	43 68
Macdonald, Mary C.	103	60 00	Sutherland, Annie	103	45 00
MacGregor, Margaret A.	103	60 00	Sutherland, Margaret J.	103	45 00
MacKenzie, Christena M	102	59 41	Sutherland, Hattie	94	41 06
MacKenzie, Edna	103	60 00	Thomson, Helen	98	42 80
MacKay, Catherine V.	103	60 00	Allen, Elizabeth	102	29 70
MacLean, Eva	103	60 00	Baillie, Anna	102	29 70
MacLean, Cassie	103	60 00	Cameron, Muriel	103	30 00
MacLeod, Gertrude	102	59 41	Cameron, Hannah	89	25 91
MacLeod, Dolenna	103	60 00	Cavanagh, Muriel	56	16 30
MacLellan, Barbara	103	60 00	Campbell, Jessie L.	101	29 41
Macpherson, Eliza	103	60 00	Chisholm, Elizabeth	103	30 00
Munroe, Katherine	103	60 00	Crockett, Elsie	103	30 00
Murray, Edna	103	60 00	Fleming, Elizabeth	102	29 70
Murray, Sadie A.	103	60 00	Fraser, Ethel	84	24 46
Oulton, Millage	103	60 00	Fraser, Elizabeth	103	30 00
Philip, B. Maude	103	60 00	Fraser, Elma	103	30 00
Robertson, Sarah E.	103	60 00	MacBean, Mary G.	88	25 62
Russell, Martha	103	60 00	MacGillivray, Ethel P.	103	30 00
Savage, Martha	103	60 00	MacIntosh, Nellie	103	30 00
Smith, J. Rose	103	60 00	MacLeod, Christena	103	30 00
Smith, Annie L.	101	58 83	MacKenzie, Hazel	50	14 56
Thompson, Elizabeth	103	60 00	MacKay, Sophia	103	30 00
Watt, Annabel	103	60 00	MacNaughton, Margaret	99	28 82
Walker, Jennie	103	60 00	MacPherson, Christena	103	30 00
Young, Nettie B.	102	59 41	MacWilliam, Margaret	103	30 00
Allen, Lottie M.	103	45 00	Mills, Martha	103	30 00
Ballantyne, Jean	103	45 00	Murray, Mabel J.	103	30 00

Ross, Tena J.	80	23	30
Savage, Helen M.	44	12	81
Sutherland, Elizabeth	81	23	59

Poor Sections.

Campbell, Mary B.	103	39	33
Chisholm, Jessie A.	87	33	22
Cochrane, Lena	60	22	92
Gunn, Elizabeth C.	83	31	70
Huggan, Gladys	93	35	52
MacDonald, Bessie E.	89	33	97
MacKay, Lelia	103	39	33
Reid, Laura	103	39	33
Ross, Melva	103	39	33
Ross, Anna	88	33	60
Robertson, Irene	63	24	06

Special Poor Sections.

Birch Brook	17	48
Green's Brook	30	00
Greenvale	21	60

Consolidation.

Bailey's Brook	90	00
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Annuitants.

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

MacKay, Ethel	98	42	80
MacLennan, Florence	103	45	00
MacLean, Adelaide	103	45	00
McCunn, Isabel	98	42	80
Morrow, Ethel	102	44	56
Murray, Bessie	102	44	56
Munro, Margaret	103	45	00
Ross, Bessie	50	21	84
Rose, Jessie	98	42	80
Sillers, Florence	87	37	99
Sutherland, Margaret	103	45	00
Baillie, Christina	97	28	24
Cameron, Lillian	103	30	00
Campbell, Menah	103	30	00
Cameron, Margaret I.	84	24	46
Dickson, Jean	103	30	00
Dick, Jean	100	30	12
Fraser, R. M.	103	30	00
Gray, Alice	103	30	00
Gunn, Mabel A.	101	29	41
Harris, Catherine	99	28	82
Hamilton, Annie	103	30	00
Johnston, Lillian	101	29	41
MacCunn, Marion D.	88	25	62
MacDonald, Florence A.	71	20	68
MacKay, Helen	103	30	00
MacKenzie, Ella M.	103	30	00
MacKenzie, Hazel	103	30	00
MacQuarrie, Jessie M.	103	30	00
Maxwell, Annabel	103	30	00
Rae, Mary E.	103	30	00
Reid, Olive	103	29	41
Sutherland, Annie C.	101	30	09
Watt, Anna	103	25	91
Young, Katherine	89		

PICTOU WEST.

MacDonald, J. C.	97	84	74
MacInnis, R. J.	97	84	74
MacLellan, R.	97	98	87
MacLeod, R. H.	97	84	74
Archibald, Greta	98	71	36
Barry, M. Alfreda	101	58	83
Burr's, Jennie	102	59	41
Clarke, M. Olive	103	60	00
Creighton, Susan	102	59	41
Heighton, Anna B.	103	60	00
Jollimore, Agnes	103	60	00
MacDonald, Ada	98	57	07
MacArthur, Olive	98	57	07
Sutherland, Ella F.	99	57	66
Blair, Margaret L.	97	42	37
Creighton, Willimina	35	15	28
Cox, Jean R.	98	42	80
Dickson, Sadie	88	38	43
Douglas, Hilda	103	45	00
Fullerton, Irene	98	42	80
Fulton, Mildred	96	41	93
Gilchrist, Christena	98	42	80
Grant, Etta	63	27	52
Haley, Mary	98	42	80
Langille, Agnes	79	34	50
MacCara, Margaret	103	45	00
MacCara, Mary	103	45	00
MacGregor, Marybelle	98	42	80

Poor Sections.

Campbell, Christina	103	39	33
Fraser, Jessie I.	97	37	03
Harris, Elizabeth	98	37	41
Langille, Dorothea	73	27	88
MacKay, Georgie	103	39	33
Robertson, Annie	103	39	33
Sutherland, Blanche	103	39	33

Annuitants.

Gollan, John	60	00
MacArthur, Alex.	60	00
MacDonald, D. W.	60	00

QUEENS SOUTH.

Morton, R. F.	103	105	00
Cole, Ezefia A.	103	53	88
Gardner, Jennie	92	60	00
Harrington, E. B.	103	60	00
Hemeon, Elizabeth	103	34	36
Henry, Ella K.	59	60	00
Kempton, Bertha	103	60	00
Lloyd, Constance	103	60	00
Locke, Helen	103	60	00
MacDougall, Eva	103	60	00

Palfrey, Mary M.	103	60 00
Smith, Lalia J.	103	60 00
Verge, Ethel M.	103	60 00
Wamboldt, Myrtle	93	54 16
Dexter, Vera	20	11 64
Bell, Marie R.	14	6 10
Cole, Elizabeth P.	103	45 00
Croft, Margaret	100	43 68
Meisner, Bertha	50	21 84
MacLeod, Ethel	103	45 00
Perry, Hilda M.	101	44 12
Wharton, Zella M.	87	37 99
Manthorne, Flora	102	44 56
Bezanson, Annie	91	26 50
Brooks, Jessie	103	30 00
Brooks, Lena	103	30 00
Cooper, Elizabeth	103	30 00
Cooper, Gertrude	103	30 00
Crooker, Charlotte	103	30 00
Fraser, Mary E.	94	27 37
Hagan, Ida V.	103	30 00
Farrington, Helen	103	30 00
Hartlen, Gladys	103	30 00
Lambertson, Pearl	103	30 00
Meisner, Helen	103	30 00
MacKinnon, Marjorie	83	24 17
Robertson, Margaret	103	30 00
Shields, Freda	102	29 70
Van Horne, Marion	103	30 00

Poor Sections..

Hicks, Mary M.	94	36 50
Melanson, Mercy	82	31 84
Shupe, Greta	103	40 00

QUEENS NORTH.

Eaton, Leta G.	102	59 41
Eaton, Vera H.	102	59 41
Freeman, Winnie	103	60 00
Crawford, Lillian	83	48 34
Neilly, Marjorie	103	60 00
Abbott, Mamie O.	103	45 00
Chute, Naomi	89	25 91
Dukeshire, Gladys	102	29 70
Hirtle, Gladys	103	30 00
Hume, Bessie	93	27 08
Keddy, Violet	97	28 24
Kempton, Percy	103	30 00
Neilly, Nina	8	2 33
Rogers, Gladys	99	28 82
Nelson, Viola	65	18 92

Poor Sections.

DeLong, Vera	96½	37 47
Eisor, Mildred	89	34 56
Freeman, Edith	103	40 00
Hanley, Esther	103	40 00
Rogers, Florence	102	39 61
Whitman, Georgia	102	39 61
Zwicker, Dott	74	28 73

Annuitant.

Mullins, Jennie E.	180 00
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RICHMOND.

Rudolf, Laura M.	96	97 84
MacLean, Jessie B.	108	75 00
Beaton, Cecilia	84	48 92
Boudreau, Martha Jeanne	103	60 00
Britten, James D.	103	60 00
Chisholm, Donna G.	103	60 00
Coady, Agnes R.	103	60 00
Collins, Sadie C.	103	60 00
Gracie, Florence A.	69	40 18
MacDonald, Jessie Ellen	103	60 00
Murphy, Gertrude L.	10	5 82
Poirier, S. Rose	18	10 47
Samson, Mary Edna	102	59 41
Sister M. Ste. Firmine	103	60 00
Boudreau, Cecile I.	103	45 00
Digout, Joseph Henry	102	44 56
Gagnon, Alfred G.	103	45 00
Gillis, Cecilia H.	83	36 25
Hureau, Mary Clara	103	45 00
MacDonald, Mary	80	34 94
McLennan, Mary A.	103	45 00
MacLeod, Margaret A.	90	39 31
MacLeod, Marie S.	108	47 18
MacNeill, Martha	100	43 68
Macneil, Margaret A.	84	36 68
Macneil, Minnie V.	103	45 00
Mauger, Lina	103	45 00
Mauger, Tina I.	45	19 65
Nelson, J. Scott	98	42 80
O'Toole, M. Alberta	103	45 00
Poirier, Annie	103	45 00
Poirier, Alban P.	103	45 00
Sister M. St. Hugues	103	45 00
Sister Cecile Marie	103	45 00
Samson, Clara J.	102	44 56
Sutherland, Mary	103	45 00
White, Minnie M.	54	23 58
Bissett, Hazel	93	27 08
Brymer, Emma J.	94	27 37
Brymer, Lottie M.	103	30 00
Doyle, Johanna C.	103	30 00
Lavandier, Marie Irene	103	30 00
MacDonald, Christina	103	30 00
MacKay, Flora C.	89	25 91
MacKichan, Esther L.	103	30 00
MacNamara, Minnie E.	103	30 00
Mauger, Agnes Jane	103	30 00
Pertus, Leontine	103	30 00
Poirier, Mary J.	103	30 00
Poirier, Jeffrey H.	101	29 41
Riley, Ada	103	30 00
Sampson, Mary Louise	103	30 00
Sister St. Prudent	103	30 00
Stuart, Anna T.	103	30 00
Boudreau, Estelle M.	89	25 91
Cameron, Annie Bell	78	22 71
Doyle, Theresa A.	64	18 63

Ferguson, Rachel M.	89	25 91
Holmes, Nellie Sarah	82	23 88
Latimer, Lottie M. C.	88	25 62
LeBlanc, Marie E.	103	30 00
Levandier, Emma T.	54	15 72
McCuish, Katharine	77	22 42
McDonald, Margaret	86	25 04
MacDonald, Sara A.	84	24 46
MacDonald, J. D. N.	37	10 76
McInnis, Catharine S.	103	30 00
Sampson, Margaret E.	103	30 00

Poor Sections.

Boudreau, Blanche M.	84	32 62
Ferguson, Annie M.	102	39 61
Johnson, Marion	74	28 73
McDonald, Helen K.	19	7 38
McKenzie, Amy Louise	86	33 39
McKenzie, Neil G.	89	34 56
MacLean, Annie M.	20	7 77
MacLeod, M. J.	62	24 07
MacLeod, Margaret E.	89	34 56
MacRae, Barbara A.	98	38 06
Ross, Ella Christina	103	40 00
Ross, Lydia Jane	103	40 00
Sutherland, Don. A.	92	35 72
Urquhart, Gladys A.	103	40 00

Consolidation.

Acadiaville	10 00
Louisdale	30 00

Annuitant.

McLeod, Malcolm	60 00
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SHELBURNE.

Rudolf, A. Mary	103	105 00
Bower, Bernice W.	103	60 00
Crowell, S. B.	103	60 00
Hood, H. A.	103	60 00
Langille, E. H.	103	60 00
McGinnis, G. R.	103	60 00
McKay, Margaret	103	60 00
Chute, Althea S.	94	41 06
Etherington, Lillian	103	45 00
Firth, Alice W.	103	45 00
Hamilton, M. A.	103	45 00
Hardy, Ruby	103	45 00
Hemeon, Eunice	103	45 00
Hopkins, J. W.	102	44 56
Jones, B. V.	103	45 00
Kean, Evelyn S.	102½	44 78
McDonald, K. G.	98	42 80
McGowan, B. E.	98	42 80
Moore, Maude	103	45 00
Mouzar, Effie	101	44 12
Pennington, J. G.	103	45 00
Pothier, E. M.	103	45 00
Smith, M. L.	103	45 00
Wharton, E. M.	103	45 00

Cameron, Mildred	103	30 00
Crouse, H. B.	103	30 00
Doty, Floris G.	79	23 00
Downie, Valda	103	30 00
Harding, Zella M.	100	29 12
Hayden, Beryl	103	30 00
Jones, M. I.	103	30 00
Jones, E. A.	101	29 41
Latham, H. E.	97	28 24
McKay, E. B.	103	30 00
McKay, Geraldine	103	30 00
McKenzie, S. Viola	103	30 00
Manthorne, M. K.	103	30 00
Nickerson, A. I.	103	30 00
Pierce, M. J.	103	2 62
Rawlings, I. A.	9	30 00
Reynolds, Elsie	103	30 00
Seaboyer, Teresa	103	30 00
Williams, H. C.	99	28 82

Poor Sections.

Decker, Erminie	76	29 51
Gibbons, J. Miles	103	40 00
Latham, E. M.	98	38 06
McKenzie, Florence	103	40 00
Reynolds, V. I.	89	34 56

Annuitants.

McLeod, A. N.	250 00
McMillan, E.	45 00
Goodick, J. D.	45 00

BARRINGTON.

Bower, Dorothy B.	103	60 00
Dalton, Hilda B.	103	60 00
Doane, C. Belle	103	60 00
Heckman, Katie	102	59 41
Nickerson, Beulah	103	60 00
Nodwell, C. P.	102½	59 70
Pike, Mary W.	103	60 00
Rafuse, Meta B.	103	60 00
Sears, L. F.	103	44 12
Christie, K. E.	101	45 00
Gardiner, Mysie M.	103	45 00
Hopkins, B. L.	103	44 56
Littlewood, E. C.	102	44 56
Nickerson, L. I.	102	45 00
Nickerson, Doris G.	103	45 00
Nickerson, Verna	103	44 56
Nickerson, Clara G.	102	45 00
Nickerson, E. M.	103	44 12
Nickerson, Lorena	101	44 12
Nickerson, Rita	101	41 93
Siteman, E. K.	96	41 93
Smith, H. H.	97	42 37
Smith, Minnie B.	102	44 56
Spinney, Maisie	103	44 56
Thomas, Ida M.	85	45 00
Whitehouse, Nettie	50	37 12
Wilson, Lois E.	95	41 84
Worthen, F. M.	103	41 49

Brannen, R. V.	103	30 00
Churchill, Orpha	103	30 00
Hayden, M. E.	103	30 00
Hitchens, Jennie L.	35	10 18
McKay, Ida L.	88	25 62
Morse, Hazel G.	103	30 00
Nickerson, Norma	103	30 00
Nickerson, Frances	103	30 00
Smith, M. C.	53	15 43
Swimm, H. O.	44	12 81
Wagner, Vera	102	29 70

Poor Sections.

Bower, Alberta	103	40 00
McIntosh, M. G	76	29 51
McLean, Myrtle	89	34 56
Seaboyer, Myra	89	34 56
Turner, Jennie	89	34 56

Annuitant.

Matheson, W. H.		45 00
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VICTORIA.

Macleon, Christina O.	87	88 65
Mackenzie, Settie	77	44 84
MacLennan, Jessie M.	95	55 33
Macleod, Christena	87	50 66
Macneil, Anna	103	60 00
Rice, Annie E.	102	59 41
Austen, Annie R.	95	41 49
Austen, Catherine C.	101	44 12
Bryenton, Katherine	99	43 24
Buchanan, Margaret	82	35 81
Canavan, Annie E.	98	42 80
d'Entremont, Eleanor	100	43 68
Kirk, Gertrude	45	19 65
MacAskill, Flora B.	103	45 00
Madermid, Rachel	103	45 00
Macdonald, Florence	87	37 99
MacIver, Mary C.	101	44 12
MacKay, Hannah	103	45 00
Mackenzie, Margaret M.	103	45 00
Macleod, Abbie	103	45 00
Macneil, Kathryn	103	45 00
Macneil, Annie C.	103	45 00
Macpherson, Sadie M.	72	31 44
Morash, Sara M.	51½	22 49
Nicholson, Mary E.	103	45 00
Penny, Beatrice	73	31 88
Phelan, Bertha	88	16 59
Sargeant, Bertha	100	43 68
Smith, Mary C.	93	40 62
Smith, Mary C.	39	17 03
Stephens, Helen W.	94	41 06
Williams, Edith J.	103	45 00
Dunn, Hugh A.	103	30 00
Macdonald, Albyn C.	67	19 50
Macdonald, Jessie R.	97	28 24
Macdonald, Rachel F.	68	19 79
Macgregor, Mary	103	30 00
MacIver, Annie	96	27 95
Mackay, Agnes	103	30 00
Mackenzie, Margaret	70	20 39
Macleod, Neil A.	87	25 38

Macleod, Ruth	88	25 62
Macleod, Catherine	94	27 37
Macleod, Dolena C.	93	27 08
Macleod, Isabel	98	28 53
Macpherson, Dan. C.	70	20 39
MacRae, Ruby	98	28 53
Matheson, Florence	100	29 12
Montgomery, Christene	102	29 70
Morrison, Susie	95	27 66
Nicholson, Christy	101	29 41
Rice, Armenia H.	89	25 91
Sutherland, Andrew D.	88	25 62

Poor Sections.

Buchanan, Tena A.	79	30 68
Logan, Edward D.	89	34 56
Mackenzie, Mary E.	101	39 22
MacLennan, Howard	78	30 29
Macleod, Mary A.	103	40 00
Macneil, Catherine A.	59	22 91
Wright, Ida E.	94	36 50

Special Poor Section.

New Harris West		50 00
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Consolidation.

Kempt Head	98	28 53
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Annuitants.

McDonald, M. B.		60 00
McLeod, John D.		45 00

YARMOUTH.

Allen, Letha S.	103	90 00
Horner, A. W.	103	90 00
Kempton, W. F.	103	105 00
Tooker, Beatrice	40	29 12
Wyman, H. J.	103	90 00
Gray, Hazel A.	20	14 56
Horner, Norma B.	103	75 00
Lewis, Winnifred	103	75 00
McLeod, A. J.	103	75 00
Perry, E. A.	103	75 00
Ross, Frances G.	103	75 00
Surette, H. P.	103	75 00
Abbott, Wenona	102	59 41
Allen, S. B.	103	60 00
Bellevue, Winnifred	103	60 00
Bond, Mary G.	103	60 00
Brooks, Ruth P.	103	60 00
Churchill, Nelson	103	60 00
Churchill, G. H.	103	60 00
Corning, Jennie	103	60 00
Durland, A. W.	103	60 00
Ellenwood, M. W.	99½	57 95
Elliott, M. I.	100	58 25
Goodwin, Effie B.	103	60 00
Graham, B. H.	103	60 00
Gray, Eva I.	103	60 00
Grierson, J. E.	93	54 16
Hines, Gladys H.	102	59 41
Hines, Nora G.	103	60 00
Hopkins, Marion	83	48 34

Kinney, Laura	101	58 83	Belliveau, Catherine	103	60 00
McCrae, Audrey	103	60 00	Comeau, Lucie	103	60 00
Meuse, E. E.	103	60 00	d'Entremont, Rhoda	103	60 00
Morehouse, Viola	103	60 00	d'Entremont, Jeanette	103	60 00
Moses, Dorothy	103	60 00	Hurlbert, D. Alta	103	60 00
Perry, C. A.	97	56 49	Mills, Mary E.	103	60 00
Pitman, J. M.	103	60 00	Perry, E. C.	102	59 41
Pitman, M. V.	103	60 00	Sister M. Madeleine	103	60 00
Pitman, H. V.	103	60 00	Sister M. Seraphia	103	60 00
Platt, B. H.	103	60 00	Amirault, Ambrosine	103	45 00
Potts, Dorothy	6	3 49	Amirault, Mary I.	103	45 00
Raymond, Luella	103	60 00	Babin, Mary C.	103	45 00
Ryder, K. A.	103	60 00	Bourque, Louise A.	103	45 00
Wetmore, Beryl	103	60 00	Bower, Elizabeth	20	8 72
Young, A. J.	103	60 00	d'Entremont, Emillie	103	45 00
Allan, Frances	103	45 00	d'Entremont, Victoire	103	45 00
Brown, M. S.	103	45 00	Doucette, M. R.	103	45 00
Bryant, Arletta	103	45 00	Durkee, Helena	79	34 50
Delamere, S. P.	95	41 49	Firth, E. Louise	103	45 00
Hamilton, S. G.	25	10 91	Goodwin, Mabel	103	45 00
Heaney, Lizzie	39	17 03	Hagar, Leora G.	103	45 00
Hines, Mildred	45	19 65	LeBlanc, Exilda B.	103	45 00
Killam, G. A.	103	45 00	McCarthy, Emma	23	10 03
MacKay, J. MacP.	80	34 94	Murphy, Kate M.	103	45 00
McKenney, E. A.	103	45 00	Nickerson, Stella	103	45 00
Morton, Hilda E.	103	45 00	Pottier, Estelle J.	102½	44 78
Platt, Ada M.	103	45 00	Prosser, Jennie	103	45 00
Purdy, Lennie S.	103	45 00	Randall, Theora	102	44 56
Reeves, E. W.	83	36 25	Reeves, M. C.	103	45 00
Trefry, Josie	103	45 00	Robichaud, Marie	103	45 00
Bain, Dorothy	103	30 00	Saulnier, Laura	103	45 00
Cann, H. E.	101½	29 55	Sister M. Elise	103	45 00
Churchill, B. W.	32	9 31	Sister M. Eugenie	103	45 00
Crooker, M. B.	103	30 00	Surette, Rose A.	103	36 25
Crosby, A. M.	17	4 94	Troop, Bessie	83	28 53
Curry, Mattie	103	30 00	Amirault, Muriel	98	30 00
Eldridge, Inez	103	30 00	Amirault, M. R.	103	30 00
Fancy, E. A.	103	30 00	Amirault, Emilie	103	30 00
Hamilton, Benj.	42	12 23	Amirault, Regina	79	23 00
Hatfield, Laurena	103	30 00	Amirault, Bernice	79	23 00
Jeffrey, Marion	9	2 62	Babin, Rose A.	103	30 00
Kempton, C. A.	103	30 00	Bourque, E. R.	84	24 46
McGuire, M. I.	103	30 00	Burke, Marguerite E.	103	30 00
Purney, Maria I.	94	27 37	Fitzgerald, Laurie	87	25 33
Smith, M. C.	20	5 82	Forbes, L. Beatrice	100	29 12
Spinney, Bessie	103	30 00	Goodwin, R. P.	79	23 00
Trefry, Elsie P.	103	30 00	Hagar, Edna	103	30 00
Trefry, Mamie G.	89	25 91	LeBlanc, John B.	103	30 00
Whitman, M. B.	103	30 00	Pothier, Martha	103	30 00
			Robichaud, Eva	103	30 00
			Sister M. Gonzaga	103	30 00
			Surette, Ozilda M.	89	25 91

Poor Sections.

DeNiller, Elsie	103	40 00
Moses, J. E.	74	28 73
Mullen, Beulah	102	39 61
Robbins, K. V.	89	34 56
Snow, Vera E.	79	30 68

Annuitants.

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

ARGYLE.

Hermann, Ella	103	75 00
Amirault, Estelle	103	60 00

Poor Sections.		
Babin, Chantale	98	88 06
Babin, Caroline	76	29 51
Bourque, H. M.	103	40 00
Hatfield, V. A.	65	25 24
O'Connor, M. B.	103	40 00
Reynolds, F. E.	93	36 11

Annuitants General.

Calkin, Dr. J. B.	300 00
Hall, Dr. J. B.	300 00
Roscoe, C. W. Estate of late	300 00
Smith, C. A.	250 00

Rural Science Bulletin.

Vol. IV.

TRURO, 6 DECEMBER, 1917.

No. 4.

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

BONUSES FOR FARM AND GARDEN CONTESTS.

Last spring we offered bonuses for children's contests along several productive lines of work. Certain regulations governed the contestants.

A large number of children entered the contest; but with the change of teachers in August, in most cases the work was dropped. Where it was kept up, competitions were not so keen as to fulfil requirements. Besides, the lack of the required essays and of the parents' or teachers' certificates disqualified many.

All claims, so far as we can determine, have been settled. The teachers, in general, failed to keep the matter before their pupils. Even if one teacher here or there did her part, the failure of her neighbors brought competition down below the point worth consideration.

We are convinced that next year the only satisfactory method to secure uniformity of judgment and keen competition will be to offer bonuses to prize-winners at the Provincial Exhibition. If we can work out a suitable solution, we shall announce it in a later issue of the Bulletin. Suggestions are cordially invited.

DURING WINTER PREPARE FOR SPRING.

It will be five months before our birds begin to nest again. In the meantime, can we not build bird-houses? It will be too late to build them after the birds arrive. To the school section whose children set up the greatest number of bird-houses at home in proportion to the number of pupils enrolled, the rural science department will donate a bird house for the school property.

To do this, we must know by April 30, how many bird-houses are actually set up and what the school enrolment is. Here is good handwork for your boys. Models of bird houses are published in "Bird Lore" and similar magazines.

Why not establish a seed exchange among pupils of our schools? Children have saved from their gardens an abundance of seeds. Other children have saved different kinds. Why not

exchange? That will be better than buying imported seeds. If teachers will let us know what their schools can supply, we'll pass the information along thru the *Bulletin*.

Roots of perennial plants may be exchanged in the same way.

REPORT OF SPECIAL WORK.

Frequently, teachers do much with their pupils aside from regular school routine. May we not hear of this? Others will be interested to learn from you. The following are a few things we should like to know.

- (1) How many schools serve a *hot* noon-day lunch in the school room?
- (2) How many schools conduct an organized club of any kind?
- (3) How many schools conduct a debating society?
- (4) How many schools conduct a literary or agricultural society?
- (5) How many schools are helped by the Women's Institute?
- (6) How many schools are helped by the local clergymen?
- (7) How many schools have organized a parent-teachers association?
- (8) How many schools give concerts once or twice a year?
- (9) How many schools try to control weed and insect pests?
- (10) What have you done to make your school room home-like?
- (11) How do you teach the children good manners and courtesy?
- (12) What have you done to improve sanitary conditions and the general appearance of the school?
- (13) What magazines do your pupils read?
- (14) How often do you invite prominent people to address your school?

These questions are in addition to the garden and exhibition reports, which we have already received.

Here is an extract from a letter written by Miss Georgia Crowe, Wallace, Cumberland County:

Miss Henderson has been with us several times helping us in many ways. The children as well as myself look forward with pleasure to her visits.

On Oct. 24th, we organized a "Willing Workers" club, including all the girls and boys in Grades 4 to 8, who were willing to work, and abide by the rules made by themselves. I am glad to say very few refused to work; and it does me good to see how interested our workers are, and what splendid work they do.

We appointed President, Vice-President, Secretary, Treasurer and Committees, holding our business meeting on Friday afternoon, and our work periods Wednesday afternoons, also on Saturday.

We are working now for a sale at Christmas time to raise funds for garden purposes.

The old question of, "What will we do with the boys, while the girls sew?" has been easily answered under Miss Henderson's help. They started making toy furniture from cigar boxes.

On October 13th, we held a very interesting teachers' meeting, attended by teachers from the thirteen school sections around Wallace. We were fortunate enough to have Inspector Craig and Miss Henderson with us. Plans were made for an exhibition, to be held here next fall.

FURTHER QUOTATIONS FROM LETTERS.

"We had a war-exhibit in one corner of the room. This consisted of a large shell made in New Glasgow, buttons, bullets, etc., picked up on the battlefield. Also we had curios, such as old coins, a flying-fish which a sea captain had brought up from the Barbados, etc."

"In addition to other exhibits, we showed a table properly set for four, and to add to the decorations, we brought in a little bit of out-doors, consisting of woods with log cabin in background, and bog society with pond in foreground."

"I can't express how delighted and surprised the children were, and their parents too, when the exhibition money came. Some told me afterward they didn't have the least idea their children would get a prize, and it was the first time such a thing was ever heard of in Lower Onslow. The children say they are going to send better things next year."

"Our school won the Strathcona Prize last year, and we bought a nice framed picture with the money. We are working for it again this year. They have raised enough money to get a framed picture of the British flag."

"Dear Sir—

You will no doubt be interested to know that we held our School Exhibition on Thursday, Oct. 4th.

For the first attempt, it passed off with considerable success and met with hearty approval and enthusiasm from our many visitors.

To encourage the children I thought it better to give the prizes by grades and make them as numerous as possible so our prize list is quite large as you will observe from enclosed clipping. We raised \$84.65, to be divided among the prize winners, by charging 10 cents admission and sale of candy made by Domestic Science girls."

F. I. Lent.

A HANDBOOK ON THE DEBATING CLUB.

Why cannot we have a few live debates in our school houses during the coming winter? That is a question that the intellectual leaders of many a rural community are asking themselves just now. And echo answers, "Why not?"

It is true that many young men are away at the war; and it is also true that Red Cross and other activities are engaging the attention of many people. Yet, in spite of all this, there are still a great number of young and middle-aged married folks, young women and advanced youths—yes, and older people as well—who would thoroly enjoy and profit by a hearty debate now and again, relieving the monotonous stretch of the long winter evenings. And as the knitting may be taken along, the time need not all be lost either.

As a right-close-at-home, self-acting, post-graduate means of polishing up an education, and of wearing the rust out of the joints of one's mind, there are not many institutions more effective than the debating club. A winter's experience as a leader in such a line of activity has helped many a young man really to discover himself, and has inspired and helped to fit him to become a public leader in other community enterprises as well.

To guide those who may wish to conduct a series of debates, G. A. Sproule, Professor of English at the Manitoba Agricultural College, has written a sixteen-page bulletin entitled "Debating Clubs". This bulletin goes fully into such questions as how to organize, duties of officers, how to plan a season's program, how to debate, how to judge debates, and how to do business in a parliamentary manner. A list of forty suggested topics of debate is appended.

Free copies of the bulletin may be had either from the Manitoba Agricultural College or the Publications Branch, Manitoba Department of Agriculture, Winnipeg.—Farmer's Advocate, Winnipeg.

A STANDARD SCHOOL.

State of Oregon, U. S. A.

The Standard Rural School in the State of Oregon, demands greater efficiency than we do in Nova Scotia. Following is an introductory paragraph and the requirements for a standard school. Possibly our own teachers could take a hint from these. The Inspectors in Oregon report on all these requirements.

A standard to which each rural district must bring its school, a measuring rod whereby the farmer may be convinced that he has not as a rule been providing house and grounds equal to those for his cattle and horses, that he has not been demanding the same grade of efficiency of the rural teacher as he has of his hired hands, this is the plan which is making the work of the rural school in Oregon effective. It was begun in Polk County some five years ago, and since then every school in that County has reached the standard.

Flag—Must be flying, weather permitting.

Schoolhouse—Properly lighted.

Equipment—Teacher's desk and chair; desks for pupils properly adapted and placed; suitable blackboards; window shades in good condition.

Heating and Ventilating—Jacketed stove properly situated, minimum requirement; window boards or some other approved method of ventilating.

Rooms—Attractive at all times.

Standard Picture—One new one, unless three are already in the room, framed.

Grounds—To be clean, free from paper, etc. At least three features of play apparatus. Walks, if necessary.

Sanitation—Pure drinking water, either drinking fountain or covered tank and individual drinking cups; individual, family or paper towels.

Outbuildings—At least two good ones, to be sanitary at all times and free from marks.

Teacher—Must maintain good order at all times; supervise the playground; have her work well prepared; follow State course of study; take at least one educational journal; have program posted in room; keep register in good condition; be neat in attire.

Library—Good selection of books from State list. Case for the books. Books kept upright in good condition and recorded according to rules specified by Oregon State Library and required by law.

Attendance—Average 92 per cent. for year and not to exceed two per cent. in tardiness for year.

NOT ALL STUDYING IN BOOKS.

The International Harvester Company of Chicago, after making a strong plea for the newer education, urge us to use our garden, our sewing and our manual training as aids to ordinary school work. Here is what they say:

"Make this work the basis for reading, language, etc.—for all the work of the school.

Reading, writing and arithmetic are not education. They are the tools with which we hope to extend and strengthen our education. With our working subject for a basis, we have a reason for reading. We must learn how to do our work. We want to know what others have discovered.

When we write out the story of our efforts, or write to the state college, or the Department of Agriculture, or the State Board of Health, we get valuable training in language, in spelling, in penmanship, and also in civics and history, because we come in touch with the organization of our government. In geography, because configuration of land, location, and climate have to do with occupation, and so on.

To illustrate our booklets, we draw representations of our product and of the utensils, we select pictures and designs for decoration, and we have entered the field of Art and entered it with a purpose which multiplies the impressions we gain. We are not just pounding sand, we are pounding to some purpose.

Make and Leave a Definite Record of Results—The making of a record is valuable because it crystallizes what the pupil has learned, affords an avenue for originality, and makes—a valuable contribution to the history of the community—a permanent record for future reference and a guide to the next teacher. It shows the aim, what has been accomplished, and what the plan contemplates for future work."

"Starting with the primary classes, the birds and flowers of the locality are studied. Later on every student makes a study and complete report on the farm poultry; number, kind, feed, eggs produced, sales, consumed at home, and every feature having a bearing on making poultry profitable on the farm. And out in the school yard are real hens and chickens. Other grades in the school similarly study every feature of the hog business on the farms where they live. And a fine litter of Duroc-Jersey pigs keeps the chickens company in the school yard. More advanced grades study dairying and cattle feeding and the raising, feeding, and working of horses and mules, all on their own farms and with relation to existing, living, producing things, right there. Of course, there is a school garden.

When some carpenter work is needed about the school, the boys do it. The cabinets in the laboratory are their work. Two sewing machines in the domestic science department hum busily all day long. And with it all there is play, in the gymnasium building in bad weather and when the weather is fine, out of doors on the ball field and tennis courts and on the teeter-totters for the little ones."

—Oklahoma Farmer.

Rural Science Bulletin.

Vol. IV.

TRURO, 21 JANUARY, 1918

No. 5.

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

NEW YEAR RESOLUTIONS.

A clergyman whom we admire for his originality frequently prays "Make us not only good, but *good for something*." Why not adopt that for our school motto? Instead, therefore, of resolving to "be good," an inactive sort of resolution which is hard to keep, let us "*be good for something*." In order to carry out that resolution, we must do something. It is much more important to *do* something than to *be* something. If we do something worth while, we needn't worry about *being* something—that will take care of itself.

What can we do? There are pressing needs for the present year, and different needs for the years to come. The children now in school must carry on the world's work in the years to come. One thing to do, therefore, is to make the best possible preparation for that work. Children themselves do not see the necessity for this. Our teachers, therefore, must guide them towards the most useful form of education.

Here is where the teachers need to read something outside their regular school work. They need to know what other educators are doing. From time to time the Rural Science Bulletin quotes something to show the trend of modern vocational education. Resolve now to re-read these quotations, which can be found in past numbers of the Journal of Education. Furthermore, it would be wise to write the Departments of Education and of Agriculture in each province of Canada and ask for literature description of Vocational and Extension work in the public schools. Get similar literature from the Bureau of Education, Washington, D. C.

To learn one of the immediate needs, read the clipping in this issue of the bulletin entitled Food Production. You will see similar appeals in former issues. As soon as you read these, begin plans with your children for next summer's gardens. It is not too early now to make plans. Read about School Gardens, Home Gardens, Exhibitives, etc. in past numbers of the Rural Science Bulletin. Study the prize list in the October, 1917, Journal of Education, pages 307-309. Then

work with the two-fold object in view (1) of producing a garden which will be worth while and (2) of exhibiting the produce before it goes to increase the general food supply.

A child may argue that vegetables grown for exhibition are wasted. This is not so. In the first place, a very small proportion of his produce is sent to the exhibition. Most of it is used at home, thus saving the general farm supply for sale. In the second place vegetables sent to the exhibition are given to needy people who, otherwise, would have to get their food supply from the general stores on hand. Every pound thus given to these people saves a pound somewhere else to be sent to our soldiers.

Let our New Year resolutions, therefore, be along the line of useful, productive work. Try posting the following on a large card in your school room, and securing its adoption by the school.

THIS YEAR.

I will be less wasteful of time and energy than in the past.

I'll devote a fair portion of my time to useful work, and I'll do it heartily.

When I play, I'll play fair.

I'll make best use of my school time, because people who know say it is worth while.

I'll help make my school cleaner in every way.

I want to see the school room made attractive and home-like with good pictures on the wall, and a good garden on the school grounds.

I'll help take care of the garden in vacation.

I'll make a garden at home, and will try to make it such that I'll be proud to have friends come to see and admire it.

FOOD PRODUCTION.

The following extracts are from a circular issued to the people of the United States. This applies equally well to the people of Canada including the children of our schools.

In our one year of experience, it is conservative to state, that by the planting of gardens the nation's food supply has been increased to the extent of more than \$350,000,000. Next year we will do even better. We will then have more war gardens and the average production will be larger. With a better knowledge there will be fewer failures.

The home women of our country put up nearly five hundred million quart jars of vegetables and fruits, certainly three times what had been accomplished in any season before. Next year, profiting by their experience of this year, they will can, I believe, millions more—and more will be needed.

If twenty-five per cent of the new war gardeners fail, owing to inexperience, to get a good crop this year, not ten per cent will fail next year. People who did not plant this year have been so enthused with this nation-wide success of the home gardening and home canning movement that they will not be doing their duty to themselves or to their country if they do not do their share in 1918. That they will do their duty I am altogether confident.

This war will be won in large part by fighting with food. We will do our duty in this hour of trial, and we have no greater duty than the production and conservation of food. This war is as much our war as it is the war of Europe, and unless we can keep the soldiers and the women and children of our Allies fed the Western line of defense may be thrown back toward the Atlantic seaboard, and it is well within possibility that in that case we should see the enemy's army on our shores.

To prevent this disaster calls for the best effort of every American household.
—Charles Lathrop Pack, President the National Emergency Food Garden Com.

NOTES TO TEACHERS.

It is indeed gratifying to note the increase in the number of phenological reports and also to note the large proportion of rural science teachers who have kept these observations. Of the 320 reports for Nova Scotia last year, 110 came from rural science teachers. That is a much better showing than at any previous date. Only 8% of the teachers in the province have attended rural science classes, but 33% of those keeping the phenological observations belong to this group.

Do you show your children the Agricultural Gazette? Let them see the Vacant Lot Gardening photographs on pages 1083 to 1096 of the December number. Show them also the School Garden pictures on pages 1077-1078. Do your school grounds look like those pictured on page 1078? If not, why not?

Do you get the Canadian Food Bulletin each week? If not, apply to "Educational Department of the Food Controller's Office, Ottawa."

Write the Agricultural College, Truro, for free leaflets on the growing of whatever garden crop you choose to undertake.

WHAT A ONE-ROOM SCHOOL IS DOING IN INDUSTRIAL EDUCATION.

By L. R. Willis, County Superintendent of Schools, Hastings, Nebr.

The school in District No. 40 was the first rural school in Adams County, Nebraska, to do systematic work in domestic science and agriculture.

The beginning of the work in domestic science was the outgrowth of an industrial county teacher's institute, held in the county during the last week of August. Nothing was offered at that institute but agriculture, manual training and domestic science.

Late in the fall the teacher and larger girls began to lay plans for work in cooking. The pupils furnished the material, and under the teacher's directions prepared a number of articles of food. During the cold weather they prepared soup or an oatmeal porridge for their lunch. They also baked bread, cookies, cakes, etc. This work was all done by the girls under the guidance of the teacher.

One of the pleasing features of the work was the fact that the school was able to overcome the objections made by many people concerning the teaching of the subjects in school, in that no time was taken from the regular school hours. The pupils did the work before and after school and at the intermission periods. This year the same objection is not advanced. The school is still doing the work as in the previous year and has also added sewing to the course. They now give a part of three afternoons each week to this work—time taken during the school hours.

The work in sewing is especially interesting. The pupils keep notebooks of all their work? They write up their notes at the close of each lesson and fasten in their notebooks the work they are doing, so far as they can. This includes samples of fancy and plain patching, the various stitching, hemming, darning, etc. The complete articles, such as plain and fancy aprons and plain dresses, are taken home and used as finished.

This spring the pupils are studying elementary agriculture with the other work. A great deal of it will be experimental work, such as the testing of seeds, testing the water-holding capacity of various soils, a study of soils, testing of milk for butter fat, study of plants, etc.

The school has a kitchen cabinet, a three-hole oil stove with oven, a set of dishes, and various utensils necessary to carry on this work. Other equipments will be added from time to time. The people of the district are interested in this phase of school work as much as they are in the book part. It will set as leave not only in the community but also in the county. It means the beginning of the introduction of some practical phases of school work to supplement the work in books.

Practical education must train the whole child—his judgment, will and senses, and develop the right habits of thinking and planning and working.

It must teach in terms of the child's life else he can not understand and profit by the teaching. "Makes learning a man's job" means that he shall work out real problems in real things, not commit statements dealing with artificial situations. This will arouse interest and the interest will extend to other work at school and to the home life.

Statistics show that pupils taught in this way progress faster in the formal studies, reading, writing and arithmetic, than pupils whose time is devoted wholly to acquiring the reading, the writing, etc.

This sort of education makes better citizens—physically, spiritually, morally, intellectually and economically.

This is the 4-H of the Boys' and Girls' Clubs of the United States. Practical education trains:

The Head—To think, to plan, to reason.

The Heart—To be kind, to be true, to be sympathetic.

The Hands—To be useful, to be helpful, to be skillful.

The Health—To resist disease, to enjoy life, to make efficient.—*From International Harvester Company Circular.*

TENNESSEE'S KINCO.

It looks after the Children and the Community—By Elise Morris.

In Grundy County, Tennessee, there was organized last year a cooperative association that has for its chief aim the raising of better children. It is known as the "Kinco" or Kinder Company.

According to the constitution the main objects of the association are: By cooperative efforts to secure wider educational advantages and larger opportunities for recreation for the children, and to build up every possible industry which can make the community more prosperous.

The first active work of the association was to investigate the schools that were most used by the children of the immediate community. Finding the neighborhood schools in bad repair and possessed of inadequate seating, lighting and heating facilities, the efforts of the members were directed to correcting conditions.

One of the members of the organization has purchased a farm of thirty-five acres which the association is buying on time. This farm is being used as a demonstration farm for the community, and as a playground and for children's gardens. An expert gives lessons in scientific farming to the Kinco farmers. The children's gardens and playground are under the supervision of a trained teacher.

The Kinco farm is the center of the activities of the association and a wooded section is to be saved as a building site for a community house where home demonstration work will be given. With only one year behind it the Kinco Community Cooperative Association is already planting more fertile fields for its crops, and the knowledge gained thru improved school conditions is falling on more fertile ground in the minds of the children.

Secretary Lane of Washington, D. C. declares: "An ambitious people will go where education can be had for their children. There is no sense in talking of the charms of country life and the independence and dignity of producing from the soil if the school at command is no more modern than a wooden plow."

Rural Science Bulletin.

Vol IV.

TRURO, 28 FEBRUARY, 1918.

No. 6

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

CAN OUR SCHOOLS HELP OUR SOLDIERS?

On the battlefields, our fathers and brothers are helping win the war. We at home are, in some cases, helping to lose it. How can we help win? Two ways at least, suggest themselves: (1) *Save* food, (2) *Produce* food. Read the Food Controller's bulletins.

The teacher cannot perhaps go into the field to work. But if she direct the energies of twenty or thirty pupils, she will do more than if she worked with her own hands. Battles are won by officers and men. Both are needed. The teachers are officers. The children must do the work of men.

Military officers plan their campaigns ahead, and must direct and encourage their men until the task is completed. What are your plans in the food campaign? One, of course, is the home garden. Every child who is old enough must have his garden plot. Choose some of your reading lessons from the weekly Food Bulletin. Encourage the reading of newspaper reports on food shortage. Do everything possible to acquaint the children with economic conditions, and then act. If you are enthusiastic, your pupils will be the same. Try it.

To be sure food production is not the sole aim of the school. Rather than sing patriotic songs and give patriotic talks, however, let your patriotism be of the active kind that will cultivate habits of helpfulness and thrift. Pay more attention to current history than to the history of ten centuries ago. Base your arithmetic on present day fuel problems and food problems. Never mind those time-honored clock problems of the text-book. We haven't time to watch the clock now.

Besides each child's home garden, can't each teacher be responsible for one extra acre of wheat in her section next summer? Interview some enterprising farmer; discuss the situation with him, tell him what your children are doing, and induce him to increase that prospective three acres to four. Possibly he would call the extra acre the *school acre*. Or if some man is unable to plant his usual field of potatoes or beans because of

scarcity of labor, could not the school children, under your supervision, assist? Even tho they have work to do at home, they would enjoy the novelty of working with their comrades in this school undertaking. The details of how it shall be done must be worked out by the teacher and the farmers.

How many of your pupils will attempt to raise a pig? Many towns are changing their by-laws, so as to enable citizens to keep pigs within the town limits. In the country there are no drawbacks except the difficulty of obtaining a young pig. Children, speak for yours before someone else gets ahead of you.

RAISE CHICKENS.

At the present price of eggs and meat, all children should raise chickens. Chicken is a luxury that very few families enjoy. If grown at home, however, it is the cheapest meat procurable. Even at the high cost of feed, it pays to keep a small flock. Enough food is wasted from each family table to keep a dozen hens.

Eggs for hatching can be purchased from the Agricultural College or from a number of poultrymen thruout the province. Teachers should procure government literature on this subject, and discuss it with their pupils. Raising poultry is one way to be patriotic. Remember, the government does not give eggs for hatching; but it will render all assistance possible in the matter of instruction.

BIRD OBSERVATIONS.

Robins have been reported from many parts of the province during the winter months. In Truro, a pair of robins have been seen nearly every day during the first half of February. May we not hear from teachers relative to this unseasonable occurrence in other localities? Horned Larks have also been common in Truro thruout the winter.

Why not set our children the task of learning what these birds eat in winter. This has been an exceptionally cold winter, and food is surely scarce. Let us feed the birds that come round our houses.

DO YOUR BIT.

Now that we are in the War we must fight our way out. Every patriot realizes that, but there are many ways of fighting, including knitting.

The greatest way to "Do your bit" is to carry your own weight. Everyone who feeds himself and clothes himself is a real warrior in these times. Find out what you can do and then do it.—*Out-door Education*, Dec. 1917.

WHERE TO GET IDEAS.

Indolent teachers do not want ideas, for these cannot be used without effort. Such teachers assign a certain page in the text book today and "hear" it tomorrow. They do not *teach* at all. Wide-awake teachers, on the other hand, are trying to keep abreast of the times. They want their school to be progressive and efficient; but they do not always know what to do. To help such, we suggest that they re-read the following pages in recent numbers of the Journal of Education:

April, 1915, pages 35, 42, 131.

October, 1915, page 247.

April, 1916, pages 60, 61, 65, 68, 154.

October, 1916, pages, 193, 194, 198, 202.

April, 1917, pages 36, 39, 40, 42, 45, 46, 123, 126.

For additional ideas, write the Department of Education, Charlottetown P. E. I. and ask for School Circular No. 7. It has much good material.

SEED TESTING.

The Seed Branch at Ottawa has sent the following letter to teachers. Won't all teachers who are anxious to help their communities correspond with Ottawa and carry out their advice? Teachers' efforts in these outside activities are usually appreciated by the rate payers. Here is the Ottawa letter:

To Teachers of Rural Science.

No subject in agriculture is better adapted for presentation to school children than *Seed Testing*, and in view of the present need for maximum production of food and the importance of seed testing in this connexion, it is urged that this subject be presented to your classes during the coming weeks.

The making of a vitality test of some kind of grain by putting 100 seeds in soil in a box or flower pot and keeping it moist but not wet and at living room temperature would make an interesting and valuable piece of home work. The necessity for cleaning out all small, light and immature kernels from grain intended to be used as seed should be emphasized. Such kernels are poor seed, but valuable feed.

Teachers interested in seed studies are invited to communicate with the Seed Branch for further assistance in connexion with this work.

Dominion Department of Agriculture,
Seed Branch, Ottawa.

NATURE STUDY GAMES.

During the winter months Nature Study is apt to settle into formal instruction from the teacher. No specimens, except possibly a stray cocoon or gall, are brought in by the pupils. Even the collections of mounted flowers, etc., possessed by the teacher, become an old story after a time. To arouse new enthusiasm why not turn this period into an occasional game? Children love games. Why not turn that fact to educational advantage in the enlivening of the day's program?

A number of our schools have had Junior Audubon Societies for some years. Stand the colored bird pictures along the blackboard ledge and chalk a number above each. See which pupil will get them all named correctly on his paper, and who will do it in the least time. Don't call it a *test*, but a *contest*. The same pictures may be used again, arranged in different order, a month later, or a few new ones may be mixed in with them.

Why not teach students to key birds out for themselves? Place the picture of some Nova Scotian bird which the class has not yet studied, where it will hang in full view. Allow the students to have all available bird books. In a first attempt the teacher must direct attention to means of identification, distinguishing marks, etc. Pupils will soon "catch on," and thoroly enjoy the game. (In the rural schools whose library contains no bird literature, the teacher's desk often affords at least one such book. Make it a contest *by classes*, and allow

the ones who first finish some regular assignment to have this book first). This game could be followed up by the assignment of a reading lesson on this bird from the reader, or the Audubon leaflet, or a selection dictated by the teacher from her bird book. A small but valuable aid which the teacher may obtain free upon request is a "Key for Identifying our Common, Smaller Land Birds." edited by E. C. Allen of the Provincial Normal College, Truro.

A method of bird study which younger grades would enjoy might be as follows: Allow two or three of the children to be "birds" for the next day. Loan them literature to read, with the understanding that each one shall select some one bird, be able to describe its appearance, learn a little of its habits as to migration and nesting. Next day these children may be called, one at a time, to come to the front of the room and describe themselves. Questions may be asked by any of the guessing children, and the chosen "bird" must answer. Encourage the children to leave out all unnecessary detail, and give only deciding points in their descriptions at first, until pupils guess readily from these.

All such games stimulate interest in mastering the birds; and now is the time to do it. When the birds come back in the spring it will be difficult for the pupil to recognize them *in the bush*, even when he knows them by a picture. The same schemes could also be worked with flowers if the teacher wished.

Chas. K. Reed of Worcester, Mass., has recently published two new Nature games along these lines, suitable for schools. One is entitled "A Game of 52 Wild Birds" the other, "A Game of 52 Wild Flowers." The price of each game is 35 cents. He also offers one game *free* with an order for any nature book whose catalog price is \$1.00 or more. Here is a good chance for any teacher to get a book for herself, and incidentally the free game for the school. Mr. Reed also has a \$1.00 collection of 125 post cards in natural colors. This collection includes 50 wild flowers, 50 wild animals, and 25 wild birds. If the children desire to own the cards themselves Mr. Reed will supply them in lots of 10 cards, 1 cent per card.

These few ideas may suggest others, while each teacher must modify or improve them to suit herself and her class. If they in any way prevent the teacher's bugbear, that "same-old-thing" feeling from creeping into the schoolroom, they will have accomplished their mission.

DORA M. BAKER.

Rural Science Bulletin.

Vol. IV.

TRURO, 28 MARCH, 1913.

No. 7

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

A QUESTION AND AN ANSWER.

Question—I have 74 pupils enrolled. Can you suggest how I may introduce rural science without interfering with the regular work? You see I have not much time for an extra subject.

Answer.—Rural Science is regular work. It is not an extra subject. It is simply a means whereby you may make your regular work more interesting and more practical. Here is a sample suggestion. Under the heading "Dictation," read selected paragraphs from a government bulletin on Potato Culture. Classify your information under "preparing the soil," "selecting and cutting the seed," "time to plant," "diseases and pests," "spraying," "cultivation," etc. Ask the children to seek further information at home. The following day, let the children write a complete story of potato culture. Have some of the compositions written on the board, and criticise them as to use of capitals, punctuation, paragraphing, spelling, sentence structure, etc. Don't you think such teaching of English will be more effective than any amount of memorizing the rules of grammar and composition from the text-book?

Possibly the bulletin stated that 300 bushels to the acre is an excellent crop; or that a ton of artificial fertilizer may be used. If so, what should be the product of the boy's plot which measured 90 feet long and 30 feet wide; and how many pounds of fertilizer might he use? What is the value of this plot at the current price of potatoes? Deducting cost of seed and fertilizer, what did the boy get for his labor? What effect has the war had on the supply and cost of fertilizer? Why? These are good questions to discuss either at school or at home. Farm Journals, The Family Herald & Weekly Star, The Food Controller's Bulletin and the Experimental Farm Bulletin will supply valuable home reading.

In this suggestion, what are you advised to teach? English, Arithmetic, Geography, Current History—all of which belong to the every day lessons. Furthermore, the compositions on the board may be used as reading lessons. The potato and the implements used in its culture furnish good objects for drawing. Tracing the potato from its native home in Peru and Chili to all parts of the world furnishes practical geography and history. The making of starch and alcohol from the potato is good elementary chemistry. When the boys dig potatoes, they apply the principle of the lever, tho they never think of that when they struggle with High School Physics. In short, every subject on the school course can be correlated with the story of the potato. The teacher has been teaching regular school work. At the same time, she has been teaching rural science. Similarly, the resourceful teacher can use every other common garden vegetable and flower as the basis of school lessons. Every household duty should be used to make school work real. Have you ever noticed that girls who are learning fractions at school cannot cut down a cooking recipe at home to suit a small family? That should not be the case. Rural Science methods properly applied will help remedy this deficiency, and at the same time make school work more attractive to both teacher and pupils. It means home preparation on the part of the teacher, but all real teachers must think out their lessons and plan ahead. We should like to hear how this plan works out during the next two months.

The schools of the country can mobilize their teachers in many ways and particularly for service in Food Gardens. The teachers should enlist as Food Garden workers, instructors and supervisors at the earliest possible moment. These captains of the fields should be trained and ready to take charge of a greater mobilized army of young people. Every boy and girl in our High Schools and even as far down as the fifth or sixth grades in our elementary schools should volunteer to do some kind of work in food production. This army should be divided into companies or clubs, properly officered and equipped ready to compel mother earth to yield up her harvests. —*Out-door Education Dec. 1917.*

UNITED STATES SCHOOL GARDEN ARMY.

President Wilson has called the school children of America to enlist in the army of gardeners. Here is an extract from his letter to the Secretary of the Interior.

"Every boy and girl who really sees what the home garden may mean will, I am sure, enter into the purpose with high spirits, because I am sure they would all like to feel that they are in fact fighting in France by joining the home garden army. They know that America has undertaken to send meat and flour and wheat and other foods for the support of the soldiers who are doing the fighting, for the man and woman who are making the munitions, and for the boys and girls of Western Europe, and that we must also feed ourselves while we are carrying on the war. The movement to establish gardens, therefore, and to have the children work in them is just as real and patriotic an effort as the building of ships or the firing of cannon. I hope that this spring every school will have a regiment in the Volunteer War Garden Army.

Cordially and sincerely yours,

WOODROW WILSON.

Following the president's appeal, the Commissioner of Education has issued definite instructions to the teachers, who are the voluntary officers of this school garden army. Here are a few extracts:

The plan of the school Garden Army involves:

1. A sufficient number of competent teacher directors and supervisors to conduct the work in every community.
2. The co-operation and support of boards of education, committees of public safety, and patriotic and civic organizations in raising funds needed for carrying on the work.
3. The immediate organization of local army units, including as nearly as possible all school boys and girls in every village, town and city. The "draft" ages for this army are between nine and sixteen years, but volunteers of all ages should be accepted.
4. The signing of an obligation card in which the pupil agrees to raise one or more food crops and to keep records of his work and the results, reporting them to the teacher.

SOLDIERS OF THE SOIL.

Our own Department of Education is enlisting "Soldiers of the Soil" to assist farmers. Children too young to work on farms can do much, however, with their own small back-yard plots. To be an *owner* of a garden means more than to be a *worker* for someone else. Last year, over 4,000 children made gardens in Nova Scotia. Why not make it 20,000 this year? Only one thing stands in the way. That is the teacher. *Don't be a slacker! Be a recruiter and a leader.*

THE WAR TIME FLOWER GARDEN.

Tho the urgent need is vegetable gardening, we hope teachers will not neglect flowers entirely. Grown-ups might consistently dispense with flowers for a year; but it would be criminal to take them out of a child's education. As teachers we are not only helping shape the destinies of empires in this present crisis, but we are moulding the citizens of twenty years hence. And one of the factors of good citizenship is attractive homes. Don't fail to cultivate that love of flowers which is latent in every child. Thru neglect it too often dies. Don't grow flowers *instead* of vegetables, but *in addition* to vegetables.

The following quotations state the case forcibly:

"No one, who has an atom of joy, or sympathy, or love of the beautiful in his make up, will venture to classify Flowers, among the "Non-essentials." Better another meatless or wheatless day per week than Flowerless Days all summer.

Resolve therefore to "Grow Flowers as Usual"—to grow Asters and Sweet Peas, and Cosmos and Nasturtiums and all the other old time favorites. Grow them for the table and living rooms to brighten somber days; grow them to give joy to the heart on festal occasions; grow them to carry messages of love and sympathy to those who are sick or sorrowful and need their cheery companionship; and grow them for inspiration, for mental relaxation, for health-giving exercise."

"Just as food is essential to *physical* comfort, so are flowers necessary to *spiritual* contentment. More than ever before do we need the soothing companionship of plant life."

MILK TESTING.

This is the third year that Mr. H. R. Brown, Scotsburn Creamery, Pictou Co. has offered substantial prizes for children's compositions on milk testing. We wish a larger number of teachers would write to Mr. Brown for information on this subject. Here is a quotation from one of his recent letters:

"Thirty one (31) compositions were sent in and I am sure considerable information on cows and milk products was secured by the scholars competing.

I wish to express to you my appreciation of the interest taken and the energy displayed in making this competition a success by the following teachers: Mrs. Minnie MacKay and Miss Kathaleen Day of Tatamagouche; Miss Mattie Harris

of River John Road; Miss Jeanette A. MacKay of Waugh's River; and Miss Jean MacKay of Wallace Bay. Especially do I wish to refer to Mrs. MacKay whose work in connexion with the School Exhibition at Tatamagouche certainly deserves the highest praise, and without whose co-operation, I fear, our competition would have totally failed.

We are now getting out the prize list for 1918, which I hope will be much larger as many of the Agricultural Societies voted money last fall to be used in the prize list for the schools in their districts "

SUGGESTIONS TO TEACHERS.

Have the children select good beets, turnips and carrots from the stock on hand at home and plant them out this spring for seed production. Plant a few on the school grounds, where every child can learn how to do it.

Now that bacon is in such demand is a good time to organize pig-raising clubs.

Can't town teachers make their town independent of the market gardener? A back-yard garden at every home would do it. Don't worry about the gardener who is thus put out of business. He can raise wheat or beans or pigs for the soldiers.

Bird houses should be built and put in place as soon as possible. Birds don't like a *new* house.

On account of the Halifax Explosion, there will be no provincial exhibition next summer. This means that the local and county exhibitions will receive all our attention. We shall be disappointed if any teacher who reads this fails to have her children's products exhibited next autumn. Plasticine modelling is good hand-work for young children, and should attract attention at an exhibition, but it is not included in any rural science prize list. It would come in the same class as writing and drawing.

EXTRACTS FROM TEACHERS LETTERS.

"The Children are very much interested and have already improved greatly with their sewing while the boys were asking for tools for Xmas presents from their parents. At a Xmas concert and sale held in the church, Dec. 19, we cleared \$73.42 for Halifax Relief and Red Cross. Instead of the usual Xmas folder, I gave each scholar a tulip bulb, and the next day they were asking for a lesson on Tulips, which of course was given. One of my boys was delighted when I allowed him to have Mrs. Comstock's Manual to read in vacation."

DELLA CROWE.

"The pupils are corresponding with school children in the West. They exchange sewing, shells and recipes for cooking."

MARY A. HAMILTON.

RURAL SCIENCE TRAINING SCHOOL.**From 10 July to 8 August, 1918.****General Program.**

Extracts from the Regulations of the Council of Public Instruction, amended to date.

91. (5) The Rural Science Training School, Truro, has been organized for the purpose of improving the qualifications of teachers of elementary science in its application to the common school and especially to the rural school as a diffuser of agricultural knowledge and efficiency among the young people of rural districts.

The curriculum of studies is pursued at the Provincial Normal and Agricultural Colleges thru one, two, or three terms of about four weeks each; and, at successive stages in the completion of the same, the student may be granted a certificate, qualifying him for a special grant. On the completion of the course, the candidate is granted a Rural Science diploma.

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

The teaching staff comprises the several science-teachers of the Provincial Normal and Agricultural Colleges; and the laboratories and other equipments of the two provincial institutions at Truro are placed at the disposal of the faculty and students. Tuition is free. Railways grant single-fare tickets on the "Standard Certificate" plan, and students who have done satisfactory work for the full term in at least two scientific subjects are recouped the amount of their actual travelling expenses.

(6) Application for admission to the courses leading to a Rural Science diploma will be received from Superior First, First, and Second rank graduates of the Provincial Normal College, and from First and Second class teachers specially recommended to the Faculty of the Normal College by the Inspectors on the ground of effective work done in Nature teaching. Application must be received not later than 30 June; and all applications will be submitted to the Faculty for approval. Applicants not recommended by the Faculty will be notified not later than 4 July. No notification will mean acceptance.

(7) Teachers who have been regularly admitted to the Rural Science Training School and have, during any summer session, done satisfactory work in at least three scientific subjects may, at the end of the session, be granted cash scholarships of \$10, \$15, or \$20, according to the quality of work done. The class standing and final examinations shall decide the amount of each scholarship. No scholarship grant can be given to students who do not intend to teach in Nova Scotia the following year.

(8) Rural Science Teachers who, in connexion with their regular teaching duties do noteworthy work in gardening or exhibitions, may be awarded cash prizes varying from \$5 to \$25 according to the quality of such special work. The amount awarded shall be decided by the Director who will be guided by the reports of the Inspectors and of others familiar with the circumstances.

(9) In order that any special efforts of the teacher be recognized, she must notify the Director of her intentions and her progress. This will assist him to decide what prize might, in fairness, be awarded.

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

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

RURAL SCIENCE DIPLOMA COURSES.

The following classes are now offered at the Rural Science School for teachers seeking a Rural Science Diploma and for those who desire to improve their knowledge in Natural Science: (1) Nature Study, (2) Botany, (3) Biology, (4) Chemistry, (5) Physics, (6) Geology and Mineralogy, (7) Plant diseases, (8) Entomology, (9) Horticulture, (10) Agriculture, (11) Bird Study, (12) Weather work, (13) Wood work, (14) Brush and Cardboard work, (15) Bacteriology.

For a Rural Science Diploma classes (1) to (3) inclusive are compulsory. In addition to these the candidate must have successfully completed the work of four classes selected from (4) to (15) and must have presented more advanced work in at least two of these during a second term. The classes in which advanced work for a second term is provided are (4) to (9) inclusive.

Election of classes must be made with reference to the time table given below.

Two sessions of the School are held during the year, the first opening about the first of May and the second early in July. The exact dates are announced in the April Journal for each year.

TIME TABLE.
(Subject to Change).

Hour.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
9	Horticulture Weather Work	Agriculture Chemistry	Horticulture Weather Work	Agriculture Chemistry	Horticulture Weather Work	Chemistry
10	Biology Plant diseases	Chemistry Entomo- logy	Biology Plant diseases	Chemistry Entomo- logy	Biology Plant diseases	Chemistry Entomology
11	Biology Plant diseases	Entomo- logy	Biology Plant diseases	Entomo- logy	Biology Plant diseases	Entomology
	Nature Study Geology & Min.	Woodwork Birds	Nature Study Geology & Min.	Physics Birds	Nature Study Geology & Min.	
3	Botany	Woodwork Physics	Botany	Physics	Botany	
4	Botany	Physics	Botany	Bacteriol.	Botany	

Note. Additional hours may be arranged for at the opening of the classes in a number of the subjects, but in so far as possible, these will be selected so as not to interfere with the elections of the students enrolled.

SUMMER SESSION, 1918.

The next summer session of the Rural Science Training School will be held at the Provincial Normal and Agricultural Colleges, Truro, N. S., from 10 July to 8 August, 1918.

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

A Physical Training Course

leading to the Teachers' Grade B. Physical Training Certificate, will be provided by the Dominion Department of Militia and Defense. Attendance on this class, however, will not qualify students for any aid from the Rural Science funds. It has been intimated from Ottawa that no bonus will be paid those taking the course. The providing of an instructor is all that can be done. The physical training course is of four weeks duration, synchronizing with the Rural Science course.

OFFICERS AND STAFF.

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

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

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

Miss Dora M. Baker, *Secretary.*

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

The General Program of 1914, if accompanying this of 1918 is sent merely for the purpose of giving a general idea of the course of study followed at the school, which will be substantially the same as in 1914. It saves reprinting in the 1918 program.

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

LOCAL "NATURE" OBSERVATIONS.

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

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

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

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

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

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

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

By the aid of the table given at the top of pages 3 and 4, the date, such as the 24th of May, for instance, can be readily and accurately converted into the *annual date*, "the 144th day of the year," by adding the day of the month given to the annual date of the last day of the preceding month (April in this case), thus $24 + 120 = 144$. The annual date can be briefly recorded, and it is the only kind of dating which can be conveniently averaged in phenological studies. When the compiler is quite certain that he or she can make the conversion without error, the day of the year instead of the day of the month will be preferred in the record.

PHENOLOGICAL OBSERVATIONS, CANADA.
(1917 Schedule).

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

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

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

Name and Address of the Teacher or other Compiler of the Observations responsible for their accuracy.	When First Seen.	When Becoming Common.
Nova Scotia Phenochrons.	1917	1917
(Wild Plants, etc.—Nomenclature as in "Spotton" or "Gray's Manual").		
1. Alder (<i>Alnus incana</i>), catkin shedding pollen.....	113	121
2. Aspen (<i>Populus tremuloides</i>) shedding pollen.....	127	127
3. Mayflower (<i>Epigaea repens</i>), flowering.....	109	118
4. Field Horsetail (<i>Equisetum arvense</i>), shedding spores..	128	133
5. Blood-root (<i>Sanguinaria Canadensis</i>), flowering.....	132	137
6. White Violet (<i>Viola blanda</i>), flowering.....	129	141
7. Blue Violet (<i>Viola palmata, cucullata</i>), flowering.....	133	141
8. Hepatica (<i>H. triloba</i> , etc), flowering.....	136	143
9. Red Maple (<i>Acer rubrum</i>), flower shedding pollen.....	137	144
10. Strawberry (<i>Fragaria Virginiana</i>), flowering.....	131	142
11. " " " " fruit ripe.....	172	178
12. Dandelion (<i>Taraxacum officinale</i>), flowering.....	136	143
13. Adder's Tongue Lily (<i>Erythronium Am.</i>) flowering.....	142	150
14. Gold Thread (<i>Coptis trifolia</i>), flowering.....	141	149
15. Spring Beauty (<i>Claytonia Caroliniana</i>), flowering.....	133	143
16. Ground Ivy (<i>Nepeta Glechoma</i>), flowering.....	146	154
17. Indian Pear (<i>Amelanchier Canadensis</i>), flowering.....	151	157
18. " " " " fruit ripe.....	228	234
19. Wild Red Cherry (<i>Prunus Pennsylvanica</i>), flowering...	158	163
20. " " " " fruit ripe.....	217	243
21. Blueberry (<i>Vaccinium Can. and Penn.</i>), flowering.....	155	217
22. " " " " fruit ripe.....	211	228
23. Tall Buttercup (<i>Ranunculus acris</i>), flowering.....	159	165
24. Creeping Buttercup (<i>R. repens</i>), flowering.....	166	169
25. Painted Trillium (<i>T. erythrocarpum</i>), flowering.....	165	166
26. Rhodora (<i>Rhododendron Rhodora</i>), flowering.....	160	166
27. Pigeon Berry (<i>Cornus Canadensis</i>) florets opening.....	158	163

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 above except that for January, by 1]

28. Pigeon Berry (<i>Cornus Canadensis</i>), fruit ripe	202	205
29. Star Flower (<i>Trientalis Americana</i>), flowering	157	163
30. Clintonia (<i>Clintonia borealis</i>), flowering	162	169
31. Marsh Calla (<i>Calla palustris</i>), flowering	163	168
32. Lady's Slipper (<i>Cypripedium acaule</i>), flowering	164	168
33. Blue-eyed Grass (<i>Sisyrinchium ang.</i>), flowering	166	172
34. Twinflower (<i>Linnaea borealis</i>), flowering	169	174
35. Pale Laurel (<i>Kalmia glauca</i>), flowering	164	169
36. Lambkill (<i>Kalmia angustifolia</i>), flowering	165	172
37. English Hawthorn (<i>Crataegus oxyacantha</i>), flowering	169	172
38. Scarlet fruited Thorn (<i>Crataegus coccinea</i>), flowering	168	172
39. Blue Flag (<i>Iris versicolor</i>), flowering	172	176
40. Ox-Eye Daisy (<i>Chrysanthemum Leucanth.</i>), flowering	171	176
41. Yellow Pond Lily (<i>Nuphar advena</i>), flowering	173	176
42. Raspberry (<i>Rubus strigosus</i>), flowering	173	176
43. " " fruit ripe	212	229
44. Yellow Rattle (<i>Rhinanthus Crista-galli</i>), flowering	176	179
45. High Blackberry (<i>Rubus villosus</i>), flowering	168	174
46. " " fruit ripe	223	232
47. Pitcher Plant (<i>Sarracenia purpurea</i>), flowering	173	177
48. Heal-All (<i>Brunella vulgaris</i>), flowering	167	175
49. Common Wild Rose (<i>Rosa lucida</i>), flowering	179	183
50. Fall Dandelion (<i>Leontodon autumnale</i>), flowering	172	176
51. Butter-and-Eggs (<i>Linaria vulgaris</i>), flowering	167	171
52. Expanding leaves in spring make trees appear green (a) first tree, (b) leafing trees generally	147	158

(Cultivated Plants, etc.)

53. Red Currant (<i>Ribes rubrum</i>), flowering	153	163
54. " " fruit ripe	211	239
55. Black Currant (<i>Ribes nigrum</i>), flowering	158	164
56. " " fruit ripe	210	214
57. Cherry (<i>Prunus Cerasus</i>), flowering	161	164
58. " " fruit ripe	219	222
59. Plum (<i>Prunus domestica</i>), flowering	163	168
60. Apple (<i>Pyrus Malus</i>), flowering	164	169
61. Lilac (<i>Syringa vulgaris</i>), flowering	169	174
62. White Clover (<i>Trifolium repens</i>), flowering	170	174
63. Red Clover (<i>Trifolium pratense</i>), flowering	167	173
64. Timothy (<i>Phleum pratense</i>), flowering	167	174
65. Potato (<i>Solanum tuberosum</i>), flowering	186	186

(Farming Operations, etc.)

66. Plowing begun	118	128
67. Sowing begun	135	146
68. Planting of Potatoes begun	132	144

PHENOLOGICAL OBSERVATIONS.—(Continued).

69. Shearing of Sheep.....	180	140			
70. Hay Cutting.....	193	216			
71. Grain Cutting.....	244	253			
72. Potato Digging.....	263	271			
(Meteorological Phenomena).					
73. Opening of (a) Rivers, (b) Lakes without currents.....	93	100			
74. Last Snow (a) to whiten ground, (b) to fly in air.....	125	127			
75. Last Spring Frost (a) "hard" (b) "hoar".....	124	142			
76. Water in streams, rivers, etc. (a) highest, (b) lowest.....	100	263			
77. First Autumn Frost, (a) "hoar" (b) "hard".....	250	273			
78. First Snow (a) to fly in air, (b) to whiten ground.....	302	311			
79. Closing of (a) Lakes without currents, (b) Rivers.....	261	242			
80. Number of Thunder Storms.....					
Jan., 0; Feb., 3; Mar., 2; April, 9; May, 7; June, 18; July, 9; Aug., 0; Sept., 8; Oct., 5; Nov., 8; Dec. 2.					
Day of year corresponding to the last day of each month.					
Jan. 31	April 120	July 212	Oct. 304	Going North or coming in Spring	Going South or leaving in Fall.
Feb. 59	May 151	Aug. 243	Nov. 334		
March 90	June 181	Sept. 273	Dec. 365		
For Leap years increase each number above except that for January, by 1.					
Migration of Birds, etc.)					
81. Wild Duck migrating.....	91			288 268	
82. Wild Geese migrating.....	86				
83. Song Sparrow (<i>Melospiza fasciata</i>).....	88				
84. American Robin (<i>Turdus migratorius</i>).....	85				
85. Slate colored Snow Bird (<i>Junco hiemalis</i>).....	90				
86. Spotted Sand Piper (<i>Actitis macularia</i>).....	132				
87. Meadow Lark (<i>Sturnella magna</i>).....	124				
88. Kingfisher (<i>Ceryle Alcyon</i>).....	131				
89. Yellow Crowned Warbler (<i>Dendroeca coronata</i>).....	129				
90. Summer Yellow Bird (<i>Dendroeca aestiva</i>).....	138				
91. White Throated Sparrow (<i>Zonotrichia alba</i>).....	127				
92. Humming Bird (<i>Trochilus Colubris</i>).....	154				
93. King Bird (<i>Tyrannus Carolinensis</i>).....	146				
94. Bobolink (<i>Dolchonyx oryzivorus</i>).....	148				
95. American Gold Finch (<i>Spinus tristis</i>).....	146				
96. American Redstart (<i>Setophaga ruticilla</i>).....	152				
97. Cedar Waxwing (<i>Ampelis cedrorum</i>).....	152				
98. Night Hawk (<i>Chordeiles Virginianus</i>).....	145				
99. Piping of Frogs.....	108				
100. Appearance of Snakes.....	121				

(Other Observations or Remarks).

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

Phenological Schedules.

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

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

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

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

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

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

PHENOLOGICAL OBSERVATIONS.

List of Schools sending in Schedules of Local Observations for the Half Year ended June, 1917.

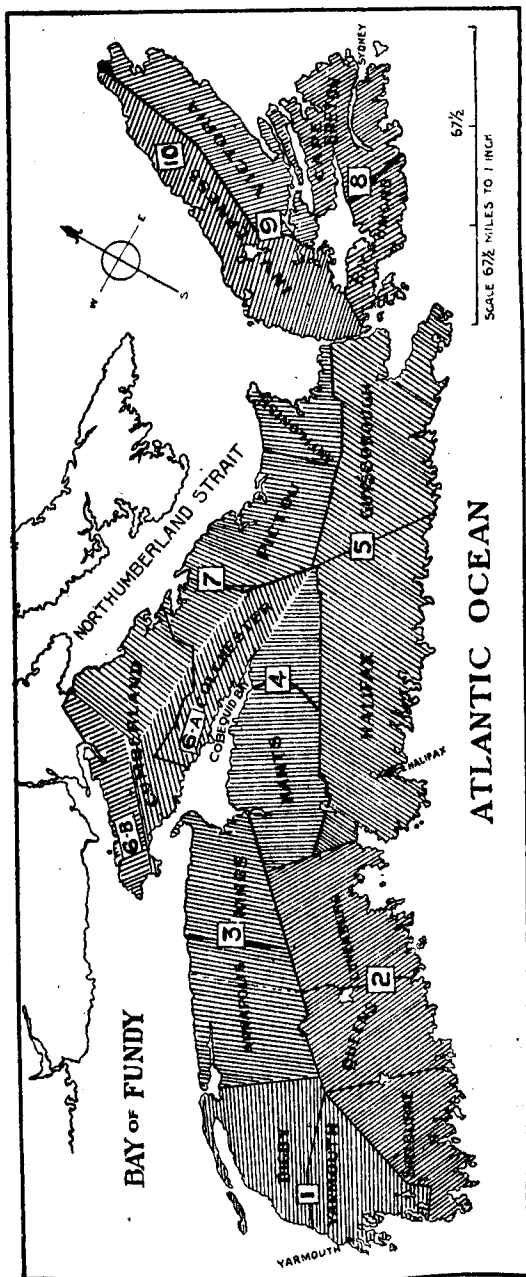
The teachers of Nova Scotia have already acquired a reputation beyond those of any other part of America for their voluntary devotion to and success in the cultivation of the observing faculties of the pupils under their charge. And our first line of biologists, a few widely known already in the world,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

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

The number of observations generally indicates the interest taken in the work by the respective schools. Even a few accurate observations are of value as scientific documents. Accurate and full schedules are not only more valuable from a scientific point of view, but indicate generally a strong educational interest in the study of Nature in the school.

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

No.	Regions or Slopes.	Belts.
I.	Yarmouth and Digby Counties,	(a) Coast, (b) Low Inlands, (c) High Inlands.
II.	Shelburne, Queens & Lunenburg Cos.	" " "
III.	Annapolis and Kings Counties,	(a) South Mountains, (b) Annapolis Valley (c) Cornwallis Valley, (d) North Mountains.
IV.	Hants and Colchester Counties,	(a) Coast, (b) Low Inlands, (c) High Inlands.
V.	Halifax and Guysboro Counties,	" " "
VI.A.	Cobequid Slope (to the south),	" " "
VI.B.	Chignecto Slope (to the n'west),	" " "
VII.	North'land Sts Slope (to the N'h),	" " "
VIII.	Richmond & Cape Breton Co's.,	" " "
IX.	Bras d'Or Slope (to the southe't),	" " "
X.	Inverness Slope (to Gulf, N.W.),	" " "



THE TEN PHENOLOGICAL REGIONS OF NOVA SCOTIA.

REGION I.

Yarmouth and Digby Counties.*(b) Low Inland.*

L. Gert. Cameron |North Range. | 23

REGION II.

Shelburne, Queens and Lunenburg Counties.*(a) Coast.*Hazel H. Smith.... |Baccaro..... |147
Mary W. Pike..... |Barrington... | 21

REGION III.

Annapolis and Kings Counties.*(a) South Mountains.*Evorna V. English |North River | 11
Lizzie M. Simpson.. |Victory..... | 15
Mary I. Robinson.. |North Albany |137

REGION IV.

Hants and Colchester Counties.*(b) Low Inland.*M. Beatrice Jewers. |Montrose | 19
Mrs. J. O'B. Turple. |New Dublin . | 100
Edith L. Hennigar . |Lt. Bass River | 16*(c) High Inland.*Bessie Dill..... |Hardwood H. | 13
Nettie M. McKenzie |Burnside..... | 7
Hazel B. Whidden.. |Nuttby..... | 4
Letitia M. McGill.. |Up. N. River. | 7

REGION V.

*(b) Low Inland.*Margaret E. Auld.. |Waverley.... |147
Nellie R. Burnett... |Lr. Sackville | 17
Janie M. Purdy.... |Deane..... |107*(c) High Inland.*

Catherine J. Kelly.. |Roman Valley | 58

REGION VIB.

Chignecto Slope.*(b) Low Inland.*

Martha McCallum . |South Athol.. | 11

(c) High Inland.

Lizzie M. Smith.... |E. Mapleton | 12

REGION VII.

Pictou, Antigonish and Cumberland Counties.*(a) Coast.*E. Dell McCulloch |Denmark.... | 6
Stella M. Stropole.. |Bayfield.... |227
Francis McDonald |Monastery... | 44
Janet Carlyle..... |East Wallace. | 7*(c) High Inland.*Margaret G. Munro. |Cross Roads . | 22
Melva Ross..... |Blandhard Rd | 19

REGION VIII.

Richmond and Cape Breton Counties.

(a) Coast.

Kath. MacDonald . . .	Big Beach . . .	6
Katherine A. Tait . .	Gd. Narrows	11
Rosie T. Burke	Benacadie . . .	9
Catherine Smith . . .	Big Pond	15
Eva Fogarty	Eureka	5
Eliz. A. McNeil	Big Bank	17
Mary M. Cameron . . .	Scotch Lake . .	45
Mabel B. Dickie . . .	Up. N. Sydney	12
Mary E. Miller	Horne's Rd	12

(b) Low Inland.

Clara A. Kehoe	Grand Mira N	34
Christine O'Keefe . .	Grand Mira S.	8

Sady O'Keefe	French Road..	11
Mamie C. MacInnes	Millville	4
Annie Johnstone . . .	Leitche's Crk.	15
Cath. A. MacKenzie	Forest Section	23
Josephine M. Blanik	Sandfield	14
Wm. B. MacOdrum	Marion Br . . .	65

(c) High Inland.

Hannah J. McLeod	Meadows'Lk	13
M. S. MacCuspic . .	Salem Road..	60

REGIONS IX AND X.

Inverness and Victoria Counties.

(a) Coast.

M. J. MacMaster . .	Albion	7
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Comments by Members of the Compiling Staff on the Phenological Observations Recorded by Teachers in the various Regions of the Province.

REGION NO. I.

Yarmouth and Digby Counties.

Miss Helen Pitman, Compiler.

The schedules were distributed as follows (a) 9, (b) 3, (c) 5. The Inland reports were very complete.

151 is too late for *Equisetum arvense*. Do not enter the dates of "sports." Strawberries do not ripen in the month of March. Pigeon Berry (*Cornus Canadensis*) reported ripe nine days before flowering.

Tall Buttercup (*Ranunculus acris*) and Creeping B. (*R. repens*) were confused, also the Pale Laurel (*Kalmia glauca*) and Lambkill (*K. angustifolia*). If not sure refer to Spotton.

137 too early for the Pitcher Plant (*Sarracenia purpurea*). 161 too late for the Spotted Sand Piper. 72 too early for the piping of frogs. The mayflower is not found at Freeport. The White Lady's Slipper was found at Salmon River. (The White Lady's Slipper has been found at Chegogan and Rockville. White Rhodora has also been found at Rockville. These were not reported this year). Brown Tail Moth and *Senecio Jacobaea* reported at Havelock.

REGION II.

Lunenburg, Queens and Shelburne Counties.

G. L. Leslie, Compiler.

Eighty-eight schedules were sent in from the three counties, forty-five from Lunenburg, twenty from Shelburne and twenty-two from Queens. Forty-three were from the Coast, and forty-two, from the High Inland Belt. The three schedules from the Low Inland Belt were all from Shelburne Co. Sixty-five were supplemented, and as a whole the schedules were fairly complete and satisfactory, altho the usual faults occur.

The spring of 1917 was late. Consequently vegetation was in most districts, later than in the preceding year, altho in some favored sections, due most probably to their location, such was not the case.

The more glaring mistakes of previous years have been faithfully repeated in many cases, apparently with an utter disregard of the warnings in the *Journals*. A careful examination of these reports cannot fail to impress upon the reader the causes for, and the means of avoiding, such common errors. To repeat warnings which have become stereotyped may be monotonous, but at the same time, since so many have again, reported the *Kalmias* and *Rhodora* incorrectly, I think that the repetition is necessary.

This confusion of the *Rhodora* and *Kalmias* is by far the most common mistake. I would suggest that the teacher herself make these observations, if merely to corroborate those of her pupils, to whom the distinctions between these plants may not be quite clear, remembering that the *Rhodora* is the tallest plant, and the earliest to flower and that its labiate corolla is much larger than the wheel-shaped corollas of the *Laurel* and *Lambkill* which are about the size of a dime. Also, the *Pale Laurel* has a two-edged, jointed stem and the margins of its leaves are revolute. The *Lambkill* is found about the last of June, the *Rhodora* a month earlier.

As stated last year, the most common buttercup in this region is *R. bulbosus*. This may be mistaken for *R. acris*, from which it is easily distinguished by its bulb-like base; or, the fact of its being shorter than *R. acris* may cause it to be confused with *R. repens*. Also, I have had the Canadian

Cinquefoil pointed out to me by a teacher as being the Creeping Buttercup, and from some very late dates given this year for *R. repens*, I have concluded that others have made the same mistake. The leaves of *R. repens* are not so deeply cut as those of the other species.

Bloodroot and Spring Beauty were reported only once. I have been told that the Hepatica, reported twice, is very common in the woods around Bridgewater, it seeming to favor certain localities exclusively. 90 is too early and 149 too late, for *Alnus incana*. I think observers must be confusing it with *A. viridis*, which sheds its pollen much later.

One teacher entered Daisy and Dog's Tooth Violet in supplementary list, evidently not recognizing them under names Ox-Eye Daisy and Adder's Tongue Lily. Others omitted from the schedule, and entered in supplementary lists, observations for Gold Thread, Lilac, Hawthorn and Bunch-Berry (Pigeon Berry), which was reported several times as flowering and ripening on same day.

Fourteen teachers continued their "becoming common" entries thru Nos. 81 to 100, thus having the birds give a visit of only a few days. Another had thruout a difference of approximately 20 days, in one case 50, between the observations in the two columns.

Senecio Jacobaea was reported from Watford, Lunen. Co. and the Brown Tail Moth from Sweetland and South Rosedale, also in Lunenburg Co.

There is still a paucity of avian observations. I think that a few remarks here on the distinctive characteristics exhibited by some of the species of birds which are not commonly known or reported, might be of use in supplementing whatever knowledge the observer may already have, or in aiding the doubtful observer to identify the bird. On an average, each schedule reports only five birds.

There are only three correct reports for the Meadow Lark. This bird should be easily recognized by its size, and by the black crescent band on a bright yellow breast. It flies alternately flapping and sailing.

The wax-wing is still poorly reported, tho common in every locality. Its peculiar coloring should immediately introduce it. It has a crested head, the wings are tipped with

red, the tail with yellow, and the forehead and under-chin are black. The body is of a peculiar brown, or fawn, shade.

The Redstart was only reported twice. The male is black, with six red spots on each side of breast and on back. The center feathers of the tail are black but the feathers on each side, for half-length are white.

The King Bird also poorly reported, is very common. It is crested, the underparts are light, the upper parts grayish-slate, and the tail is black, tipped with white. 93 is much too early for it.

A few teachers reported both Flicker and Golden-winged Woodpecker. These are the same bird, also known as the Yellow-hammer, or the High-hole.

The Yellow Crowned Warbler is also given in supplementary lists as Myrtle Warbler. 110 is too early for it and 154 too late. Among others reported are the Black Throated Green, Magnolia, Black and White, Yellow Palm, Blackpool and Cerulean Warblers.

The one date for Bobolink is unreliable. Among other dates too early are; Humming Bird 116; Kingfisher 105; Gold Finch 120; Night Hawk 125; Dates too late are; Adder's Tongue Lily 189; Ground Ivy 169; Hcrsetail 151; Junco 122.

REGION IV.

Hants and Colchester Counties.

R. H. Wetmore, Compiler.

The schedules as a whole, were a big improvement on those I have compiled the last two years. Greater care in the accuracy of dates was shown, and a tendency towards more complete lists of observations seems to indicate an increased knowledge of our flowers and birds. In fact, over three-quarters of the schedules noted additional details to those listed.

The usual mistakes are still found, unfortunately. Those interested in improving the accuracy of their Phenological Returns would no doubt benefit by re-reading carefully the criticisms of the compilers of the last two years, as found in the April Journals of 1916 and 1917.

REGION V.

Halifax and Guysboro Counties.

Katherine Manson, Compiler.

Senecio Jacobaea was reported from Woodside, Half Island Cove, West Roman Valley and Sherbrooke. It was reported as abundant at Half Island Cove and at West Roman Valley. The Brown Tail Moth was reported from Sherbrooke.

Blood-root (*Sanguinaria Canadensis*) was not reported from any locality and, to my knowledge, it has never been found in Guysboro County and no doubt the same is true of Halifax Co. *Hepatica* (*Hepatica triloba*) was reported from but four districts and 31 Marsh Calla (*Calla palustris*) was reported only from Woodside.

One observer has the Blue Violet becoming common on the 163 rd day which is much too late.

The Bird Observations, for the most part, were given very little attention. Those sending the best avian reports were G. L. Leslie, Woodside and A. M. Johnson, Oakfield.

A very good sheet, with thirty-five supplementaries, was sent in from Woodside by G. L. Leslie. A number of the sheets sent in showed accuracy and attentiveness while others were lacking in both.

REGION VI A.

Cobequid Slope to South.

R. Nelson Bagnell, Compiler.

Of the schedules received from Region VI (A), belts (a) and (c), sixty-six per cent were reasonably accurate and accepted for compilation. The schedules from the coast belt (a) were superior in neatness and accuracy to the schedules from the high inland belt (c).

In a few cases gross carelessness was manifested. The headings of some schedules were not filled in properly. The date was not placed directly opposite the observation, leaving it doubtful to which of two observations the date belonged. The day of the month was used for the day of the year.

The dates in the "when becoming common" were not satisfactory in a few schedules. This is the more important column. The dates in the "when first seen" column differ somewhat from year to year. The dates in the "when becoming common" column, vary slightly each year. One teacher added one, two or three to the date in the first column to give the date in the second column. This mathematical process was quite discernible thruout the entire schedule. Hence it was rejected.

The schedules are to be sent in with the school returns in July and February. Each schedule contains the observations for half the year. Hence the July schedule should not have the dates 318 and 319. These dates belong to the February schedule. The July schedule should have no date later than 181.

Nos. 1 and 2 were poorly observed. The dates 150 and 153 are too late for Alder catkins shedding pollen. This should be first seen about 122. The Aspen shedding pollen may be first seen about 129. The Red Maple flower (No. 9) may be seen shedding pollen the same time.

Nos. 5, 8, 38, 41, 51, 65, 18, 20, 22, 43, 56 and 58 had no observers. Of course, the latter six of these observations would be rather late for entry on the July schedule. However, the former six should have been observed before 181.

Nos. 4, 9, 26, 32, 48, 49 and 64 were reported by only one schedule. The Rhodora, Lady's Slipper, Heal-All, Common Wild Rose and Timothy are, undoubtedly, common in all sections of this region.

The White Violet is always seen before the Blue Violet. One schedule reported the Blue Violet earlier—too early for either. The white violet may be first seen about 126.

Nos. 23 and 24. The Buttercups, *Ranunculus acris* and *Ranunculus repens*, are somewhat confused. The *Ranunculus repens* is the later plant. All low buttercups are not necessarily creeping Buttercups. They may be stunted growths of other species. The characteristics of these plants may be found in any good botany. Spotton's Botany contains a very concise flora.

On all schedules the birds are only fairly well reported.

The migration of Ducks and Geese is reported only once.

Nos. 87, 88 and 91 had no observers. Nos. 85, 89, 90, 94 and 96 are reported only once. *Junco hiemalis* is a winter resident with us. The migration of this bird should not be reported before 89. Juncos seen before this time are these which have remained with us during the winter.

The yellow crowned warbler is also known as the Yellow Rumped Warbler and the Myrtle Warbler. This bird migrates about 130.

April 4th is much too early to report the Bobolink.

Nos. 83, 84, 85, 86, 92, 93, 95 and 97 were fairly well reported.

The reporting of the migration of birds is a most interesting part of the schedule. The glaring errors made are made by teachers who, evidently, do not know these birds. It is better to give no date than to give a wrong one or a doubtful one.

One schedule had sixty additional observations. Two had thirteen and one had seven. This is very creditable to the compilers, who took so much extra interest.

Senecio Jacobaea is reported not found at Parrsboro. The Brown Tail Moth not reported.

Special credit is due Miss Fullerton of Port Greville and Miss O'Regan of Parrsboro for the neatness of their schedules.

The observations submitted by Principal R. H. Wetmore and staff of teachers from the Parrsboro School was exceptionally accurate and worthy of honorable mention.

It is interesting to note how the dates of the thunder storms agree in the different schedules. It may be necessary to call attention to the fact that (on the schedules) the *number* of thunder storms (with dates of each) is required.

Some teachers evidently look on the Phenological Observation Schedule as a task. This is a great mistake. It should be one of the most convenient means for the stimulation of

pupils in observing all natural phenomena—a great incentive to nature study in the school. The teacher should be enthusiastic in this work. Create an enthusiasm among the pupils and proper results will follow. Then, the work will no longer appear a task but a pleasure.

REGION VI B.

Chiegnecto Slope to Northwest.

Ellen A. O'Regan, Compiler.

One teacher reports Song Sparrow as 122 while another teacher reports it as 132. Also one teacher reports Robin as 114. These dates are too late as we may expect the Song Sparrow about 84 and the Robin about 86.

In one schedule Adder's Tongue Lily was not reported in the special list but was added in the supplementary list under a local name.

In one schedule the space for "Birds Going South or leaving in the Fall" was used to note "Birds becoming common in Spring."

The dates given on the schedule are the day of the year corresponding to the last day of each month. One teacher evidently used them as the first of the month as all of her observations were about one month too late.

Some of the lists had excellent supplementary observations, especially those from Athol River, Hebert Head, Halfway River, East Hastings and Harrison Settlement. Blood Root was reported from Athol.

PROVINCIAL EXAMINATIONS OF HIGH SCHOOL STUDENTS.

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

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

94. The examinations shall be held during the last seven days of June, according to the time tables published for Grades XII, XI, X and IX, and the "Minimum Professional Qualification" of public school teachers, at each of the following sixty-seven stations, viz.:

Advocate	Guysboro	Port Hawkesbury
Amherst	Halifax	Port Hood
Annapolis	Hantsport	Pugwash
Antigonish	Inverness	River John
Arichat	Joggin Mines	Sheet Harbor
Baddeck	Kentville	Shelburne
Barrington	Liverpool	Sherbrocke
Bear River	Lockeport	Springhill
Berwick	Louisburg	Stellarton
Bridgetown	Lunenburg	St. Peters
Bridgewater	Mahone	Stewiacke
Caledonia	Maitland	Sydney
Canning	Margaree Forks	Sydney Mines
Canso	Meteghan	Tatamagouche
Chester	Md. Musquodoboit	Truro
Cheticamp	Middleton	Upper Stewiacke
Clark's Harbor	New Glasgow	Wallace
Digby	New Waterford	Westville
East River St. Mary's	North Sydney	Weymouth
Freeport	Oxford	Windsor
Glace Bay	Parrsboro	Wolfville
Great Village	Pictou	Wood's Harbor
	Yarmouth	

95. (a) Application for admission to the Provincial High School examination must be made on the prescribed form

to the Inspector within whose division the examination station to be attended is situated, not later than the 1st day of May. Applications for the M. P. Q. examinations are henceforward required to be sent in at the same time.

(b) Candidates applying for the Grade IX examination, or for the next grade above the one already successfully passed by them shall be admitted free (except as in 95 (e) following). But for every grade omitted between the highest grade of certificate held and the grade of certificate applied for, a fee of one dollar must accompany the application form to the inspector.

(c) For the Teachers' Minimum Professional Qualification Examination the fee is one dollar for each paper except for the first *three* qualifying for third rank, which shall be free; but this fee should not be forwarded with the application, for it has been found more convenient to have it paid to the Deputy Examiner on the day when the candidate presents himself for examination. The Deputy-Examiner shall transmit the same to the Superintendent with his report.

(d) The prescribed form of application which can be obtained free from the Education Department thru the Inspectors, shall contain a certificate which must be signed by a licensed teacher having at least the grade of scholarship applied for by the candidate whose legal name must be fully and plainly written out on the application.

(e) When a candidate presents himself for examination and his name is not found on the official list as having made regular application in due time, the Deputy-Examiner may admit him to the examination provisionally on his written statement that application was regularly made in due time, which with a fee of one dollar is to be transmitted with the Deputy's report to the Superintendent. If such candidate's statement is verified the dollar shall be returned. Providing there is sufficient accommodation, the Deputy-Examiner may admit any candidate on the payment of one dollar in addition to the regular fees required under Reg. 95 (b) and (c).

96. Each Inspector shall forward to the Superintendent of Education, *not later than 25th May*, a list of the applications received for each grade of examination and for M. P. Q., at each station within his division, on the prescribed form supplied from the Education Office, together with all fees duly credited.

97. The Deputy-Examiner, when authorized by the Superintendent of Education, shall have power to employ an

assistant or assistants, who shall each receive two dollars per day for the time so employed.

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

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

100. Each Examiner shall mark distinctly by colored pencil or ink at the left hand margin of each answer on the candidate's paper its value, placing the sum of the marks on the back of the folded sheet. From this sum the number of misspelled or obscurely written words is to be deducted to show the net value of the paper; provided, however, that from one to three may be added by the Examiner for specially good writing.

101. The "High School (low) Pass" on all grades shall be as defined under the regulations from year to year.

102. The "Teachers' (high) Pass" shall be as defined under the regulations from year to year.

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

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

(c) No appeal from the examination of a candidate's answer paper at the Provincial high school examination, shall be entertained by the Superintendent unless it is accompanied by a fee of fifty cents for each paper to be re-examined, to cover the minimum expense, and not even then unless a

responsible person vouches for the good standing of the appellant, and the appeal is made within the following dates, according to the grade of certificate.

- Grade XII: Not before July 15, nor after July 29, 1918.
 Grade XI: Not before July 29, nor after August 12, 1918.
 Grade X: Not before August 12, nor after August 26, 1918.
 Grade IX: Not before August 26, nor after Sept. 9, 1918.

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

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

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

Provincial Examination Rules.

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

(1) Candidates shall present themselves at the examination room punctually half an hour before the time set for the first paper of the grade for which they are to write, at which time the deputy-examiner shall give each candidate a seat. The candidate's name shall be represented by a number which must therefore be neither forgotten nor changed. Candidates who *present* themselves shall be numbered from 1 onwards in consecutive order beginning with grade XII, then coming to XI, X and IX in order. Candidates absent at the time of numbering cannot be admitted to examination. Candidates

for "Supplementary" examinations need not present themselves until the hour fixed for their papers in the regular time table, provided they have sent in their applications and the titles of the papers on which they intend to write.

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

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

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

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

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

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

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

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

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

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

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

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

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

(13) Candidates intending to apply for license upon a record made at this examination, should fill in a form of application for such license as is expected. The deputy examiner is

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

LOCAL "NATURE" OBSERVATIONS.

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

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

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

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

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

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

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

By the aid of the table given at the top of pages 3 and 4, the date, such as the 24th of May, for instance, can be readily and accurately converted into the annual date, "the 144th day of the year," by adding the day of the month given to the annual date of the last day of the preceding month (April in this case), thus $24 + 120 = 144$. The annual date can be briefly recorded, and it is the only kind of dating which can be conveniently averaged in phenological studies. When the compiler is quite certain that he or she can make the conversion without error, the day of the year instead of the day of the month will be preferred in the record.

PHENOLOGICAL OBSERVATIONS, CANADA.
(1918 Schedule).

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

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

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

Name and Address of the Teacher or other Compiler of the Observations responsible for their accuracy.

When First Seen.

When Becoming Common.

Nova Scotia Phenochrons.

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

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

PHENOLOGICAL OBSERVATIONS.—(Continued).

Day of year corresponding to the last day of each month.					
Jan.	31	April 120	July 212	Oct.	304
Feb.	59	May 151	Aug. 243	Nov.	334
March	90	June 181	Sept. 273	Dec.	365

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

When First
Seen.

When Becom-
ing Common.

28.	Pigeon Berry (<i>Cornus Canadensis</i>), fruit ripe	
29.	Star Flower (<i>Trientalis Americana</i>), flowering	
30.	Clintonia (<i>Clintonia borealis</i>), flowering	
31.	Marsh Calla (<i>Calla palustris</i>), flowering	
32.	Lady's Slipper (<i>Cypripedium acaule</i>), flowering	
33.	Blue-eyed Grass (<i>Sisyrinchium ang.</i>), flowering	
34.	Twinflower (<i>Linnaea borealis</i>), flowering	
35.	Pale Laurel (<i>Kalmia glauca</i>), flowering	
36.	Lambkill (<i>Kalmia angustifolia</i>), flowering	
37.	English Hawthorn (<i>Crataegus oxyacantha</i>), flowering	
38.	Scarlet fruited Thorn (<i>Crataegus coccinea</i>), flowering	
39.	Blue Flag (<i>Iris versicolor</i>), flowering	
40.	Ox-Eye Daisy (<i>Chrysanthemum Leucanth.</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>), flowering	
49.	Common Wild Rose (<i>Rosa lucida</i>), flowering	
50.	Fall Dandelion (<i>Leontodon autumnale</i>), flowering	
51.	Butter-and-Eggs (<i>Linaria vulgaris</i>), flowering	
52.	Expanding leaves in spring make 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>), flowering	
64.	Timothy (<i>Phleum pratense</i>), flowering	
65.	Potato (<i>Solanum tuberosum</i>), flowering	

(Farming Operations, etc.)

66.	Plowing begun	
67.	Sowing begun	
68.	Planting of Potatoes begun	

PHENOLOGICAL OBSERVATIONS.—(Continued).

- | | | |
|-----|------------------------|--|
| 69. | Shearing of Sheep..... | |
| 70. | Hay Cutting..... | |
| 71. | Grain Cutting..... | |
| 72. | Potato Digging..... | |

(Meteorological Phenomena).

- | | | |
|-----|--|--|
| 73. | Opening of (a) Rivers, (b) Lakes without currents. | |
| 74. | Last Snow (a) to whiten ground, (b) to fly in air. | |
| 75. | Last Spring Frost (a) "hard" (b) "hoar"..... | |
| 76. | Water in streams, rivers, etc. (a) highest, (b) lowest. | |
| 77. | First Autumn Frost, (a) "hoar" (b) "hard"..... | |
| 78. | First Snow (a) to fly in air, (b) to whiten ground..... | |
| 79. | Closing of (a) Lakes without currents, (b) Rivers..... | |
| 80. | Number of Thunder Storms, with dates of each..... | |

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

Jan.	31	April	120	July	212	Oct.	304
Feb.	59	May	151	Aug.	243	Nov.	334
March	90	June	181	Sept.	273	Dec.	365

For Leap years increase each number above 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 colored Snow Bird (<i>Junco hiemalis</i>)..... | |
| 86. | Spotted Sand Piper (<i>Actitis macularia</i>)..... | |
| 87. | Meadow Lark (<i>Sturnella magna</i>)..... | |
| 88. | Kingfisher (<i>Ceryle Alcyon</i>)..... | |
| 89. | Yellow Crowned Warbler (<i>Dendroeca coronata</i>)..... | |
| 90. | Summer Yellow Bird (<i>Dendroeca aestiva</i>)..... | |
| 91. | White Throated Sparrow (<i>Zonotrichia alba</i>)..... | |
| 92. | Humming Bird (<i>Trochilus Colubris</i>)..... | |
| 93. | King Bird (<i>Tyrannus Carolinensis</i>)..... | |
| 94. | Bobolink (<i>Dolichonyx oryzivorus</i>)..... | |
| 95. | American Gold Finch (<i>Spinus tristis</i>)..... | |
| 96. | American Redstart (<i>Setophaga ruticilla</i>)..... | |
| 97. | Cedar Waxwing (<i>Ampelis cedrorum</i>)..... | |
| 98. | Night Hawk (<i>Chordeiles Virginianus</i>)..... | |
| 99. | Piping of Frogs..... | |
| 100. | Appearance of Snakes..... | |

(Other Observations or Remarks).

- | | |
|------|---|
| 101. | <i>Senecio Jacobaea</i> (St. James Ragwort, cattle-kill); Is it found within the school sections; If so, to what extent? etc. |
| 102. | The Brown Tail Moth? etc. |

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

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

Certificate.

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

Candidate's No. (. . .).

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

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

.....
(Be sure to give County.)

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

(Full Address)

Candidates will please fill in names and grades of Foreign Languages written by them. Also M. P. Q. papers.

Foreign Languages Papers written.....

.....

M. P. Q. Papers written.....

.....

108.

(a) TIME TABLE.

County Academy Entrance Examination, June, 1918.

Date.	Time.	Subject.
Thursday, 27 June	9 to 11 a. m.	2. English Language.
	2 to 3.30 p. m.	3. Drawing and Book-keeping.
	3.30 to 5 p. m.	4. Geography and History.
Fri. 28 June.	9 to 11 a. m.	5. Mathematics.
	2 to 3.30 p. m.	6. General Knowledge.

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

(b) TIME TABLE.

Regular Provincial High School Examination, June, 1918.

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

Tuesday 26 June.	XII. XI. X. IX.	Geometry Geometry Geometry Drawing	General History German German	Physics. Ancient History. English History. Geography.
Wednesday 26 June.	XII. XI. X. IX.	Algebra Algebra Algebra Algebra	Latin (a)	Botany. Chemistry. Physics. Science.
Thursday 27 June	XII. XI. X. IX.	Latin (b) Latin Latin Latin	English (b)	Trigonometry. Prac. Math. Arithmetic. Arithmetic.
Saturday 29 June.	XII. XI. X.	German	Greek (a)	Chemistry.

(c) TIME TABLE.

M. P. Q. Examination, June, 1918.

Friday, 28 June.

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

109.

(d) TIME TABLE.

University Graduates' Examination.

At N. S. Tech. College, Halifax, 19 to 24 August, 1918.

[Minor and one-half Major *Examinations].

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

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

*One of the examination papers in the Major subject may be the Minor paper in the same subject.

Licensing of Teachers.

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

Generally,

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

No permanent License higher than Class D. awarded to anyone not holding prescribed Grade B. Physical Training certificate.

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

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

113. No certificate, combination of certificates, nor any other qualification except the possession of a lawfully procured License gives a person authority to teach under the law in a pub-

lic school. The regulations governing the issuance of licenses are as follows:—

The permanent Licenses of Public School teachers shall be under the **Seal** of the Council of Public Instruction signed by the Secretary of the Council, shall be valid for the whole province during the good behavior of the holder, and shall be granted on the fulfilment of the conditions more fully specified in the succeeding regulations, namely; the presentation of the prescribed proof of (1) age, character and health, (2) scholarship, (3) professional skill, and (4) Physical Training Certificate.

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

Academic Class.

Class A—Superior First Class.

Class B—First Class.

Class C—Second Class.

Class D—Third Class.

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

MINIMUM PROFESSIONAL QUALIFICATION EXAMINATION.

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

1. *School Law and Forms.*

(a) The Acts of the Legislature and Regulations of the Council of Public Instruction bearing on public education with their latest amendments, and a knowledge of the way in which the law is to be administered with *special attention* to sections 1 to 114 of the Education Act, 1911, and Regulations 23 to 42, 52 to 61, 91, 110 to 148, 201 to 202, 232 to 234. [For certificates higher than *second* rank, a *full* knowledge of all the educational statutes and regulations is required.]

Manual School Law and Handbook for Teachers.

(b) The intimations in the two latest Journals of Education.

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

2. *Theory and Practise of Teaching.*

Calkin's "*Notes on Education.*" (Mackinlay).

3. *Hygiene and Temperance.*

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

4. *School Management.*

Lectures on Teaching, by Sir Joshua Fitch (MacMillan Co.).

5. *History of Education.*

Monroe's "*Brief Course*" (MacMillan Co.).

6. *Pedagogy.*

Bagley's *The Educative Process* (MacMillan Co.).

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

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

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

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

For *Academic Rank M. P. Q.*—An aggregate of 390 on full syllabus with no subject below 60 per cent.

The M. P. Q. Examination may now be passed by partial examinations in more than one year; but in these cases, every paper for a Third rank pass must be at least up to 55; for Second rank 60; for First rank 65; for Superior First rank 70 and for Academic rank 75. Papers valued at these percentages need not be written at a subsequent examination for the respective ranks.

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

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

118. The prescribed certificate of age and character is given in the following blank form of application for license, which will be supplied to candidates by the Education Department thru the Inspectors or the Principal of the Normal College:—

Form of Application for a Teachers' License.

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

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

I. The prescribed certificate of age, character and health hereto attached which I affirm to be true.

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

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

IV. The prescribed certificate for Physical Training, No.....obtaineddate.....

(Name in full).....

(Post Office address).....
 County.....

Date.....

Certificate of Age, Character and Health.

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

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

That I believe the moral character of the said candidate is good, and such as to justify the Council of Public Instruction in assuming that the said candidate will be disposed as a teacher to "inculcate by precept and example a respect for religion and the principles of Christian morality and the highest regard for truth, justice, love of country, loyalty, humanity, benevolence, sobriety, industry, frugality, chastity, temperance and all other virtues."

..... (Name and title).
..... (Church or Parish).
..... (P. O. Address).

Date.....

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

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

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

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

Further Information From Applicant.

- 1. Class of license already held..... No..... Year.....
2. University Degrees, Scholarship, Professional Training, experience, or any other information candidate may wish to state.
3. Provincial Examinations taken in addition to that specified in II above, whether a "High School Pass" certificate was obtained or not.
Univ. Grad. Text Exam. at Examination Station..... No..... Year.....
On Grade XII " " " " " "
" XI " " " " " "
" X " " " " " "
" IX " " " " " "

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

.....

 Inspector.

Place and Date

License Standards.

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

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

120. For a Class A (Superior First) License the following conditions are necessary; (1) A certificate of the full age of

twenty years and moral character as in the foregoing regulation. (2) A teachers' pass certificate of grade XII. (A. B. A. or a B. Sc. degree from a recognized University may be accepted in qualifying for a Teachers' License as the equivalent of a Teachers' Pass of Grade XII). (3) A certificate of superior first rank professional qualification from the Normal College; or a Univ. Grad. Test. Exam. certificate with a superior first rank M. P. Q. and the prescribed Physical Training certificate.

121. For a Class B (First Class) License, the following conditions are necessary; (1) A certificate of the full age of nineteen years and moral character as in the foregoing regulation. (2) A teachers' pass certificate of Grade XI. (3) A teachers' certificate of first rank professional qualification from the Normal College; or a teachers' pass certificate of grade XII with a first rank M. P. Q., and the prescribed Physical Training certificate.

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

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

Temporary and Special License.

124. (a) A third Class (Temp.) License, *valid only for one year*, may be granted (but not previous to the 15th day of September in any school year unless the candidate holds at least a pass certificate of grade X and proposes to attend the Normal College during the following year) on regular application when the following *four* conditions are fulfilled:—(1) A certificate of the full age of sixteen years and moral character as in the foregoing Regulation. (2) A pass certificate of at least grade IX. (3) The third rank minimum professional qualification. (4) A recommendation of the candidate as a temporary teacher for a specified school by the

Inspector who must previously be assured by the trustees of the said school that altho reasonable effort was made to employ a regular teacher of permanent class, one could not be obtained, and that the candidate would be acceptable to the school section as a teacher for the year. Such license can be re-issued for another year when the candidate has demonstrated an advance of *grade or rank* in his qualification at a *subsequent* Provincial Examination.

(b) On the recommendation of the Normal College at Truro, the Council of Public Instruction may award Kindergarten Diplomas of *first* or *second* rank, to approved candidates who have respectively the scholarship qualifications of *first* or *second* class teachers, and who have successfully taken a full year course in the Truro Kindergarten affiliated with the Provincial Normal College; and such diplomas shall be taken by the Superintendent of Education as the equivalents respectively of *first* and *second* class licenses in the distribution of the provincial aid to the teachers holding them.

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

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

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

CADET INSTRUCTION,

It is not known at time of going to press whether the usual Course to qualify male teachers as Cadet Instructors will be held during the months of July and August, 1918, or not. We are unable at present to give any information regarding what courses may be given or what camps can be held for Cadet Corps during 1918. A definite announcement, it is hoped, will be made later by *circular* from the Cadet Office.

Corps of School Cadet Instructors.

Teachers who have qualified as Cadet Instructors and who are *actually instructing* a bona-fide organized and gazetted Cadet Corps, may be appointed to the Corps of School Cadet Instructors with the rank of Lieutenant in the Militia.

A Lieutenant in the Corps of School Cadet Instructors may then be promoted to the rank of Captain after having held the rank of Lieutenant in that Corps for five years. He must during that time have instructed a Cadet Corps to the satisfaction of the Inspecting Officer, attended a further course of instruction in military training, and have obtained a certificate qualifying for the rank of Captain in the Active Militia.

Such further course of military training is not, however, to be taken until after the officer has instructed a Cadet Corps for the period of at least two years.

Uniform for Corps of School Cadet Instructors.

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

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

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

CAP.—Forage, N. P.

As an alternative the Khaki service Uniform, officers' pattern, may be worn. Uniform and equipment to be provided by the officers of the corps, as is done by other officers.

Allowances to Cadet Instructors.

For the training of a Cadet Corps during the school year, subject to the certificate of a Military Inspecting Officer that the Cadet Corps has been well instructed in the course of Military training laid down for it, an allowance of \$1.00 per Cadet

may be paid annually to qualified Cadet Instructors under conditions as follows:—

(a) The above allowance will be calculated on the number of enrolled cadets present at the Annual Inspection, and in addition, those whose absence can be satisfactorily accounted for to the Inspecting Officer.

(b) In the case of a Cadet Corps authorized subsequent to 1st of March in any year, a proportion of the above allowance, if any, that may be paid, will be decided at Militia Headquarters.

Cadet Corps in Schools.

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

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

It is hoped that the present crisis will not in any way affect the training and drill of all Cadet Corps, but that it will have the effect of even more interest being taken in the work.

Cadet Corps should commence training immediately after schools reopen, especially those corps in Rural Districts where no drill hall is available.

The program of training for 1918 includes:—

1. Physical Training, (Syllabus of Physical Exercises for Schools).

2. Scout Training:—(a) Scouting, Reconnaissance, Patrolling, (Canadian Boy Scout); (b) Signalling, Semaphore; (c) Map Reading and Field Sketching, Chapter IV; (d) Engineering, Manual of Field Engineering, Chapter X; Field Geo-

metry, Section 57; Field Kitchens, Sec. 59; Water Supply, Sec. 61; Purifying Water, Sec. 63; Latrines, Sec. 67.

3. Infantry Training.—Squad and Company drill, Company in Attack, Protection on the March and at Rest, Rifle Exercises where possible and Ceremonial. (Infantry Training, 1911).

4. Musketry.—Musketry and Judging Distance up to 800 yards. (Musketry Regulations, Part 1).

In all those branches theory should be mixed with practise, and an intelligent co-operation of all ranks, rather than mere mechanical perfection, aimed at. Taking up the various branches together thus giving variety, will add much to the interest of the course.

Note: All information with reference to organization and formation of Cadet Corps can be obtained, and a visit paid if requested, from the Organizer and Inspector of Cadet Corps, for Military District, No. 6, Dennis Building, Halifax, N. S.

Sub-Target Gun Machines.

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

(2) The space required in which to set up a sub-target rifle machine is 61½ feet from the center of the base of the target, plus 5 to 10 feet for the recruits and instructor.

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

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

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

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

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

Nova Scotia Battalion Trophy—"The Benson Cup" contributed by Major General T. Benson, G. O. C., M. D., No. 6, for the smartest, neatest and best drilled Cadet Battalion in the Province of Nova Scotia at the Annual Inspection of Cadets each year. The cup is to remain in the custody of the Battalion Commander for one year, or until won again by the same Cadet Battn. or other Cadet Battn. competing in the Province.

Whenever the Cup is won by the same Cadet Battn. at Three Annual Competitions not necessarily consecutive, it becomes the property of the said successful Cadet Battalion.

Annual Empire Day Parade—"Parade Trophy" contributed by Colonel W. E. Thompson, A. A. G., M. D., No. 6, for the Cadet Company which joins in an Annual Empire Day Parade at Halifax, N. S., and exhibits the smartest appearance, and displays the best marching order on the occasion. The same conditions apply to the winner of the Prize as provided for in the "Benson Cup" except that the prize is open to the respective Companies competing, instead of the Corps, and will be retained by the Company while entitled to same.

Notice.—The Mayors of Windsor and Kentville, N. S., have generously offered a Trophy for local competition, and Mr. Palmer, Phtographer, of Windsor, N. S., has also offered a "Cup" for the best drilled Corps in Windsor.

It is hoped many other competitions both Provincial and Local, will be announced during the present school year.

Important.—The O. & I. Cadet Corps, M. D., No. 6, would appreciate, if each Instructor, when sending in his First Monthly Report for work done by Cadet Corps, would state his weekly drill day or days, so that the Inspector may arrange his visit to each Corps on that Drill Day. It is requested once again that Monthly Reports be sent in punctually, as the O. & I. C. C. bases his Monthly Report to Headquarters, Ottawa, on the information contained therein.

Governor General's Challenge Shield Competition.

Results 1917.

His Excellency the Governor General has approved of the result of the Governor General's Challenge Shield Competitions which shows the Province of Manitoba, with a percentage of 6.84 cadets on the 24th of May, as compared with the school attendance of the previous school year, to have won the shield for the current year. The Shield will be held by No. 407 "The Winnipeg Highland Cadet Battalion," the most proficient Cadet Corps at Drill and Musketry in the winning Province.

The detailed result of the Competition, which was conducted under the provisions of the Militia Order No. 100, 1912, is as follows:—

	Enrolled Cadets 12 to 18 yrs. 24th May, 1917	School Attendance School year 1915-1916	Percentage of Cadets to School Attendance.
Manitoba.....	6,589	103,796	6.35
Quebec.....	25,002	457,650	5.46
British Columbia....	2,952	64,570	4.57
Alberta.....	4,169	99,000	4.21
Ontario.....	21,011	573,178	3.66
Saskatchewan.....	3,182	132,494	2.40
Prince Edward Island	436	18,362	2.37
Nova Scotia.....	2,074	112,026	1.85
New Brunswick.....	956	73,003	1.31
Total.....	60,371	1,634,079	....

It will be noted from the above results that the Province of Prince Edward Island holds the highest percentage in 1917 of Cadets to school attendance for the Maritime Provinces.

All correspondence should be attended to promptly, and communications in all matters touching Cadet Work, and Physical Training, should be addressed to:—

The O. & I. Cadet Corps, M. D., No. 6
Dennis Building, Halifax, N. S.,

R. Robinson Black, Capt.
O. & I. Cadet Corps, Maritime Provinces.

PHYSICAL TRAINING COURSES.

Physical Training courses for teachers will be conducted at the Rural Science Training School, Truro, N. S., during the Midsummer vacation. At least two hours drill per day will be required in these courses.

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

Grade "B" Physical Training Certificates.

Normal College, Truro, N. S. (12 Oct. 1917 to 6 Dec. 1917).

- 9502—Mr. Roderick MacKinnon Strathlorne Inverness.
 9503—Miss Isabel Matherall North Sydney Cape Breton.
 9504—Miss Mabel Catherine MacKay Pictou Pictou.

Normal College, Truro, N. S. (10 Oct. 1917 to 30 Jan. 1918).

- 9505—Miss Beatrice Emily Allum Halifax Halifax.
 9506—Miss Violet Christine Archibald Joggin Mines Cumberland.
 9507—Miss Sadie Buchanan South St. Ann's Victoria.
 9508—Miss Marguerite M. Boudreau Arichat Richmond.
 9509—Miss Dorothy Grace Baker Mossman's Grant Lunenburg.
 9510—Miss Ruth Castello Baxter Annapolis Royal Annapolis.
 9511—Miss Camilla Colette Belliveau Belliveau's Cove Digby.
 9512—Miss Ida May Blenkhorn Athol Cumberland.
 9513—Miss Alice Catherine Boone Dominion No. 1 Cape Breton.
 9514—Miss Isabel Frances Bayer Sydney Cape Breton.
 9515—Miss Grace Harris Burgoyne Halifax Halifax.
 9516—Miss Janet Georgina Calder New Glasgow Pictou.
 9517—Miss Eva Grace Corkum East Jeddore Halifax.
 9518—Miss Hazel Margaret Cottam East Folly Mountain Colchester.
 9519—Miss Mary Muriel Cottam East Folly Mountain Colchester.
 9520—Miss Gladys Gertrude N. Crookes Lunenburg Lunenburg.
 9521—Miss Elizabeth Susan Dawe Sydney Mines Cape Breton.
 9522—Miss Artemise Mary d'Entremont Meteghan River Digby.
 9523—Miss Blanche Emelda d'Entremont Middle West Pubnico Yarmouth.
 9524—Miss Marie Clemente d'Entremont Lower West Pubnico Yarmouth.
 9525—Miss Lorette F. D'Eon West Pubnico Yarmouth.
 9526—Miss Josephine Marcella Edmonds Bridgewater Lunenburg.
 9527—Miss Margaret C. Eisenhauer Mahone Bay Lunenburg.
 9528—Miss Bernice Eliza Etherington Milton Queens.
 9529—Miss Roberta McKenzie Forbes Springhill Cumberland.
 9530—Miss Cynthia Robina Fife Halfway River Cumberland.
 9531—Miss Ruth Rockwell Fowler Bridgetown Annapolis.
 9532—Miss Katherine Amanda Fraser Brookfield Queens.
 9533—Miss Josephine Louise Gillis Port Hood Inverness.
 9534—Miss Ada Harley Gillmore Chelsea Lunenburg.
 9535—Miss Edna F. Gough Sydney Cape Breton.
 9536—Miss Marjorie Victoria Horton Truro Colchester.
 9537—Miss Eliza Evangeline Harries Sydney Cape Breton.
 9538—Miss Jean Gregory Harris Halifax Halifax.
 9539—Miss Eva M. J. Himmelman Rose Bay Lunenburg.
 9540—Miss Alice Eaton Hunter Halifax Halifax.
 9541—Miss Viola Vivian Haines Annapolis Royal Annapolis.
 9542—Miss Gertrude Rose Haley Yarmouth Yarmouth.
 9543—Miss Viola Amy Hanna Eureka Pictou.
 9544—Miss Hilda Laura Hardy Granville Ferry Annapolis.
 9545—Miss Annie Katherine Hennigar Hennigar's Hants.
 9546—Miss Henrietta Beveridge Herkes Hebron Yarmouth.
 9547—Miss Effie Mabel Indoe Hollett Sydney Mines Cape Breton.
 9548—Miss Dorothy Elene Illsley Port Williams Kings.
 9549—Miss Mabel Jessemine Kent Stewiacke Colchester.
 9550—Miss Janet Augusta Kinsman Westport Digby.
 9551—Miss Mary Elizabeth LeBlanc Belliveau's Cove Digby.
 9552—Miss Marie Honora LeBlanc Belle Cote Inverness.
 9553—Miss Alice Lorena Leslie Spry Bay Halifax.
 9554—Miss Ethel Josephine Lockhart Brookfield Colchester.
 9555—Miss Elsie Elizabeth MacDougall West Gore Hants.
 9556—Miss Annie Ethel McDonald Sydney Mines Cape Breton.
 9557—Miss Evelyn Louise McLellan Noel Shore Hants.
 9558—Miss Florence Elder Mackinnon Sydney Cape Breton.
 9559—Miss Alice Belle Mackinnon Sydney Cape Breton.

9560—Miss Marjorie McMahon	New Aberdeen	Cape Breton.
9561—Miss Annie McLeod Maxwell	Glace Bay	Cape Breton.
9562—Miss Mabel Viola Millett	Lunenburg	Lunenburg.
9563—Miss Mary Agnes Macdonald	Point Tupper	Cape Breton.
9564—Miss Sarah Ann MacDonald	Caledonia Mines	Cape Breton.
9565—Miss Barbara Maude MacKay	Scotsburn Station	Pictou.
9566—Miss Marjorie Robertson MacLean	Strathlorne	Inverness.
9567—Miss Georgie May MacLeod	Eel Cove	Victoria.
9568—Miss Mary Grace MacNaughton	Salt Springs	Antigonish.
9569—Miss Sarah Isabel MacNaughton	Salt Springs	Antigonish.
9570—Miss Florence M. Valentine Miller	Shubenacadie	Colchester.
9571—Miss Jessie A. Nicholson	Barachois Harbor	Cape Breton.
9572—Miss Mabel C. Nichols	Lochaber	Antigonish.
9573—Miss Mabel Gertrude Nichols	Kentville	Kings.
9574—Miss Margaret Brown Oram	Sydney Mines	Cape Breton.
9575—Miss Maria I. Power	Louisburg	Cape Breton.
9576—Miss Minnie Leota Parker	Wilmot	Annapolis.
9577—Miss Violet Hattie Powell	Little Harbor	Pictou.
9578—Miss Jean Anna Ross	Truro	Colchester.
9579—Mr. Reginald Nelson Ripley	Amherst	Cumberland.
9580—Miss Nellie Maud Redding	Lockeport	Shelburne.
9581—Miss Georgina Reid	East Mines Stat.	Colchester.
9582—Miss Mary Etta Ringer	Freeport	Digby.
9583—Miss Lillian Bell Ripley	Maccan	Cumberland.
9584—Miss Alice May Robinson	Canning	Kings.
9585—Miss Dorothy Elizabeth Sterns	Dartmouth	Halifax.
9586—Miss Hilda Annie Surette	Middle West Pubnico	Yarmouth.
9587—Miss Olivedene Sabeau	Port Medway	Queens.
9588—Miss Leonora Mary Schurman	Truro	Colchester.
9589—Miss Katherine Blair Scott	North Sydney	Cape Breton.
9590—Miss Marguerite Snow	Port La Tour	Shelburne.
9591—Miss Eunice Chipman Smith	Halifax	Halifax.
9592—Miss Ruby Helen Snow	Port La Tour	Shelburne.
9593—Miss Emma M. Soley	Springhill	Cumberland.
9594—Miss Sadie Gwendolyn Stevens	Freeport	Digby.
9595—Miss Jessie Pearle Swallow	Torbrook Mines	Annapolis.
9596—Miss Marion Louise Troop	Granville Ferry	Annapolis.
9597—Miss Eva Mabel Stella Underwood	Newport Station	Hants.
9598—Miss Mary Wyman	Carleton	Yarmouth.
9599—Miss Mary Elizabeth Waller	Truro	Colchester.
9600—Miss Mildred Beatrix Warner	Goldboro	Guysboro.
9601—Miss Helen Geneva Wilks	Dartmouth	Halifax.

Normal College, Truro, N. S., (11 Feb., 1918 to 25 Mar., 1918).

9602—Miss Vera Mason Allen	Halfway River	Cumberland.
9603—Miss Bessie Louise Archibald	Cross Rds, U Stew.	Colchester.
9604—Miss Mary Hazel Armstrong	Truro	Colchester.
9605—Mr. Wilfred Stanley Brooks	Bridgetown	Annapolis.
9606—Miss Eva Burns	Friar's Head	Inverness.
9607—Mr. James Frederic Butler	French River	Pictou.
9608—Miss Susie Green Bailey	Brentwood	Colchester.
9609—Miss Eva Henrietta Banks	West Inglesville	Annapolis.
9610—Miss Helen Greta Bowlby	Aylesford	Kings.
9611—Miss Mary Ella Britten	Poirierville	Richmond.
9612—Miss Annie Mae Brown	Westchester Station	Cumberland.
9613—Mr. Albert J. Cann	South Ohio	Yarmouth.
9614—Miss Mary Mennah Campbell	Pictou	Pictou.
9615—Miss Gladys Beryl Casey	Center Rawdon	Hants.
9616—Miss Evelyn Jane Cavanagh	East Mines Station	Colchester.
9617—Miss Flora Chapman	Amherst	Cumberland.
9618—Miss Leona Coates	Oxford	Cumberland.
9619—Miss Mary Margaret Cochrane	Fox River	Cumberland.
9620—Miss Elizabeth Marie Creelman	Beaver Brook	Colchester.

9621	—Miss Willa Berta Creelman	Princeport	Colchester.
9622	—Miss Mary Elizabeth Desveaux	Friar's Head	Inverness.
9623	—Miss Myrtle Josephine DeWolfe	Port Howe	Cumberland.
9624	—Miss Grace Margurite DeCoffe	Afton	Antigonish.
9625	—Miss Mabel Louise Davies	Five Islands	Colchester.
9626	—Miss Georgie Latitia Dimock	Urbania	Hants.
9627	—Miss Hazel H. Dodge	Spa Springs	Annapolis.
9628	—Miss Muriel E. Elliott	Paradise	Annapolis.
9629	—Miss Viola Garnet Embree	Point Tupper	Richmond.
9630	—Miss Mary Alice Donahue	Inverness	Inverness.
9631	—Miss Mattie Ellen Fleming	Glenholme	Colchester.
9632	—Miss Laura Beatrice Forbes	Central Argyle	Yarmouth.
9633	—Miss Blanche Ombra Gibson	Round Hill	Annapolis.
9634	—Miss Nora Ethel Gates	Head, Chezzetcook	Halifax.
9635	—Miss Mary Josephine Gillis	Sydney	Cape Breton.
9636	—Miss Gertrude Marie Graham	Harbor Road	Antigonish.
9637	—Miss Marjorie Elling Gustafson	Upper Kennetcook	Hants.
9638	—Miss Josie Bertha Geldert	Stewiacke	Colchester.
9639	—Miss Gladys Jean Horton	Reynolds	Halifax.
9640	—Miss Dorathea Mae Harding	Rockland	Shelburne.
9641	—Miss Etta Thorborn Hardy	Rockland	Shelburne.
9642	—Miss Martha Smith Hardy	Rockland	Shelburne.
9643	—Miss Mary Augusta Hart	Milford Haven Br.	Guysboro.
9644	—Miss Amy Vivian Hatfield	Kemptville	Yarmouth.
9645	—Miss Janetta Marjorie Henry	River John	Pictou.
9646	—Miss Abbie Victoria Jenkins	Guysboro	Guysboro.
9647	—Miss Muriel Grace Jollota	Sonora	Guysboro.
9648	—Miss Mary Kennedy	Little Lorraine	Cape Breton.
9649	—Miss A. Jean Lynds	Moncton	New Brunswick.
9650	—Miss Lucy Agnes LeBlanc	Friar's Head	Inverness.
9651	—Miss Caroline Cecilia Landry	D'Escousse	Richmond.
9652	—Miss Maud Olive Langille	Tancook Island	Lunenburg.
9653	—Miss Hilda Loretta Lawlor	Ogden	Guysboro.
9654	—Miss Lilian Amelia Lindsay	Londonderry Stn.	Colchester.
9655	—Miss Lydia Evelyn Lipsett	Mid. Manchester	Guysboro.
9656	—Miss Elizabeth Ellen Laffin	Hennigars	Hants.
9657	—Miss Sarah Ruben Lyons	Forbes Point	Shelburne.
9658	—Miss Bertha Mabel Mosher	Shubenacadie	Hants.
9659	—Miss Lucy Stronge Morris	Port Greville	Cumberland.
9660	—Miss Mary MacLellan	Inverness	Inverness.
9661	—Miss Eunice Alberta Melanson	Weymouth	Digby.
9662	—Miss Olive Elizabeth Munro	Margaree Harbor	Inverness.
9663	—Miss Ethel Lola Marshall	Port Howe	Cumberland.
9664	—Miss Edith Evelyn MacAlpine	Hassett	Digby.
9665	—Miss Agnes Catherine MacCuish	Salem Road	Cape Breton.
9666	—Miss Mary Rebecca McDougall	Troy	Inverness.
9667	—Miss Mary Frances McGillivray	St. Andrews	Antigonish.
9668	—Miss Catherine Margaret McKay	Scotsburn Sta.	Pictou.
9669	—Miss Annie Mabel McDonald	Eden Lake	Pictou.
9670	—Miss Anna Mary MacEachen	Sydney	Cape Breton.
9671	—Miss Margaret Isabelle MacIsaac	Giants Lake	Guysboro.
9672	—Miss Mary MacIsaac	Porter's River	Guysboro.
9673	—Miss Mary Anne MacIsaac	S. W. Margaree	Inverness.
9674	—Miss Catherine Ann MacKenzie	Christmas Island	Cape Breton.
9675	—Miss Sara Jane MacLean	Porter's River	Guysboro.
9676	—Miss Doris Gwendolyn McNeill	Brazil Lake	Yarmouth.
9677	—Miss Ellen McQuarrie	St. Rose	Inverness.
9678	—Miss Flora Catherine MacKay	Grand River	Richmond.
9679	—Miss Hannah May MacKenzie	Margaree	Inverness.
9680	—Miss Annie Sophia MacNeil	Dominion No. 1	Cape Breton.
9681	—Miss Bessie McPhee	Mabou Harbor	Inverness.
9682	—Miss Beatrice Carrie McRae	Nutby	Colchester.
9683	—Miss Delilah Mae Pace	Necum Teuch	Halifax.
9684	—Miss Edna Helen Power	Stewiacke	Colchester.
9685	—Miss Victoria Louise Alice Reid	Wallace	Cumberland.

9686—Miss Muriel Beatrice Ringer.....	Lockeport.....	Shelburne.
9687—Miss Hazel Gladys Ritchie.....	Morden.....	Kings.
9688—Miss Ella Christena Ross.....	St. George's Channel	Richmond.
9689—Miss Mary Jean Rutherford.....	Newton Mills.....	Colchester.
9690—Miss Mabel Mildred Sarty.....	Barss' Corner.....	Lunenburg.
9691—Miss Evangeline Gladys Stevens.....	Tancook Island.....	Lunenburg.
9692—Miss Grace Ellen Stevens.....	Freeport.....	Digby.
9693—Miss Catherine Jane Tate.....	Fraser's Grant.....	Antigonish.
9694—Miss Maud Mary Timmons.....	Portree.....	Inverness.
9695—Miss Mabel Rebecca Tomlinson.....	Minasville.....	Hants.
9696—Miss Annie Mae Thurber.....	Freeport.....	Digby.
9697—Miss Sadié Belle Wamboldt.....	Port Medway.....	Queens.
9698—Miss Sadie Lovitt Winter.....	South Ohio.....	Yarmouth.
9699—Miss Budah Muriel VanAmburg.....	Pubnico.....	Yarmouth.
9700—Miss Annie R. Scott.....	Wallace Bridge Sta.	Cumberland.

Grade "C" Physical Training Certificates.

Normal College, Truro, N. S., (10 Oct., 1917 to 30 Jan., 1918).

303—Miss Vera Mason Allen.....	Halfway River.....	Cumberland.
304—Mr. Wilfred Stanley Brooks.....	Bridgetown.....	Annapolis.
305—Miss Edith Marcella Critchett.....	Steep Creek.....	Guysboro.
306—Mr. Albert Jacobs Cann.....	South Ohio.....	Yarmouth.
307—Miss Mary A. Elizabeth Gorman.....	Berwick.....	Kings.
308—Miss Blanche Ombra Gibson.....	Round Hill.....	Annapolis.
309—Miss Dora Viola King.....	Walkerville.....	Richmond.
310—Miss Helen Jean Lynds.....	Moncton.....	New Brunswick.
311—Miss Ruby Laffin.....	Hennigars.....	Hants.
312—Miss Bertha Mabel Mosher.....	Shubenacadie.....	Colchester.
313—Miss Bella Jean Murray.....	Kavanagh Mills.....	Colchester.
314—Miss Lucy Strange Morris.....	Port Greville.....	Cumberland.
315—Miss Mary MacLellan.....	Inverness.....	Inverness.
316—Miss Mary C. O'Leary.....	Port Dufferin.....	Halifax.
317—Miss Marion Elizabeth Seamone.....	Upper Branch.....	Lunenburg.

Grade "C" Physical Training Certificates.

Normal College, Truro, N. S., (11 Feb., 1918 to 25 Mar., 1918).

318—Miss Lillie Olive Jean Berry.....	Truro.....	Colchester.
319—Miss Margaret Isabelle Cottam.....	East Folly Mountain	Colchester.
320—Miss Irene Helen Cottam.....	East Folly Mountain	Colchester.
321—Miss Annie Belle Cody.....	Margaree Forks.....	Inverness.
322—Miss Dora Catherine Kemp.....	L'Archeveque.....	Richmond.
323—Miss Muriel Lockhart.....	Brookfield.....	Colchester.
324—Miss Dorothy Rose Lehen.....	Truro.....	Colchester.
325—Miss Eleanor MacPhail.....	Truro.....	Colchester.
326—Miss Reta Myrtle Patterson.....	Five Islands.....	Colchester.
327—Miss Harriet Alberta Rice.....	Bear River.....	Annapolis.
328—Miss Viola Thornton Wilson.....	Belmont.....	Colchester.

Soldiers' Certificates—High School Students

who have made sufficient progress in their various classes to enable the principal of the school to certify to his belief that they would be likely to make a "pass" in each subject necessary for a pass certificate of the Grade, and who enlisted previous to the terminal examination in June, may be awarded special certificates indicating the subjects in which they were

estimated to be capable of making a *fair* pass (about 50%), a *good* pass (about 65%) or a *superior* pass (about 80%). Thus, Grade XI: English, LATIN, *French*, Geometry, ALGEBRA, *History*, Physics, would mean *fair* passes in English, Geometry and Physics; *good* passes in French and History; *superior* passes in Latin and Algebra. One underline should mean a *good* pass; two underlines a *superior* pass.

The names, addresses and statistics of each such individual must be given by the Principal of the school on the ordinary examination application form, with the pass subjects indicated as shown above. They should be sent in on regular application forms for candidates to the Inspector after the 15th but before the end of May. If the Inspector knows the school and principal to be trustworthy, he shall place the names on a special list to be sent to, and kept in, the education office, until the student returns from the war or his military duties and asks for his certificate.

This certificate can not show examination percentages; but it must show subjects in which a passable proficiency was attained—or a good or superior proficiency—so that it may be of use for matriculation into a University, or for the scholarship basis of a teachers' license.

Principals of schools will please take notice of this decision and send in on regular application forms for examination the names, etc., of such deserving candidates, with the subjects indicated as directed above in the column for "Remarks."

In every case be careful to indicate the grade and each subject as directed above.

The following are those recommended as required above, since the publication of list on Pages 108-109 of the April, 1917, Journal.

Division No. 4, Mayhew C. Foster, Inspector.

Name.	Grade.	Home Address.
Leonard Allison W. Mellick.....	XI.....	Lawrencetown, Anna. Co.
Charles Enoch Grant.....	XI.....	Lawrencetown, Anna. Co.

Division No. 10, Inglis C. Craig, Inspector.

Name.	Grade.	Home Address.
Reginald Nelson Ripley.....	XII.....	Amherst, Cum. Co.
Albert Lander Moore.....	XII.....	Amherst, Cum. Co.
George Marshall Sutherland.....	XII.....	Amherst, Cum. Co.

222. COUNTY ACADEMY ENTRANCE EXAMINATION, 1919.

The regular mode of admission into county academies shall be by an entrance examination in the last week of the school term in June, *mainly on the subjects of Grade VIII*. There shall be six subjects of examination as follows, the questions being sent out from the education office:—(1) *Reading*—to be tested by the examiners on the Grade VIII reading. *Music*—Candidates known from individual or class exercises, or from reliable certificates, to be able to sing, especially when they have a practical acquaintance with any system of musical notation, may receive an extra mark as a bonus under this head at the option of the examiner, provided the *Reading* is passable. (2) *English Language*. (3) *Drawing and Book-keeping*. (4) *Geography and History*. *Geography* as in Calkin's *Introductory History of Canada* as in Calkin's *Brief History of Canada*, and *History of England* as in *Brief History of England*. (5) *General Knowledge* including (a) The five families, Crowfoot, Rose, Heath, Violet and Lily; with the important native tribes, and the common weeds and insects injurious to agriculture. [Britain's Elementary Agriculture—"First Year Course" and "Common Weeds."], (b) The Common rocks and minerals of Nova Scotia. (c) A few of the common birds. (d) *School Hygiene*. (e) *Mechanic or Domestic or Rural Science*. (f) *Music as in Regulations and Physical Training*. (6) *Mathematics*. (See Reg. 219.

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

Note: In the subject of *General Knowledge* in the County Academy Entrance Examination a certificate of a full years course in *Mechanic Science, Domestic Science, Agriculture* or other vocational productive work shall count as three questions, with a maximum value of 30 points for a perfect course.

Vocational productive work shall be defined to be any work that adds to the material wealth of the Country. Merit marks for vocational work other than *Mechanic or Domestic Science* shall be determined and adjudged by persons appointed by the Department of Education, and in *Agriculture* by the Director of Rural Science.

Applicants for these certificates other than in *Mechanic or Domestic Science* shall notify the Inspector thru a teacher, at the opening of school, or not later than 15th September preceding the examination.

[The examination questions for 1918 shall follow the prescriptions as in *Journal of Education*, October, 1917].

SPECIAL PRESCRIPTIONS FOR HIGH SCHOOL GRADES.

223. HIGH SCHOOL PROMOTIONS.

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

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

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

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

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

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

(7) The "Low Pass" admits to the corresponding class in the Provincial Normal College, whose faculty can raise it to the "High Pass" on evidence of improved scholarship without which the Normal diploma cannot be awarded.

(8) Candidates for Grade XII certificates (Low Pass) who fail on account of being too low in not more than two subjects, but who have made the "Low" average pass on the other subjects and 50% on English, shall have the privilege of completing the *pass* at a subsequent examination by making at least 50% on each of the nine papers not previously up to *this* standard and 60% on English. Failing in this test candidates making an average of 50% on English and an average of fifty on six subjects may be granted a *low* grade XI pass.

(9) Candidates for Grade XII certificates who fail on account of being too low in not more than two subjects, but who have made a "high" average pass on the other subjects and 50% on English, shall have the privilege of completing the *high pass*

at a subsequent examination by making at least 65% on English, and 60% on each of the nine papers not previously up to *this* standard. Failing in this test candidates making 60% on English and an average of sixty on six subjects may be granted a *high* grade XI pass.

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

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

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

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

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

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

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

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

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

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

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

224. HIGH SCHOOL PROGRAM.

For the Year Beginning August, 1918.

Note.—The prices of the various books may be found in the price list of the **Nova Scotia School Book Bureau.**

Books which have an asterisk (*) prefixed are liable to be replaced by others at the end of the school year, July, 1919.

Grade IX.

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

1. **English:**—(a) **Literature:**—*Ontario High School Reader* by Marty (Can. Pub. Co.), from Page 169 to the end of book, including the introductory chapter on the "Principles of Reading," with critical study, word analysis, prosody and recitations. (b) **Composition:**—*Ontario High School English Composition* (Copp, Clark) Part 1, Pages 1-159, with essays, abstracts and general correspondence so as to develop the power of fluent and correct expression in writing. (c) **Grammar:**—*N. S. English Grammar* (MacKinlay) except notes and appendix,

with easy exercises in parsing and analysis. (d) **Spelling**:—*Nova Scotia Public School Speller* (Copp, Clark), Pages 169 to 183 both inclusive.

2. **Latin**:—*Ontario High School Latin Book* by Robertson and Carruthers (Educ. Book Co.), to end of Lesson XLII, Page 152, omitting the (B) exercises.

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

3. **French**:—*Ontario High School French Grammar* by Fraser and Squair (Copp, Clark), Lessons I to XXV inclusive. Bertenshaw's *First Conversational French Reader* (Longmans), Lessons 1 to 25 inclusive.

4. **Geography**:—Physical and Astronomical. *Calkin's General Geography* (MacKinlay), for general geography of continents and British Empire in detail.

5. **Arithmetic**:—*Academic Arithmetic* (Allen), to Page 63.

[No examination questions will be taken from "Scales of Notation," "Continued Fractions" and "Recurring Decimals." Students wishing to excel in Mathematics are, however, strongly recommended to master these subjects].

6. **Algebra**:—*N. S. High School Algebra* (Macmillan), to end of Chapter X.

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

(b) Model and object drawing and Thompson's *Manual Training, No. 2* (D. C. Heath).

8. **Science**:—Any two of these five subjects: (a) **Botany**:—Bailey's *Beginners' Botany* (Macmillan), and the study of the Wild Plants of the Phenological Observations, with the more common ferns in detail. (*Spotton's Botany* contains the most concise flora yet published for the use of students).

(b) **Agriculture**:—Brittain's *Elementary Agriculture and Nature Study, M. P. Edition* (Educ. Book Co.), "Second Year" Course, Pages 115 to 243.

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

(c) **Physics**:—As in *Primer* or equivalent in the hands of the teacher only. The text book prescribed for Grade X should aid the teacher in giving oral instruction.

(d) **Mechanic Science**:—Standard Course. †

(e) **Domestic Science**:—Standard Course. †

†[Valued thru Inspector of Manual Training].

Grade X.

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

1. **English**:—(a) **Literature**:—The same as in Grade IX, but more advanced scholarship required. (b) **Composition**:—*Ontario High School English Composition*, Part II, pages 160 to end of book, with special attention to the development of readiness and accuracy in written narrative, description, exposition and general correspondence.

(c) For outside reading and theme writing: Eliot's **Silas Marner* by Herrick (Longmans).

(d) **Grammar**:—*N. S. English Grammar* complete.

(e) **Spelling**:—*Nova Scotia Public School Speller*, pages 184 to end of book. (Appendix for reference only).

2. **Latin**:—*Ontario High School Latin Book*, from Lesson XLIII to the end of page 299, omitting the (B) and (C) exercises.

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

3. **Greek**:—White's *First Greek Book* (Ginn & Co.), lessons 1 to end of XL.

4. **French**:—*Ontario High School French Grammar*, Lesson XXVI to LI inclusive with a review of the preceding lessons. *First Conversational Reader*, lessons 26 to end of book, including the section on "Conversation."

5. **German**:—Joynes-Meissner's *Grammar* (D. C. Heath), to end of Lesson XXV, with Buchheim's *Modern German Reader, Part I*, (Ox. Univ. Press), *first* division only.

6. **History**:—*Ontario High School History of England* by Wrong (Macmillan), from Chapter IX to the end of the

book. (The provincial examination questions shall be confined to this part of the History only altho the whole book is to be read by the pupils in class). Oral lessons by teachers based on *Canadian Civics, N. S. Edition* (Copp, Clark).

7. **Physics**:—*Elementary Physics for High Schools* by Merchant and Chant (Copp, Clark), (a) Parts I, II, III, IV and VI, and (b) *either Part V, or VII, or VIII.*

8. **Arithmetic**:—*Academic Arithmetic* complete.

[No examination question will be taken from "Average of Payments and Accounts" and "Clock Problems". Students wishing to excel in Mathematics are, however, strongly recommended to master these subjects].

9. **Algebra**:—*N. S. High School Algebra*, Chapters XI to XIX, both inclusive.

10. **Geometry**:—Hall & Stevens' *School Geometry*, Part I (Macmillan); Or, *The Nova Scotia High School Geometry*, Part I (Copp, Clark). [Beginning August, 1919, only the N. S. High School Geometry, Part I].

[For the Provincial Examinations, 1919, papers will be prepared on the subject matter of each of the above assignments, one paper to be written by candidates].

Grade XI.

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

1. **English**:—(a) Meiklejohn's *Outline of the History of English Literature* (Meiklejohn). (b) **Literature**:—Macaulay's *Life of Samuel Johnson* by Buehler (Longmans), and Shakespeare's *Julius Caesar* (Longmans). (c) For outside reading and theme writing: Stevenson's* *Kidnapped* (Cassell).

2. **Latin**:—(a) Grammar and easy composition partly based on prose Authors read. (b) Caesar's *De Bello Gallico*, Book 1 and Vergil's *Aeneid*, Book 1, with grammatical and critical questions. (c) D'Ooge's *Latin Composition Part I, based on Caesar* (Ginn & Co.), first 46 lessons. (d) A thoro review of the accidence and syntax of the previous Grades IX and X.

[A knowledge of the elements of prosody sufficient for the scansion of the dactylic hexameter should be imparted by the teacher. The student should be taught to scan easily and accurately with attention to the meaning as well as the metrical form of the verse; and a few short passages of the *Aeneid* should be memorized, such, for example, as lines 148-153, 198-9, 201-3, 210, 462, 574, 680].

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

4. **French**:—*Berthon's *Specimens of Modern French Prose* (Macmillan), omitting IV, VI, IX and X. *Ontario High School French Grammar*, Lessons LII-LXXXIII, inclusive, with a review of the preceding lessons.

5. **German**:—Joynes-Meissner's *Grammar*, to end of lesson XLIV, with Buchheim's *Modern Reader, Part I*, complete. Review of Grade X German.

6. **History**:—Myers' *A Short History of Ancient Times* (Ginn & Co.).

7. **Chemistry**:—Evans' *Elementary Chemistry for High Schools* (Educ. Book Co.), omitting pages 171 to 186 inclusive.

8. **Practical Mathematics**:—Murray's *Essentials of Trigonometry and Mensuration* (Allen), omitting Part III.

9. **Algebra**:—*N. S. High School Algebra*, complete, except exercises 162, 163, 164.

10. **Geometry**:—Hall and Stevens' *School Geometry*, Parts II, III and IV, omitting pages 207 to 218 and pages 244 to 246. Or, *The Nova High School Geometry*, Parts II and III to page 198. [For 1919-20, *N. S. High School Geometry*, Parts II and III to page 198].

[For the Provincial Examinations, 1919, papers will be prepared on the subject matter of each of the above assignments, one paper to be written by candidates].

Grade XII.

(Leaving Examination).

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

1. **English**:—(Two papers):—(a) **Language**:—Lounsbury's *English Language* (Bell), or Bradley's *The Making of English* (Macmillan). (b) **History of English Literature**:—Pancoast and Shelly's *First Book in English Literature* (Holt).

(c) **Literature**:—Shakespeare's *As You Like it*. (Longmans); Milton's *Paradise Lost*, Books I and II, edited by Hale (Longmans); and the following extracts from *Selected Speeches on Foreign Policy* (Oxford Univ. Press), namely, Gladstone's "The Neutrality of Belgium" and "Right Principles of Foreign Policy," Sir Edward Grey's "Negotiations," and Lloyd George's "International Honor."

(d) The following books for outside reading and theme writing:—Scott's *Talisman* (Macmillan); Jeffries' *Longer Narrative Poems* (Macmillan), and the following extracts from *Selected English Short Stories* (Oxford Univ. Press), namely "The Squire's Story," "Rab and His Friends," "The Seven Poor Travellers," "Markheim" and "Christopherson."

2. **Latin** (Two papers):—(a) D'Ooge's *Latin Prose Composition, Part I*, lessons 47 to 85. Sight Translation. Grammar: All of the accidence and syntax contained in the *Ontario High School Latin Book* and D'Ooge's *Latin Prose Composition, Part I*, supplemented by notes given by the teacher with reference to some good Latin grammar.

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

[It is recommended that more time be given in class to sight translation and composition].

(b) Caesar's *De Bello Gallico*, Books II and III; Vergil's *Aeneid*, Book II; The following *Myths* from Ovid's *Metamorphoses* (Longmans): Deucalion et Pyrrha, Pyramus et Thisbe, Atlas in Montem Mutatus, Icarus, Midas, with questions on grammar and subject matter.

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

(b) Xenophon's *Anabasis*, Books II and III, with questions on grammar and subject matter.

4. **French**:—*Ontario High School French Grammar* complete. Sandeau's *Sacs et Parchemins* by Pellissier (Macmillan); Corneille's **Polyeucte* by Braunholtz (Pitt Press); Moliere's *Le Bourgeois Gentilhomme* by Warren (Heath); with questions on grammar and composition.

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

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

7. **Geometry**:—Hall & Stevens' *School Geometry*, Parts V and VI, omitting pages 306 to 310 and pages 411 to the end. [For 1920-21, N. S. High School Geometry complete].

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

9. **Physics**:—*Ontario High School Physics* (Copp, Clark) complete and *Laboratory Manual*.

10. **Botany**:—Bergen and Davis' *Principles of Botany* (Macmillan).

11. **Chemistry**:—Newell's *General Chemistry*, Parts I and II (one volume) (Heath & Co.).

12. **History**:—Myers' *A Short History of Medieval and Modern Times* (Ginn & Co.). The two history texts for Grades XI and XII bound in one volume may be had from the School Book Bureau.

COMMERCIAL COURSE.

Authorized for the Halifax County Academy.

The commercial course is regarded as a fourth year course of the High School. Students entering it have a Grade XI certificate and have made at least 60 per cent' in English of Grade XI, Arithmetic of Grade X, and Geography of Grade IX.

Such students can complete the course in one year. Those having lower attainments may enter the course provided there is accommodation. They cannot, as a rule, graduate in one year.

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

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

AIMS OF HOUSEHOLD SCIENCE WORK

as taught in

PUBLIC SCHOOLS.

I. MANUAL TRAINING.

1. Practical Work in Cookery, Sewing, Laundry Work, Administration, Home Nursing.
2. Care and use of utensils.

II. EDUCATIONAL TRAINING.

1. Neatness and cleanliness in person and in work.
2. Thoroness in work and in thinking.
3. Economy in materials used, strength, time and money.
4. To awaken an interest in the knowledge of the source, manufacture and combination of food materials.
5. To enable the pupil to be of more assistance at home.

For less than a three year course.

- Suggestion.*—
1. Cookery.
 2. Sewing or Laundry Work.
 3. Home Nursing or Administration.

Examinations.—Written, Oral and Practical Tests or Reviews on all lessons from time to time.

FIRST YEAR.

Cookery.—(20 lessons).

- Objects.*—1. To give pupils a working knowledge of simple food materials in simple combinations.
 2. To teach the use of foods, and reasons for cooking.
 3. To teach the use and care of utensils, adapting those at hand to the work to be done.
 4. To teach neatness and cleanliness in work and personal appearance.
 5. To teach accuracy in measuring and combining food materials.

Lessons—*General rules* for work, equipment, care of equipment, measuring, etc.

Dishwashing— methods, necessary implements, rules, cleansing agents.

The stove—Parts, uses, arrangement and regulation of drafts. Building and lighting fires—fuels. Oven-heating and regulation.

Water—Simple theory, uses in body, in cooking, in cleaning.

Starches—Source, structure of starch grain. General rules for cooking. How affected by hot water, cold water, dry heat.

Basic rules for cooking of—

White sauce, cornstarch pudding.

Cream Soup, sweet Sauce.

Potatoes, cereals—Toast making.

Sugar—Source, varieties. Care—Use and abuse in cooking and as a food. Simple candy making.

Fruits—Kinds, Value in diet, combination with cereals. Baking and stewing of fruits.

Flour Mixtures—Proportions for flour mixtures.

(a) Batters—Pour and drop. Basic recipes, popovers, muffins, gingerbread.

(b) Doughs—Manipulation, need of care, tea-biscuit.

Leavening Agents—Simple explanation of action.

Milk—Food value, use in cooking and in the diet. Need of care in keeping of milk and cleaning of milk dishes. Junket.

Explanation of action of rennet.

Beverages—Value, use in body.

Cocoa, source, manufacture etc. Cocoa-making.

Administration.—(2 lessons).

Simple directions for care of a room.

Sweeping, dusting, etc. Use and care of broom, dusters, etc.

Sewing and Knitting.—(12 lessons).

Theory, Linen (or cotton).

Source, Manufacture, buying, etc.

History of sewing equipment (hand).

Stitches.—Basting, Hemming, Running, Darning, Over Casting, Knitting.

Suggestion Problem.—Bag to hold equipment, or some article of practical use within ability of class.

Laundry.—(1 or 2 lessons).

Washing and ironing handkerchief.

Preparing ironing table.

Home Nursing.—(2 lessons).

Care of sick room, simple tasks, hygiene of sick person, bed making.

Preparation of tray.

SECOND YEAR.**Cookery.**—(22 lessons).

Review theory given in First Year. Elaborated.

Instruction in buying, care and keeping of foods.

Combinations of foods and food materials.

Cereals.—Varieties, growth, products, food value.

Necessity for thoro cooking. Reheating and using of left over cereals.

Vegetables.—Kinds, different parts of plants used, food value. Care required in buying, storing and cooking. Boiled, Creamed or Baked Vegetables (or Cream of Vegetable Soup).

Fruits.—Classification, Composition, Food value. Comparison of Dried and Fresh Fruits. Ways of cooking and serving.

Sugar.—Sample candy making (Plain Icing).

Flour Mixtures.—

(a) Batters, Drop Cakes, Plain Cake, Griddle Cakes. Frying Rules—use and abuse of frying.

(b) Doughs, Biscuits, Rolled Cookies, Bread.

Leavening Agents, Review first year theory.

Yeast.—Simple account of action.

Steaming.—As a means of cooking.

Flours.—Kinds, composition, manufacture.

Milk.—Composition, Food Value, Products.

Eggs.—Choice, Preservation, Food Value, Temperature for cooking.

Cooking of egg and milk combinations.

Meat.—Varieties, Food Value, Cuts, Comparative Costs.

Cooking of Tough Cuts.

Stock Soups.—Food value, Temperature for cooking, etc.

Gelatine.—Source, Food value, etc.

Meat Substitutes.—Compare with meat as regards Cost, Food Value and Digestibility—Salt Fish, Cheese.

Administration.—(1 or 2 lessons).

Care of dining room, dining room furniture; table furnishings, setting of table for home use, cleaning of silver.

Laundry Work (4-6 lessons).

Preparation for wash and order of sorting.

Washing and ironing white clothes (small).

Washing wool—small articles.

Removal of Stains—Rust, Tea, Fruit, Ink.

Theory in conjunction with Laundry or Sewing.

Fabrics—Linen, Wool.

Source, Manufacture, weaving, etc.

Sewing and Cutting.—(10 lessons).

Selection of garment and discussion of pattern.

Cutting of garment.

Review of stitches taught in first year.

New stitches, eyelet, sewing on lace, buttons, button hole.

Patching.—Catch stitching.

Suggestion Problem. Corset Cover.

Home Nursing.—(1 or 2 lessons).

Simple treatment for burns, cuts and bruises.

Review bed-making. Preparation of Tray.

Simple Instruction in Invalid Cookery.

THIRD YEAR.

Cookery.—

1. Classification of foods, according to use in body.
2. Planning, Cooking and serving of simple menus.
3. Preservation of foods.

Canning.—Fruits and vegetables. Simple theory of bacteriology. Methods, Food value, Economic value, etc.

Flour Mixtures.—

(a) **Batters**—Small Cakes. With Icings. (Butter Cakes, Sponge Cakes).

Leavening Agents—Fuller Explanation of action. Yeast-Fermentations.

(b) **Doughs.** Manipulation of doughs. Basic rules. Mixing, rolling, kneading.

Biscuits }
Bread } with variations.
Cookies }

Plain Pastry.

Meats and Fish.—To recognize and cook the different cuts and kinds, comparison as to Food value, Cost, etc.

Reheating of meat and fish.

Meat substitutes.—Peas, beans, nuts, etc. Food value, economic value. Place in Diet. Digestibility, etc.

Beverages.—Review cocoa, tea. Use and abuse. Coffee, source, manufacture, etc. Coffee making. Fruit syrups.

Planning of Balanced Menus. Based on Food Value, Economy, Digestibility.

Frozen Mixtures—Packing—Use of ice and salt. Use of freezer, etc. Frozen Junket.

Digestion—Simple account of digestion of foods. Organs of digestion. The digestive juices and their action on foods.

Administration.—Serving of simple meals. Care of furniture. Polishes—Metal, Wood, etc.

Sewing.—Machine Work. Perfecting of Hand stitches. Making undergarment with trimming. Simple embroidery stitches. Knitting a sock.

Laundry Work.—Soap, manufacture, uses, care. Blues, kinds, composition, tests. Washing and ironing blouse, or a large article. Washing of wool and silk. Use of gum water. Use of starch. Removal of grease and grass stains.

Home Nursing.—Review Bed-making—Simple treatment of simple sicknesses. Personal Hygiene.

First Aid.—Fainting, nose bleed, headaches.

Invalid Cookery.—Serving of meals for sick person.

232. TEXT BOOKS FOR PUBLIC SCHOOLS.

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

Instructors and teachers are reminded—

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

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

Under no circumstances, however, should the teacher order the pupils to purchase these other books which are *not* prescribed. The prescribed text book, on any subject, is the only one the pupils are expected to purchase.

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

(4) *The school trustees or school boards are the proper parties to take charge of the supply of books for they are in continual and close touch with the school. They can allow those who desire to own their books to do so; and the deserving indigent can be supplied free. Both oversight and economy can be easily maintained under the management of the local trustees. This scheme may be put into practise with very little effort*

on the part of the trustees or members of the school board; and a section which once voted the money for school books could have it recouped annually, and so with very little more cost year by year could continue to supply its pupils indefinitely.

(5) Following is a list of the prescribed texts, together with the grades in which they are used, which are prescribed for the public schools of Nova Scotia during the school year beginning 1 August, 1917.

*Not stocked by School Book Bureau. May be obtained from publishers.

BOOKS PRESCRIBED FOR COMMON SCHOOL GRADES.

- N. S. Primer, Grade I, [July, 1919].
 N. S. Reader No. I, Grade II.
 N. S. Reader No. II, Grades III & IV.
 N. S. Reader No. III, Grades V & VI.
 N. S. Reader No. IV, Grades VII & VIII.
 Nova Scotia Public School Speller, Grades III to VIII, IX and X.
 Acadian Reader No. I, Part I, Grade I.
 " " No. I, Part II, Grade I.
 " " No. I, Complete, Grade I.
 " " No. II, Grade II.
 " " No. III, Grade III.
 " " No. IV, Grade IV.
 N. S. Common School Arithmetic, Grades III to VIII.
 Marshall's Bookkeeping, Grade VIII.
 Bookkeeping Blanks, Grade VIII.
 Goggin's Elementary Grammar, Grades VII & VIII.
 Ontario P. S. Composition, Grades VII & VIII.
 Ontario P. S. Hygiene, Grades V to VIII.
 Calkin's Brief History of Canada, Grades V. to VIII.
 Brief History of England, Grades VI to VIII.
 Calkin's Junior Geography, Grades V to VIII.
 Royal Crown Copy Books 1 to 12, Graded Series.
 Augsburg's Drawing Books 1 to 8, Graded Series.
 Prang's Drawing Books 1 to 8, Graded Series.
 School Day Melodies Pts. 1 & 11, Cover all grades (Tonic-sol-fa).
 The Common School Book of Music for Miscellaneous Schools (Staff).
 The New P. S. Music Course, (Staff notation) Graded Series.
 Book I; Book II; Book III; Book IV.
 Book V (F Clef) Mixed Classes.
 Book V (G. Clef) Girls' Classes.
 *Song Reader—Can. Edition of New Educ. Music Course.
 *First Reader—N. E. Music Course.

For Teacher's Use.

- Primary Reading Manual.
 Reading Manual with Readers II, III & IV.
 Arithmetic Manual.
 Literature Manual.
 Composition and Spelling Manual.
 Syllabus of Physical Exercises.
 Song Teacher's Guide.
 Augsburg's Drawing Manuals, Books I, II & III.
 Art Manual.
 Common School Course of Study (Hand Book).
 Journal of Education (Semi-annual).
 Brittain's Elementary Agriculture & Nature Study, M. P. Edition.

BOOKS PRESCRIBED FOR HIGH SCHOOL GRADES.

- Ontario High School Reader, Grades IX & X [July, 1918].
 Ontario High School Composition, Grades IX & X [July 1920].
 Nova Scotia Public School Speller, Grades IX & X.
 Nova Scotia English Grammar, Grades IX & X.
 Eliot's Silas Marner, Grade X.
 Meiklejohn's Outlines of History of English Literature, Grade XI.
 Macaulay's Life of Johnson, Grade XI.
 Shakespeare's Julius Caesar, Grade XI.
 Stevenson's Kidnapped, Grade XI.
 Shakespeare's As You Like It, Grade XII.
 Milton's Paradise Lost, Books 1 & 2, (one vol.), Grade XII.
 Scott's Talisman, Grade XII.
 Jeffries' Longer Narrative Poems, Grade XII.
 Selected English Short Stories, Grade XII.
 Selected Speeches on Foreign Policy, Grade XII.
 Bradley's The Making of English, Grade XII.
 Pancoast & Shelly's First Book of English Literature, Grade XII.
 Ontario High School Latin Book, Grades IX, X, XI and XII.
 D'Ooge's Latin Composition, Part I, Grades XI & XII.
 Caesar's Gallic War Book 1, Grade XI.
 " " Books 2 & 3, Grade XII.
 Ovid, Myths from the Metamorphoses, Grade XII.
 Vergil's Aeneid, Book 1, Grade XI.
 " " Book 2, Grade XII.
 White's First Greek Book, Grades X, XI & XII.
 Xenophon's Anabasis, Book 1, Grade XI.
 " " Books 2 and 3, Grade XII.
 Ontario H. S. French Grammar, Grades IX, X, XI & XII.
 Bertenshaw's First Conv. French Reader, Grades IX & X.
 Berthon's Specimens of Modern French Prose, Grade XI.
 Sandeau's Sacs et Parchemins, Grade XII.
 Corneille's Polyeucte, Grade XII.
 Molière's LeBourgeois Gentilhomme, Grade XII.
 Joynes-Meissner's German Grammar, Grades X, XI & XII.
 Buchheim's Modern German Reader Part I, Grade XI.
 " " Part II, Grade XII.
 Schiller's Wilhelm Tell, Grade XII.
 Kennedy & O'Hearn's Academic Arithmetic, Grades IX & X.
 Nova Scotia High School Algebra, Grades IX, X and XI.
 Hall & Knight's Sen. Matr. Algebra, Grade XII.
 Morton's Mechanical Drawing, Grade IX.
 Thompson's Manual Training, No. 2, Grade IX.
 Hall & Stevens' School Geometry, I to IV, Grades X & XI.
 *Hall & Stevens' School Geometry, Parts V & VI, Grade XII.
 Nova Scotia High School Geometry, Grade X, XI & XII.
 Murray's Essentials of Trigonometry and Mensuration, Grade XI.
 Murray's Plane & Spherical Trigonometry, Grade XII.
 Balfour Stewart's Physics Primer, Grade IX.
 Elementary Physics for High Schools, Grade X.
 Ontario High School Physics, Grade XII.
 Evans' Elem. Chemistry for High Schools, Grade XI.
 Newell's General Chemistry, Complete, Grade XII.
 Brittain's Elem. Agriculture and Nature Study, M. P. Edition, Grade IX.
 Bailey's Beginners' Botany, Grade IX.
 Bergen's & Davis' Botany, Grade XII.
 Ontario High School History of England, Grade X.
 Myers' Short History of Ancient Times, Grade XI.
 Myers' Short History of Med. & Mod. Times, Grade XII.
 Myers' General History (the two texts for Grades XI & XII in one volume).
 Calkin's General Geography, Grade IX.

For Teachers' Use and M. P. Q. Exam.

Art Manual.
 Canadian Civics, N. S. Edition.
 Ont. H. S. Physics Laboratory Manual.
 Calkin's Notes on Education.
 Lyster's Hygiene & Temperance.
 Munro's Brief Course in History of Education.
 Fitch's Lectures on Teaching.
 Bagley's Educative Process.

THE NOVA SCOTIA SCHOOL BOOK BUREAU.

The Nova Scotia School Book Bureau has been established by the Government in connexion with the Department of Education and is under the regulations of the Council of Public Instruction. The aim of the Bureau will be to provide the people of the Province with the prescribed school books, not only at as low prices as possible, but at prices which will be uniform thruout the Province.

All books prescribed for both the common and high school grades, as well as the books necessary for the M. P. Q. examinations, are kept in stock at the wareroom of the Bureau, in the Government Building Annex, Hollis Street, Halifax, N. S. A full list of the books supplied by the Bureau is printed on the Bureau's Requisition Form, which is also the Price List. No book not on this list is kept in stock by the Bureau. Among other things this list contains the retail prices at which the books supplied by the Bureau, are to be sold, and the purchaser should know that the book dealers have agreed with the Bureau not to sell any books at a price higher than that which is shown on the Bureau's price list. The necessary postage per copy is also given, which must be sent in, together with full list price, when small orders are to be sent by mail. The amount shown in column for postage is not part of the list price.

The Bureau will supply its books to any person, dealer or otherwise, who remits the necessary amount with his order, which order, for convenience, should be filled in on the printed Requisition Form supplied by the Bureau. School trustees and teachers who wish to purchase the supply of books for the use of the pupils of the section will be supplied with the same by the Bureau on the conditions laid down herein.

TO TRUSTEES AND TEACHERS.

School trustees and teachers may now purchase all the prescribed books for the use of the pupils of the section direct from

the Bureau. When school trustees or teachers send in an order to the Bureau, amounting to **three dollars list price or over**, and certify that the books are ordered for the use of the schools of the section, the Bureau will allow a discount of 10 per cent from the list price of the Bureau. Remittance to cover must accompany order.

Further, on all orders of **three dollars or over** the Bureau will pay **transportation charges** under the following conditions. The Bureau will endeavor, as far as possible, to ship by the route designated in the order received from the teacher or trustees, but the Bureau reserves the right to ship the cheapest way, if such is considered of equal advantage with that specified in the order. If, however, person ordering demands that shipment be sent by express, post, or other costly conveyance, the Bureau will pay an amount not more than the "freight" equivalent. Balance of transportation charges must be paid by person sending in the order.

The teacher or trustees ordering must, in such cases, sign the Agreement on Requisition Form, and they are at liberty to arrange to distribute the books at cost to them, or at reduced price. They must not, however, demand more than the price on the price list of the Bureau.

All orders **under three dollars** ordered to be sent by post, must be accompanied by full list price—together with necessary postage per copy as on price list of the Bureau; if ordered to be sent by other conveyance full transportation charges must be borne by purchaser. [It should be noted that the small costal packets require prepayment of charges in every case. Consequently when books are to be sent this way, sufficient to prepay charges should be sent in with order].

TO BOOK DEALERS.

How books may be obtained by dealers from The Nova Scotia School Book Bureau.

1. Dealers, when ordering books from the Bureau, should, as far as possible, use the printed Requisition Form, and should be very careful to fill in exactly and carefully all spaces showing number of copies, shipping instructions, name and address, etc. This will obviate many mistakes that are liable to occur when orders are sent in not on the printed form.

2. Each and every Requisition for books must be accompanied by cash payment in full for all books ordered, calculated at 85% of the prices on the list issued by the Bureau. Payment may be made by Postal Order, Express Money Order, Postal Note, Bank Draft, Cash or Bank cheque. **Bank cheques must be payable at par in Halifax.**

3. Dealers who wish to keep a stock of the books supplied by the Bureau, to sell at retail, must sign the agreement on Requisition Form, when sending in their initial order. This agreement will be taken to cover future orders as well.

4. The Bureau will pay **freight** charges on orders amounting to \$10.00 (list price) or over, but purchasers are expected to take delivery from the railway, steam boat, schooner or stage company at the nearest available station or point, and to defray thereafter the cartage or other transportation charges. On orders of \$10.00 or over to be shipped by Express, the Bureau will pay an amount not greater than the freight charges, as outlined above, the difference between freight and express to be borne by the purchaser.

5. On orders of less than \$10.00 (list price), transportation charges from Halifax to destination, by whatever conveyance, must be borne by person sending in the order. The Bureau reserves the right to ship the cheapest way if such is found equally advantageous with that specified in Requisition Form. [It should be noted that the small costal packets require prepayment of charges in every case. Consequently when books are to be sent this way, sufficient to prepay charges should be sent in with order].

6. The Bureau agrees to repurchase from dealers, at the actual prices which they paid to the Bureau, all unused books on hand in good condition which had been previously purchased from the Bureau, if and when such books cease to be prescribed for use in the schools of Nova Scotia. In this case those returning books to the Bureau must pay the transportation charges.

Note:—The Bureau will *not* repurchase books from dealers during the term of prescription.

How books may be obtained in small lots.

Any person, dealer or otherwise, may obtain single copies or small lots of the books from the Bureau on sending in requisition for same. Each and every Requisition must be accompanied by payment in full for the books ordered calculated at the full prices on the Bureau's price list together with the stated amount per copy shown in column for postage. The books will then be sent by book post, or parcel post, without further cost to the purchaser. (**Note**): It is not expected that dealers will send in orders to go by Post, as being allowed 15% discount they must send in **full postage** which in some cases is more than the discount. Do not add list price and postage together and take 15% discount on that. The amount in column for postage is not part of the list price of the book. Full postage is not necessarily that shown on order form.

NOVA SCOTIA SCHOOL BOOK BUREAU.

PRICE LIST AND REQUISITION FORM.

Effective May 27, 1918.

Supersedes all previous Price Lists.

..... Place and Date

..... Name.

..... Place

..... County.

Please forward as below:

Shipping Directions; Customer will please give here in full details how books are to be shipped—give full directions as to name of Railway (if by freight); nearest Express Office, name of Steamer or Schooner, etc.

.....

.....

.....

[Coastal steamers demand freight to be prepaid. Sufficient should be sent in to cover, when necessary].

No. of copies	Title of Book.	List Price	Necessary Postage per Copy	Total.
Common School Grades.				
.....	N. S. Primer.....	.06	.02	.....
.....	N. S. Reader No. 1.....	.08	.02	.....
.....	N. S. Reader No. 2.....	.11	.04	.....
.....	N. S. Reader No. 3.....	.16	.05	.....
.....	N. S. Reader No. 4.....	.18	.07	.....
.....	N. S. Public School Speller.....	.22	.06	.....
.....	Acadian Reader No. 1, Pt. 1.....	.10	.02	.....
.....	Acadian Reader No. 1, Pt. 2.....	.10	.02	.....
.....	Acadian Reader No. 1.....	.25	.04	.....
.....	Acadian Reader No. 2.....	.35	.06	.....
.....	Acadian Reader No. 3.....	.45	.08	.....
.....	Acadian Reader No. 4.....	.50	.06	.....
.....	N. S. Com. Sch. Arithmetic.....	.18	.06	.....
.....	Marshall's Bookkeeping.....	.12	.02	.....
.....	Bookkeeping Blanks (Set.).....	.15	.03	.....
.....	Goggin's Grammar.....	.30	.05	.....
.....	Ontario P. S. Composition.....	.15	.05	.....
.....	Ontario P. S. Hygiene.....	.20	.07	.....
.....	Brief History of Canada.....	.35	.05	.....
.....	Brief History of England.....	.20	.02	.....
.....	Junior Geography.....	.75	.08	.....
.....	School Day Melodies, Pt. 1.....	.10	.02	.....
.....	School Day Melodies, Pt. 2.....	.10	.02	.....
.....	Com. Sch. Book of Music.....	.40	.07	.....
.....	New P. S. Music Book 1.....	.20	.05	.....
.....	" P. S. " Book 2.....	.25	.05	.....
.....	" P. S. " Book 3.....	.30	.05	.....
.....	" P. S. " Book 4.....	.30	.05	.....
.....	" P. S. " Book 5, F.....	.30	.05	.....
.....	" P. S. " Book 5, G.....	.30	.05	.....
.....	Royal Crown Copy Books (ea.).....	.06	.01	.....
.....	† Augsburg's Drawing Books (ea.).....	.12	.02	.....
.....	† Prang's Drawing Books (ea.).....	.12	.04	.....
.....	†		
Teachers' Books.				
.....	Primary Reading Manual.....	.13	.05	.....
.....	Books II, III, IV Reading Manual.....	.26	.10	.....
.....	Composition & Spelling Manual.....	.21	.08	.....
.....	Arithmetic Manual.....	.20	.07	.....
.....	Literature Manual.....	.15	.05	.....
.....	Syllabus Physical Exercises.....	.35	.05	.....
.....	Song Teacher's Guide.....	.30	.03	.....
.....	Art Manual.....	.40	.14	.....
.....	Augs. Drawing Manuals (ea.).....	.75	.07	.....
.....	Physics Manual.....	.35	.05	.....
.....	Canadian Civics.....	.35	.05	.....
.....	Calkin's Notes on Education.....	1.00	.08	.....
.....	Lyster's Hygiene.....	1.00	.07	.....
.....	Munro's Brief Course.....	1.25	.10	.....
.....	Fitch's Teaching.....	1.00	.08	.....
.....	Bagley's Educ. Process.....	1.25	.10	.....
.....	Carried Forward.....			.....

†Specify numbers and quantities of each here.

AGREEMENT TO SELL AT RETAIL AT LIST PRICES.

I, N. S., 191.....
 of in the County of
 Province of N. S., in consideration of the terms offered to purchasers of school
 books thru or from the School Book Bureau, which terms are set forth and de-
 scribed in the April "Journal of Education," 1918, under the heading entitled "The
 Nova Scotia School Book Bureau" do hereby promise and agree to and with the
 said Bureau that I will not sell or cause or permit to be sold any of the said books
 at a price greater than the list price above given.

(Signed).....

NEW BOOKS.

List of books received at Education Office since publication of Journal of
 Education, October, 1917.

A. & C. BLACK, LONDON.

Introductory Geography, by H. C. Barnard, 1917, 7½x5, pp. 154, 1/8.

D. C. HEATH & COMPANY, BOSTON.

Introduction to Agriculture, by C. M. Weed, & W. E. Riley, 7½x5½, pp. 268.

Farm Friends and Farm Foes, by C. M. Weed, 7½x5½, pp. 334.

English Grammar, by S. V. Sanford, & B. F. Brown, 7½x5½, pp. 332.

T. C. & E. C. JACK COMPANY, LONDON.

The Chisholm Readers—Books 1, 2, 3 & 4.

Book 1—7½x5½, pp. 142, 1/.

Book 2—7½x5½, pp. 176, 1/2.

Book 3—7½x5½, pp. 208, 1/6.

Book 4—7½x5½, pp. 240, 1/4.

PRANG COMPANY, NEW YORK.

Industrial Art Text Books, by Bonnie Snow & Hugo B. Froehlich. A Graded
 Course in 8 Parts, each 10x7½, each pp. 72.

**BOOKS RECOMMENDED TO TEACHERS AND
 AUTHORIZED FOR SCHOOL LIBRARIES.**

Useful Minerals and Rare Ones. "Practical Instructions for their
 Search and Determination," by Alexander McLeod, XXVII and 254 pp., 4x6½
 inches, rounded corners, neat pocket edition. (New York, John Wiley & Sons;
 London, Chapman & Hall), 1917.

For the Prospector and Mining Engineer this book is the
 handiest authoritative volume we have seen. For the teacher
 interested in minerals without high school knowledge of Chem-
 istry, it is the neatest and most complete little manual for the
 testing and description of minerals which can be got. The
 clever author is a Nova Scotian whose address is Orangedale.

"Modern Business Arithmetic," (Brief Course) by Finney and Brown; IV and 298 pp., 6x8 inches. (New York, Henry Holt and Co.), 1916.

This is a very fine arithmetic text-book; but is recommended specially to teachers on account of the numerous business forms with which it is illustrated, fitting admirably into good book keeping systems and modern business methods. In the school library it might be useful to a succession of teachers, and contains admirable matter for developing the practical side of business arithmetic.

"Mrs. Santa Claus' Visit to Boy and Girl Land," by Jennie Burton Walsh, pp. 44, 7x10 inches. Published by the author, P. O. Box 260, Oxbow, Alberta, 1916, 50 cents retail.

A beautiful piece of the printer's art, with new Christmas rhymes and verses and about forty splendid illustrations. A good Canadian book for primary teacher and all who wish to interest and educate young children.

"Afar in the North, lies Santa Claus Town,
Perched on a snow-capped height;
Beyond us, like portals, the glaciers gleam,
A dazzling, exquisite sight."

and

"Our cold Northern Lights leap upward at night,
On pinions of gorgeous hue;
They dart and they dash,
They swirl and they flash,
'Gainst a sky of transparent blue."

"A Child's Book of Folk-Lore: Mechanics of Written English.—A drill in the use of caps and points thru the Rimes of **Mother Goose**, by Jean Sherwood Rankin, M. A., illustrations by Wanda Gag. IX + 177 pp., 5½x8 inches, (Press of Augsburg Publishing House, Minneapolis, Minnesota), 1917.

This is really an English composition text-book in the hands of a teacher for young people, by means of which they can be hypnotized to master correct spelling, punctuation, the use of capitals, and the awful work of expressing their thoughts in good literary form while they are merely amusing themselves with the philosophy and fun of the classical Mother Goose. The reviewer indeed, has seen a seventy year old teacher renew his interest in the Mother Goose literature from his perusal of the selections where he discovered meanings as interesting as ancient fossils to the palaeontologist while fascinated with

the effectiveness and pleasure of the method of making the child enjoy the effort of correct writing. Even high school teachers of English will find this admirable work of pedagogical genius highly suggestive. To the Common school teacher its use will be a valuable education in the art of teaching.

THE FLAG: A concise illustrated history, by C. P. Band and E. L. Stoneal. A chart 3x2 ft. folded in a cover 7½x10 inches. The Musson Book Co., Ltd., Toronto, 25 cents.

This chart contains no less than 18 well colored flags illustrating its particular stage in the evolution, and one diagram in black showing exactly how to construct in proper proportion our present flag. Under each is an historical sketch. The chart can be framed under glass, if desired. The history of the flag is thus given in the plainest, most condensed, and most picturesque manner possible. The little book supplied by the same firm, is a still cheaper form of the history of the evolution of "The Flag."

A nicely tinted chart illustrating a good three years rotation for school or home gardens of the most useful vegetables has been prepared and published by School Inspector, L. G. Page, of Lotbiniere, from whom they can be had for 50 cents each. It is a bilingual chart, and as such will be doubly interesting in our English schools where we are glad to know also the names of our vegetables used by so many of our French speaking fellow citizens.

NATIONAL COMMITTEE FOR RELIEF IN BELGIUM.

Registered under the War Charities Act, 1916.

Trafalgar Buildings, Trafalgar Square, London, W. C. 2.

Chairman.

The Right Hon. The Lord Mayor of London.

Honorary Member.

His Excellency The Belgian Minister.

Appeal Committee.

His Grace the Archbishop of Canterbury.

His Eminence Cardinal Bourne.

The Right Rev. John Brown, D. D.,
Moderator, The Church of Scotland.

The Rev. W. B. Selbie, D. D.,
President the Free Church Council.

The Very Rev. J. H. Hertz, PhD.,
Chief Rabbi.

The Right Hon. the Marquess of Lans-
downe, K. G.

The Right Hon. The Earl of Rose-
bery, K. G.

The Right Hon. Viscount Bryce, O.M.
The Rt. Hon. Arthur Henderson, M.P.
John E. Redmond, Esq., M. P.

Hon. Secretary,
W. A. M. Goode, Esq.

Hon. Treasurer,
A. Shirley Benn, Esq., M.P.

January 4th, 1918.

Dear Sir:—

I have to thank you for your letter of the 28th Nov. enclosing a Draft for £37. 2. 0. from the school children of Nova Scotia towards the relief of our destitute Allies in Belgium, and have much pleasure in enclosing the Hon. Treasurer's official receipt.

Please convey this Committee's most grateful thanks to all those who so generously subscribed.

In accordance with the enclosed notification all monies received after June 1st are being held to provide for emergencies now unforeseen in connexion with relief in Belgium.

Yours faithfully,

W. A. M. Goode,
Hon. Secretary.

To A. H. MacKay, Esq.,
Education Office, Halifax, Nova Scotia.

NOTICE.

Examination for Entrance to the Royal Military College of Canada, Kingston, Ontario.

1. The regular examination for Entrance to the Royal Military College will commence on Tuesday, the 4th of June, 1918.

2. Application by the parents, or guardians, of any intending candidate to be made in writing to the Secretary, Militia Council, Ottawa, Ontario, not later than Tuesday, the 30th of April, 1918, accompanied by:—

(a) Certified Birth Certificate in Duplicate.

(b) Certificate of good moral character signed by the Head of the School or College at which the Candidate has received his education for at least the two preceding years, or, by a Clergyman of the place of worship attended by the candidate.

(c) Remittance of \$5.00 (five dollars) in favor of the Receiver General.

Any further particulars regarding said examination can be obtained from the Secretary, Militia Council, Ottawa, Ontario.

Attention is called to the various Scholarships which are open to Candidates, particulars of which can be obtained from the Commandant, Royal Military College, Kingston, Ontario.

H. Q. 74-72-1.


INTERPROVINCIAL EDUCATION CONVENTION

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

In Aberdeen School Building

Moncton, N. B.

27, 28 and 29 August, 1918

 This program may be considerably modified before the Convention is held. It contains enough, however, to give an idea of the character of the Conference.

Teachers should get a Certificate of Attendance to present with their returns to the Inspector at the end of the half year, January, 1919, in order to obtain credit for the week as five teaching days.

Reduced fares are expected to be obtained, so that teachers, trustees and others attending should see that they get a "Standard" Railway Certificate when purchasing their ticket to the Convention, in order to secure the reduction on the cost of their return.

PROVISIONAL PROGRAM.

MONDAY, 27TH, MORNING SESSION.

- 9.00 Registration.**
- 10.00 Opening Addresses:**
 Dr. Carter, Fredericton.
 Dr. MacKay, Halifax.
 Supt. Shaw, Charlottetown.
- 11.00 The Government of Children:**
 Dr. Bridges, Saint John.
- 11.30 Can our Teachers' Pension Systems be Improved?**
 Prin. Creelman, Sydney.

AFTERNOON SESSION.

- 2.30 Maritime Reciprocity in Teachers and Text Books:**
 Inspector Campbell, Truro.
 Miss Wilson, St. John High School.,
- 3.30 Woman's Share in the Thrift and Production Campaign:**
 Miss Jean Peacock, Fredericton.
 Miss Jennie A. Fraser, Coll. of Agr., Truro.

EVENING SESSION.

- 8.00 The Claim of the Maritime Provinces for Federal Subsidies in Lieu of Western Lands:**
 Hon. O. T. Daniels, Att'y.-Gen. of N. S.
 Hon. C. W. Robinson, Moncton.
 Dr. David Soloan, Normal College, Truro.

WEDNESDAY, 28TH, MORNING SESSION.**9.00 Public Health:**

Hon. Dr. Roberts, St. John.
 Miss Winnifred Read, Public School Nurse,
 Halifax.
 Dr. Ross L. Blackadar, Port Maitland, Yar.
 Co., N. S.

11.00 Musical Notation in Schools and the Examination of Teachers:

Professor Harrison, Fredericton.
 Supervisor E. J. Lay, Amherst.
 Miss Catherine Robinson, St. John.

AFTERNOON SESSION.

2.30 Provincial Educational Associations meet separately.
 Nova Scotian Association receives reports, elects
 two members of the "Advisory Board of Educa-
 tion," and its officers for the next two years.

EVENING SESSION.**8.00 Maritime Union:**

Hon. J. B. M. Baxter, St. John.
 Hance J. Logan, B. A., LL.B., K. C., Amherst.
 Chief Justice Matheson, Charlottetown.

THURSDAY, 29TH, MORNING SESSION.**9.00 Vocational Education:**

Fred Magee, M. L. A., N. B.
 Prin. F. H. Sexton, Director Technical Educa-
 tion, Nova Scotia.
 W. R. Reck, Sec'y. Agr., Fredericton.

11.00 Education for Retarded Pupils:

Mrs. Sarah Houston, Halifax.

11.30 Discussions and addresses from distinguished visitors.

AFTERNOON SESSION.**2.30 The French Language in Canada:**

Rev. Father Guerton, Vice-President, University
 of St. Joseph.
 Addresses from distinguished visitors, Resolu-
 tions, discussions, etc.



JOURNAL OF EDUCATION.

APRIL, 1918.

OFFICIAL NOTICES.

The full number of legal teaching days in the half school year ended 1 February is 103; and in the half school year ending 29 June, 102. The school year has 205 teaching days.

Summer Calendar, 1918.

April	15	Fourth Quarter began.
May	1	Applications for Exams. due at Inspector's Office.
May	1	Notice of University Grad. Exam. due at Ed. Office.
May	10	Arbor Day.
May	15	Exam. Lists from Inspectors due at Ed. Off.
May	23	Empire Day.
May	24	Victoria Day (holiday).
June	3	Anniversary King's Birthday (holiday).
June	20	Normal College Closes.
June	24	Provincial Examinations commence.
June	29	Last teaching day of school term.
July	1	Dominion Day.
July	10	Rural Science Training School opens, and
July	10	Dominion Physical Training Course, Truro.
July	31	School year ends.
Aug.	8	Rural Science and Physical Training, Truro, closes
Aug.	19	University Graduate Exams. begin, Technical College, Halifax.
Aug.	26	First Quarter of School Term begins.

Aug.	27	Interprovincial Education Convention at Moncton opens at 9 a. m.
Sept.	2	Labor Day (holiday).
Sept.	26	Normal College opens at Truro.
Oct.	—	Dominion Thanksgiving Day.
Nov.	11	Second Quarter of School Term begins.

DATES OF MEETINGS OF BOARDS OF DISTRICT SCHOOL COMMISSIONERS.

- Halifax East—Wednesday, 5 June.
 - Halifax Rural—Friday, 7 June.
 - Halifax West—Thursday, 13 June.
 - (a) Lunenburg—Friday, 10 May.
 - Chester—Monday, 3 June.
 - Queens North—Thursday, 16 May.
 - Queens South—Thursday, 23 May.
 - Yarmouth—Monday, 13 May.
 - Argyle—Tuesday, 14 May.
 - Barrington—Friday, 17 May.
 - Shelburne—Friday, 31 May.
 - Annapolis East—Monday, 20 May.
 - Annapolis West—Tuesday, 30 April.
 - Digby—Tuesday, 23 April.
 - (b) Clare—Tuesday, 28 May.
 - (c) Hants East—Thursday, 25 April.
 - (d) Hants West—Thursday, 25 April.
 - (e) Kings—Tuesday, 14 May.
 - (f) Colchester South—Saturday, 27 April.
 - (g) Colchester North—Tuesday, 21 May.
 - Colchester West—Friday, 3 May.
 - Antigonish—Thursday, 9 May.
 - Guysboro—Wednesday, 22 May.
 - St. Mary—Wednesday, 5 June.
 - (h) Victoria—Saturday, 25 May.
 - (i) Richmond—Wednesday, 3 July.
 - Inverness South—Wednesday, 5 June.
 - Inverness North—Tuesday, 4 June.
 - Pictou East—Tuesday, 30 April.
 - Pictou West—Monday, 29 April.
 - Parrsboro—Tuesday, 7 May.
 - Cumberland—Thursday, 23 May.
 - Cape Breton—Tuesday, 21 May.
- (a) Bridgewater; (b) Milford; (c) Windsor; (d) Kentville; (e) Truro; (f) Tatamagouche; (g) Great Village; (h) Arichat; (i) Port Hood.

DISTRICT SCHOOL COMMISSIONERS.**(Appointed 3 May, 1917).****Pictou West**—Charles Sproull, Pictou Landing.
Gus. Cameron, Scotch Hill, Pictou.**(Appointed 31 May, 1917).****Guysboro**—Rev. Samuel Trivett, Guysboro.
M. H. McCormick, Canso.
Laurence Hartshorne, Guysboro.
Joseph W. Davis, Guysboro.**(Appointed 26 July, 1917).****Halifax West**—Elijah N. Thomas, Sackville.
Shelburne—Rev. Canon K. C. Hind, Shelburne.
Barrington—G. A. Black, Villagedale.**(Appointed 18 Sept., 1917).****Colchester West**—R. P. Soley, Economy.
Colchester South—Charles Hill, Central Onslow.**(Appointed 12 April, 1918).****Queens North**—James Lacy, Caledonia West.
C. E. Dexter, Caledonia.
E. L. Telfer, Caledonia.**Cumberland**—Laurie Mack, Brookfield South.
D. M. Langille, Westchester.**Cape Breton**—Rev. A. H. Campbell, Sydney.**SECTIONS HAVING ANNUAL SCHOOL MEETINGS
FIRST MONDAY IN MARCH.****(18 Sept., 1917).**

Blockhouse, No. 30, Lunenburg.

(31 Jan., 1918).North Smokey, No. 36, Victoria.
Upper Clyde, No. 28, Shelburne.

Crousetown, No. 78, Lunenburg, has been removed from
list of sections having annual school meeting first Monday in
March.

SECTIONS PLACED ON SECOND SCHEDULE.**(17 May, 1917).**

Nictaux South, No. 35, Annapolis East.

(13 June, 1917).

Prince Albert, No. 5, Annapolis East.

(26 July, 1917).

Joggin, No. 7, Digby.

Upper Gulf Shore, No. 18, Cumberland.

Hampton, No. 15, Annapolis East.

Greenville Cross Roads, No. 100, Cumberland.

Phinney Cove, No. 1, Annapolis East.

Laggan, No. 50, Pictou East.

Hawthorne, No. 34, Argyle.

(31 Jan., 1918).

Upper Clyde, No. 28, Shelburne.

(12 April, 1918).

Port Clyde, No. 3, Barrington.

Upper South River, No. 42, Antigonish.

Springhill, No. 108, Cumberland.

(1 May, 1918).

Nicholsville, No. 4, Kings.

West Hall's Harbor, No. 31, Kings.

Pereaux Mountain, No. 48, Kings.

ERRATA.

Journal, Oct., 1917—Page 56—Under IX, Bear River—
Dorris Maria Mallette, 6:306 should be Dorris Maria Mallette
6:318.

Journal, Oct., 1917—Page 99—Under awarded Second
Rank Diploma Archie Daniel MacKenzie, Kirkwood, Inverness,
should be Archie Daniel MacKinnon, Kirkwood, Inverness.

Journal, Oct., 1917—Page 164—Under Inverness—No.
1089, William Charles Boudreau, Eastern Harbor—IX should
be X.

SPECIAL STATISTICS 150 (a), 150 (b) AND 150 (c).

The special statistics to be entered in columns of the *School Register* to be copied into the *Annual Return* at the end of the present school term, 30th June, shall be as follows:—

150 (a). How many of the pupils enrolled on the Register of this school room within the last *one* year, have enlisted for military service?

150 (b). How many teachers employed in this school room within the last *one* year, have enlisted for military service?

150 (c). How many of the pupils enrolled this present year, are members of "The Boys' Scouts," "Church Brigades," or any similar training organization (not including High School Cadets)?

MANUAL OF SCHOOL LAW.

The supply of the Manual of School Law has been exhausted. A new Manual will be issued this summer with the Statutes and Regulations of Council consolidated up to date. As soon as published a copy will be presented to the Secretary of each School Board.

High School Examinations: From opinions expressed by members of the Education Committee of the Legislature, on account of the revenue of the province being unable to meet all the urgent demands upon it, the High School Examination candidates may henceforward be required to pay the cost of examination, as in the Western Provinces and in Nova Scotia prior to 1893. This action may have to be taken next year. If so, it will require at least *two* dollars from each candidate over and above the fees at present required.

EXAMINATIONS IN VOCATIONAL PRODUCTIVE WORK.

In the subject of General Knowledge in the County Academy Entrance Examination, a certificate of a full years course in Mechanic Science, Domestic Science, Agriculture or other vocational productive work shall count as three questions, with a maximum value of 30 per cent of the full value of the paper. Merit marks for vocational work other than Mechanic or Domestic Science shall be determined and adjudged by persons appointed by the Department of Education; and in agricultural work by the Director of Rural Science. Applicants for these certificates other than in Mechanic or Domestic Science shall

notify the Inspector thru a teacher, at the opening of school or not later than September 15 preceding the examination.

Vaccination against Small Pox: All medical authority and the official instructions of the Provincial Medical Health Officer, decide that small pox epidemic is preventable by universal vaccination. If schools are closed with or without the order of the health board, on account of the fear of small pox, under Regulation 131 no municipal funds can be paid to the trustees for the time lost.

Co-operation with Dominion Departments: Teachers and trustees of schools are authorized and recommended to co-operate with such Departments of the Dominion Government as those collecting Statistics, dealing with Registration, Food Control, and any other branch of the Dominion service.

The schools will be directly benefitted by the co-operation, for it will put them in the way of getting reports, and valuable bulletins free on every subject on which Dominion specialists may be at work. It will help to make the school library a local center of authoritative information; while at the same time it will be holding out opportunities to thoughtful pupils and others within the school section to take an intelligent interest, and ultimately an influential part, in the great work of making our country good and strong.

TEACHERS AND TRUSTEES TACTFUL.

The teachers and school trustees are complimented on the good judgment so universally shown in carrying out the instructions for National Service, increased Food Production, Conservation of Foods, etc., without troubling the Education Department with unnecessary correspondence. The caution in maintaining good standards, the thought in getting at the reasons of instructions given, and the sound common sense shown as a rule in dealing with these more than usually distracting demands are highly appreciated by the educational administration.

TO SCHOOL TRUSTEES AND TEACHERS.

The following instructions included in the Report of the Superintendent of Education to His Honor the Lieutenant Governor, and just presented to the Legislature, this session of 1918, is herein again brought to the attention of all the school officials in the Province, and of those thinking of the future development of our country.

THE SCHOOLS AND THE WAR.

"We have now not 200 male teachers employed in the schools, none of whom are eligible for Overseas Service on account of age and other conditions. Reference cannot be made to what individuals from our schools have done, for the whole Nova Scotian enlistment within the Province and abroad is from our schools; and the Education Office has not the means to print a tithe of the records of individual deeds of patriotism, heroism and glory. This will be a work for all Canada and the Empire.

Each school section, however, has been advised to keep a record of the noble heroes native to its soil; so that in due time local memorials to their glorious career on the ground made sacred by their birth and youth, for the development of a similar noble public spirit."

THE KHAKI UNIVERSITY OF CANADA.

A communication has just been received from Dr. Tory, President of the Khaki University of Canada, whose Head Office is at 94 Gower St., London, W. C. I., England, altho the University class rooms are along the battle front and wherever Canadian soldiers are stationed, asking for the names of licensed teachers from Nova Scotia in the Army whose services may be utilized in teaching soldiers when there is time, so that they may be better prepared for the duties of life when demobilization comes.

The following **five** items of information for each are desired; but the Superintendent of Education will be glad to have thru the Inspectors as many of said **five** items of information, together with their home address as a sixth item.

Will teachers and school boards endeavor to supply this information to Inspectors for the Education Department by the first week of June at the latest? The Inspectors may be able to assist very materially in this work.

1. Name.
2. Military identification number.
3. Rank.
4. Military Unit.
5. Teaching position held.
6. Old home address.

EMPIRE DAY EXERCISES.

This year teachers will make their own programs. To emphasize their teaching in the past, it is desirable to invite one or more good men or women speakers who can make even an old and much belabored subject interesting, by presenting it in a different manner to the pupils. Teachers can have a good idea of those in the community who may be serviceable in this manner. They should as early as possible get their consent to speak, so that there may be enough time to think out the subject.

The teacher can select one or more subjects, such as—

1. The original objects specified as appropriate. What the Empire means to us? Our duty to the Empire now—And so forth.

2. Why should we now make the most strenuous efforts to increase the production of food? What are the reasons for restraining the consumption of certain foods? How can we best aid in the great purpose of these efforts? Wheat, beef and bacon are the main staples mentioned, and we are now informed that at present the saving of wheaten food is the most urgent. (See later paragraph).

3. All these efforts would be useless if the British Navy did not rule the sea. Even as it is, tons of wheat and beef and bacon are lost in crossing the ocean. The Navy League of Canada is now being organized in affiliation with the Navy League of the British Empire. No Province of Canada should be more deeply interested in this movement than the sea-girt land of Nova Scotia, the great Atlantic terminus of Canada, leading to and facing the old world. Nova Scotia is preeminently the maritime province whose door steps run down to the sea. Our duty in developing the Navy is thus a very appropriate Empire Day subject. As an aid to lessons on this subject, a statement of the officers and general object of the League is given below.

THE NAVY LEAGUE OF CANADA.

(Affiliated with the Navy League of the British Empire).

Patrons:

Their Excellencies the Duke and Duchess of Devonshire.

- | | |
|---|---|
| Col. the Hon. Sir John Hendrie, K.C.M.G., C.V.O., Lieut.-Governor of Ontario. | Hon. Robert G. Brett, Lieut.-Governor of Alberta. |
| Hon. Sir P. E. LeBlanc, K.C.M.G., Lieut.-Governor of Quebec. | Hon. Gilbert W. Ganong, Lieut.-Governor of New Brunswick. |
| Hon. Sir J. A. M. Aikins, K.B., Lieut.-Governor of Manitoba. | Hon. Frank Barnard, Lieut.-Governor of British Columbia. |
| Hon. J. McC. Grant, Lieut.-Governor of Nova Scotia. | Hon. Richard S. Lake, Lieut.-Governor of Saskatchewan. |
| Hon. A. C. Macdonald, Lieut.-Governor of Prince Edward Island. | |

Honorary Presidents:

Sir Clive Phillipps-Woolley and Sir John Eaton.

President:

William G. Ross, Esq.

In the considered view of the Canadian People there has been no time in our history when the command of the sea by the British fleet has been so complete and effective as it is today; and at no previous moment has the margin of superiority of our Sea Power over that of the most powerful of our enemies stood at a higher level.

The Navy League has decided that the propagandist effort during the continuance of the War will be devoted to the following subjects:—

1. The Education of the public opinion of the Empire so that the Command of the Sea by the British Fleet may be regarded as the first consideration of National and Imperial Policy.
2. The prevention of a premature peace which would be disastrous in its sequences to the future peace of the world. In the view of the League the War must go on until the naval power and military power of Germany are utterly destroyed.
3. The tightening of the Blockade of the Enemy thru the full and unrestricted pressure of our Sea Power.
4. The demand that the enemy shall render compensation for all merchant shipping destroyed by submarines and mines in violation of the Law of Nations, by the delivery of German merchant vessels to British ship-owners on the basis of ton for ton of equivalent values.
5. The promotion of the teaching of the use of Sea Power and the outlines of Naval History in all the schools of the British Empire.
6. The establishment of a scheme of national sea-training for boys which will secure at the earliest moment after the war the entire elimination of aliens from the British Merchant Service.
7. The organization of public opinion in support of the creation of an Imperial Air Policy under a responsible Air Ministry following upon the War.
8. To establish and collect funds for emergency relief work during War for the benefit of sailors and other dependents.

This program of activity will be maintained with all the resources at the disposal of the League during the period of the war.

Opinion of a Great Naval Authority:

"THE PARENT OF THE EXISTING MODERN BRITISH NAVY IS THE NAVY LEAGUE."

Canada's safety depends on the strength and efficiency of the British Navy.

Help to maintain that security by becoming a member of the Navy League of Canada.

NELSON Gave us the Command of the Sea over One Hundred Years Ago.

Are We Going to KEEP IT?

THE NAVY LEAGUE OF CANADA.

The League is a strictly non-party organization, whose object is to urge upon the Government and the Electorate the paramount importance of an adequate Navy as the best guarantee of peace. Its agencies are employed in inculcating in the people a knowledge of the supreme importance of the Navy as a protection from invasion, as a means whereby the food, the industries, and the floating commerce of the country are safeguarded, and as the necessary bond and protector of the Empire.

Founders (Life Members) Ladies and Gentlemen	\$100.00
Members	2.00 annually
Associate Members	1.00 annually
Junior Members .....	.25 annually

To the Secretary of the Navy League of Canada,
Halifax, N. S.

..... 191.....

Sir,

Please enroll my name as.....

of the Navy League of Canada for which I enclose.....

value, \$.....

Name.....

Address.....

.....

NATIONAL SERVICE REGULATIONS

(FOR INCREASED FOOD PRODUCTION AND CONSERVATION)

19 March, 1918.

To Inspectors, School Trustees and Teachers:—

The Dominion and Provincial Governments have agreed to cooperate in the campaign for Increased Food Production and the Conservation of Food, and the Education Department is therefore called upon to do its share not only in the instruction of pupils but in obtaining volunteer labor from the schools during seeding time especially.

In Nova Scotia the second week of April (7th to 13th) is "Enrolment week" to be specially devoted in church and school to explaining the necessity for the increased production of all kinds of food and the conservation of those best suited for our men and allies overseas.

Inspectors and teachers are authorized under the agreement between the two Governments to act respectively as directing and recruiting agents for this campaign for "soldiers of the soil," and school trustees are assumed to give their accommodating aid; for the problem is a vital one for every interest of the Empire.

1. During the week the teacher should give practical lessons to the pupils on the subject as indicated in the last (October) Journal of Education from pages 316 to 323. Local speakers may be introduced to address the school.

2. Information from official circulars and bulletins or from their republication in the newspapers should be utilized as far as practicable. If a "Poster" is received it may be hung up in the room.

3. Teachers can successfully and wisely recruit volunteers for the "Soldiers of the Soil" campaign, from students fourteen years of age and over provided they are physically fit, disposed to be conscientious workers, and determined not to be discouraged.

4. They should send in promptly by the end of the week the attached leaflet filled in as directed under "Classes A to D," and mail it free of postage to address printed on its back. Fold and close as indicated—no envelope necessary.

5. They should bring pupils of classes A, B and C into touch directly with local employers, seeing that the wage and work conditions are clearly understood. The representative of the Canada Food Board at Halifax will introduce those not locally employed and "Class D" to employers, with similar precautions.

L. A. Buckley, Director of the "Soldiers of the Soil" will be in chief charge of the introduction of volunteers to distant employers, and of the conditions of remuneration and service.

REGULATIONS OF C. P. I.

as given in the **Journal** of April, 1917 (pages 107 and 138 to 140), and of October 1917 (pages 316 to 323), remain in force with the modifications (a) and (b) below; they set students, male and female, free from compulsory attendance laws by making such work authorized practical school work:

(a) National Service Certificates need not be continued to be accepted if on test or trial the holders are not found to be qualified to do the work of the grade to which they have been promoted.

(b) Candidates should, if possible, try to pass the regular examination at the end of June. A slight failure will not nullify the National Service Certificate under the conditions. A credit of 10 points may on appeal be added to the aggregate or any subjects should a fully employed candidate require it to pass.

Teachers should honestly, carefully and intelligently examine or test their volunteering students before the 1st day of May, if possible; for the teacher will be held responsible for any gross failure of judgment. Blank forms of a combined Teachers' and Employer's Certificate as printed on the back of this page will be supplied before the end of April.

A medal from the Dominion Government, with a bar from the Provincial Government, is also proposed to be presented to each worthy "Soldier of the Soil" in commemoration of his national service.

Principals receiving a copy of this circular will please immediately see that all the teachers of the section who may have pupils fit and desiring to volunteer, shall be made acquainted with the terms of this circular. But the Principal of any school can send in the report for all the departments in his charge on one form, or on a form for each school, specifying the departments having no candidates of suitable age, etc., so that Inspectors and the Education Office may know such teachers are not defaulters.

A. H. MacKay,

Superintendent of Education.

This remaining leaflet should be kept for reference to the official instructions so that no letters need be sent to the Education Office for further information. The term "pupil" includes "girl" as well as "boy." "Increased production of all kinds of food" may be from the sea as well as from the land. Only full-time effective labor can be honestly recognized. Pupils should first have a clear understanding with their employers as to the wage agreed upon.

THE TEACHERS' REPLY BLANK

referred to above as the "leaflet" attached, provided for the names and addresses of pupils available for work in the following four classes.

Class A. If pupil is available for work on home farm, mark X opposite his name in this column.

Class B. If pupil is available for work on some other farm near home, mark X opposite his name in this column.

Class C. If pupil in Class B knows of any farm on which he can work, or if the teacher can place him on such a farm, indicate by the mark X in this column.

Class D. If pupil (not under A, B or C), is willing to work in any other part of the Province, mark X in this column.

This tabulated reply was addressed on the back as follows:

POSTAGE FREE.

ARTHUR S. BARNSTEAD, LL. B.,
Organizing Secretary,

FOOD CONTROL OFFICE,
P. O. Box 680,

HALIFAX, N. S.

"Soldiers of the Soil"
L. A. BUCKLEY, Director.

[Form of Combined Certificate].

PUBLIC SCHOOLS OF NOVA SCOTIA.

FOR NATIONAL SERVICE.

This form is printed for the *convenience* of teachers and employers of labor from the Public Schools under the Regulations of the Council of Public Instruction. The *teacher's* and *employer's* certificates are combined on one paper. The certificate for each pupil must be sent to the Inspector who tabulates them for the Education Department to which they are finally sent.

A. H. MacKay,
Supt. of Education.

Education Office, Halifax, N. S.,
12 March, 1918.

TEACHER'S CERTIFICATE.

This is to certify that (Name).....
(Age).....(Home Address).....
attended my school during the present school year, studying
the prescribed work of Provincial Grade.....and I recom-
mend (him or her).....as substantially qualified to study
next year in the {same } * Grade.
{next }

(If the pupil has been in Grade XI or XII the subjects in
which he or she stands fair, good and superior, can be specified
here below, if the pupil desires to enter a College or University).
[See April Journal 1917, p. 107].

School.....County.....

Date.....1918.....

Teacher.

Home Address.

*Score out one of the words. NEXT means promotion.
Sufficient number of these blanks will be sent to teachers before the end
of May.

EMPLOYER'S CERTIFICATE.

I certify that the above named.....

worked on my.....

satisfactorily for.....days between.....and the.....1918:

and.....days thereafter to date.....1918.

(Place).....

(Date).....

Employer.

P. O. Address.

THIS TEACHER'S AND EMPLOYER'S CERTIFICATE

on which the National Service certificate will be based should accompany the teacher's annual return to the Inspector at the close of the school term—after the end of June.

[Form of National Service Certificate].

**THIS
NATIONAL SERVICE CERTIFICATE**

has been awarded to

of
THE PUBLIC SCHOOLS OF NOVA SCOTIA
for
SPECIAL PATRIOTIC WORK

in the production of war supplies for the Empire during the present Year.

Scholarship standing as estimated by the Teacher, approved by the Inspector, and recognized by the Education Department, is noted in the margin below.

Scholarship Standing.

Grade:

Halifax, Nova Scotia,

_____191

G. S. Campbell,
Director of National Service for Nova Scotia.

A. H. MacKay,
Superintendent of Education.

No. _____

THE TIME IN SESSION.

"of all public schools" is regulated by the Council of Public Instruction (Education Act, 1918, S. 5 (l) j.). In Regulation 132 only a part of this power is delegated to school trustees, namely that school hours should not exceed six. Contracts and agreements written and oral made with teachers and the public that school should open at nine o'clock (60th Meridian time) now have to be interpreted as nine o'clock "summer time" (45th Meridian time) both by Dominion and Provincial legislation.

School trustees are therefore not empowered to order **on their own authority** schools to open at ten o'clock, for if thereby they prejudice the interests of any one desiring to observe the Dominion and Provincial statutes (Bill No. 136, 1918) and enjoy the advantages for which the laws were enacted, the school is conducted in opposition to law and cannot be recognized.

By application to the C. P. I. however, with good reasons assigned, it is possible legal authority may be obtained to open schools at ten.

NOTES AND COMMENTS.

OUR TEACHERS AND NATIONAL SERVICE.

Never in the history of public education have the teacher and the school been so honored by the powers that be, as they are at present. Even the Dominion Departments of Government seek to reach the hearts of the country thru the schools; The Department of Militia asked for their aid in recruiting; the Department of Finance in launching the Victory Loan; the Food Board in stimulating the increased production and conservation of food.

The Registration Board are politely asking for their aid in estimating the population from the age of 16 to 60, and the use of the school house as well as the aid of the teacher for a day or two in June.

The Statistics Department at Ottawa desires to have the aid of the schools in compiling the food producing equipment of the country—the acres given to different crops, the number of farm animals, etc.

All these attentions are highly complimentary to the schools; and on the other hand will be useful to them, by help-

ing school boys and girls to think about the industries of the country, and take a wider and more intelligent interest in our great Dominion as a whole, and in what they can do for it.

FOOD CONSERVATION.

The Provincial Chairman of the Canada Food Board, reports that wheaten food is now the most critically important to save for overseas use. He thinks lessons should be given day after day, until every pupil understands it and is impressed with it to the extent of not only controlling his own action but in influencing the family at home.

One pound of wheaten loaf will make ten good fat slices of bread. If each scholar in Canada and the United States saved only one slice a day, by using some other bread or food, would it be worth while? Leaving out of our count three or four million of the younger pupils, we have 20,000,000 scholars. If they saved on the average only one slice a day, they would save 2,000,000 lbs. There are 2000 lbs. in a ton. The figure would be 1000 tons. In a month the one slice would net over 30,000 tons of bread; and in a year over 365,000 tons. It would require a five thousand ton ship to start across the Atlantic every week during the year; or would require a fleet of forty-five or fifty such vessels to carry the year's saving over at one sailing.

If two slices a day were saved, it would require twice as many vessels.

Little drops of water,
Little grains of sand,
Make the mighty ocean
And the solid land.

Just a slice of bacon
Saved by every one
And a wheaten biscuit—
If every day its done—

Will set each week in motion
Two ships across the ocean
To feed the men now *à Voutrance*,
In Britain, Italy and France.

The teacher can in a similar manner lead the pupils to estimate the magnitude of any saving on the supposition that every one, or one half, etc., of the people act together.

There are good reasons why these foods should be saved voluntarily, rather than commandeered by the Government.

The greatest reason is the profound moral effect it has upon us to feel that we are of our own free will and accord denying ourselves for the good of our country and of the people of the world. We are doing our bit in the fight—a part as useful as firing a gun at the front if not so dangerous.

👁️ As "enrolment week" in April was intended to direct attention specially to "INCREASED PRODUCTION", Empire Day exercises should be strongly directed to "FOOD CONSERVATION."

NEW EDUCATIONAL LEGISLATION.

The Education Act has been consolidated by the Legislature this winter.

One important change is the fixing of the 50 cent rate on all Municipalities for the municipal school fund, which will henceforth pay \$50 to trustees for each teacher employed.

The legislature imposed on the C. P. I. the power of fixing minimum salaries for teachers who generally have been robbed by the rising of the cost of living beyond the advance of salary. Teachers are unable to protect themselves by unions, because the government controls the licensing of teachers. The remuneration in other provinces, and in other vocations in this province, threatens to eliminate all the able and progressive young teachers who had entered the profession, and exclude those who might otherwise enter. A strong delegation of leading citizens from Halifax and Dartmouth and representatives from other parts of the province, addressed the Government, the House of Assembly and the Legislative Council on the subject, with the result that every one expressing himself felt the best interests of the province required a more generous protection of the teaching profession.

THE MINIMUM WAGE.

The C. P. I. is seriously considering the new Regulations which cannot be passed before the issue of this **Journal**. The superintendent feels that in the meantime teachers and trustees should be prepared for a very substantial increase of salary.

The Municipal Fund next year will be increased. No school is likely to be recognized which would reduce the local taxation on this account.

Some of the ablest authorities in the province were strong in supporting the increase of salaries under \$200 from the trustees by 50% in order to enable the school to be conducted according to law.

Salaries from \$300 to \$400 should be increased at least 40% on the average of the previous 5 years.

Salaries from \$400 to \$500 on the average of last 5 years should be increased 30%. Those from \$500 to \$1000 by 20%, and those \$1000 and over, at least 10%.

Another principle maintained was that no third class teacher should receive less than \$300 from trustees (exclusive of Provincial Aid). And that the minimum for each higher class should be a regular advance of at least \$100 on the minimum of the class below.

No difference in the minimum on account of sex was considered to be necessary. If male teachers are preferred anywhere to female teachers, trustees can employ them for they will be at a premium.

Such regulations would have no force unless non-compliance resulted in the school's being considered as not conducted according to law; and the teacher making any agreement at variance with the regulation would thereby have her license suspended.

In the voting of money at the annual meetings trustees have to estimate on the probability of some such regulation; and teachers in corresponding should bear these forecasts in mind. Some such regulation there must be to carry out the general feeling of all the authorities who have given time to discovering the fairest course to teachers and people. Their can be no improvement in educational affairs, if the remuneration is so small that only few competents can be found to take up, or continue in, the profession.

It must be remembered, however, that the new regulation when finally passed, may be very different from the possibilities indicated above; but it will be useless unless it very substantially increases salaries, and closes schools in sections too weak to be then rightly set off by themselves.

NO PERMISSIVES.

It is very probable that the granting of Permissive licenses will cease henceforward in connexion with the minimum salary regulation. At least no "Permissives" can be granted unless the salary conditions are maintained.

PROVINCIAL AID.

[From the Education Report, 1917].

Public critics have generally appeared to be under the impression that it was the Provincial Aid which was not keeping up with the increasing cost of living, all forgetful of the fact that our schools are People's Schools, the Council of Public Instruction being intrusted by the Legislature with merely the general direction

of the system, and a provincial grant designed not so much as a contribution to the support of the school as to encourage the employment of the higher classes of teachers who are essential for good results. These grants were originally \$60, \$90 and \$120 per annum for third, second and first class teachers respectively, no higher grant being given, and no Provincial grant at all if the teacher was employed in a County Academy.

The lower grant was quite enough for the stimulation of the lower classes, and needed not to be increased for this purpose—not even today. We have enough and more than enough of the third, and even of the second class teachers. What was originally and is yet desired, is the encouragement of the well qualified, scholarly, trained teacher. The revenue of the province was for some time not only inelastic but very limited. The total amount of the Provincial Aid had to be fixed by statute at the figure attained about 1888—\$167,500, paid *pro rata* to the original scale. By 1894 the \$60 grant fell to \$55.94.

In 1902 the grants were extended to class A, but were limited to a total of \$190,000, which then allowed the full old rate of \$60 for Class D. But in 1907 the increase of teachers brought the \$60 rate again down to \$53.56.

In 1908 every restriction was swept away, and to the old grants of \$60, \$90 and \$120 were added the grants of \$150, \$180 and \$210 for the higher and most desired classes. And still there are some people who make themselves heard in public with the statement that the teacher's Provincial Aid is no greater than originally because the three lower rates have not been raised. For the object originally designed they need not be raised under the conditions. To do so would have been an injurious policy as compared with that which attracts teachers to a higher standard of scholarship and efficiency.

To the \$60, \$90 and \$120 grants, there have since been added, as stated, the \$150, \$180 and \$210 grants. And to that has been added an annuity system, allowing teachers in service for 30 or 35 years, even if a large portion of that time was service in the very lowest class, to retire with the full Provincial Grant of the highest class to which they have attained at the end of their career. The \$167,500 of 80 years ago became \$190,000 in 1902, and last year reached over a quarter of a million dollars—exactly \$260,156.51. And to this we must add \$13,636.16 as annuities to retiring teachers.

Now it is the turn of (1) the school sections and (2) of the rural municipalities to make their big advance.

The Legislature would do right by making the old optional rate of 60 cents per unit of population for the Municipal School Fund, imperative and universal. The advance of prices for the product of rural industries makes it now a question of necessary justice to the teacher class which cannot form a union to force justice because the government controls the licensing of teachers.

The same appeal, with the same force, is applicable to the free and independent voters at the annual meeting of every section.

DEPARTMENT OF THE INTERIOR OF THE U. S. A.

Bureau of Education, Washington, D. C.

"Don't Close the Schools: Use Them."

"Don't close the schools; use them to maximum capacity," says Secretary of the Interior Lane in approving a statement just issued by the Bureau of Education of his Department, wherein is presented the Government's need of the schools in war time as seen by those in Washington charged with the conduct of the war.

The statement says: "The entire spirit of the Administration in Washington is, and has been from the beginning, that the war should in no way be used as an excuse for giving the children of the country any less education, in quantity or quality, than they otherwise would have had. Both the present demands of the war emergency and the prospective demands of the necessary readjustments in-

evitably to follow emphasize the need of providing in full measure for the education of all the people."

Regarding elementary schools, the statement says: "There appears to be nothing in the present or prospective war emergency to justify curtailment in any respect of the sessions of the elementary schools, or of the education of boys and girls under 14 years of age, and nothing which should serve as an excuse for interference with the progressive development of the school system. Teachers and pupils should be encouraged to find ways of performing in the schools some service having war value, such as activities connected with the Junior Red Cross, War Garden Work, Boy Scouts, War Thrift Work, and the like. Opportunities should be found to introduce into the school activities having real educational value, which at the same time link up the public schools with the ideals of service and self-sacrifice actuating our people, and bring home to the consciousness of teachers, pupils, and parents the essential unity of the nation in this great crisis."

As to the Government's need of high school students, Secretaries Baker and Daniels point out that "the Army and Navy do not want, and can not use, boys under 18 years of age, nor boys nor men of any age who are not strong and well-developed physically. So far as the Army and Navy are concerned, there is nothing more important that the schools can do than to keep going at full capacity, and at the same time to emphasize in every possible way their work in physical education. High school boys will render the best service of which they are capable by remaining in school until completion of the high school course."

Agricultural labor is emphasized as the most immediate possibility for high school boys. "It can not be too strongly urged, however," says the statement, "that each pupil's case should be considered individually and that no pupils be excused from school for this purpose, except with the written consent of the parents, to accept specified employment for a definite term under responsible supervision by the school or by other approved agencies of the conditions of employment."

Civil Service officials are equally emphatic in their statement that nothing can be gained by shutting down the schools or by curtailing school facilities, but they suggest that, since civil service positions have been filled by drawing workers from commercial and industrial houses, and also by drawing teachers from the schools, the schools could undoubtedly render a much needed service by organizing classes to train stenographers, typewriters, clerks and secretaries."

Regarding the need in industry, Government officials maintain that no emergency exists which justifies any relaxation of the laws safeguarding the working conditions of our young people. The official statement points out that there are serious shortages in industry already and more are anticipated, but "boys and girls under 18 years of age should not be used to make up these shortages any more than can possibly be helped. It is easier to provide approved working conditions on the farms than in the mill or factory."

THE EDUCATION OFFICE

has an excess of the following which will be gladly sent free to any one desiring them, so long as the excess may exist.

Journals of Education, Oct. 1916; April and Oct., 1917.
Education Reports, 1915, 1916, 1917.

The following can be supplied on the receipt of the Postage necessary.

N. S. Prov. Ed. Association Report, 1916, (4 cents).
Courses of Study N. S. Schools, 1917, (4 cents).
List of Books for N. S. School libraries, (2 cents).
Simplification of French Syntax (French Academy) (1 cent).
Suggestions for school children's exhibits (1 cent).
Empire Day Program, 1917, (1 cent).

CADET PRIZES.

Benson Cup, for best Cadet Battalion in Military District, No. 6, given by Major-General Benson, at Annual Inspection, 1917. Won by Halifax Academy, No. 35, Captain J. H. Trefry.

Richmond School Cadets, Halifax: The Halifax Mail, as we go to press, contains a list of the members of this corps, up to the 6th December last in charge of Principal Huggins. The school building was demolished as the Principal was on his way to it, and in the path of the blast twenty-nine cadets were killed, twenty-five were more or less seriously wounded, or their homes destroyed, and lost either their fathers or mothers.

Three times Principal Huggins' cadets won the first Strathcona prize; the second prize, twice; the third, twice; and the fourth once.

In the March issue of the Dominion Marksman Review, the record of the gold medal winners up to January 1, 1918, the first, fourth and seventh places are held by Richmond Cadets, with percentages of 93.91 and 90.6.

The shooting teams from this corps had an excellent reputation. In competition for the Imperial Challenge Shield in 1916, the two teams entered won prizes, and in 1917, shooting against over three hundred teams thruout the British Empire, the teams entered from Richmond school won the 15th and 21st prizes, only one team in Canada leading them by one point. They also shared in a special prize.

WELL DONE! LUNENBURG.

Principal Burgess McKittrick who for twenty-eight years directed public education in the town of Lunenburg tendered his resignation after 39 years service in the public schools of the Province. The School Board honored the occasion by granting him an annual pension of \$200 to supplement the Provincial Annuity provided in the Education Act.

The Cities of Halifax and Sydney and the Town of Lunenburg have thus the honor of leading the way as provided for in Section III of the consolidated Education Act, 1918, which authorizes school sections to supplement the Provincial Annuity system. Lunenburg has done it in the simplest manner possible, without the extra trouble and expense of establishing a local system as is done in Halifax. The Halifax system, however, automatically provides justice for each retiring teacher without dependence on the public spirit and temper of the personnel of the local school board at the time of the retirement of a long service teacher. Principal McKittrick's successful administration would probably allow time to retire under any school board with such recognition.

HIGH SCHOOL ENGLISH GRAMMAR.

The Advisory Board of Education desires that the following report of its finding with regard to the text book in English Grammar for High Schools should be published in the April Journal of Education:

The Board has devoted a great deal of time and thought to the problem of finding a suitable text book in English Grammar for use in our High Schools, for it considers the acquiring of an adequate knowledge of how to use our own language correctly and effectively a matter of the very greatest importance. The

Board is, moreover of the opinion that this knowledge can not be satisfactorily imparted simply thru the correcting of errors found in composition exercises, or in any other way than by regular and systematic study and instruction with some good text-book serving as a basis. A large number of books have therefore been carefully examined, but up to the present the members of the Board have been unable to unite in deciding to recommend any of these to take the place of the one which has been in use so long in our schools.

The Board has observed and has followed with much interest the movement started some eight or nine years ago by various associations of language-teachers both in Britain and in America, the aim of which is to get rid of the great mass of conflicting and confusing nomenclature which has accumulated about the study of grammar, and to bring about a reasonable measure of uniformity in grammatical nomenclature. This movement has made very considerable progress. It has been endorsed by all the leading associations of language-teachers both in Great Britain and in the United States, and it has received the approval of the National Educational Association of the United States, which has recommended "that as early as practicable the nomenclature set forth in the report of the joint committee be employed in the schools of the United States."

Quite a few text books have already been published along the lines suggested by the joint committee on both sides of the Atlantic. Thus far, however, these books appear to be of a more or less tentative character, and while the general principles of the movement have met with a very wide measure of approval, there yet exists a considerable divergence of opinion with regard to certain matters of detail. This movement, like so many other things, has been seriously interfered with by the war; but further study and discussion of the points of difference are likely to result in the bringing about of greater harmony in the near future.

The Board anticipates that in the course of another year or two, a solid basis of agreement may be reached, and that something like the ideal text book in grammar may then be realized. In the meantime the Board does not think it advisable to complicate matters by recommending that the present text book which has for so long a time served its purpose with at least a fair measure of success, and which even at the increased price rendered necessary under present conditions is still considerably lower in cost than any other available book, should be replaced by some other more expensive text which it might be found necessary or desirable to discard within the space of two or three years.

On Page 124 preceding, "Monday" has been accidentally printed instead of **Tuesday** as the opening day of the Moncton Convention.

SPECIAL ACKNOWLEDGMENTS

\$100

A friend of Education now residing in California donated \$100 for the benefit of the teachers of Nova Scotia. The amount is funded until it can be most effectually used.

\$712.51

The pupils of the Protestant Schools of Montreal, thru the Treasurer of the School Board, contributed \$712.51 as a fund for the benefit of pupils losing their sight in the catastrophe of the sixth December, 1917. The amount is specially funded in the meantime.

The Superintendent regrets that owing to having to wait for decisions of the Advisory Board and Council; and to the pressure in printing and binding offices, the **Journal** could not have been issued earlier.

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