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NOVA SCOTIA,

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HALIFAX, NOVA SCOTIA, OCTOBER, 1908.

OFFICIAL.

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

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

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

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PROVINCIAL HIGH SCHOOL.

EXAMINATION QUESTIONS, JULY, 1908.

County Academy Entrance - - - - (Grade VIII)

(See Comments and regulations of the Council of Public Instruction, 59-66, pages 80 to 82, Manual of 1901.)

10.00 TO 12.00 A. M., THURSDAY, 2ND JULY, 1908.

ENGLISH.—VIII.

- Divide the following words into syllables, and mark the accented syllable:

skeleton	extent	celebrate
marauder	housekeeper	wandering
hurricane	enchantment	comprehend
salutation	minstrel	
approve	recollection	
- Write sentences, using one of the following words in each:—like, between, less dark, consider, rude, there, might, mirror, duty.
- Write a short description of any one of the following: *a ship, a plough, or an express train.*
- Distinguish between transitive verbs and intransitive verbs, and give sentences to illustrate your answer.
- Define *subject, predicate, extension, preposition, conjunction*, with examples of each
- Write, from memory, a passage of at least 8 lines of poetry, from the selected readings for the year.
- 7 and 8. Analyze the following sentences:

*"All day the gusty North-wind bore
The loosening drift its breath before."*

*"Like leviathans afloat
Lay their bulwarks on the brine."
"The young Earl of Gloucester was also slain, fighting valiantly."*
- 9 and 10. Parse italicized words in the sentences of questions 7 and 8

2.00 TO 3.30 P. M., THURSDAY, 2ND JULY, 1908.

DRAWING AND ACCOUNTS.—VIII.

- The three sides of a triangle are 325, 376 and 408. Construct the triangle on the scale of 100 to an inch, and measure each of its angles, and add them together
- Draw perpendiculars from the opposite angles of the same figure upon each side, measure their length, and multiply the length of each perpendicular into the side on which it falls.
- Draw a vase, pitcher, jar, bottle, or any similar model which the examiner may exhibit for the purpose. Draw it as seen from your own point of view.
- Draw from memory any thing examined in your nature-study work, or any scene you choose.
- Make out a bill in your neatest form for the following business transactions:—
A. B. Cain sold D. E. Fraser, 13th June, 12 lbs. tea, @ \$0.28; 25 lbs. granulated sugar @ \$0.06; 4 lbs. sole-leather @ \$0.32; 2 pair of shoes @ \$1.85; 15 lbs. hemp rope @ \$0.22; 2 bbls. flour @ \$4.65. On June 15th, A. B. Cain got from D. E. Fraser, 23 lbs. butter, @ 20cts.; and on June 27th, 45 lbs. of butter at the same rate. The balance was paid in cash on the same date, and receipted.

6. Make out as neatly as you can the ledger account for the same transactions.
7. Explain the terms: Creditor, Note of hand, Draft, Endorsement, Cash Book, Balance sheet.
8. Give samples of the ledger titles of accounts which are likely to appear in a country store, or in a city store, or in a farmer's accounts, or in any other kind of business you know.

3.30 TO 5 P. M., THURSDAY, JULY, 2ND 1908.

GEOGRAPHY AND HISTORY.—VIII.

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

1. (a) Name the Provinces of the Dominion, with their capitals; (b) What are the chief products of each of the Provinces?
2. Where are the following situated, and to what countries do they belong: Formosa, Ceylon, Java, St. Helena, Tasmania, Philippines, Hawaii, Madagascar, Canary Isles, New Caledonia.
3. Give a short description of one of the following: British India, South Africa, or Australia.
4. Tell what you know about Egypt, or write a short note on China.
5. Name the Coast Waters, Rivers and Capes of Asia.
6. Who was Frontenac? Tell as much as you can about his career.
7. Tell what you know about the siege and fall of Quebec.
8. What was the Hudson Bay Company, and when did it operate?
9. Who were the United Empire Loyalists, and in what places in New Brunswick and Nova Scotia did they settle?
10. Give dates for the following events: Conspiracy of Pontiac; Cape Breton, New Brunswick and Prince Edward Island become separate Provinces; Treaty of Utrecht; Free Schools established in Nova Scotia; Dominion of Canada proclaimed; North West Rebellion; Great Fire at Miramichi; Accession of King Edward VII.

9.00 TO 11.00 A. M., FRIDAY, 3RD JULY, 1908

MATHEMATICS.—VIII.

1. Paid \$1.32 for $3\frac{3}{10}$ gallons of berries. What must I pay for $10\frac{1}{2}$ gallons?
2. Iron is about 7.8 times as heavy as the same bulk of water. What is the weight of an iron bar 8m long, 5cm wide and 4cm thick?
3. A druggist bought 288 lbs. of salts at 50 cents per pound Av. and retailed it at 5 cents an ounce Ap. What did he gain?
4. A can mow a field in 5 days, B in 6 days, and C in 10 days. How long will it take them working all together?
5. A merchant marked a line of goods at an advance of 25% on cost, and then gave a discount of 20% for cash. What did he clear on cash sales amounting to \$500?

6. Find the simple interest of \$500 at 6% from Sept. 11, 1895, to Dec. 25, 1896.

7. Simplify $\frac{1}{2}$ of $\frac{2}{2\frac{1}{2}}$ of $\frac{13}{16}$ - $\frac{1\frac{3}{4}}{6\frac{3}{4}}$ of $\frac{19}{20}$ + $\frac{3}{7}$ of $\frac{6\frac{5}{12}}{\frac{12}{3\frac{3}{4}}}$

8. How much will it cost to carpet a room 12 ft. 4 in. long, and 11 ft 8 in. wide, with carpet 27 in. wide, at \$1.15 a yard?

9. Find the numerical value of

$$\frac{\sqrt{a^2 + 2bc}}{a} + \frac{\sqrt{b^2 + ca}}{b} + \frac{\sqrt{c^2 + ab}}{c}, \text{ when } a = 4, b = 3 \text{ and } c = -2.$$

10. Multiply $a^3 + b^3$ by $a - b$, and divide the product by $a + b$.

2.00 TO 3.30 P. M., FRIDAY, 3RD JULY, 1908

GENERAL KNOWLEDGE.—VIII.

[A certificate of a full year's course in *Mechanic or Domestic Science* may count as three questions; but *full* values are to be given only for the highest possible excellence in such courses; merely passable certificates being rated at about 50 per cent. of full value, according to the judgment of the examiner on the import of the certificate. Candidates presenting certificates can receive no value for answers to questions below, referring to the subject of the certificate.]

1. Indicate with a drawing any work which you have learned to do with tools, or household work, such as sewing, cooking, etc. Describe the circumstances, whether at home or in school, under which you learned to do such work. Or present a certificate of a full year's work in a Mechanic or Domestic Science department.
2. In what manner does the use of tobacco injure a young person?
3. What are the advantages of never using intoxicating drinks?
4. Discuss the advantages and disadvantages of politeness and boorishness.
5. Discuss the advantages and disadvantages of an erect, well poised body, and a clownish or slovenly posture and gait.
6. Compare the Crowfoot family of plants with the Rose family, and mention or state something about five species of each.
7. Give a list of the weeds injurious to agriculture, and a full account of one of them.
8. Give a list of the insects injurious to agriculture, and a full account of one of them.
9. Give a list of the common rocks and minerals you have studied, and a full account of one of them.
10. What birds do you know? Tell all you know about one of them.

PROVINCIAL HIGH SCHOOL EXAMINATIONS.

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

GRADE IX.

10.00 TO 12.00 A. M., TUESDAY, 7TH JULY, 1908.

ENGLISH.—IX.

1. Give a short account of the following characters: Sebastian, Portia, Desdemona, Ariel, Macduff.
2. "Lear, King of Britain, had three daughters." Name them and describe the character of each.
3. Give a brief outline of the plot of the "Tempest."
4. Write from memory any *ten* lines of *Evangeline*.
5. Describe the home of Benedict Bellefontain.
6. Define Declension, Conjugation, Mood. How are Pronouns classified?
7. Name the different kinds of subordinate clauses in a complex sentence and give examples of each.
8. Analyze the following and parse the words in italics: Their marriage, which though privately carried, *could not long be kept a secret*, came to the ears of the old man Brabantio, who appeared in a solemn council of the senate as an accuser of the Moor Othello, who by spells and witchcraft (he maintained) had seduced the affections of the fair Desdemona to marry him.

FRENCH.—IX.

2 TO 4 P. M., TUESDAY, 7TH JULY, 1908.

1. Translate: — *Un roi courageux.* — Un jour Pépin, roi de France, assistait en compagnie de plusieurs seigneurs, *au combat* d'un lion avec un taureau. Lorsque tout fut prêt, Pépin donna le signal, et les deux bêtes entrèrent dans l'arène. Comme vous savez, on nomme le lion le roi *des animaux* et certainement ce lion là méritait bien le titre. Il marcha, le tête haute, regardant *autour* de lui sans peur. Puis il tourna les yeux vers son adversaire, et, avant *que* le taureau eût le temps de l'attaquer, le lion saisit l'animal à la gorge. En voyant ce pauvre taureau à demi étranglé, Pépin fut pris de pitié. Il *sauta* dans l'arène et, tirant son épée, il tua le lion d'un seul coup.
 - (a) *Au combat*; le roi *des animaux*. Explain the contracted forms: *au* and *des*. Write *au combat* in the plural, and *des animaux* in the singular.
2. Translate: — *Les deux énigmes.* Le roi Frédéric de Prusse qu'on avait coutume de nommer *le vieux Fritz*, apercut un jour, en se promenant à cheval, un paysan qui chantait gaîment en labourant son champ à côté de la route. Tu es bien joyeux, dit le roi; est-ce que le champ t'appartient? Non, Monsieur, répondit le paysan, qui ne connaissait pas le roi; je ne suis pas si riche, je *suis* un simple journalier. Combien gagnes-tu chaque jour? continua le roi. Deux francs, répondit le paysan. Ce n'est pas beaucoup, dit le roi. Peux-tu vivre avec

- ce mince salaire? Vivre! cela me suffit, et au delà. Comment donc? Le paysan sourit en disant: Mais si vous voulez le savoir exactement.
- (a) Parse and give principal parts of: *avait* and *suis*. Write down the *future* of *avait* and the *present indicative* of *suis*.
3. Translate: — *La neige rouge*. Si je vous demandais de *quelle* couleur est la neige, vous me répondriez tous qu'elle est blanche. On pourrait même citer le proverbe, qui dit "*blanc comme la neige*." Néanmoins l'on trouve de la neige rouge, ainsi que vous allez le voir dans le récit suivant. — C'était pendant un voyage fait en 1818 par Ross, célèbre navigateur anglais, pour chercher la route du pôle nord. Le dix-sept août, il vit sur les côtes du Groenland des roches couvertes d'une neige écarlate. En examinant cette neige, il découvrit qu'elle était pénétrée jusqu'à une profondeur de dix ou douze pieds d'une matière colorante. Observée à l'aide d'un microscope qui grossissait, cent-dix fois, cette matière lui parut sous la forme d'une petite graine ronde.
- (a) *Quelle couleur*. Mention the masculine singular and plural of *quelle*. Ainsi que vous allez le voir; qu'elle était pénétrée; account for *que* and for *qu'* in these expressions, and illustrate the use of *que* as a relative pronoun.
4. Write the following sentence in the plural: Non, monsieur, répondit le paysan, qui ne connaissait pas le roi; je ne suis pas si riche, je suis simple journalier (extract 2). Give examples, illustrating the various ways in which *interrogation* is effected in French. What form of construction is to be observed if the *subject* in an interrogative sentence is a *noun*? Translate: — Are not these houses old? Will these men be at the concert?
5. Give the feminine and the plural of: *mon, son, leur*. Translate: My father and her father are brothers. His sister is their cousin. My friend (f.) and her cousin (m.) are in town. Their friends (f.) are also our friends. Comment on the agreement of the *possessive* adjectives in the foregoing sentences. Prove by an example that "'s" for the *possessive* case cannot be used in French.
6. Point out the position of the *adjective* in French, and translate:—The large houses were full of men. I have bought some good French books. My sister has received a new dress. Write the feminine and the meaning of: *bas, blanc, doux, faux, long, sec, rouge, noir*. Translate: This *old* man is a celebrated physician. What is the distinctive feature of the adjective *old* in French? Mention other words of the same class.
7. Words, denoting *quantity*, require a certain word in French; explain and translate: How many inhabitants are there in the city of Halifax? I had less money than you. Write examples, illustrating comparison of equality, of *superiority* and of *inferiority* in French. Give the English of: Il a soif. Vous avez peur. J'avais froid. Elle aura faim. J'ai besoin d'argent. Vous avez tort.
8. Translate into French: There is some water in the glass. There are high mountains in Switzerland. He was in Paris a week ago. What time is it? It is half-past one. They were speaking French, but we were speaking English. He was receiving letters all the morning. If he had had some money, he would have bought the house.

10.00 TO 12.00 A. M., WEDNESDAY, 8TH JULY, 1908.

DRAWING.—IX.

1. Draw a figure representing a five-sided field, A. B. C. D. E.; given, Angle A— 85° , B— 106° , C— 102° , D— 128° , the side AB—382 ft., BC—274 ft., and the side CD—328 ft.
2. A Vessel sails 17 miles due South, then 21 miles due Southwest, then 18 miles due Northwest, and then 13 miles due West. Find the direct course and distance from the place left to that finally reached.

3. A tower 50 ft. high stands on the edge of a cliff, and the angle of depression of a boat as seen from the top of the tower is 20° , and from the bottom 14° . Determine the height of the cliff and the distance of the boat from its foot.
4. The width of a river is 40 ft., and the soundings taken at intervals of five feet show these depths of water; 0, 7, 9, 11, 15, 13, 5, 0. Draw a cross section of the river bed.
5. (a) Draw to represent a cube having top, front, and left side in view, Diameter $1\frac{1}{2}$ in, (b) Repeat, and modify to represent three books standing, touching each other the whole outline of which shall be the same as the cube.
6. Draw to represent six splints or slats, $\frac{3}{8}$ inches wide, 3 inches long, woven.
7. Draw a design for the cover of a book on Roman History.
8. Draw to represent a closed barrel standing on end, top below the level of the eye height two-thirds of the diameter.

2.00 TO 4.00 P. M., WEDNESDAY, 8TH JULY, 1908.

GEOGRAPHY.—IX.

1. Give an account of the origin of (1) Mountains; (2) Winds.
2. Explain the cause of Day and Night.
3. Write briefly on the Minerals, Vegetation and Animals of North America.
4. Draw an outline map of Africa, marking the courses of the principal rivers, and the location of the chief lakes, and islands on the coast.
5. "Europe has a milder climate than any other part of the world at the same distance from the Equator." Account for this condition.
6. Name the chief dependencies of the British Empire, and give their situation and the capital of each.
7. Write a note on Scotland, its physical features, chief cities and industries.
8. Name the chief railways of Nova Scotia and New Brunswick and the counties through which they run.

10.00 TO 12.00 A. M., THURSDAY, 9TH JULY, 1908.

ALGEBRA.—IX.

1. Simplify, $5(a-b) - 2 \left\{ 3a - (a+b) \right\} + 7 \left\{ (a-2b) - (5a-2b) \right\}$ and find its value, when $a = -\frac{1}{9}b$.
2. Divide $a^3 + b^3 + c^3 - 3abc$ by $a + b + c$.
3. Multiply together the following expressions, and arrange the result according to powers of x :—
 $x^4 - ax^3 - bx^2 + cx + d$ and $x^4 + ax^3 - bx^2 - cx + d$.
4. Solve the equation; $x - \frac{x-13}{9} = \frac{6x+1}{5} + \frac{2}{3} \left(6 - \frac{3x}{2}\right)$.
 Show also that $x = 3$ does not satisfy the equation

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

6. (a) Solve $3x - \frac{y-5}{7} = \frac{4x-3}{2}$

$$\frac{3y+4}{5} - \frac{1}{3}(2x-5) = y,$$

(b) Find the square root of $1 - 10x + 27x^2 - 10x^3 + x^4$.

7. A family consisting of three adults and 5 children, spends in food £1. 17s. 6d. a week. Distress however, comes, when they can afford only £1 per week, and the food of each adult is diminished by one-half, and of each child by one-third. Find the cost per week of an adult and of a child.

8. Two digits which form a number, change places when 18 is added to the number, and the sum of the two numbers thus formed is 44; find the digits.

2.00 TO 4.00 P. M., THURSDAY, 9TH JULY, 1908.

SCIENCE.—IX.

1. The normal flower is made up of four circles of modified leaves. (a) Give the botanical name of each floral circle, and (b) of the parts of each circle; (c) give the terms, with examples, indicating the principal degrees of cohesion of the parts of each circle, and (d) indicating the principal degrees of adhesion between the different circles.

2. What do you know about the arrangement of leaves on plants

3. Describe some seed in detail, and its progress in germination and growth.

4. Compare the following pairs of plants to show what you know about them:—

- (a) The tall and creeping Buttercup.
- (b) The Spring and the Fall Dandelion.
- (c) The Canadian and Pennsylvania Blueberry
- (d) The Indian Pear and Wild Red Cherry
- (e) Rhodora and Kalmia.

5. What do you know about Nova Scotian *Osmunda*?

6. Describe two experiments which show that the atmosphere exerts weight.

7. What is meant by *specific* heat, and *latent* heat? State some of the advantages that follow from the facts that the specific and latent heats of water and steam are high

8. Describe any good experiment in Sound, Light or Electricity, in such a manner as to show your knowledge of the principles demonstrated by it.

10.00 TO 12.00 A. M., FRIDAY, 10TH JULY, 1908.

ARITHMETIC.—IX.

1. Simplify $(6.35 - 4.5) (.6 - .005) \div (.0006 \times .005)$.

2. Divide 2.297 by .297. (Answer of no value if not exactly correct).

3. Extract the cube root of 673,373,097,125.

4. What is the value of $\frac{7}{9}$ -of $\frac{8}{5}$ of £1.16.8½?
5. Express 25.748 kilograms in avoirdupois weight.
6. Sent a commission merchant \$2472 to be invested in flour, his own commission being 3%. How many bbls. of flour, at \$4.80 per bbl., can he purchase?
7. When the duty on cut tobacco is 45 cents per lb., and 12½% *ad Valorem*, what must be paid at the Customs House here, on 50 casks, each weighing 112 lbs., tare 5%, which cost in Virginia 15 cents per lb.
8. Find the interest of \$500, from May 1, 1898, to July 15, 1899, interest compounded quarterly at 8% per annum.

2 TO 4 P. M., FRIDAY, 10TH JULY, 1908.

LATIN.—IX.

1. Decline together in both numbers: *pulchrior dea, idem dies, haec nox*. State peculiarities in declension of *deus, filius, filia*.
2. Compare *carus, sapiens, utilis, facilis, brevis, similis, bene, male, multum*. What construction follows the comparative degree when *quam* is omitted?
3. Write the future indicative of *sum*, the present subjunctive active of *laudo*, the imperfect subjunctive of *possum*, and give the principal parts of *moveo, pono, capio, duco, mitto, paro, cognosco, maneo*.
4. State the case used in the following constructions: (a) The predicate noun; (b) the indirect object; (c) with *est* or *sunt* to denote possession; (d) name of town expressing place whither; (e) extent of time or space; (f) time when or within which; (g) means, instrument or cause.
5. Translate into English: (1) *Donum delectat poetam, reginae amicum*. (2) *Magister fabulam claram liberis narrabit*. (3) *In mari nubem avium prima luce vident pueri*. (4) *Caesar victor fuit totius Galliae*.
6. Translate into Latin: (1) With horsemen and footmen he attacked the town. (2) The stories which I narrated delighted these boys. (3) Caesar placed his camp on a large plain. (4) The new moon was beautiful.
7. Translate into English: (1) *Poeni a Scipione superati et fugati sunt*. (2) *Equos calcaribus concitant et oppidum expugnabunt*. (3) *Quis urbem pulchriorem Roma vidit?* (4) *Postero die excessit Caesar ex illo loco*.
8. Translate into Latin: (1) With what arms did you overcome that man? (2) By his bravery he saved his father. (3) Cornelia had two sons, the elder Tiberius, the younger Caius. (4) The second hour of the night a great fire was seen

GRADE X.

10 TO 12 A. M., MONDAY, 6TH JULY, 1908.

GERMAN.—X.

1. Translate: — *Bequeme Schifffahrt*. Ein Schiff wurde von Mannheim, den Neckar hinauf, nach Heidelberg gezogen. Ein Handwerksbursche ging denselben Weg und fragte: "Darf ich auch mit? Was muss ich geben?" Der Schiffsherr, der ein lustiger Patron war antwortete: "Fünfzehn Kreuzer, wenn Ihr im Schiff sitzen wollt. Helft Ihr aber mit ziehen, nur sechs. Euer Felleisen

- könnt Ihr in das Schiff werfen, sonst hindert es Euch nur. Der Handwerksbursche fing an zu rechnen: "Funfzehn Kreuzer, — sechs Kreuzer — sechs von funfzehn bleibt neun." Die neun Kreuzer dachte er, kann ich verdienen. "Wenn's erlaubt ist!" sagte er und warf das Felleisen in das Schiff.
- (a) *Der ein lustiger Patron war.* Account for *der*, and illustrate its use as a definite article. Parse, and give principal parts of *war*, and account for its position.
2. Translate: — *Der Winter in Rom.* Man merkt den Winter nicht; die Gärten sind mit immergrünen Bäumen bepflanzt; die Sonne scheint hell und warm; Schnee sieht man nur auf den entferntesten Bergen gegen Norden. Die Citronenbäume, die in den Gärten an den Wänden gepflanzt sind, werden nun nach und nach mit Decken von Rohr überdeckt, die Pomeranzenbäume aber bleiben frei stehen. Es hängen viele Hunderte der schönsten. Früchte an so einem Baum, der nicht wie bei uns beschnitten und in einen Kübel gepflanzt ist, sondern in der Erde frei und froh, in einer Reihe mit seinen Brüdern steht. Für ein geringes Trinkgeld isst man deren so viel man will.
- (a) *Nicht.* Mention other words of negation, and translate:—Have you any brothers? No, sir, I have no brothers.
3. Translate: — *Zweimal verloren.* Eines Tages sass nicht weit von uns ein Fremder, der durch sein eigentümliches Haar auffiel. Wir stritten darüber, ob er eine Perücke trage, oder nicht? Da man nicht darüber einig wurde, schlugen zwei von uns eine Wette um zwei Flaschen Champagner vor. Der eine der Wettenden trat mit grösster Höflichkeit an den Fremden heran und trug unter tausendfacher Bitte um Entschuldigung, den Fall vor. Der Angeredete nahm die Sache mit dem besten Humor auf, und zeigte lachend, dass er in der That eine Perücke trage. Der Verlierer liess den Champagner bringen, an dessen Genuss derjenige, dessen Kopfschmuck die Wette veranlasst hatte, sich munter beteiligte.
- (a) *An den Fremden heran.* What case does *an* govern? Under what condition does it require a different case? Explain and give an illustration.
4. Explain the position of the verb (*principal* and *auxiliary*) in sentences in the *inverted* and in the *transposed* order. Translate for examples: — If he had had more patience (*Geduld*), he would have had more pleasure. Without my friends I would have no pleasure. In what cases is the *inverted* order used?
- How is the *perfect participle* of German verbs formed? Mention the exceptions and give illustrations. Give the past participle of: *kaufen, verkaufen, werden, schreiben, studieren.* Translate: — To whom has your uncle sold his horse? I don't know. How long have you studied at Heidelberg? Not more than two years.
- Die Gärten sind bepflanzt* (Question 2). Decline in the four cases singular and plural: Die schönen Gärten. Parse and give principal parts of *sind*, and write down the present of the Indicative of this verb. The adjective, in certain cases, remains *uninflected*; give illustrations. Distinguish between: — Ein gut geschriebenes Buch and ein gutes, geschriebenes Buch.
- In what manner is comparison of *equality*, of *superiority* and of *inferiority* effected in German? Translate: — This young lady is as handsome as her cousin. She is not so handsome as her sister. The days are longer in summer than in winter. Compare: *gut, viel, alt.* The *predicate superlative* requires a special form; explain and translate: — The weather is most beautiful in summer.
- Translate into German: — It is getting fine; we shall have a great deal of pleasure to-morrow. If I were a wealthy man, I should send my children to Berlin. Whose house has this man bought? What are you speaking of? What kind of books are you reading? The man whose son is here, is a rich merchant. He has much money but few friends.

10.00 TO 12.00 A. M., TUESDAY, 7TH JULY, 1908.

ENGLISH.—X.

1. Write a connected account of the principal incidents in "Macbeth."
2. Describe the trial in "The Merchant of Venice."
3. Give a short account of each of the following characters:—Rosalind, Prospero, Laertes, Cordelia.
4. Describe the meeting at the house of Basil, on the evening that Evangeline's marriage contract was drawn up.
5. Explain the following: Angelus, Curfew, Chancel, Coureurs-des-bois, Bacchantes, A Silent Carthusian, Fata Morgana, Dryads.
6. The Subjunctive Mood, why so called? State clearly the different ways in which it is used. What tenses has this mood?
7. What exceptions are there to the general rule "The Subject precedes the Verb"? Write a short sentence to illustrate each exception.
8. Mention some grammatical peculiarities which distinguish Anglo-Saxon from Modern English

2 TO 4 P. M., TUESDAY, 7TH JULY, 1908.

GREEK.—X.

1. Decline together in all numbers $\tau\alpha \eta, \theta\acute{\alpha}\lambda\alpha\sigma\sigma\alpha$ $\sigma\tau\epsilon\eta$ and $\acute{o} \chi\alpha\rho\iota\epsilon\upsilon\varsigma \pi\alpha\iota\varsigma$.

2. Explain the respective meanings of $\acute{\alpha}\nu\tau\acute{o}\varsigma$ in the following expressions: $\acute{o} \sigma\tau\rho\alpha\tau\eta\gamma\acute{o}\varsigma \acute{\alpha}\nu\tau\acute{o}\varsigma$ (or $\acute{\alpha}\nu\tau\acute{o}\varsigma \acute{o} \sigma\tau\rho\alpha\tau\eta\gamma\acute{o}\varsigma$), $\acute{o} \acute{\alpha}\nu\tau\acute{o}\varsigma \sigma\tau\rho\alpha\tau\eta\gamma\acute{o}\varsigma$, $\acute{\alpha}\nu\tau\acute{o}\varsigma \acute{\epsilon}\phi\eta$. Decline $\delta\upsilon\tau\omicron\varsigma$ in the singular.

3. Explain the two kinds of augment. Illustrate by the verbs $\lambda\acute{\upsilon}\omega$, $\acute{\alpha}\gamma\omega$, $\acute{\epsilon}\theta\acute{\epsilon}\lambda\omega$.

4. What are the principal parts of a Greek verb? Give the principal parts (so far as they occur) of the following verbs: $\pi\epsilon\iota\theta\omega$, $\beta\omicron\upsilon\lambda\omicron\mu\alpha\iota$, $\pi\rho\acute{\alpha}\tau\tau\omega$, $\chi\rho\acute{\alpha}\omicron\mu\alpha\iota$, $\acute{\epsilon}\lambda\acute{\alpha}\nu\omega$, $\phi\epsilon\upsilon\gamma\omega$.

5. Arrange in classes by case governed the Greek prepositions which govern only one Case. By what cases does the Greek express (1) Time within which. (2) Time when. (3) Time how long.

6. Translate into Greek: (1) The army had advanced five days' march. (2) The army had been cut to pieces by the king. (3) He led the guards from the villages to the river. (4) After this he sent a messenger to the generals. (5) The other generals are well disposed to Cyrus.

7. Translate: *Kûros οὖν σατράπης ἦν τῆς Λυδίας καὶ τῆς Φρυγίας καὶ τῆς Καππαδοκίας. ἐπεὶ δὲ ἐτελεύτησε Δάρειος, Ἀρταξέρξης ὁ τοῦ Κύρου ἀδελφὸς ἐβασίλευσε τῶν Περσῶν, καὶ Τισσαφέρνης διαβάλλει τὸν Κύρον πρὸς τὸν ἀδελφὸν ὡς ἐπιβουλεύει αὐτῷ. ὁ δ' Ἀρταξέρξης συλλαμβάνει Κύρον.*

(1) *ἐτελεύτησε*. What does this verb literally mean? What noun is understood after it?

(2) Account for cases of *Περσῶν* and *αὐτῷ*.

8. *τοῖς δὲ στρατιώταις ἰποψιά μὲν ἐστὶν ὅτι ἀγὶ πρὸς Ἀρταξέρξην, ὅμως δὲ ἔπονται προσαιτούσι δὲ μισθόν. ὁ δὲ Κύρος ὑπισχνεῖται ἐκάστῳ στρατιώτῃ ἀντὶ δάρεκου τρία ἡμιδρακεῖά. ὅτι δὲ ἐπὶ τὸν ἀδελφὸν ἐν νῷ ἔχει πορεύεσθαι ἐνταῦθα ἀκούει οὐδεὶς (ποδοῦ) ἐν γὰρ τῷ φανερώ.*

Parse *ἔπονται*, *ὑπισχνεῖται*, *νῷ*

2 TO 4 P. M., TUESDAY, 7TH JULY, 1903.

FRENCH.—X.

1. Translate: — *Le chevrier de Lorraine.* Remy se retourna et apercut une jeune damoiselle dont le cheval emporté courait vers les fossés. Plusieurs gentilshommes et plusieurs valets, arrêtés près du pont, levaient les bras en poussant des cris de détresse. Encore quelques instants, et le coursier effrayé allait se précipiter dans les eaux. Poussé par un élan subit, et sans calculer le danger, Remy s'élança à sa rencontre, saisit les rênes et se laissa traîner ainsi jusqu'au bord de la douve, où la cheval trébucha. Le jeune châtelaine, désarçonnée par le choc, fut lancée en avant; mais il la recut dans ses bras et la déposa doucement à terre. Tout cela s'était fait si rapidement, qu'au moment où les gentilshommes arrivèrent, la jeune femme était déjà debout et presque remise de sa frayeur.

(a) Write in the plural: Il *apercut* une jeune damoiselle dont le cheval emporté courait vers les fossés; and give principal parts of *apercut*.

2. Translate: — Mais songe, malheureux garçon, que tu ne sais rien de ta mère que son nom! disait le moine. J'irai partout, le répétant jusqu'à ce qu'une femme y réponde, répliqua Remy dans son exaltation. Et si elle te repousse? Je lui offrirai des preuves. Mais les fatigues de la route, les dangers, les pièges qu'on pourra te tendre! . . . Vous oubliez, mon père, que j'ai pour moi la Vierge et Mars! Cette dernière raison convainquit le frère Cyrille. Eh bien, tu partiras, dit-il enfin, mais pas seul! Jérôme t'a confié à moi; tu as vécu à mes côtés une année entière; je ne te jetterai pas ainsi sans conseiller et sans appui au milieu de la mêlée; nous irons ensemble, et je ne te quitterai qu'après avoir trouvé la dame de Varennes.

(a) *Que* tu ne sais rien de ta mère *que* son nom, *disait* le moine. Account for *que* in each part of this sentence, and give principal parts of *sais* and of *disait*.

3. Translate: — Une partie de la nuit était déjà écoulée; l'heure désignée pour le supplice approchait, toute chance de salut *paraissait* perdue! Tout à coup une lueur rougeâtre brille au dehors; elle *devient* plus vive, elle grandit; une immense clameur s'élève: c'est le feu! Ses reflets étincelants éclairent les murailles; on *entend* le mugissement des flammes, le craquement des charpentes! Le geôlier *accourt* ouvrir les portes des cachots en criant que le feu est au quartier des juifs, placé derrière la prison. Le moine se précipite dans

les corridors étroits, il appelle Remy; une voix, qui prononce son nom, lui a répondu: tous deux se cherchaient, et tous deux se rencontrent à l'entrée du préau réservé.

- (a) *Elle devient plus vive.* Write this in the *superlative* degree. Give the masculine of *vive*, and mention, giving an illustration, the adjectives placed *before* the noun.
4. Indicate the position of the *Pronoun Object* in French, and translate for examples: Have you given him the letter? I forgot to give it to him. Do not send it to them. I am sure of it. In what case does the *objective pronoun* change its place? Translate:—Give them the letters. Bring them to me, if you find them.
 5. By what word do you substitute the *indefinite article* and the *possessive adjective* used in English? Translate:—Black tea costs four francs a pound. Speaking of the death of her mother, the girl had tears in *her* eyes. *His* hair is black. Form *adverbs* from the adjectives: *joli, franc, heureux, doux, diligent*, and write a sentence with any one of these adverbs.
 6. Explain the use of the relative pronoun *whose* by translating:—The man *whose* horse is at the door, is my friend. I do not even know the man, to *whose* shop I am going. The relative *who* cannot be rendered by *qui* in such sentences as: John's daughter *who* sings so well, will be at home. Translate this sentence and give your reason.
 7. What form assumes the relative *what* in the following sentences:—Translate—Have you *thought of* (*penser à*) *what* I have said? I know *what* I am talking about. Explain the agreement of the *past participles* in: Les lettres que j'ai écrites ont été envoyées à la poste. Give principal parts of: *paraissait, devient, entend, accourt* (quest. 3).
 8. Translate into French:—I give him my opinion and he gives me his. Who is it that is knocking at the door? Is there anyone in this room? There is no one. In spring and in summer I get up early. I know him by sight. You ought to believe me. The train had just left when he arrived. You must reply to this letter. You ought to know that these stones are precious.

10.00 TO 12.00 A. M., WEDNESDAY, 8TH JULY, 1908

GEOMETRY.—X.

1. Define: Plane surface, circle, corollary, medial section.
2. On the same base, and on the same side of it, there cannot be two triangles, having their sides, which are terminated at one extremity of the base, equal to one another, and likewise those which are terminated at the other extremity equal to one another. Prove this.
3. If the side of a triangle be produced, then the exterior angle shall be equal to the sum of the two interior opposite angles; also, the three interior angles of a triangle are together equal to two right angles. Prove this.
4. If a straight line is divided into any two parts, the square on the whole line is equal to the sum of the squares on the two parts, together with twice the rectangle contained by the two parts. Prove this.
5. Describe a square that shall be equal to a given rectilineal figure.
6. ABCD is a parallelogram, and P is any point within it. Show that the sum of the triangles PAB, PCD, is equal to half the parallelogram.
7. Given a triangle A B C; BC is produced to D; A C is bisected at E, B E is joined and produced to F, making E F equal to B. E; join A. F and F C.

It is required to prove (1) that AF is equal to BC ; (2) that the triangle ABC is equal to the triangle CFA in all respects.

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

2.00 TO 4.00 P. M., WEDNESDAY, 8TH JULY, 1908.

ENGLISH HISTORY.—X.

1. Mention the chief events during the reign of the Danish Kings.
2. Explain the terms: "Feudal System;" "Homage;" "Franklin;" "Vilain;" "Chivalry."
3. Summarize the events in the reign of Henry VII., and state his claims to the English throne.
4. Sketch briefly the character of each of the Stuart Sovereigns.
5. Name the most important Acts passed in the reign of William III, and describe his foreign policy.
6. Write notes on "Porteous Riot," "Seven Years' War," "John Wilkes," "Stamp Act," "Warren Hastings."
7. Give a brief account of the different wars during the reign of Queen Victoria.
8. Name the different sources from which the Province of Nova Scotia obtains its revenues

10.00 TO 12.00 A. M., THURSDAY, 9TH JULY, 1908.

ALGEBRA.—X.

1. Find the product of $a^3 - 2a^2c + 2ac^2 - c^3$ and $a^3 + 2a^2c + 2ac^2 + c^3$.
2. Find the cube root of $216 + 342x^2 + 171x^4 + 27x^6 - 27x^5 - 109x^3 - 108x$.
3. Resolve into factors:
 - (a). $a^2x + abx + ac + aby + by + bc$.
 - (b). $y^3z + 6y^2z - 91yz$.
 - (c). $24 + 37x - 72x^2$
 - (d). $(2a + b - c)^2 - (a - b + c)^2$.
 - (e). $x^4 + x^2y^2 + y^4$.
 - (f). Express the product $(2x^2 - 13x + 15)(x^2 - 4x - 5)(2x^2 - x - 3)$ in simple factors, and thence write down its square root as the product of three binomial factors.
4. Find the H. C. F. and L. C. M. of $3x^3 - 7x^2y + 5xy^2 - y^3$, $x^2y + 3xy^2 - 3x^3 - y^3$, $3x^3 + 5x^2y + xy^2 - y^3$.

5. Simplify $\frac{1+x}{1-x} + \frac{4x}{1+x^2} + \frac{8x}{1-x^2} - \frac{1-x}{1+x}$

$$\frac{\frac{1+x}{1-x} + \frac{4x}{1+x^2} - \frac{1-x}{1+x}}{1-x^2} + \frac{8x}{1+x^2}$$

$$\frac{1+x^2 + 4x^2 - 1-x^2}{1-x^2} + \frac{8x}{1+x^2}$$

6. (a) I bought a certain number of articles at five for sixpence; if they had been eleven for one shilling, I should have spent sixpence less; how many did I buy?

(b) A man spends c half crowns in buying two kinds of silk at a shillings and b shillings a yard respectively; he could have bought 3 times as much of the first and half as much of the second for the same money; how many yards of each did he buy?

7. If a carriage wheel $14\frac{2}{3}$ feet in circumference takes one second more to revolve, the rate of the carriage per hour will be 2 miles less; how fast is the carriage travelling?

8. Solve the following equations: $\frac{x}{2v} + qz = v\left(\frac{x}{b} + 1\right) + \frac{z^x}{qz^v}$

(b) $x2y2 - 6x = 34 - 3y$

$3xy + y = 2(9 + x)$

2.00 TO 4.00 P. M., THURSDAY, 9TH JULY, 1908.

CHEMISTRY.—X.

[Candidates are urged not to write symbols and formulæ instead of the names of chemical elements and compounds. Symbols are to be used only for a definite weight or volume. Of two candidates, otherwise equal, the one complying with this regulation will get higher marks.]

1. Describe as carefully as possible what you would see when charcoal, sulphur, phosphorus, iron, and sodium are burned in oxygen. How would each product affect moist litmus paper or litmus solution?

2. Describe fully the method of preparation and the properties of any one of the following: — hydrogen, or ozone, or hydrochloric acid, or sulphur dioxide, or carbon monoxide.

3. What volume is represented by the formula of a gas? Given the equation, $NH_4NO_3 = 2H_2O + N_2O$, calculate how many litres of nitrous oxide measured at the standard temperature and pressure can be obtained from 160 grams of ammonium nitrate.

4. Show what is meant by the law of multiple proportions, illustrating by an example, or describe any experiment of a quantitative character, that you have made or know about.

5. Prove that the atomic weight of oxygen is better represented by the number 16 than by the number 8; or write a short account of different natural waters.

6. Write a short comparison of the Halogens, Chlorine, Bromine, and Iodine.

7. Give formulæ for the standard (or molecular) quantities of: — Copper Oxide, Manganese Chloride, Sodium Sulphate, Nitric Oxide, and Acetylene; also the names of the substances having the following molecular formulæ: — FeS , KOH , $Pb(NO_3)_2$, $KClO_3$, O_3 .

8. Describe any chemical manufacture of an industrial character.

10.00 TO 12.00 A. M., FRIDAY, 10TH JULY, 1908.

ARITHMETIC.—X.

1. What is the difference between the true and bank discount of \$2,000 at 5% for 4 months, days of grace not being counted?

2. What is gained by investing \$10,000 in British Consols at 103 $\frac{1}{2}$, and selling immediately at 105, brokerage in each transaction $\frac{1}{4}$ %?
3. What is the cost of a bill of exchange on London when sterling exchange is quoted at 8 $\frac{1}{2}$ % premium?
4. A man bought on Sept. 14, '97, \$400 worth of goods at 6 months credit. On Nov. 25th he paid \$115, and on December 10th he paid \$96. When in equity should he pay the balance?
5. Simplify $(.46 \times .9) \div .378$. (Answer of no value unless exactly correct).
6. What are the present worth and final value of an annuity of \$500 for 5 years at 6% simple interest?
What is the number of feet in a tapering piece of plank, 20 feet long, 24 inches wide at one end, and 16 inches wide at the other, the board being 2 inches thick?
8. A square field, one side of which is 200 yards, contains a circular pond one hundred yards in diameter. How much dry land is there in the field?

2 TO 4 P. M., FRIDAY, 10TH JULY, 1908.

LATIN.—X.

1. Decline together in both numbers: *Meus filius, altior arx, aliud animal*
Compare *felix, superus, facilis, senex, juvenis, vetus*.
 2. Give the principal parts of *jugo, fugio, cado, caedo, habeo, augeo, video, lego, rego*
How are indirect statements after verbs of saying, thinking, etc., expressed?
Give the Latin for *I say that I have written*.
 3. Mention several ways in which purpose may be expressed in Latin. Write in Latin, "A man of great virtue," giving alternative forms for the emphasized words.
Name case to be used in each of the following constructions: (1) The whole of which a part is taken. (2) The noun answering the question *in what respect*?
(3) The object of comparison when *quam* is omitted. (4) The subject of the infinitive mood.
 4. Translate into Latin: (1) The general praises the brave soldiers. (2) In a short time the boy becomes a man. (3) In winter the wind agitates both sea and land. (4) The consul remained longer at Rome than at Athens.
 5. Translate into Latin: (1) The soldiers remained six hours on the top of the hill. (2) Twenty slaves were slain by order of the general. (3) Brutus was called the last of the Romans. (4) The cavalry was sent as an aid to Caesar.
 6. Translate: — *Constituunt, rebellione facta, nostros frumento commeatuque prohibere, et rem in hiemem producere; his superatis aut reditu interclusis, neminem postea in Britanniam transiturum belli inferendi causa confident. Itaque rursus conjuratione facta, paulatim ex castris discedere, ac suos clam ex agris deducere coeperunt.*
(1) Point out ablative absolute clauses in extract.
(2) Is *inferendi* a gerund or gerundive? Give reasons for your answer.
- Translate: — *Nam omni frumento ex reliquis partibus demesso, pars una erat reliqua: hostes suspicati nostros huc esse venturos noctu in silvis delituerant: tum subito nostros dispersos adoriuntur: nam illi, occupati in metendo, arma*

deposuerant: itaque, paucis interfectis, reliquos incertis ordinibus perturbant: simul equitatu atque essedis nostros circumdant.

- (1) Parse *demesso, delituerant, adoriuntur*.
 (2) Is *metendo* a gerund or gerundive? Give reasons for your answer.

8. Translate: — Interiores plerique frumenta non serunt, sed lacte et carne vivunt, pellibusque sunt vestiti. Omnes vero se Britanni vitro inficiunt, quod caeruleum efficit colorem, atque hoc horridiores sunt in pugna aspectu; capillum habent promissum omnem corporis partem praeter caput et labrum superius radunt.

Parse *serunt, carne, hoc, superius*.

GRADE XI.

10 TO 12 A. M., MONDAY, JULY 6TH, 1908.

GERMAN.

1. Translate: — *Orpheus in der Schulstube*. Eines Tages, als Professor Chopin nicht zu Hause war, entstand in der Pension ein furchtbarer Lärm. Der anwesende Lehrer wusste sich auf keine Weise Rat zu verschaffen. Da trat zum Glück Friedrich der junge Sohn des Professors in den Saal. Ohne sich lange zu besinnen ersuchte er die Lärmenden sich zu setzen, rief diejenigen, welche ausserhalb des Saales tobten, herein und versprach ihnen unter der Bedingung, dass sie keinen Lärm mehr machten, eine interessante Geschichte auf dem Klavier zu improvisieren. Sofort herrschte vollkommene Stille. Friedrich setzte sich an das Instrument und löschte die Lichter aus. Er erzählte, wie Räuber sich dem Hause nahten, wie sie auf Leitern durch das Fenster gestiegen.
- (a) Welche ausserhalb des Saales tobten. Parse *welche*; what other word might be substituted for it? How do you distinguish between *which* and *what* in the following sentences? Translate: — *Which* books are you reading? *What* books are you reading?
2. Translate: — *Der Thee*. Ich bin ein dankbarer Mensch, und als ich in den Bädern von Lucca war, lobte ich meinen Hauswirt, der mir dort so guten Thee gab, wie ich ihn noch nie getrunken. Dieses Loblied hatte ich auch bei Lady Woolen, die mit mir in demselben Hause wohnte, angestimmt, und diese Dame wunderte sich darüber um so mehr, da sie, wie sie klagte, trotz allen Bitten von unserm Hauswirte keinen guten Thee erhalten konnte und deshalb genötigt war, ihren Thee per Estafette aus Livorno kommen zu lassen. "Der ist aber himmlisch!" setzte sie hinzu. "My lady," erwiderte ich, "ich wette der meinige ist noch viel besser." Die Damen, die zufällig gegenwärtig, wurden jetzt von mir zum Thee eingeladen.
- (a) Setzte sie *hinzu*. Explain the construction and position of *hinzu*. In what cases must its position be changed? Give illustrations.
3. Translate: — *Zwei Geiger*. Jetzt blieben alle Leute stehen. Keiner ging vorüber. Alle lauschten atemlos den wundervollen Tönen und Melodien. Immer grösser wurde der Kreis der Zuhörer. Selbst die glänzenden Wagen der vornehmen Herrschaften hielten an. Es war, als hätten diese Töne eine bezaubernde Macht und ubten sie an den Wienern einmal recht aus. Wie es aber um die Sache stand, und was der vornehme Geiger eigentlich beabsichtigte, erkannte jedermann — nämlich, dass der kunstreiche, fremde Meister für den armen Invaliden spielte, um das Mitleid für ihn zu wecken; man warf reichlich Geld in den alten Hut, den der arme Mann schweigend hinhielt.
- (a) Die glänzenden Wagen (m). Decline this in the four cases *singular and plural*.

4. In what respects does German construction differ from the English? Compose, or cite from any of the extracts. (1, 2 or 3): (a) a *principal* clause, its verb being in a *compound* tense; (b) a *complex* sentence, the verb of the *dependent* clause in a *similar* tense, and explain the position of the verbs respectively.
5. Show, giving examples, that the verb *werden* may be used: (a) as an *auxiliary* verb; (b) as an *independent* verb; (c) in forming the *passive* voice. How do you distinguish between such sentences as: Der Brief *war* geschrieben and der Brief *wurde* geschrieben? *Intransitive* verbs admit only of an *impersonal* passive. Translate: I have been told. Give the *German* equivalent of: A house *to be* sold.
6. Illustrate the use of *impersonal* verbs in German. Give the idiomatic English of the German idioms: — Est thut mir leid. Es geht mir gut. Es versteht sich. Show that *intransitive* verbs are conjugated with *sein* by translating: — Many people have died this year. My friend has come back yesterday. Sie *sind* nach dem nächsten Dorfe geritten. Sie *haben* den ganzen Tag geritten. Translate these sentences, and explain why *haben* is used in the first sentence *sein* in the second?
7. What forms are used in German for the various expressions of time (the hours of the day, etc.)? Give illustrations. How do *adverbial* and *subordinating* conjunctions affect the construction? Translate: — After I had taken my ticket, I went into the waiting-room. It is raining, therefore I shall stay quietly at home. When do you render the English *when* by *wann*; when by *als*? Give examples.
8. Translate into German: — May I read the German newspapers? They have been obliged to work the whole day. He was wrong; he ought to have done it. Many were expected, but few have come. To-morrow I shall depart for home by rail; you may expect me at 10 o'clock in the evening. Should the weather be unfavorable, I shall not set out before the day after to-morrow. Pray *remember* me (*grussen*) to your friends.

10.00 TO 12.00 A. M., TUESDAY, 7TH JULY, 1908.

ENGLISH.—XI.

1. Contrast "L'Allegro" with "Il Penseroso." Illustrate your remarks by quotations.
2. What is the subject of Milton's "Lycidas?" Give an outline of the poem.
3. Describe what took place at the palace to which Comus conducted the Lady. Explain the italicized words in the following passages: — (a) "By Thetis' *slipper* feet." (b) "Obtruding false rules, *franked* in reason's garb." (c) "She *may* pass on with *unblenched* majesty." (d) "The *swink't* hedger."
4. What, according to Macaulay, are the chief characteristics of Milton's poetry? How does he support his opinion?
5. How does Macaulay compare Milton's "Paradise Lost" with Dante's "Divine Comedy?"
6. Macaulay describes the Puritans as "The most remarkable body of men, perhaps, which the world has ever produced." Give the substance of Macaulay's remarks on this point.
7. Who were the chief writers of the fourteenth century? Give a brief account of each, and the names of their works.
8. Give a brief account of each of the following: Oliver Goldsmith, Robert Burns, William Wordsworth, W. M. Thackeray.

2 TO 4 P. M., TUESDAY, 7TH JULY, 1908.

FRENCH.—XI.

Translate:— *Un episode sous la terreur.* "Qu'y a-t-il de nouveau?" demanda une autre vieille femme assise auprès du feu. "L'homme qui rôde autour de la maison depuis hier m'a suivie ce soir." A ces mots, les trois habitants de ce taudis se regardèrent en laissant paraître sur leurs visages les signes d'une terreur profonde. Le vieillard fut le moins agité des trois, peut-être parce qu'il était le plus en danger. Quand on est sous le poids d'un grand malheur ou sous le joug de la persécution, un homme courageux commence pour ainsi dire par faire le sacrifice de lui-même, il ne considère ses jours que comme autant de victoires remportées sur le Sort. Les regards des deux femmes' attachés sur le vieillard, laissaient facilement deviner qu'il était l'unique objet de leur vive sollicitude.

(a) *Qu'y a-t-il?* Illustrate the various meanings *il y a* is susceptible of. When is *y a* a pronoun? Explain and translate: I never thought of it.

2. Translate:— *Le songe d'Athalie.*
Athalie. Dans ce désordre à mes yeux se présente
 Un jeune enfant couvert d'une robe éclatante.
 Tel qu'on voit des Hébreux les prêtres revêtus.
 Sa vue a ranimé mes esprits abattus.
 Mais lorsque, revenant de mon trouble funeste,
 J'admire sa douceur, son air noble et modeste,
 J'ai senti tout à coup un homicide acier
 Que le traître en mon sein a plongé tout entier.
 *De tant d'objets divers le bizarre assemblage
 *Peut-être du hasard vous paraît un ouvrage.
 Moi-même quelque temps, honteuse de ma peur,
 Je l'ai pris pour l'effet d'une sombre vapeur.

(a) Give the *prose* construction (in logical order) of the two lines marked (*).

3. Translate:— *L'Adoption.* Jean Vignol tombe dans une douloureuse rêverie. Il n'est pas tout à fait mort en lui, le poète qu'il a rêvé, d'être, quand il était jeune. Voilà, maintenant, qu'il *se souvient* que c'est demain Noël, et que, devant ce berceau, il songe à l'Enfant qui dormait sur la paille d'or, dans l'étable de Bethléem. Il était venu au monde, celui-là, pour ordonner aux hommes de s'aimer, les uns les autres, et, bien que les églises où l'on prêche sa doctrine depuis deux mille ans soient encore debout, le mal et la misère existent toujours. Veux le roman que Jean Vignol devrait faire, si
 Mais à quoi pense-t-il? Jean Vignol n'a pas de talent, n'en a jamais eu. Il le sait bien; et des larmes l'étouffent ne ce moment.

(a) *Qu'il se souvient.* Give principal parts of *se souvient*, and translate:—I remember. Does he not remember? Remember (thou) my words.

4. When are adjectives regularly *invariable*? Translate for example: Those flowers smell *sweet*, do they not? Certain adjectives are *variable* or *invariable* according to position; explain and translate:—When I was young I used to go barefoot to school. The late queen was much beloved. Give the French of: He is getting richer and richer. The older one is, the wiser he should be. My brother is older than I by four years.

5. Explain the agreement of the *French verb* in the following sentences; translate: More than one house *was* burnt. Is it your friends who live in the house on the hill? You and he *were* there, were you not? Neither he nor your brother *will* have that post. Neither of these books *is* good.

6. Mention cases, giving sentences in illustration, in which the *subject* is placed after the verb in French. The English *passive* is often expressed in French by an active verb with *on*, or by a *reflexive* construction; translate: My question has been answered (*repondre a*). This book is published in London Turn into English: Il y a beaucoup de maisons *a vendre*. Vous êtes à *pitier*

7. Give reasons for the agreement of the *past participle* in the sentences: *Ils me regardèrent étonnés* *Ils sont sortis*. *Quels livres a-t-il apportés?* *Ils se sont rejouis*. *Elles se sont écrit*. *La belle journée qu'il a fait*. Give the English of these sentences. Translate:—These are the books we sent for. When do you translate: *can* by *savoir*, when by *pouvoir*? Distinguish between: *Cet enfant ne sait pas encore lire*. *Je ne peux pas lire, parce que je n'ai pas de livre*.
8. Translate into French:—Those children make a great deal of noise, they talk too much. You ought to go home, children, it is late. What has become of your brother? He has left for France a week ago. One cannot do without money, it is useful everywhere. One would think that you are (a) Parisian, you speak French so well. We regret very much that we did not see you when you were in Paris.

2 to 4 P. M., TUESDAY, 7TH JULY, 1908.

GREEK.—XI.

1. Decline together in all numbers *τοῦτο τὸ γένος, γυνή τις*. Give the other degrees of comparison of: *ἄριστος, μείζων, πλεωττος, εὖ, μεγάλη, ῥάδιος*. Give the principal parts of *οράω, ἄγω, δίδωμι, βάλλω, φημί, κρίνω*.

2. Define *liquid verbs*. What tenses do these verbs form peculiarly? State modes of their formation. In what tenses does the passive voice differ from the middle? What is meant by a *passive deponent*?

3. How is agency regularly expressed in Greek? What exception frequently occurs? Show how the prepositions *ἐπί, παρά, and ὑπό* differ in meaning according to the case governed. What construction follows the comparative degree when *ἢ* (than) is omitted?

4. Translate into Greek: (1) They indeed separated but Clearchus remained. (2) When Clearchus heard this he was afraid. (3) Proxenus said I am he whom you seek. (4) They resolved to go. (5) They came to the wall of Media.

5. Translate into Greek: (1) Many horses were in the plain. (2) That one commanded the hoplites. (3) He asked the messenger where the road was. (4) He was beseiging Miletus with the ships. (5) Cyrus began his speech thus.

6. Translate: *ὁ Φαλίνοσ ἐγέλασε καὶ εἶπεν "Ἄλλὰ φιλοσόφω μὲν ἔοικασ, ὦ νεανίσκε, καὶ λέγεις οὐκ ἀχάριτα ἴσθι μέντοι ἀνοήτοσ ὢν, εἰ οἶεἰ ἂν τὴν ὑμετέραν ἀρετὴν περιγεμέσθαι τῆσ βασιλέωσ δυνάμewσ."* ἄλλουσ δέ τινασ ἔφησαν λέγειν ὑπομαλακίζόμενουσ ὡσ καὶ Κύρω πιστοὶ ἐγένοντο καὶ βασιλεὶ ἂν πολλοῦ ἄξιοι γένοιτο, εἰ βούλοιο φίλοσ γενέσθαι

(1) Parse *ἴσθι, οἶε*. (2) Explain construction of *ἀνοήτοσ ὢν*. (3) Account for cases of *δυνάμewσ* and *πολλοῦ*.

7. Translate: πορευτέον δ' ἡμῖν τοῖς πρώτοις σταθμοῖς ὡς ἂν δυνώμεθα μακροτάτους, ἵνα ὡς πλείστον ἀποσπασθῶμεν τοῦ βασιλικοῦ στρατεύματος· ἂν γὰρ ἀπαξ δύο ἢ τριῶν ἡμερῶν ὁδὸν ἀπόσχωμεν, οὐκέτι μὴ δύνηται βασιλεὺς ἡμᾶς καταλαβεῖν. ὀλίγω μὲν γὰρ στρατεύματι οὐ πολμήσει ἐφέπεσθαι· πολὺν δ' ἔχων στόλον οὐ δυνήσεται ταχέως πορευέσθαι· ἴσως δὲ καὶ τῶν ἐπιτηδείων σπανιεῖ. ταύτην," ἔφη, "τὴν γνώμην ἔχω ἔγωγε."

(1) Explain cases of σταθμοῖς, στρατεύματος, τῶν ἐπιτηδείων. (2) ἀπόσχωμεν and σπανιεῖ.

8. Translate: ἱκανὸς δὲ καὶ ἐμποιεῖσαι τοῖς παροῦσιν ὡς πειστέον εἶη Κλεάρχω. τοῦτο δ' ἐποίει ἐκ τοῦ χαλεπὸς εἶναι· καὶ γὰρ ὄραν στυγνὸς ἦν, καὶ τῇ φωνῇ τραχὺς, ἐκόλαξέ τε ἰσχυρῶς, καὶ ὀργῇ ἐνίοτε, ὥστε καὶ αὐτῷ μεταμέλειν ἔσθ' ὅτε. καὶ γνώμη δὲ ἐκόλαζεν· ἀκολάστου γὰρ στρατεύματος οὐδὲν ἠγείτο ὄφελος εἶναι.

(1) Explain cases of κλεάρχω, αὐτῷ, στρατεύματος. (2) χαλεπὸς. Why is this word in the nominative case?

10.00 TO 12.00 A. M., WEDNESDAY, 8TH JULY, 1908.

GEOMETRY.—XI.

1. (a) If two unequal circles are concentric, show that one must lie wholly within the other; (b) Define an arc, a chord and a segment of a circle; (c) Show that all triangles are cyclic.
2. If in a circle, two chords cut one another which do not both pass through the centre, they cannot both be bisected at their point of intersection
3. The angle at the centre of a circle is double of the angle at the circumference, standing on the same arc.
4. Describe an isosceles triangle, having each of the angles at the base double of the third angle.
5. Show that the area of a triangle is equal to the rectangle contained by its semi-perimeter and the radius of the inscribed circle.
6. Tangents drawn to a circle from an external point are equal.
7. Parallelograms inscribable in circles are rectangular.
8. If one angle of a triangle is two-thirds of two right angles, show that the square on the opposite side is greater than the sum of the squares on the sides forming that angle, by the rectangle contained by these sides.

2.00 TO 4.00 P. M., WEDNESDAY, 8TH JULY, 1908.

UNIVERSAL HISTORY.—XI.

1. Give a sketch of the period known as the "Age of Pericles."
2. Give a short account of the Roman conquest of Italy during the 4th century before Christ.

3. Describe Nineveh and state what the Assyrian people contributed to civilization.
4. State the effects of the Crusades on (1) international relationship; (2) commerce;
- (3) Feudalism; (4) Chivalry; (5) Culture.
5. Write a note on the chief maritime discoveries of the 15th century.
6. Give a summary of the reign of Queen Elizabeth.
7. Sketch the career of the first Napoleon.
8. Explain the following — Monroe Doctrine, Missouri Compromise, Popular Sovereignty, Fifteenth Amendment, "Know-Nothings."

10.00 TO 12.00 A. M., THURSDAY, 9TH JULY, 1908.

ALGEBRA.—XI.

1. Find the relation between b and c , in order that $x^3 + 3ax^2 + bx + c$ may be a perfect cube for all values of x .
2. Given $\sqrt{2} = 1.41421$ and $\sqrt{3} = 1.73205$; find the value of $\sqrt{2} \div \sqrt{3}$ correct to four places of decimals. (If not absolutely correct to 4 places, the answer will have no value.)
3. Solve the equation $\sqrt{25x^2 - 29} - \sqrt{4x - 11} = 3\sqrt{x}$.
4. Sum to infinity the series, $.9, .03, .001, \dots$
5. The arithmetic mean between two numbers is to the geometric mean as 5 to 4 and the difference of their geometric and harmonic means is $\frac{4}{5}$; find the numbers.
6. (a) show that $n + 1 C_r = n C_r + n C_{r-1}$. (b) Expand to 4 terms $(2 + x)^{-3}$.
7. (a) Given $\log 2 = .301$ and $\log 3 = .477$, find to two places of decimals the value of x from the equation $6^3 - 4^x \cdot 4^x + 5 = 8$. (b) In what scale is a hundred denoted by 400?
8. (a) Divide a straight line 13 centimeters long into two parts so that the rectangle contained by them may be equal to 36 square centimeters. (b) Form the equation whose roots are 5 and -3 .

2.00 TO 4. 00 P. M., THURSDAY, 9TH JULY, 1908.

PHYSICS.—XI.

1. If a body on the surface of the earth is 4000 miles from the centre of gravity of the earth, and weighs at this place 100 pounds, what would the same body weigh if it were taken 4000 miles above the earth's surface?
2. A solid body weighs 10 pounds in air, and 6 pounds in water. (a) What is the weight of an equal bulk of water? (b) What is the specific gravity of the body? (c) What is its volume? (d) What would it weigh if it were immersed in sulphuric acid of specific gravity 1.84?
3. (a) What amount of work is required to raise 50 tons of coal from a mine 200 feet deep? (b) An engine of how many horse power would be required to do it in two hours? (A horse power is 33,000 foot pounds per minute).

4. What is the difference between force and energy? What are the two different kinds of energy and how are they distinguished?
5. (a) When the barometric column stands at 760mm, what quantity of heat must be applied to 5k of ice at 0°C, to convert it into steam in an open vessel? (b) What will be the temperature of the steam at the instant of generation? (c) How much of the heat applied is rendered latent during the conversion from ice to steam?
6. Explain 'polarization of the negative plate' in a voltaic circuit, and describe common depolarization arrangements.
7. (a) The internal resistance of ten cells, connected in multiple arc, is what part of that of a single cell? (b) If the cells were connected in series, how would the resistance of the battery compare with that of a single cell? (c) How would the E. M. F. of the latter battery compare with that of a single cell?
8. Illustrate the more important relations between currents of electricity and magnetism.

10.00 TO 12.00 A. M., FRIDAY, 10TH JULY, 1908.

PRACTICAL MATHEMATICS.—XI.

1. Show how the distance between two objects on the other side of a river which cannot be crossed may be found by measuring a base line and the angles subtended by the two objects and the ends of the base line. (Make a diagram, marking angles, and show the method of solution).
2. (a) Verify the identity $\tan A + \cot A = \sec A \operatorname{cosec} A$.
(b) Solve the equation $2^x = 23$, $\log 2$ being .301.
3. Prove $\cos^4 A - \sin^4 A = \cos 2A$.
4. A train is travelling on a circular arc of $\frac{1}{2}$ mile radius, and turns through an angle of $3\frac{1}{2}$ radians in 10 minutes. At what rate is it traveling?
5. Calculate the distance between the points (4, 7), (5, - 2).
6. The three sides of a triangle are a , b and c . Determine a formula for its area.
7. Find the total superficial area of a solid generated by the revolution of a triangle whose sides are 3, 4 and 5, about its shortest side as an axis.
8. Find the volume of the solid so generated.

2 TO 4 P. M., FRIDAY, 10TH JULY, 1908..

LATIN.—XI.

1. Decline together in both numbers: *idem deus, eadem respublica, idem anima*. Give the other degrees of comparison of *pejus* (adv.), *optime, maxime, levissime*. Give the principal parts of *do, dedo, cado, caedo, utor, potior, fingo, figo*.
2. (a) Explain the use of the *Ablative Absolute*. Express the following clauses by the *Ablative Absolute*: When Cato had died. When their plans were understood. With Scipio as leader. In the consulship of Marius.
(b) Illustrate the difference between the gerund and gerundive. How is the supine in *um* used?
3. Translate into Latin: (1) He attacked the town with knights and foot-soldiers. (2) Hannibal, a youth of twenty years, had conquered many enemies. (3)

- Caesar pitched (placed his camp) on the top of the hill. (4) Their leader was captured and sent to Rome. (5) I prefer death to dishonor.
4. Translate into Latin: (1) On the following day they move their camp into another place. (2) Divitiacus replied that the fortune of the Sequani was more distressing than (that) of the rest. (3) At the request of the Aedui he allowed the Boii to settle in his borders. (4) Scattered we are tossed about over the vast billows.
5. Translate: — His Caesar ita respondit: *Eo sibi minus dubitationis dari, quod eas res, quas legati Helvetii commemorassent, memoria teneret, atque eo gravius ferre quo minus merito populi Romani accidissent: qui si alicuius iniuriae sibi conscius fuisset, non fuisse difficile cavere; sed eo deceptum quod neque commissum a se intellegeret quare timeret, neque sine causa timendum putaret.*
- (1) Parse *gravius, minus* (4th line) *cavere, timendum*.
 (2) Explain construction of *Eo, dubitationis, merito, iniuriae*.
6. Translate: — Divitiacus Aedui respondit: *Hoc esse miseriorem et graviorem fortunam Sequanorum quam reliquorum, quod soli ne in occulto quidem queri neque auxilium implorare auderent, absentisque Ariovisti crudelitatem, velut si coram adesset, horrerent, propterea quod reliquis tamen fugae facultas daretur, Sequanis vero, qui intra fines suos Ariovistum recepissent, quorum oppida omnia in potestate eius essent, omnes cruciatus essent perferendi.*
- (1) Parse *queri* and *auderent*. (2) *Sequanis*. What case and why?
7. Translate: —
*hunc Polydorum auri quondam cum pondere magno
 infelix Priamus furtim mandarat alendum
 Threicio regi, cum iam diffideret armis
 Dardaniae cingique urbem obsidione videret,
 ille, ut opes fractae Teucrum, et fortuna recessit,
 res Agamemnonias victriciaque arma secutus
 fas omne abrumpit: Polydorum obruncat, et auro
 vi potitur. quid non mortalia pectora cogis,
 auris sacra fames?*
- (1) Parse *alendum, cingi, victricia, potitur*.
 (2) Explain case of *vi*.
8. Translate: —
*vade ait, 'o felix nati pietate. quid ultra
 provehor et fando surgentes demorer Austros?
 nec minus Andromache digressu maesta supremo
 fert picturatus auri subtegmine vestes
 et Phrygiam Ascanio chlamydem, nec credit honore,
 textilibusque onerat donis ac talia fatur:
 'accipe et haec, manuum tibi quae monimenta mearum
 sint, puer, et longum Andromachae testentur amorem,
 coniugis Hectoreae.'*
- Write a note on Andromache. Explain her situation at this time.

GRADE XII (Preliminary).

10 TO 12 A. M., MONDAY, 6TH JULY, 1908.

GERMAN.

1. Translate: — *Schillers erste Vorlesung*. Mit den ersten zehn Worten, die ich selbst noch fest aussprechen konnte, war ich im ganzen Besitz meiner Contenance; und ich las mit einer Stärke und Sicherheit der Stimme, die mich selbst überraschte. Vor der Thür konnte man mich noch recht gut hören. Meine Vorlesung machte Eindruck, den ganzen Abend hörte man in der Stadt davon.

reden, und mir widerfuhr eine Aufmerksamkeit von den Studenten, die bei einem neuen Professor das erste Beispiel war. Ich *bekam* eine Nachtmusik und Vivat *wurde* dreimal gerufen. Den andern Tag war das Auditorium ebenso stark besetzt, und ich hatte mich schon so gut in mein neues Fach gefunden, dass ich mich setzte. Doch habe ich beidemale meine Vorlesung abgelesen.

(a) Classify and give principal parts of: *aussprechen, überraschte, bekam, wurde.*

2. Translate: — *Das Erkennen.*

Da schaut aus dem Fenster sein Schätzel fromm:
 "Du blühende Jungfrau, viel schönen Willkomm".
 Doch sieh — auch das Mägdlein erkennt ihn nicht,
 Die Sonn' hat zu sehr ihm verbrannt das Gesicht.
 Und weiter geht er die Strass entlang,
 Ein Thränlein hängt an der braunen Wang'.
 Da wankt von dem Kirchsteig sein Mütterchen her:
 "Gott grüss' Euch!" — so spricht er und sonst nichts mehr.
 "Doch sieh — das Mütterchen schluchzet vor Lust:
 "Mein Sohn!" — und sinkt an des Burschen Brust.
 Wie sehr auch die Sonne sein Antlitz verbrannt,
 Das Mutteraug' hat ihn doch gleich erkannt.

(a) Sein Mütterchen *her*. Explain the nature and position of *her*. Is its position always the same? Explain and illustrate.

3. Translate: — *Zwei Feuerreiter.* Ganz nahe bei der Kirche brennt schon eine Scheune, und die Glocke vom Turm klagt, wie wenn sie sagen wollte: "Helfet doch, bald brennt auch mein Haus, und ich muss stumm werden." Da ruft der Herzog, er hat schnell und richtig gesehen, wie's hier steht: "Ihr Männer, ihr werdet doch euer Gotteshaus nicht verbrennen lassen? Reisst die Scheune ein und rettet die Kirche." Man kann dem Feuer nicht zu nahe kommen das ist lebensgefährlich. Und vielleicht ist die Scheune noch zu retten. Und sie fällt schon von selber ein." So heisst es hin und her. Der Herzog stampft auf den Boden und ruft: "Reisst ein, sonst ist verloren, was noch zu retten ist. Resist ein!"

(a) *Ich muss stumm werden.* Write this sentence in the perfect tense. What tense of the verb is formed with *werden*? Give an illustration. Give the English of: *Es wird kalt. Es wurde viel gesprochen. Die Thüre wurd geschlossen.*

4. In what particulars does *German* construction differ, from the *English*? Compose a *German complex* sentence, and comment on the order of words, both in the *principal* and in the *dependent* clause.

5. Explain the position of the *verb* (*principal* and *auxiliary*) in sentences: — (a) in the *normal* order; (b) in the *inverted* order; (c) in the *transposed* order. Translate: — I have been obliged to write a *German* letter. In a short time we shall have warmer weather. When we arrived at home it was quite dark. When is the *inverted* order assumed in a *complex* sentence? Explain and write a sentence in illustration.

6. Mention the *auxiliaries* of mood. When are: *shall, will, should, could*, represented by *sollen* and *wollen*; when by *werden*? Translate for examples: Thou *shalt* not steal. I *shall* see you this evening. He has not been *willing* to do it. The *English* steamer *will* arrive to-morrow. I *should* come if I were able. Interpret the *idiomatic* expressions. Er soll reich sein. Ich möchte lieber lesen. Er soll diesen Abend kommen.

7. Show, giving examples, that the auxiliary verb *werden* may be used in the character of an *independent* verb (meaning: to become, to get). The *English passive* assumes different forms in *German*. Explain and translate: The doors were opened at eight o'clock. The letter is being written. The gates of the town will be opened. What have you been promised? These houses are to be let (*vermieten*). Distinguish between: Der Brief *war* geschrieben, and Der Brief *wurde* geschrieben.

8. Translate into German: — When the celebrated Franklin was yet a youth of eighteen years, he once visited a celebrated preacher in Boston. The latter received him kindly, and as he was going away, accompanied him a short distance from the house. The door, however, was so low, that a grown man had to *bend* (*sich bücken*) in order to pass through.

2.00 TO 4.00 P. M., MONDAY, 6TH JULY, 1908.

PHYSICS.—XII (Prel.).

1. Name five different units in which energy may be measured, among them preferably heat and electrical units. Show the relation between the different units.
2. If a body weighs a pound on the earth's surface, how much would it weigh at 1000 miles above the surface? How much at 1000 miles below the surface? (The diameter of the earth is 8000 miles.)
3. Describe *three* different methods for finding the specific gravity of a liquid.
4. Give any experiment showing interference of either sound or light. Why is interference not possible in the case of heat?
5. Describe any method of determining the length of a sound wave.
6. What is specific heat? Give any method by which the specific heat of a substance may be obtained.
7. Describe either the Leyden jar, or Ruhmkorff's induction coil, in such a manner as to show your knowledge of the principles of electrical induction.
8. Discuss Electrolysis, or the electric units, volt, ampere and ohm; or some important industrial electrical apparatus or machine.

10.00 TO 12.00 A. M., TUESDAY, 7TH JULY, 1908.

ENGLISH.—XII (Prel.).

1. Give an account of the literature known as that of Queen Anne and the early Georges.
2. Give a summary of Carlyle's description of the "Happy season of childhood."
3. Describe what Carlyle calls the "Romance in Teufelsdröckh's career."
4. Describe the events and actions which take place in the third Act of Julius Cæsar.
5. State by whom, and under what circumstances the following excerpts were spoken: —
 - (a) And why should Cæsar be a tyrant then?
Poor man! I know he would not be a wolf,
But that he sees the Romans are but sheep.
 - (b) Our course will seem too bloody, Caius Cassius,
To cut the head off and then hack the limbs,
Like wrath in death, and envy afterwards.
 - (c) I must go in, — Ah me, how weak a thing
The heart of woman is! Oh Brutus
The heavens speed thee in thine enterprise.
 - (d) That you have wronged me doth appear in this.
 - (e) Why now, blow wind, swell billow, and swim bark!
The storm is up, and all is on the hazard.

6. Give the substance of Beelzebub's first answer to Satan
7. Explain the italicized words:—

"In his own temple, on the *grunsel* edge,"
 "That we may so *suffice* his vengeful ire"
 "Shall grieve him, if I *fail* not;"

"*Amram's son*;" "In perfect phalanx to the *Dorian mood* of flutes and soft recorders;" "With *upright wing* against a higher foe;" "The sleepy *drench* of that forgetful lake;" "His *uncouth* way;" "O progeny of heaven, *empyrean* thrones;" "From either end of heaven the *welkin* burns;" "Four *infernal rivers*" (name them). "The parching air burns *frore*."

8. What does Ruskin treat of in "Sesame and Lilies"?
- Ruskin says:—"Shakespeare has no heroes, he has only heroines." How does he support this statement?

= TO 4 P. M., TUESDAY, 7TH JULY, 1908.

HELLENICA AND ILLIAD.—XII (Prel.).

1. Translate :

Τῷ δ' αὐτῷ χρόνῳ καὶ Λακεδαιμόνιοι τοὺς εἰς τὸ Κορυφάσιον τῶν Εἰλώτων ἀφαστώτας ἐκ Μαλέας ἰπποσπόνδους ἀφήκαν. κατὰ δὲ τὸν αὐτὸν καιρὸν καὶ ἐν Ἡρακλείᾳ τῇ Τραχινίᾳ Ἀχαιοὶ τοὺς ἐποίκους, ἀντιτεταγμένων πάντων πρὸς Οἰταίους πολεμίους ὄντας, προὔδοσαν, ὥστε ἀπολέσθαι αὐτῶν πρὸς ἑπτακοσίους σὺν τῷ ἐκ Λακεδαιμόνος ἄρμοστῇ Λαβῶτα, καὶ ὁ ἐνιαυτὸς ἔληγεν οὗτος, ἐν ᾧ καὶ Μῆδοι ἀπὸ Δαρείου τοῦ Περσῶν βασιλέως ἀποστάντες πάλιν ἐπροσέχωρῃσαν αὐτῷ.

- (1) ἀφήκαν. Parse and state what other verbs have same peculiarity in formation of aorist. (2) What different constructions follow ὥστε ?

2. Translate :

ὁ δὲ ἀφικόμενος εἰς Ῥόδον καὶ ναῦς ἐκείθεν λαβῶν, εἰς Κῶ καὶ Μιλητον ἔπλευσεν, ἐκείθεν δ' εἰς Ἔφεσον, καὶ ἐκεῖ ἔμεινε ναῦς ἔχων ἔβδομήκοντα μέχρι οὐ Κύρος εἰς Σάρδεϊς ἀφίκετο. ἐπεὶ δ' ἤκεν, ἀνέβη πρὸς αὐτὸν σὺν τοῖς ἐκ Λακεδαιμόνος πρέσβεσιν. ἐνταῦθα δὲ κατὰ τε τοῦ Τισσαφέρνου ἔλεγον ἀπεποιηκῶς εἶη, αὐτοῦ τε Κύρου ἐδέοντο ὡς προθυμοτάτου πρὸς τὸν πόλεμον γενέσθαι.

- (1) πεποικῶς εἶη. For what single word is this form used? (2) Κύρου. Account for case.

3. Translate :

Καὶ εἰσὶ μὲν δήπου πᾶσαι μεταβολαὶ πολιτειῶν θανατηφόροι, σὺ δὲ διὰ τὸ εὐμετάβολος εἶναι πλείστοις μὲν μεταίτιος εἶ ἐξ ὀλιγαρχίας ὑπὸ τοῦ δήμου ἀπολωλέναι, πλείστοις δ' ἐκ δημοκρατίας ὑπὸ τῶν βελτιόνων. σὺτος δὲ τοί ἐστιν ὅς ταχθεὶς ἀνελέσθαι ὑπὸ τῶν στρατηγῶν τοὺς καταδύντας Ἀθηναίων ἐν τῇ περὶ Λέσβου ναυμαχίᾳ αὐτὸς οὐκ ἀνελόμενος ὁμῶς τῶν στρατηγῶν κατηγορῶν ἀπέκτεινεν ἀπέκτεινεν αὐτοὺς, ἵνα αὐτὸς περισωθῆι.

(1) εὐμετάβολος. Account for this word being in the nominative. (2) Explain the construction of πλείστοις.

4. Translate :

δεῖ οὖν ὑμᾶς, ὥσπερ καὶ τιμῶν μεθέξετε, οὕτω καὶ τῶν κινδύνων μετέχειν. τῶν οὖν συνειλημμένων Ἑλεσινίων καταψηφιστέον ἐστίν, ἵνα ταῦτα ἡμῖν καὶ θαρρήτέ καὶ φοβῆσθε. δείξας δὲ τι χωρίον, εἰς τοῦτο ἐκέλευε φανεράν φέρειν τὴν ψῆφον. οἱ δὲ Λακωνικοὶ φρουροὶ ἐν τῷ ἡμίσει τοῦ Ὀριδείου ἐξωπλισμένοι ἦσαν ἦν δὲ ταῦτα ἀρεστὰ καὶ τῶν πολιτῶν οἷς τὸ πλεονεκτεῖν μόνον.

(1) Parse μεθέξετε, συνειλημμένων. (2) Distinguish between ταῦτα and ταῦτα.

5. Translate :

Ἄλλο δὲ τοι ἐρέω, σὺ δ' ἐνὶ φρεσὶ βάλλεο σῆσιν.
Χερσὶ μὲν οὐ τοι ἔγωγε μαχήσομαι εἵνεκα κούρης,
οὔτε σοὶ οὔτε τῷ ἄλλῳ, ἐπεὶ μ' ἀφέλεσθέ γε δόντες.
τῶν δ' ἄλλων ἃ μοι ἔστι θοῆ παρα νηὶ μελαίνῃ,
τῶν οὐκ ἂν τι φέροις ἀνελὼν ἀέκοντος ἐμεῖο.
εἰ δ' ἄγε μὴν, πείρησαι, ἵνα γνῶσσι καὶ οἶδε.
Αἰψά τοι αἶμα κελαινῶν ἐρωήσει περὶ δουρί."

(1) Give attic forms corresponding to βάλλεο, σῆσιν, ἐμεῖο, γνῶσσι. (2) μ'. Write this pronoun in full and account for its case.

6. Translate :

τῆν δ' ἀπαμειβόμενος προσέφη νεφεληγερέτα Ζεὺς·
" Δαιμονίῃ, αἰεὶ μὲν οἶται, οὐδέ σε λήθω,
πρήξαι δ' ἔμπης οὐ τι δυνήσεται, ἀλλ' ἀπὸ θυμοῦ
Μάλλον ἐμοὶ ἔσεται τὸ δέ τοι καὶ ῥίγιον ἔσται.
εἰ δ' οὕτω τοῦτ' ἐστίν, ἐμοὶ μέλλει φίλον εἶναι.
Ἄλλ' ἀκούσα κάθησο, ἐμῷ δ' ἐπιπίθεο μῦθον,
Μή νύ τοι οὐ χραίσμωσιν ὅσοι θεοὶ εἰσ' ἐν Ὀλύμπῳ
Ἄσσον ἰόνθ', ὅτε κέν τοι ἀάπτους χεῖρας ἐφείω."

(1) ἰόνθ'. Parse this word and explain its construction. (2) Write Attic forms for οἶται, ἔσεται, ἐφείω.

7. Translate :

Καί μιν ὑπόδρα ἰδὼν χαλεπῶ ἠνίπαπε μύθῳ.
 "Θερσίτ' ἀκριτόμυθε, λιγύς περ ἔων ἀγορητῆς,
 Ἴσχεο, μηδ' ἔθειλ' οἶος ἐριζέμεναι βασιλεύσιν.
 Οὐ γὰρ ἐγὼ σέο φημί χειριότερον βροτὸν ἄλλον
 ἔμμεναι, ὄσσοι ἄμ' Ἀτρείδης ὑπὸ Ἴλιον ἦλθον.
 Τῷ οὐκ ἂν βασιλῆας ἀνὰ στόμ' ἔχων ἀγορεύοις,
 Καί σφιν ὄνειδεά τε προφέροισ, νόστον τε φυλάσσοις.

Explain cases of *βασιλεύσιν* and *σέο*, and give Attic forms of *ἐριζέμεναι* and *ἔμμεναι*.

8. Translate :

Τῶν δ', ὡς τ' ὀρνίθων πετεηνῶν ἔθνεα πολλὰ,
 χηνῶν ἢ γεράνων ἢ κύκνων δουλιχοδείρων,
 Ἄσιψ ἐν λειμῶνι, Καῦστρίου ἀμφι ρέεθρα,
 Ἐνθα καὶ ἔνθα ποτῶνται ἀγαλλόμενα πτερυγέσσιν,
 Κλαγγηδὸν προκαθίζοντων, σμαραγεί δέ τε λειμῶν,
 Ὡς τῶν ἔθνεα πολλὰ νεῶν ὑπο καὶ κλισιάων
 Ἐς πεδίον προχέοντο Σκαμάνδριον· αὐτὰρ ὑπὸ χθῶν
 Σμερδαλέον κονάβιζε ποδῶν αὐτῶν τε καὶ ἵππων.

(1) *προκαθίζοντων*. Is this regular? (2) *ποδῶν* αὐτῶν. Account for these genitives.

2 TO 4 P. M., TUESDAY, 7TH JULY, 1908.

FRENCH—XII (Prel.).

Translate extracts 1, 2, and 3, or extracts 1, 2(a), and 3.)

1. Translate:—Corneille "*Le Cid*."

Sur moi seul doit tomber l'éclat de la tempête:
 Quand le bras a failli, l'on en punit la tête.
 Qu'on nomme crime ou non ce qui fait nos débats
 Sire j'en suis la tête, il n'en est que le bras.
 Si Chimène se plaint qu'il a tué son père,
 Il ne l'eût jamais fait, si je l'eusse pu faire.
 Immolez donc ce chef que les ans vont ravir,
 Et conservez pour vous le bras qui peut servir;
 Aux dépens de mon sang satisfaites Chimène
 Je n'y résiste point, je consens à ma peine;
 Et, loin de murmurer d'un rigoureux décret,
 Mourant sans déshonneur, je mourrai sans regret.

(a) L'on en punit la tête. Explain the nature of *en*, and mention the words it represents

2. Translate:—De Vigny *Cinq Mars*. Il était alors plus de minuit, et la lune s'était cachée. Tout autre que le maître de la maison n'eût jamais pu trouver son chemin par une obscurité si grande. Les tours et les toits ne formaient qu'une masse noire qui se détachait à peine sur le ciel un peu plus transparent; aucune lumière ne brillait dans toute la maison endormie. Cinq Mars, caché sous un chapeau à larges bords et un grand manteau, attendait avec anxiété. Qu'attendait-il? qu'était-il revenu chercher? Un mot d'une voix qui se fit entendre très bas derrière la croisée:—Est-ce vous, Monsieur de Cinq Mars?—Hélas! qui serait-ce? Qui reviendrait comme un malfaisant

toucher la maison paternelle sans y rentrer et sans dire encore adieu à sa mère? Qui reviendrait pour se plaindre du présent, sans rien attendre de l'avenir, si ce n'était moi?

- (a) *Plus de minuit*; why not *plus que minuit*? Illustrate the use of *plus que* with an example.
2. (a) Translate: — La Bruyère *Les Caractères*. *Théocrène* sait des choses assez inutiles; il a des sentiments toujours singuliers; il est moins profond que méthodique; il n'exerce que sa mémoire; il est abstrait, dédaigneux, et il semble toujours rire en lui-même de ceux qu'il croit ne le valoir pas. Le hasard fait que je lui lis mon ouvrage, il l'écoute. Est-il lu, il me parle du sien. Et du vôtre, me direz-vous, qu'en pense-t-il? Je vous l'ai déjà dit, il me parle du sien. Les sots lisent un livre, et ne l'entendent point. Les esprits médiocres croient l'entendre parfaitement. Les grands esprits ne l'entendent quelquefois pas tout entier; ils trouvent obscur ce qui est obscur, comme ils trouvent clair ce qui est clair. Les beaux esprits veulent trouver obscur ce qui ne l'est point, et ne pas entendre ce qui est fort intelligible.
- (a) Explain, giving short examples, the difference between *ce qui* and *ce que*.
3. Translate: — Victor Hugo *La Charité*:
 Donnez riches! L'aumône est soeur de la prière:
 Hélas! quand un veillard sur votre seuil de pierre,
 Tout roïdi par l'hiver, en vain tombe à genoux;
 Quand les petits enfants, les mains de froid rougies,
 Ramassent sous vos pieds les miettes des orgies,
 La face du Seigneur de détourne de vous.
 Donnez, afin que Dieu, qui dote les familles,
 Donne à vos fils la force, et la grâce à vos filles;
 Afin que votre vigne ait toujours un doux fruit;
 Afin qu'un blé plus mûr fasse plier vos granges:
 Afin d'être meilleurs; afin de voir les anges
 Passer dans vos rêves la nuit!
- (a) *Afin de voir passer les anges*. With *afin que* the sentence assumes a different form; write it accordingly, giving explanations.
4. What is the pronoun *en* the equivalent of? Translate: — Do you need money? I do. He is my friend, I answer for him. In what cases may *en* replace the *possessive adjective*? Explain and translate: — Switzerland is my country; I love its blue sky and free institutions. This affair is delicate; its success is doubtful. *En* cannot be used in the following sentence; why not? Translate: — I like this country; its institutions please me.
5. The word *y*, like *en*, may be used as a pronoun. Explain and translate: — Do you ever think of your country, when you are in foreign countries? When I am far away, I always think of it. *Y* is used to form certain *idiomatic* expressions; translate: His life is at stake. What is the matter? Is Mr. B. at home? I have it.
6. What form does the relative pronoun *what* assume, when connected with verbs governing *à* and *de*; translate for examples: — What I am thinking of (à) is my friend's health. What he is speaking of, happened three days ago. Illustrate the use of the French equivalent of *what* (*interrogative*); (a) as *subject*; (b) as *object* of the clause. Interpret: *Voir c'est croire*. Why is the pleonastic *ce* used in this clause?
7. When do you express the indefinite relative *whatever* by *quelque*. . . . *que*, by *quel que*, by *quoi que*? Explain and use the proper term in the following sentences; translate: — *Whatever* your intentions were, your actions were not good. *Whatever* efforts he makes, he does not succeed. *Whatever* efforts he makes, he does not succeed. *Whatever* he may say, people will not believe him. Give the English of:—*Quelque* grands *que* nous soyons, il nous faut mourir.
8. Translate into French: — A man (*celui*) who would have friends must show himself friendly. A man was passing the night at an inn. He had just left a town where he had spent several years. The landlord asked him why he had left the place. He replied, "because my neighbours were so disagreeable and disobliging that one could not live with them."

10.00 TO 12.00 A. M., WEDNESDAY, 8TH JULY, 1908.

GEOMETRY.—XII (Prel.).

1. The ratio of one magnitude to another is equal to that of a third magnitude to a fourth, when Complete this definition, and then prove that "Magnitudes have the same ratio to one another which their equimultiples have."
2. If two straight lines, P Q and X Y intersect in a point O, so that $P O : O X :: Y O : O Q$, prove that P, X, Q, Y are concyclic.
3. Show that similar triangles are to one another in the duplicate ratio of their medians.
4. The rectangle contained by the diagonals of a quadrilateral inscribed in a circle is equal to the sum of the two rectangles contained by its opposite sides.
5. Any two points subtend at the centre of a circle an angle equal to one of the angles formed by the polars of the given points.
6. Find the locus of the foot of the perpendicular, drawn from a given point, upon any plane which passes through a given straight line.
7. The straight lines which join the vertices of a tetrahedron to the centroids of the opposite faces, are concurrent.
8. Find the locus of points in space equidistant from three given points.

2.00 TO 4.00 P. M., WEDNESDAY, 8TH JULY, 1908.

ANCIENT HISTORY.—XII (Prel.).

1. What influence had the Political and Religious Institutions of the early Greeks upon their subsequent history?
2. Trace the growth of the Greek colonies, their relation to the mother city, their situation and their place in Grecian History.
3. Sketch the career of Alexander the Great.
4. Discuss the Social Life of the Greeks under the following heads: (1) Education, (2) the Theatre, (3) Occupations, (4) Domestic relations.
5. Write a note on the physical features of Italy, with an account of its early inhabitants.
6. Give an account of the Second Punic War.
7. Tell briefly what you know of the following: *Marius, Cato, First Triumvirate, Marcus Aurelius, Forum.*
8. Name the chief Roman writers, poets, satirists and historians—the era in which they lived, and their principal work.

10.00 TO 12.00 A. M., THURSDAY, 9TH JULY, 1908.

ALGEBRA.—XII (Prel.).

1. If 12 and $9\frac{3}{5}$ are the geometric and harmonic means, respectively, between two numbers, find them.

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2. Divide 81 into two parts, so that one may be a multiple of 8 and the other of 5.
3. If $x < 1$, find the sum of the series $\frac{1}{2}x^2 + \frac{2}{3}x^3 + \frac{3}{4}x^4 + \frac{4}{5}x^5 + \dots$
4. Find the maximum value of $(7-x)^4(2+x)^5$ when x lies between 7 and -2 .
5. Find the limits of $\frac{\log(1+x^2+x^4)}{3x^2(1-2x)}$ when $x=0$.
6. Find the general term of the following expression when expanded in ascending powers of x :
$$\frac{1}{(1-ax)(1-bx)(1-cx)}$$
7. In five throws with a single dice, what is the chance of throwing (1) three aces **exactly**, (2) three aces at least.
8. Solve the equation $x^6 - 18x^4 + 16x^3 + 28x^2 - 32x + 8 = 0$, one of whose roots is $\sqrt[6]{6} - 2$.

2.00 TO 4.00 P. M., THURSDAY, 9TH JULY, 1908.

BOTANY.—XII (Prel.).

1. Show as much knowledge of the structural units of the dicotyledonous stem as you can in fifteen minutes.
2. Show similarly the most important facts of Photosynthesis in plants.
3. Discuss as fully as possible the characters, habitat, etc., of: — *Anabaena*, *Pleurococcus*, *Volvox*, and *Ulva*.
4. Discuss similarly: *Spirogyra*, *Vaucheria*, *Fucus* and *Polysiphonia*.
5. Also; *Saccharomyces*, *Physcia*, *Funaria* and *Aspidium*.
6. Trace the alternation of gametophyte and sporophyte generations from the lower to the higher classes of plants.
7. Show in any manner you choose what you know respecting the native species of any locality, genus, group or family of the Spermatophytes.
8. Discuss the social habits of plants and their competition for the occupation of the world.

10 TO 12 A. M., FRIDAY, 10TH JULY, 1908.

LATIN (a).—XII (Prel.).

1. Give (a) the ablative singular and plural of *bos*, *dea*, *ignis*, *sedile*; (b) the other degrees of comparison of *breviter*, *summus*, *magis*, *melius*, *prope*, *malevolus*; (c) the third person singular perfect indicative active of *mordeo*, *fundo*, *pingo*, *jodio*, *rejero*, *cogo*, *malo*.
2. (a) Write Latin phrases expressing *price*, *penalty*, *limit of motion*, *the possessor*, *person (or thing) remembered*, *agency*, *degree of difference*; (b) Explain the use of moods and tenses in prohibitive clauses after *ne*. Also state the more common methods of expressing prohibition in classical prose.
3. Translate into Latin: (1) He was an excellent youth and a most faithful friend to me. (2) He knows that he is doing wrong. (3) He promised to supply

the Roman army with food. (4) If I see him, I shall tell him where you are. (5) Who does not know that the moon moves round the earth? (6) That he might not be condemned in his absence he hastened to go to Rome.

4. Translate into Latin: (1) You must not go to Italy. (2) I will never ask you to pardon the guilty or condemn the innocent. (3) Take care not to attempt too much. (4) Whether Cæsar was rightfully put to death or foully murdered is open to question. (5) If the enemy were to attack us now we should be compelled to retreat. (6) He perceived well enough that danger was at hand.

3. Translate at sight:—

Quam bene Saturno vivebant rege, priusquam

Tellus in longas est patefacta vias!

Nondum caeruleas pinus contempserat undas,

Effusum ventis praebueratque sinum.

Illo non validus subiit juga tempore taurus,

Non dimitto frenos ore momordit equus;

Non domus ulla fores habuit, non fixus in agris,

Qui regeret certis finibus arva, lapis.

Non acies, non ira fuit, non bella, nec ense

Immiti saevus duxerat arte faber.

Nunc Jove sub domino caedes et vulnera semper.

Nunc mare, nunc leti mille repente viae.

6. Translate:—Summa difficultate rei frumentariae affecto exercitu tenuitate Boiorum, indiligentia Aeduorum, incendiis aedificiorum, usque eo, ut complures dies frumento milites caruerint et pecore ex longinquiore vicis adacto extremam famem sustentarent, nulla tamen vox est ab iis audita populi Romani maiestate et superioribus victoriis indigna.
Explain construction of *dies*, *frumento*, *pecore*, *majestate*.

7. Translate:—Cum prope omnis civitas eo convenisset, docereturque, paucis clam convocatis alio loco, alio tempore, atque oportuerit, fratrem a fratre renuntiatum, cum leges duo ex una familia vivo utroque non solum magistratus creari vetarent, sed etiam in senatu esse prohiberent, Cotum imperium deponere coëgit, Convictolitavem, qui per sacerdotes more civitatis intermissis magistratibus esset creatus potestatem obtinere iussit.

(1) *Atque*. Point out similar uses of this word.

(2) *Utroque*. Account for this word being in the singular.

8. Translate:—Quaestionem de bonis direptis decernunt, Litavici: fratrumque bona publicant, legatos ad Cæsarem sui purgandi gratia mittunt. Haec faciunt recipiendorum suorum causa; sed contaminati facinore et capti compendio ex direptis bonis, quod ea res ad multos pertinebat, et timore poenae exterriti consilia clam de bello inire incipiunt civitatesque reliquas legationibus sollicitant.

(1) *Sui purgandi*. Explain *purgandi*.

(2) *Parse suorum*.

2 TO 4 P. M., FRIDAY, 10TH JULY, 1908.

LATIN (b).—XII (Prel.).

1. Translate:—Num igitur ulla quaestio de Africani morte lata est. Certe nulla. Quid ita? Quia non alio facinore clari homines, alio obscuro necantur. Intersit inter vitae dignitatem summorum atque infimorum; mors quidem inlata per scelus isdem et poenis teneatur et legibus. Nisi forte magis erit parricida, si qui consularem patrem quam si quis humilem necarit, aut eo mors atrocior erit P. Clodi, quod is in monumentis maiorum suorum sit interfectus.

1) What is the force of *num* in interrogations? (2) *Intersit*, *teneatur*. Explain these subjunctives.

2. Translate: — Est, est profecto illa vis, neque in his corporibus atque in hac inbecillitate nostra inest quiddam, quod vigeat et sentiat, non inest in hoc tanto naturae tam praeclaro motu. Nisi forte idcirco non putant, quia non apparet nec cernitur; proinde quasi nostram ipsam mentem, qua sapimus, qua providemus, qua haec ipsa agimus ac dicimus, videre aut plane, qualis aut ubi sit, sentire possimus.

Parse *sapimus*, and account for mood of *sit*.

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

Explain construction of *quem*, and meaning of clause in *beneficiis*—*delatus est*

4. Translate: — Quare si res eae, quas gessimus, orbis terrae regionibus definiuntur, cupere debemus, quo manuum nostrarum tela pervenerint, eodem gloriam famamque penetrare, quod cum ipsis populis, de quorum rebus scribitur, haec ampla sunt, tum iis certe, qui de vita gloriae causa dimicant, hoc maximum et periculorum incitamentum est et laborum. Quam multos scriptores rerum suarum magnus ille Alexander secum habuisse dicitur! Atque is tamen, cum in Sigeo ad Achillis tumulum adstitisset: 'O fortunate,' inquit, 'adulescens, qui tuae virtutis Homerum praeconem inveneris!'

(1) *Cum, tum*. Explain the force of these words as *correlatives*.

(2) *inveneris*. What mood, and why?

5. Translate: —

Pectoribus inhians spirantia consulit exta.
Heu vatium ignaræ mentes! quid vota furentem,
Quid delubra, juvant? est mollis flamma medullas
Interea, et tacitum vivit sub pectore vulnus.
Uritur infelix Dido, totaque vagatur
Urbe furens, qualis conjecta cerva sagitta,
Quam procul incautam nemora inter Cresia fixit
Pastor agens telis, liquitque volatile ferrum
Nescius; illa fuga silvas saltusque peragrat
Dictæos; hæret lateri letalis arundo.

Scan the second and seventh lines of extract.

6. Translate: —

Monstrum horrendum, ingens: cui quot sunt corpore plumæ
Tot vigiles oculi subter (mirabile dictu),
Tot linguæ totidem ora sonant, tot subrigit aures,
Nocte volat cœli medio terræque per umbram,
Stridens, nec dulci declinat lumina somno.
Luce sedet custos aut summi culmine tecti
Turribus aut altis, et magnas territat urbes;,
Tam ficti praviq̄ue tenax, quam nuntia veri.
Hæc tum multiplici populos sermone replebat
Gaudens, et pariter facta atque infecta canebat:
Venisse Æneam, Trojano a sanguine cretum,
Cui se pulchra viro dignetur jungere Dido.

Whose picture is this?

Parse *ficti*, *multiplici*, *gaudens*.

7. Translate: —

considunt transtris, intentaque bracchia remis;
intenti exspectant signum, exsultantiaque haurit
corda pavor pulsans laudumque arrecta cupido.
inde ubi clara dedit sonitum tuba, finibus omnes,
haud mora, prosiluerunt suis; ferit aethera clamor
nauticus, adductis spumant freta versa lacertis.
infindunt pariter sulcos, totumque dehiscit
convulsum remis rostrisque tridentibus aequor.

Parse *intenta*, *prosiluerunt*, *suis*. Point out peculiarity in declension of *aethera*.

8. Translate: —

at pater Aeneas casu concussus acerbo
 nunc huc ingentis, nunc illuc pectore curas
 mutabat versans, Siculisne resideret arvis
 oblitus fatorum, Italasne capesseret oras.
 tum senior Nautes, unum Tritonia Pallas
 quem docuit multaque insignem reddidit arte —
 (haec responsa dabat, vel quae portenderet ira
 magna deum, vel quae fatorum posceret ordo)
 isque his Aenean solatus vocibus inquit:
 'nate dea, quo fata trahunt retrahuntque, sequamur;
 quidquid erit, superanda omnis fortuna ferendo est.

- (1) *Oblitus fatorum.* What do those words modify? Parse *oblitus*, account for case of *fatorum*.
 (2) Parse *ferendo*.

GRADE XII (Final).

10 TO 12 A. M., MONDAY, 6TH JULY, 1908.

GERMAN.

1. Translate: — Heines *Harzeise*. *The silver mines.* Nach Tische machte ich mich auf den Weg, die Gruben, sie Silberhütten und die Münze zu besuchen. In den Silberhütten habe ich, wie oft im Leben, den Silberblick verfehlt. In der Münze traf ich es schon besser, und konnte zusehen, wie das Geld gemacht wird. Freilich, weiter hab' ich es auch nie bringen können. Ich hatte bei solcher Gelegenheit immer das Zusehen, und ich glaube, wenn mal die Thaler vom Himmel herunter regneten, so bekäme ich davon nur Löcher in den Kopf, während die Kinder Israel die silberne Manna mit lustigem Mute einsammeln würden.

(a) Explain the construction of *können*, and give principal parts of *bringen*.

2. Translate: — Schillers *Wilhelm Tell*.
Gertrud. Mein lieber Herr und Ehwirth! Magst du ein redlich Wort von deinem Weib vernehmen?

Des edlen Ibergs Tochter rühm ich mich
 Des vielerfahren Manns. Wir Schwestern sassen,
 Die Wolle spinnend in den langen Nächten,
 Wenn bei dem Vater sich des Volkes Häupter
 Versammelten, die Pergamente lasen
 Der alten Kaiser, und des Landes Wohl
 Bedachten in vernünftigen Gespräch.
 Aufmerkend hört' ich da manch kluges Wort,
 Was der Verständ'ge denkt, der Gute wünscht,
 Und still im Herzen hab' mir's bewahrt.

3. Translate: — Lessing: *Minna von Barnhelm*. *Just.* Machen Sie mich so schlimm, wie Sie wollen, ich will darum doch nicht schlechter von mir denken, also von meinem Hunde. Vorigen Winter ging ich in der Dämmerung an dem Kanale, und hörte etwas winseln. Ich stieg herab, und griff nach der Stimme, und glaubte ein Kind zu retten, und zog einen Pudel aus dem Wasser. Auch gut; dachte ich. Der Pudel kam mir nach; aber ich bin kein Liebhaber von Pudeln. Ich jagte ihn fort, umsonst; ich prügelte ihn von mir, umsonst. Ich liess ihn des Nachts nicht in meine Kammer; er blieb vor der Thür auf der Schwelle. Wo er mir zu nahe kam, stiess ich ihn mit dem Fusse; er schrie, sah mich an, und wedelte mit dem Schwanze.

Aber ich bin kein Liebhaber. Why cannot *sondern* be used instead of *aber*, in this sentence, both words having the same meaning? Illustrate the use of *sondern*.

4. Comment on the use or the omission of the *article* in the following sentences:
 Translate:—Nature is an open book, the leaves of which all can read who have eyes. The boy fell from a tree and broke his arm. This wine only costs half a dollar a bottle. The sick man spoke with a feeble voice. Show, giving an example, that a noun, taken in a *partitive* sense, *rejects* the article.
5. When two qualities are compared in the same subject, an *adverbial* comparison is used. Prove this by translating:—The carriage is more useful than handsome. Explain the construction of the leading or *dependent* clause, and of the *principal* clause in correlative comparison, translating for example:—The richer the man becomes, the prouder he grows. How is the *absolute superlative* (without comparison) expressed? Translate:—The gentleman greeted me *most politely*.
6. What mood must be used in *Oratio obliqua* (indirect speech)? Translate:—The physician gave no hope that the patient would recover. What is the *direct* statement (*in German*) of this sentence? What does the *optative* subjunctive express, when used: (a) in the *present* tense; (b) in the *past* or *pluperfect* tense? Translate for examples:—He does not permit his son (i. e. that his son. . .) to go to Paris. Would I had never spoken this word! What form of the *subjunctive* is used in the following sentences? Translate:—If he were more *saving* (*sparsam*) he would now be a rich man. I should have paid the bill, if I had had money enough.
7. Illustrate with examples of your own the use of the *infinitive* with *zu*. When has the infinitive always a *passive* tense? Translate:—No time is to be lost. That is yet to be done. If *purpose* is to be expressed, what form must be used? Translate:—The man is too weak to work. The infinitive is *not admissible* in the following sentences; why? Translate:—His father desired to come home. I know him to be an honest man.
8. Translate:—*The friend*. Good afternoon, my friend! How do you do? Don't suppose that I have come to borrow money of you, as I used to do. I am rich now, for I have inherited a considerable fortune. I am very glad to hear it, and I congratulate you heartily. Pray sit down. Now tell me what you have been doing lately? I have not seen you for such a long time. Have you been out of town? No, I have been here all the time.

2.00 TO 4.00 P. M., MONDAY, 6TH JULY, 1908.

CHEMISTRY.—XII (Final).

1. State Avogadro's Law. How may it be used to determine the molecular formula of a gas such as chlorine?
2. Give the formulæ for the molecular quantities of the following substances:—Sodic-hydric-phosphate, Ammonium Oxalate, Bismuth Oxychloride, Sodium Thio-sulphate and Potassium Permanganate. What substances are represented by the formulæ Fe Cl_2 , Fe Cl_3 , Pb (OH)_2 , Ca O Cl_2 , $\text{Ba (Cl O}_4)_2$?
3. Compare the Halogens, Chlorine, Bromine and Iodine.
4. How is Arseniuretted Hydrogen made? What are its properties? How can it be decomposed?
5. Describe some of the most important compounds of Silicon or of Boron.
6. Give the metallurgy of any one of the important metals.
7. Ferrous Sulphate (Fe SO_4) along with Potassium Dichromate ($\text{K}_2\text{Cr}_2\text{O}_7$) and Sulphuric Acid in Solution is Oxidised into Ferric Sulphate, the Dichromate being at the same time reduced. Build up, in any way not simply guessing, an equation to represent the reaction.
8. What weights of Ammonium Chloride and quick lime must be taken in order to produce two litres of Ammonia, the gas being measured at 17°C and 750 mm?

10.00 TO 12.00 A. M., TUESDAY, 7TH JULY, 1908.

ENGLISH. —XII (Final).

1. Give a summary of the changes in grammar between Anglo Saxon and Middle-English.
2. Give a brief account of the "Conflict of the strong and weak conjugations."
3. How does Chaucer describe the "Persoun" in the Prologue?
4. Explain the italicized words: —
 - (a) But she was *some-del* deaf, and that was *scathe*.
 - (b) For wel thou *wost* thy-selven, verrailly
That thou and I be *dampned* to prisoun perpetually.
 - (c) And spak thise same wordes al *on highte*.
 - (d) Thus hath he *japed* thee ful many a yeer.
 - (e) For yet ne was ther no man that him *sewed*.
 - (f) Wel coude he in eschaunge *sheeldes* selle.
5. Describe the scene in the Queen's closet (Hamlet, Act III, Scene IV).
6. Describe the scene in the forest, between Silvius and Phebe. (As you like it, Act III, Scene V).
7. By whom, and under what circumstances, were the following excerpts spoken?
 - (a) She is too subtle for thee; and her smoothness,
Her very silence and her patience
Speak to the people, and they pity her.
 - (b) "Goodmorrow, fool," quoth I. "No, Sir," quoth he,
"Call me not fool till heaven hath sent me fortune."
 - (c) Come, come, you are a fool,
And turned into the extremity of love.
 - (d) O all you host of heaven! Oh earth! what else?
And shall I couple hell? O fie! Hold, hold my heart.
 - (e) Love! his affections do not that way tend;
Nor what he spake, though it lacked form a little,
Was not like madness.
 - (f) Imperious Cæsar, dead and turned to clay,
Might stop a hole to keep the wind away.
8. Give a character sketch of John Ridd, as he appears in Lorna Doone.

2 TO 4 P. M., TUESDAY, 7TH JULY, 1908.

FRENCH.—XII (Final).

1. Translate: — Molière *Les femmes savantes*.
 Ne troublons point du ciel les justes réglemens,
 Et de nos deux instincts suivons les mouvemens.
 Habitez, par l'essor d'un grand et beau génie,
 Les hautes régions de la philosophie,
 Tandis que mon esprit, se tenant ici-bas,
 Goûtera de l'hymen les terrestres appas.
 Ainsi, dans nos desseins, l'une à l'autre contraire,
 Nous saurons toutes deux imiter notre mère:
 Vous, du côté de l'âme et des nobles désirs;
 Moi, du côté des sens et des grossiers plaisirs;
 Vous aux productions d'esprit et de lumière;
 Moi, dans celles, ma soeur, qui sont de la matière.
- (a) Distinguish between: *l'un à l'autre, l'un l'autre, l'un et l'autre*, and translate:—
 These people work for one another.

2. Translate: — Sandeau *Sacs et Parchemins*. Quant à M. Levrault, plus fier de ses écus qu'un Montmorency de ses aïeux il trouvait tout simple que la noblesse de Bretagne se préparât à l'accueillir et le fêter. Il comptait bien traiter avec elle de puissance à puissance, l'humilier à l'occasion, et prendre le haut du payé. Il tenait de Turcaret pour le moins autant que de M. Jourdain. Non-seulement il n'admettait point qu'il pût venir à l'idée de personne de se railler d'un homme qui possédait trois millions, mais encore il n'avait pas découvert, dans toute la lettre de maître Jolibois, une seule expression dont son modestie se fût effarouchée. Il la savait par coeur et se la récitait à lui-même pendant que les chevaux galopaient le long de la Loire. Le printemps s'annonçait avec splendeur. Depuis Blois jusqu'à Saumur, la route est un enchantement perpétuel.

(b) Account for the mood of *préparât, pût, fût*

3. Translate: — Molière *Le Misanthrope*.
Alceste. Je vous vois accabler un homme de caresses,
 Et témoigner pour lui les dernières tendresses;
 De protestations, d'offres et de serments,
 Vous chargez la fureur de vos embrassements;
 Et quand je vous demande après quel est cet homme,
 A peine pouvez-vous dire comme il se nomme;
 Votre chaleur pour lui tombe en vous séparant,
 Et vous me le traitez, à moi, d'indifférent!
 Morbleu! c'est une chose indigne, lâche, infâme,
 De s'abaisser ainsi jusqu'a trahir son ôme;
 Et si, par un malheur, j'en avais fait autant,
 Je m'irais de regret, pendre tout à l'instant.

- (c) What form of verse is used in this piece? Scan the 6th line, beginning with:
A peine pouvez-vous
4. What mood is required by the impersonal *il faut* in the subordinate clause? Translate for example: — A stranger who goes to France for the first time ought to (*il faut que*. . .) be able to express himself somewhat in French. Write the same sentence substituting a *personal* verb for the impersonal *il faut*, and explain difference in construction.
5. Translate: — Do you know what is the best way for strangers to avoid *attending* to their baggage during the trip? State why the English present participle *attending* must assume a different form in French? When may the *present* participle in *ant* be used? Give a few illustrations.
6. How many troubles for inexperienced travellers! Translate this sentence. State why *how many* cannot be expressed by *combien de*; in what case do you use the latter? Give an example. Illustrate, giving short examples, the difference between: *aussitôt* and *aussitôt que*; between *jusqu'à* and *jusqu'à ce que*.
7. The form of the *pronominal object* of a verb governed by a preposition differs from that of a transitive verb? Explain and translate for example: — It will be of importance that I [should] remember (*se souvenir de*) them, and in case I [do] forget them, I shall be very grateful to you for reminding (*rappeler*) me of them.
8. Translate into French: — It goes without saying that a large crowd was waiting for the fast train. Hardly had the engine stopped when we hastened to alight from our crowded compartment. Suddenly we found ourselves in the midst of an over-excited French crowd; we were at first very [much] puzzled. Relatives and friends were rushing to meet the travellers who had just alighted.

2 TO 4 P. M., TUESDAY, 7TH, JULY, 1908.
GREEK.—XII (Final).

1. Translate :

τὸ μὲν δὴ ἔγκλημα τοιοῦτόν ἐστι· τούτου δὲ τοῦ ἐγκλήματος ἐν ἑκάστῳ ἐξετάσωμεν· φησὶ γὰρ δὴ τοὺς νέους ἀδικεῖν με διαφθείροντα. ἐγὼ δὲ γε, ὦ ἄνδρες Ἀθηναῖοι, ἀδικεῖν φημι Μέλητον, ὅτι σπουδῇ χαριεντίζεται, ραδίως εἰς ἀγῶνα καθιστὰς ἀνθρώπους, περὶ πραγμάτων προσποιούμενος σπουδάζειν καὶ κήδεσθαι, ὧν οὐδὲν τούτῳ πώποτε ἐμέλησεν· ὡς δὲ τοῦτο οὕτως ἔχει, πειράσομαι καὶ ὑμῖν ἐπιδείξαι.

State fully the indictment preferred against Socrates and outline his reply to the successive points.

2. Translate :

σαφῶς γὰρ ἂν, εἰ πείθοιμι ὑμᾶς καὶ τῷ δεῖσθαι βιαζοίμην ὁμωμοκότας, θεοὺς ἂν διδάσκοιμι μὴ ἡγείσθαι ὑμᾶς εἶναι, καὶ ἀτεχνῶς ἀπολογούμενος κατηγοροῖην ἂν ἑμαυτοῦ ὡς θεοὺς οὐ νομίζω. ἀλλὰ πολλοῦ δεῖ οὕτως ἔχειν· νομίζω τε γάρ, ὦ ἄνδρες Ἀθηναῖοι, ὡς οὐδεὶς τῶν ἐμῶν κατηγορῶν, καὶ ὑμῖν ἐπιτρέπω καὶ τῷ θεῷ κρῖναι περὶ ἐμοῦ ὅπῃ μέλλει ἐμοὶ τε ἄριστα εἶναι καὶ ὑμῖν.

(1) Parse τῷ δεῖσθαι, ὁμωμοκότας, ἑμαυτοῦ. (2) Explain the expression πολλοῦ δεῖ.

3. Translate :

τότε μέντοι ἐγὼ οὐ λόγῳ ἀλλ' ἔργῳ αὐ ἐνεδειξάμην, ὅτι ἐμοὶ θανάτου μὲν μέλει, εἰ μὴ ἀγροικότερον ἦν εἰπεῖν, οὐδ' ὅτιοῦν, τοῦ δὲ μηδὲν ἀδικῶν μὴδ' ἀνόσιον ἐργάζεσθαι, τούτου δὲ τὸ πᾶν μέλει. ἐμὲ γὰρ ἐκείνη ἢ ἀρχὴ οὐκ ἐξέπληξεν οὕτως ἰσχυρὰ οὕσα ὥστε ἀδικῶν τι ἐργάσασθαι, ἀλλ' ἐπειδὴ ἐκ τῆς θόλου ἐξήλθομεν, οἱ μὲν τέτταρες ὄχοντο εἰς Σαλαμίνα καὶ ἠγάγον Λέοντα, ἐγὼ δὲ ὄχῳ μὴ ἀπιῶν οἴκαδε.

(1) ἐμοὶ θανάτου. Explain cases. (2) εἰ μὴ . . . εἰπεῖν. For what does this expression apologize? (3) Explain τῆς θόλου.

4. Translate :

Εγὼ μὲν οὖν οὐτ' ἄλλοτε πώποτε πρὸς χάριν εἰλόμην λέγειν, ὃ τι ἂν μὴ καὶ συνοίσειν πεπεισμένος ὦ, νῦν τε ἂ γινώσκω πάνθ' ἀπλῶς, οὐδὲν ὑποστειλάμενος, πεπαρησίασμαι. ἐβουλόμην δ' ἂν, ὥσπερ ὅτι ὑμῖν συμφέροι τὰ βέλτιστα ἀκούειν οἶδα, οὕτως εἰδέναι συνοίσον καὶ τῷ τὰ βέλτιστα εἰπόντι· πολλῶ γὰρ ἂν ἥδιον εἶπον.

(1) Parse συνοίσον, (2) ἐβουλόμην δ' ἂν. πολλῶ . . . εἶπον. Supply in Greek (or English) the omitted condition or protasis for each of these clauses.

5. Translate :

καίτοι ταῦτα πράττων τί ἐποίει; εἰρήνην μὲν γὰρ ὁμωμόκει. καὶ, μηδεὶς εἶπη, τί δὲ ταῦτ' ἐστίν, ἢ τί τούτων μέλει τῇ πόλει; εἰ μὲν γὰρ μικρὰ ταῦτα ἢ μηδὲν ὑμῖν αὐτῶν ἔμελεν, ἄλλος ἂν εἶη λόγος οὐτις. τὸ δ' εὐσεβὲς καὶ τὸ δίκαιον ἂν τ' ἐπὶ μικροῦ τις ἂν τ' ἐπὶ μείζονος παραβαίη, τὴν αὐτὴν ἔχει δύναμιν.

- (1) Explain case of εἰρήνην. Parse ὁμωμόκει.
 (2) τούτων, τῇ πόλει. Explain cases.

6. Translate :

δεδοικά σ', οὐδὲν δεῖ παραμπέχειν λόγους,
 μὴ μοί τι δράσης παιδ' ἀνήκεστον κακόν.
 συμβάλλεται δὲ πολλὰ τοῦδε δείματος·
 σοφὴ πέφυκας καὶ κακῶν πολλῶν ἴδρις,
 λυπεῖ δὲ λέκτρων ἀνδρὸς ἔστερημένη.
 κλύω δ' ἀπειλεῖν σ', ὡς ἀπαγγέλλουσί μοι,
 τὸν δόντα καὶ γήμαντα καὶ γαμουμένην
 δρᾶσειν τι. ταῦτ' οὖν πρὶν παθεῖν φυλάξομαι.

- (1) Explain cases of δείματος and κακῶν. (2)
 Parse γήμαντα and γαμουμένην.

7. Translate :

Οὐ νῦν κατείδον πρῶτον ἀλλὰ πολλάκις
 τραχείαν ὄργην ὡς ἀμήχανον κακόν.
 σοὶ γὰρ παρὸν γῆν τήνδε καὶ δόμους ἔχειν
 κούφως φερούση κρεισσόνων βουλευμάτα,
 λόγων ματαίων οὐνεκ' ἐκπεσεῖ χθονός.
 κάμοι μὲν οὐδὲν πρᾶγμα· μὴ παύση ποτὲ
 λέγουσ' Ἰάσων ὡς κάκιστός ἐστ' ἀνήρ·
 ἃ δ' εἰς τυράννοισι ἐστὶ σοὶ λελεγμένα,
 πᾶν κέρδος ἡγοῦ ζημιουμένη φυγῆ.

- (1) Parse παρὸν and explain use. (2) Parse
 ἐκπεσεῖ, λελεγμένα, ἡγοῦ.

8. Translate :

ἔτικτον αὐτοῦς· ζῆν δ' ὅτ' ἐξεύχου τέκνα;
 εἰσῆλθέ μ' οἶκος εἰ γενήσεται τάδε.
 ἀλλ' ὡς περ οὐνεκ' εἰς ἐμοὺς ἦκεις λόγους,
 τὰ μὲν λέλεκται, τῶν δ' ἐγὼ μνησθήσομαι.
 ἐπεὶ τυράννοισι γῆς μ' ἀποστεῖλαι δοκεῖ,
 κάμοι τάδ' ἐστὶ λῶστα, γιγνώσκω καλῶς,
 μήτ' ἐμποδῶν σοὶ μήτε κοιράνοισι χθονός
 ναίειν· δοκῶ γὰρ δυσμενῆς εἶναι δόμοις.

Explain the construction of the tragic trimeter.

10.00 TO 12.00 A. M., WEDNESDAY, 8TH JULY, 1908.

ANALYTICAL GEOMETRY.—XII (Final).

1. Find the equation of the straight line passing through the origin and the intersection of the lines $3x - 2y + 4 = 0$ and $3x + 4y = 5$. Also find the distance between these two points.
2. Find the tangent of the angles formed by the lines $y - nx = 1$ and $2(y - 1) = nx$.
3. The equation of a chord of the circle $x^2 + y^2 = 25$ is $y = 2x + 11$. Find its length.
4. Find the pole of $Ax + By + C = 0$ with respect to the circle $x^2 + y^2 = r^2$.
5. Determine the distance between the points (a, θ) and (b, ϕ) given by polar coordinates.
6. Find the equation of a straight line which touches the parabola $y^2 = 16x$ and passes through the point $(-4, 8)$.
7. What are the equations of the tangent and the normal to the ellipse $2x^2 + 3y^2 = 35$ at the points whose abscissa = 2?
8. The equation of an hyperbola is $9x^2 - 16y^2 = 144$; find the axes, distance between the foci, eccentricity, and latus rectum.

2.00 TO 4.00 P. M., WEDNESDAY, 8TH JULY, 1908.

MEDIAEVAL AND MODERN HISTORY.—XII (Final).

1. "Charles the Great has been pronounced the most imposing personage that appears between the fall of Rome and the fifteenth century." Discuss this statement.
2. Write a note on the Feudal System, its rise, development, defects and decay.
3. What were the contributions of the mediæval cities to European life and culture?
4. What do you understand by the terms *Renaissance*, *Humanism*? Give a short account of Art revival in Italy.
5. Relate the events leading up to the Revolt of the Netherlands and the rise of the Dutch Republic.
6. Enumerate the changes that took place in Russia during the reigns of Peter the Great and Catherine II, with respect to accession of territory and social institutions.
7. State, with some fullness, the causes of the French Revolution.
8. Write a note on the expansion of the British Empire during the nineteenth century.

10.00 TO 12.00 A. M., THURSDAY, 9TH JULY, 1908.

TRIGONOMETRY (Plane and Spherical.)—XII (Final).

1. (a) If $\tan \theta = \frac{2\sqrt{ab} \sin \frac{C}{2}}{a - b}$, find θ when $a = 5$, $b = 2$, $C = 120^\circ$.
- (b) Prove $2 \cos \frac{A}{2} = \sqrt{1 + \sin A} - \sqrt{1 - \sin A}$ if A is between 270° and 360° .

2. Show that the value of $\sin(n+1)B \sin(n-1)B + \cos(n+1)B \cos(n-1)B$ is independent of n .
3. Prove that in any triangle ABC , $\sin A = \frac{2}{bc} \sqrt{S(S-a)(S-b)(S-c)}$.
4. Prove the following equation true for certain values of the angles: $\tan^{-1}x + \tan^{-1}y + \tan^{-1}\left(\frac{1-x-y-xy}{1+x+y-xy}\right) = \frac{\pi}{4}$.
5. In a spherical triangle the sines of the sides are proportional to the sines of the opposite angles. Derive this law.
6. In a spherical triangle ABC , given the sides a, b, c , show how the angles A, B and C may be found. [Only a plain but full statement is the method required.]
7. Show that if angle $AOD = x$, then the volume of the segment generated by the revolution of AD around D is $\frac{4}{3}\pi R^3 \sin^4 \frac{1}{2}x (1 + \cos^2 \frac{1}{2}x)$. [D = portion of diameter, A at right angles to AD].
8. If d represents the sun's declination, what formulas will be required in order to determine the time of sunrise for a place in latitude l ?

2.00 TO 4.00 P. M., THURSDAY, 9TH JULY, 1908.

GEOLOGY.—XII (Final).

- Name, with an example of each, eight general external agencies affecting the geological character of the superficial parts of the earth.
- Discuss oscillations of the surface of the earth, giving evidence of changes of level with a sketch of their physiographic effects.
- Discuss your theory of earthquakes.
- Describe a mineral vein and discuss its origin.
- What are fossils? State some general inferences from them as to the history of life on this planet.
- Draw a hypothetical map, (a) of Eastern North America at the beginning of Cambrian time, and (b) of the Cambrian area in Nova Scotia, mentioning (c) a few characteristic fossils, (d) rock structures, and (e) minerals.
- Discuss any one of the Nova Scotian coal fields, referring to their adjacent geological formations.
- Discuss the evidences of glaciation in Nova Scotia.

2.00 TO 4.00 P. M., THURSDAY, 9TH JULY, 1908.

ZOOLOGY.—XII (Final).

- Describe the Protozoa, giving an outline classification of them, with a list of the local species you studied.

2. Describe the Porifera similarly.
3. Describe a freshwater Cœlenterate, and mention some marine types.
4. Compare *Lumbricus* with either a platyhelminth, nemathelminth or an oligochete.
5. Compare the respiratory apparatus in the typical subdivisions of the arthropods.
6. Compare the respiratory apparatus in the echinoderms, the molluscs and the polyzoans.
7. Give the general characters of the amphibia, an outline classification, and an idea of the number of species in the Province.
8. Compare the respiratory apparatus of the reptiles, birds and mammals; their skin growths; their hearts; and the anatomy of their right fore-limb.

10 TO 12 A. M., FRIDAY, 10TH JULY, 1908.

LATIN (a).—XII (Final).

1. (a) Decline together in both numbers, *vetus mulier* and *fortius animal*.
 (b) Write in Latin: He gave his brother two talents. He gave his brothers two talents each. (c) Give the third person singular pluperfect indicative active and the future infinitive active of *traho*, *vinco*, *vincio*, *vivo*, *aveo*, *aveo*, *gero*, *sargo*, *divido*.
2. (a) Give Latin phrases expressing: *the part affected* (Greek acc.), *the object of concern* and *the person affected* after *revert* and *interest*, *the dative of agency*, *the ablative absolute*, *time when*, *time how long*, *indirect question*.
 (b) Explain the structure of a conditional sentence. Distinguish the three chief types, giving examples in Latin.
3. Translate into Latin: — (1) If this letter had come I should not have remained so many months at Rome. (2) Can you not remember what he said? (3) Ambassadors came to him at Massilia to seek peace. (4) He is like his father in character rather than in features. (5) Cæsar was informed by scouts that the enemy was near. (6) Who can tell how old the world is?
4. Translate into Latin: — (1) If you and Tullia are well, Cicero and I are well. (2) We should always fight in an advantageous place. (3) He promised to leave the city. (4) Though absent I have never forgotten you. (5) It concerns you, fellow soldiers, that the worst shall not elect your commander. (6) He replied that nearly the whole of the army was slain.
5. Translate at sight:
 Oraudum est, ut sit mens sana in corpore sano.
 Fortem posse animum, mortis terrore carentem,
 Qui spatium vitæ extremum inter munera ponat
 Naturæ, qui ferre queat quoscumque labores,
 Nesciat irasci, cupiat nihil, et potiores
 Herculis ærumnas credat sævosque labores
 Et Venere et cœnis et pluma Sardanapali.
 Monstro quod ipse tibi possis dare; semita certe
 Tranquillæ per virtutem patet unica vitæ.
 Nullum numen habes, si sit prudentia: nos te,
 Nos facimus, Fortuna, Deam cœloque locamus.
6. Translate: — Nihil igitur afferunt qui in re gerenda versari senectutem negant; similesque sunt ut si qui gubernatorem in navigando nihil agere dicant, cum alii malos scandant, alii per foros cursent, alii sentinam exhaustiant, ille autem clavum tenens quietus sedeat in puppi. Non facit ea quæ iuvenes: at vero multo maiora et meliora facit.
 Account for mood of *scandant*. Distinguish between *cum temporal* and *cum causal* as to mood followed.

7. Translate: — Epulabar igitur cum sodalibus omnino modice, sed erat quidam fervor aetatis, qua progrediente omnia fiunt in dies mitiora. Neque enim ipsorum conviviorum delectationem voluptatibus corporis magis quam coetu amicorum et sermonibus metiebar. Bene enim maiores nostri accubitionem epularem amicorum, quia vitae coniunctionem haberet, convivium nominarunt; melius quam Graeci qui hoc idem tum comotationem, tum concenationem vocant; ut quod in eo genere minimum est id maxime probare videantur.
- (1) Distinguish between *in dies* and *quotidie*.
 (2) Parse *metiebar*.
8. Translate: — Hac igitur fortuna frui licet senibus; nec aetas impedit quo minus et ceterarum rerum et in primis agri colendi studia teneamus usque ad ultimum tempus senectutis. M. quidem Valerium Corvum accepimus ad centesimum annum perduxisse, cum esset acta iam aetate in agris eosque coleret; cuius inter primum et sextum consulatum sex et quadraginta anni interfuerunt. Ita quantum spatium aetatis maiores nostri ad senectutis initium esse voluerunt, tantus illi cursus honorum fuit; atque eius extrema aetas hoc beatior quam media, quod auctoritatis habebat plus, laboris minus. Apex est autem senectutis auctoritas.
- (1) Explain when *quo minus* is used in subjunctive clauses.
 (2) Give syntax of *fortuna*, *hoc*, *auctoritatis*.

2 TO 4 P. M., FRIDAY, 10TH JULY, 1908.

LATIN (b).—XII (Final).

1. Translate: — Quarta aetas obtinendis, quae percucurrerat, insumpta, ac, si virtus exercituum et Romani nominis gloria pateretur, inventus in ipsa Britannia terminus. Namque Clota et Bodotria, diversi maris aestibus per immensum revectae, angusto terrarum spatio dirimuntur, quod tum praesidiis firmabatur; atque omnis propior sinus tenebatur, summotis velut in aliam insulam hostibus.
- (1) Explain the structure of the clause "*ac si ——— terminus.*" Supply omitted verb.
 (2) *Clota et Bodotria*. Give modern names.
2. Translate: — Speciem tamen doloris animo vultuque prae se tulit, securus iam odii, et qui facilius dissimularet gaudium quam metum. Satis constabat lecto testamento Agricolae, quo coheredem optimae uxori et piissimae filiae Domitianae scripsit, laetatum eum velut honore iudicioque. Tam caeca et corrupta mens assiduis adulationibus erat, ut nesciret a bono patre non scriberetur nisi malum principem.
- (1) Explain the expression *securus odii*.
 (2) what is the construction of *laetatum*?
3. Translate: — Fuisse apud eos et Herculem memorant, primumque omnium virorum fortium ituri in proelia canunt. Sunt illis haec quoque carmina, quorum relatu, quem barditum vocant, accendunt animos, futuraeque pugnae fortunam ipso cantu augurantur. Terrent enim trepidantve, prout sonuit acies, nec tam voces illae quam virtutis concentus videntur. Affectatur praecipue asperitas soni et fractum murmur obiectis ad os scutis, quo plenior et gravior vox repercussu intumescat.
- Parse *ituri*, *canunt*, *sonuit*, *concentus*.
4. Translate: — Sed et de reconciliandis invicem inimicis et iungendis affinitatibus et asciscendis principibus, de pace denique ac bello plerumque in conviviis consultant, tamquam nullo magis tempore aut ad simplices cogitationes pateat animus, aut ad magnas incalescat. Gens non astuta nec callida aperit adhuc secreta pectoris licentia ioci. Ergo detecta et nuda omnium mens; postera die retractatur, et salva utriusque temporis ratio est; deliberant, dum fingere nesciunt, constituunt, dum errare non possunt.
- (1) Does *adhuc* modify *aperit* or *secreta*? Explain difference of meaning.

5. Translate: —

sperne voluptates: nocet empta dolore voluptas.
semper avarus eget: certum voto pete finem.
invidus alterius macrescit rebus opimis:
invidia Siculi non invenerere tyranni
maius tormentum. qui non moderabitur irae
infectum volet esse dolor quod suaserit et mens,
dum poenas odio per vim festinat inulto.
ira furor brevis est: animum rege, qui nisi pareat,
imperat; hunc frenis, hunc tu compece catena.

- (1) Explain cases of *voto*, *rebus*, *invidia*.
(2) *Invidia* *tormentum*. Explain the allusion.

6. Translate: —

Nil admirari prope res est una, Numici,
solaque quae possit facere et servare beatum.
hunc solem et stellas et decedentia certis
tempora momentis sunt qui formidine nulla
imbuti spectent: quid censes munera terrae,
quid maris extremos Arabas ditantis et Indos,
ludicra quid, plausus et amici dona Quiritis,
quo spectanda modo, quo sensu credis et ore?
qui timet his adversa, fere miratur eodem
quo cupiens pacto; pavor est utrobique molestus.

- (1) *Nil admirari*. State construction and write an explanatory, philosophical note.
(2) Briefly describe the nature of the argument from *hunc solem* to *ore*.

7. Translate: —

Ne perconteris fundus meus, optime Quincti,
arvo pascat erum an bacis opulentet olivae,
pomisne an pratis an amicta vitibus ulmo,
scribetur tibi forma loquaciter et situs agri.
continui montes, ni dissocientur opaca
valle, sed ut veniens dextrum latus aspiciat Sol,
laevum discedens curru fugiente vaporet.
temperiem laudes. quid si rubicunda benigni
cornu vepres et pruna ferant? si quercus et ilex
multa fruge pecus multa dominum iuvet umbra?

- (1) Parse *perconteris* and account for mood of *pascat*.
(2) What word is to be supplied in closing questions?

8. Translate: —

me quotiens reficit gelidus Digentia rivus,
quem Mandela bibit, rugosus frigore pagus,
quid sentire putas? quid credis, amice precari?
sit mihi quod nunc est, etiam minus, et mihi vivam
quod superest aevi, si quid superesse volunt di
sit bona librorum et provisae frugis in annum
copia, neu fluitem dubiae spe pendulus horae
sed satis est orare Iovem qui ponit et aufert,
det vitam. det opes: aequum mi animum ipse parabo.

- (1) *Sit mihi, mihi vivam*. Distinguish between these uses of the dative
(2) Account for the mood of *sit* and *det*.

GRADE XII (Old).

9 TO 10 A. M., MONDAY, 6TH JULY, 1908.

ROMAN HISTORY.

1. (a). Mention the various races found in historical times in the Italian peninsula.
(b). State the origin of the Roman *Plebs*. (c). Who was Servius Tullius? Briefly describe the constitutional changes effected by him.

- 2 (a). Tell the story of Coriolanus. (b). Define *ager publicus, agrarian law*. (c). Tell what you know of the *decemvirs* and their legislative work.
- 3 (a). What great reform was attempted by Tiberius Gracchus? Give some details (b). Briefly describe the engagements between Marius and the Teutones and Cimbri. (c). What circumstances led to the Social War? Its results?
4. (a). Who composed the first *Triumvirate*? (b). What circumstances led to the exile of Cicero? (c). Narrate those attending the death of Julius Cæsar.
5. Assign important events to these dates—510 B. C., 450 B. C., 390 B. C., 376 B. C., 343 B. C., 280 B. C., 263 B. C., 192 B. C., 63 B. C.

10.10 TO 11.10 A. M., MONDAY, 6TH JULY, 1908.

CHEMISTRY.—XII (Old).

(Only five questions to be answered).

1. What do you know about nitric acid?
2. How may Avogadro's Law be used to determine the molecular formula of a gas such as oxygen?
3. What do you know about phosphine or arsine?
4. "As ordinary alcohol is a hydroxide of ethyl, so there are hydroxides of each of the radicals of the Marsh-gas series." Explain, so as to show your knowledge of chemistry.
5. Tell what you know about the natural ores of Lead, Zinc, Aluminum, Tin, Iron; and the reduction of any one of them.
6. Explain, in detail, the manufacture of Soap, or Illuminating Gas, or Caustic Soda and its commercial derivatives.
7. A solution is known to contain compounds of Silver, Lead, Copper, and Potassium; outline a method by which you could separate the four metals.
8. How many grains of Ammonium Chloride are necessary for the production of two liters of ammonia, the gas being measured at 17° C., and 750 mm. of Mercury?

11.15 TO 12.15 A. M., MONDAY, 6TH JULY, 1908.

XENOPHON (HELLENICA).—XII (Old).

1. Translate: Εκεί δ' ἐπέθοντο ὅτι Μίνδαρος ἐν Κυζίκῳ εἶη καὶ Φαρνάβαζος μετὰ τοῦ πεζοῦ. ταύτην μὲν οὖν τὴν ἡμέραν αὐτοῦ ἔρειναν, τῇ δὲ ὑστεραία Ἀλκιβιάδης ἐκκλησίαν ποιήσας παρεκελεύετο αὐτοῖς ὅτι ἀνάγκη εἶη καὶ ναυμαχεῖν καὶ πεζομαχεῖν καὶ τειχομαχεῖν. Οὐ γὰρ ἔστιν, ἔφη, χρήματα ἡμῖν, τοῖς δὲ πολεμίοις ἀφθονα παρὰ βασιλέως.

(1) Parse ἐπέθοντο. (2) Account for mood οἱ εἶη (second line of extract).

2: Translate: καὶ συγκαλέσας τοὺς τε ἀπὸ τῶν πόλεων στρατηγούς καὶ τριηράρχους ἐκέλευε ναυπηγείσθαι τριήρεις ἐν Ἀντανδρῶ ὅσας ἕκαστοι ἀπόλεσαν, χρήματά τε δίδους καὶ ὕλην ἐκ τῆς Ἰδῆς κομίζεσθαι φράζων. ναυπηγούμενων δὲ οἱ Συρακόσιοι ἅμα τοῖς Ἀντανδρίοις τοῦ τείχους τι ἐπετέλεσαν, καὶ ἐν τῇ φρουρᾷ ἤρσαν πάντων μάλιστα.

Parse δίδους, ἀπόλεσαν, ἤρσαν.

3. Translate: ὁ δὲ Ἐλιξος καὶ ὁ Κοιρατάδας οὐδὲν τούτων εἰδότες ἐβοήθουν μετὰ πάντων εἰς τὴν ἀγορὰν· ἐπεὶ δὲ πάντῃ οἱ πολέμιοι κατείχον, οὐδὲν ἔχοντες, ὅ,τι ποιήσειαν, παρέδωσαν σφᾶς αὐτούς. καὶ οὗτοι μὲν ἀπεπέμφθησαν εἰς Ἄθηναι, καὶ ὁ Κοιρατάδας ἐν τῷ ὄχλῳ ἀποβαινόντων ἐν Πειραιεὶ ἔλαβεν ἀποδρὰς καὶ ἀπεσώθη εἰς Δακελίαν.

(1) Parse παρέδωσαν, σφᾶς αὐτούς, ἀπεσώθη.

(2) Explain the construction of ἔλαβεν ἀποδρὰς.

4. Translate: Θηραμένης μὲν δὴ οὕτως ἀπέθανεν οἱ δὲ τριάκοντα, ὡς ἐξὸν ἤδη αὐτοῖς τυραννεῖν ἀδεῶς, προείπον μὲν τοῖς ἔξω τοῦ γαταλόγου μὴ εἰσιέναι εἰς τὸ ἄστυ, ἦγον δὲ ἐκ τῶν χωρίων, ἵν' αὐτοὶ καὶ οἱ φίλοι τοὺς τούτων ἀγροὺς ἔχοιεν. φευγόντων δὲ εἰς τὸν Πειραιᾶ καὶ ἐντεύθεν πολλοὺς ἄγοντες ἐπέπλησαν καὶ τὰ Μέγαρα καὶ τὰς Θήβας τῶν ὑποχωρούντων.

Parse ἐξὸν and explain its construction.

5. Translate: Καὶ τότε μὲν ἀρχὰς καταστησάμενοι ἐπολιτεύοντο· ὑστέρῳ δὲ χρόνῳ ἀκούσαντες ξένους μισθοῦσθαι τοὺς Ἐλευσῖνι, στρατευσάμενοι πανδημεὶ ἐπ' αὐτοὺς τοὺς μὲν σταλλαγνοὺς αὐτῶν εἰς λόγους ἐλθόντας ἀπέκτειναν, τοὺς δὲ ἄλλοις εἰσπέμψαντες τοὺς φίλους καὶ ἀναγκαίους ἔπεισαν συναλλαγῆναι· καὶ ὁμόσαντες ὄρκους ἦ μὴν μὴ μνησικακήσειν, ἔτι καὶ νῦν ὁμοῦ τε πολιτευοῦνται καὶ τοῖς ὄρκοις ἐμμένει ὁ δῆμος.

(1) Parse συναλλαγῆναι and ὁμόσαντες.

(2) Explain the invariable force and use of ἦμην.

2 TO 3 P. M., MONDAY, 6TH JULY, 1908.

GREEK HISTORY.—XII (Old).

¹ (a). What were the three great natural divisions of Greece? (b). Name any six of its political divisions. (c). Give a brief account of the Grecian games.

² (a). Tell what you know of Solon and his legislation? (b). Who was Cyrus the elder? What connection has he with Grecian History? (c). What led to the war between the Greeks and the Persians? What Persian monarchs took part in it?

³ (a). Discuss the Confederacy of Delos, its origin and its effect on the power of Athens. (b). The causes of the Peloponnesian War. (c). Tell the story of the siege of Syracuse.

⁴ (a). Give an account of the Supremacy of Thebes and the leading men connected therewith. (b). Of the Social War and the Sacred War. Sketch briefly the results of these wars. (c). What is meant by the Peace of Philocrates?

⁵ (a). Who were Lycurgus, Draco, Themistocles, Clisthenes, Cleon, Lysander, Phocion, and Demosthenes? (b). Give the dates of the First Messenian War, the assumption of power by Pisistratus at Athens, Peace of Nicias, the Battle of Arginusæ.

3.10 TO 4.10 P. M., MONDAY, 6TH JULY, 1908.

BOTANY.—XII (Old).

1. Show what you know about the species, characters and habitats of any two of the following: Mycetozoa, Chroococaceæ, Protococcoideæ, Zygnemaceæ, Confervoideæ, Mucoraceæ, Peronosporaceæ.
2. Show, similarly, what you know about any five of the following: One of the mildews, *Boletus*, *Lycoperdon*, *Plowrightia*, *Marchantia*, *Polytrichum*, *Peziza*, *Polypodium*, *Lycopodium*, *Equisetum*.
3. Sketch the life history of the wheat rust, or of a conifer in full detail, (details of common knowledge of no appreciable value in any answers of this grade).
4. Give an orderly classification of (a) Flower Clusters, (b) Fruits, and (c) the principal divisions of the Authophyta; or show what you know about Nova Scotia *Ranunculaceæ*, or the *Ericaceæ* or the *Liliaceæ*.
5. Discuss any other botanical subject in which you have done your best practical work. (Very little value will be given for anything under this question unless it proves that good and extensive original or actual botanical work—not book work merely—has been done).

4.15 TO 5.15 P. M., MONDAY, 6TH JULY, 1908

DEMOSTHENES.—XII (Old).

PLATO (APOLOGY AND CRITO).

I. Translate :

Ἵπολάβοι ἂν οὖν τις ὑμῶν ἴσως· ἀλλ', ὦ Σώκρατες, τὸ σὸν τί ἐστὶ πρᾶγμα; πόθεν αἱ διαβολαὶ σοι αὐταὶ γεγόνασιν; οὐ γὰρ δῆπου σοῦ γε οὐδὲν τῶν ἄλλων περιττότερον πραγματευομένου ἔπειτα τοσαύτη φήμη τε καὶ λόγος γέγονεν, εἰ μὴ τι ἔπραττες ἄλλοιον ἢ οἱ πολλοὶ· λέγεις οὖν ἡμῖν, τί ἐστίν, ἵνα μὴ ἡμεῖς περὶ σοῦ αὐτοσχεδιάζωμεν. ταυτί μοι δοκεῖ δίκαια λέγειν ὁ λέγων, κἀγὼ ὑμῖν πειράσομαι ἀποδείξαι, τί ποτ' ἐστὶ τοῦτο ὃ ἐμοὶ πεποίηκε τό τε ὄνομα καὶ τὴν διαβολήν.

2.

Does γέγονεν correspond gramatically to εἰ μὴ ἔπραττες in following clause? What does latter require?

οἶδε μὲν γὰρ οὐδεὶς τὸν θάνατον οὐδ' εἰ τυγχάνει τῷ ἀνθρώπῳ πάντων μέγιστον ὂν τῶν ἀγαθῶν, δεδίασι δ' ὡς εὖ εἰδότες ὅτι μέγιστον τῶν κακῶν ἐστὶ. καὶ τοῦτο πῶς οὐκ ἀμαθία ἐστὶν αὕτη ἢ ἐπονείδιστος ἢ τοῦ οἰεσθαι εἰδέναι ἃ οὐκ οἶδεν; ἐγὼ δ', ὦ ἄνδρες, τούτῳ καὶ ἐνταῦθα ἴσως διαφέρω τῶν πολλῶν ἀνθρώπων, καὶ εἰ δὴ τῷ σοφώτερός του φαίην εἶναι, τούτῳ ἂν, ὅτι οὐκ εἰδὼς ἱκανῶς περὶ τῶν ἐν Ἄιδου οὕτω καὶ οἶομαι οὐκ εἰδέναι τὸ δὲ ἀδικεῖν καὶ ἀπειθεῖν τῷ βελτίονι, καὶ θεῷ καὶ ἀνθρώπῳ, ὅτι κακὸν καὶ αἰσχρὸν ἐστὶν οἶδα.

(1) Parse δεδίασι. (2) Parse τῳ and του.

3. Translate :

ἰμῖν γὰρ ὡς φίλοις οὖσιν ἐπιδείξαι ἐθέλω τὸ νυνὶ μοι
 ξυμβεβηκὸς τί ποτε νοεῖ. ἐμοὶ γάρ, ὦ ἄνδρες, δικαστί—ὑμᾶς
 γὰρ δικαστὰς καλῶν ὀρθῶς ἂν καλοῖην—θαυμάσιόν τι γέγονεν.
 ἢ γὰρ εἰωθυῖά μοι μαντικὴ ἢ τοῦ δαιμονίου ἐν μὲν τῷ πρόσθεν
 χρόνῳ παντὶ πάνυ πυκνὴ αἰεὶ ἦν καὶ πάνυ ἐπὶ σμικροῖς
 ἐναντιούμενη, εἴ τι μέλλοιμι μὴ ὀρθῶς πράξαι· νυνὶ δὲ
 ξυμβέβηκέ μοι, ἅπερ ὁράτε καὶ αὐτοί, ταυτὶ ἄ γε δὴ οἰηθεῖν
 ἂν τις καὶ νομίζεται ἕσχατα κακῶν εἶναι.

Parse εἰωθυῖά and οἰηθειη.

4. Translate :

ἀλλ', ὦ δαιμόνιε Σώκρατες, ἔτι καὶ νῦν ἐμοὶ πείθου καὶ
 σώθητι ὡς ἐμοί, ἐὰν σὺ ἀποθάνῃς, οὐ μῖα ξυμφορὰ ἐστίν,
 ἀλλὰ χωρὶς μὲν τοῦ ἑστερηῆσθαι τοιούτου, ἐπιτηδείου, οἶον ἐγὼ
 οὐδένα μὴ ποτε εὐρήσω, ἔτι δὲ καὶ πολλοῖς δόξω, οἳ ἐμὲ καὶ σέ
 μὴ σαφῶς ἴσασιν, ὡς οἷός τ' ὦν σε σώζειν, εἰ ἤθελον ἀναλίσκειν
 χρήματα, ἀμελήσαι. καίτοι τίς ἂν αἰσχιῶν εἴη ταύτης δόξα
 ἢ δοκεῖν χρήματα περὶ πλείονος ποιεῖσθαι ἢ φίλους.

(1) Parse σώθητι, ἀποθάνῃς, ἴσασιν. (2) Explain
 syntax of ἐπιτηδείου and ταήτης.

5. Translate :

ἀλλὰ δὴ τῶν παίδων ἕνεκα βούλει ζῆν, ἵνα αὐτοὺς
 ἐκθρέψῃς καὶ παιδεύῃς ; τί δέ ; εἰς Θετταλίαν αὐτοὺς
 ἀγαγὼν θρέψῃς τε καὶ παιδεύσεις, ξένους ποιήσας, ἵνα καὶ
 τοῦτο [σου] ἀπολαύσωσιν ; ἢ τοῦτο μὲν οὐ, αὐτοῦ δὲ τρεφόμενοι
 σοῦ ζῶντος βέλτιον θρέψονται καὶ παιδεύονται, μὴ
 ξυνόντος σοῦ αὐτοῖς ; οἳ γὰρ ἐπιτηδεῖοι οἳ σοὶ ἐπιμέλησονται
 αὐτῶν.

(1) Point out peculiarity in conjugation of ζῆν.
 Mention similar verbs. (2) Parse ἐκθρέψῃς.

9 TO 10 A. M., TUESDAY, 7TH JULY, 1908.

TACITUS.—XII (Old).

1. Translate:—*Quae cuncta etsi consiliis ductuque alterius agebantur. ac summa rerum at recuperatae provinciae gloria in ducem cessit, artem et usum et stimulos addidit iuveni, intravitque animum militaris gloriae cupido, ingrata temporibus, quibus sinistra erga eminentes interpretatio, nec minus periculum ex magna fama quam ex mala.*

Write brief notes on (1) the relationship of Tacitus to Agricola; (2) The style of Tacitus.

2. Translate:—*Ne famam quidem, cui saepe etiam boni indulgent, ostentanda virtute aut per artem quaesivit; procul ab aemulatione adversus collegas*

procul a contentione adversus procuratores, et vincere inglorium et atteri sordidum arbitrabatur. Minus triennium in ea legatione detentus ac statim ad spem consulatus revocatus est, comitante opinione Britanniam ei provinciam dari, nullis in hoc suis sermonibus, sed quia par videbatur. Haud semper errat fama; aliquando et elegit.

- (1) Parse *atteri* and *minus triennium*.
 (2) In *hoc*. In what case is *hoc*? Why?
3. Translate: — Hunc rerum cursum, quamquam nulla verborum iactantia epistolis Agricolae auctum, ut Domitiano moris erat, fronte laetus, pectore anxius excepit. Inerat conscientia derisui fuisse nuper falsum e Germania triumphum, emptis per commercia, quorum habitus et crines in captivorum speciem formarentur; at nunc veram magnamque victoriam tot milibus hostium caesis ingenti fama celebrari.
- (1) *Domitiano moris*. Account for these cases.
4. Translate: — Si civitas, in qua orti sunt, longa pace et otio torpeat, plerique nobilitium adolescentium petunt ultra eas nationes, quae tum bellum aliquod gerunt, quia et ingrata genti quies, et facilius inter ancipitia clarescunt, magnumque comitatum non nisi vi belloque tuentur. Exigunt enim principis sui liberalitate illum bellatorem equum, illam cruentam victricemque frameam; Parse *ancipitia*. Explain the force of *illum* and *illam*.
5. Translate: — Ipse eorum opinionibus accedo, qui Germaniae populos nullis aliarum nationum connubiis infectos propriam et sinceram et tantum sui similem gentem existisse arbitrantur. Unde habitus quoque corporum, quamquam in tanto hominum numero, idem omnibus; truces et caerulei oculi, operum non eadem patientia; minimeque sitim aestumque tolerare, frigora atque inediae coelo solove assuerunt.
- Parse *tantum, sui, coelo*.

10.10 TO 11.10 A. M., TUESDAY, 6TH JULY, 1903.

ZOOLOGY.—XII (Old).

1. Indicate the character, habitat, and place in a classification system of *Diffugia*, *Spongilla*, *Hydra*, *Trypanosoma*, and *Tænia*.
2. Compare an echinoderm with an annelid and a lamellibranch, in respect of the following systems: (1) The nervous system, (2) Hæmal and other liquid systems, and (3) Reproductive systems.
3. Give a general outline classification of the Arthropoda, a more detailed one of the Insecta, and name as many dipterous and lepidopterous species of interest to us as you can.
4. Sketch the following systems of any fish: (1) Its fins, (2) its scales, (3) its air bladder, (4) its stomach and pyloric caeca, (5) its skeleton and (6) its nervous system.
5. Give an outline classification of birds or mammals; with a dissertation showing the character of the practical study of a specimen or group, belonging to either.

11.15 TO 12.15, A. M., TUESDAY, 7TH JULY, 1903.

NAVIGATION.—XII (Old).

(Only Five questions to be attempted).

1. Explain the peculiarities and causes of the *Deviation* of the Compass.
2. Required the *course* and *distance* from a place in lat. $9^{\circ} 30' N.$, and long. $13^{\circ} 18' W.$, to another place in lat. $5^{\circ} 28' S.$, and long. $35^{\circ} 17' W.$, by Mercator. Indicate briefly but plainly how you would solve the problem.

3. Indicate also similarly, how to solve the following problem: A ship sailing at the rate of 10 knots an hour, and wanting to double a cape, bearing from her N. W. by W., finds she is in a current setting S. S. W. 4 miles an hour; what course must she steer to counteract the effects of the current?

4. Draw a complete Traverse Table for compound courses (Middle Latitude Sailing), with headings and footings of columns shown.

5. Indicate how you could find the latitude of your ship by a meridian observation of the sun, so as to show your practical knowledge of instruments used.

6. In like manner, show how thereafter you could find your longitude by chronometer.

2 TO 3 P. M., TUESDAY, 7TH JULY, 1903.

HOMER (ILIAD.)

AESCHYLUS.—XII (Old).

1. Translate :

Τῷ γ' ὡς βουλευσάντε διέτμαγεν ἡ μὲν ἔπειτα
 εἰς ἄλλα ἄλτο βαθείαν ἀπ' αἰγλήεντος Ὀλύμπου,
 Ζεὺς δὲ εἶον πρὸς δῶμα. θεοὶ δ' ἅμα πάντες ἀνάσταν
 ἔξ ἑδέων, σφοδρὸν πατρὸς ἐναντίον οὐδέ τις ἔτλη
 Μείναι ἐπερχόμενον, ἀλλ' ἀντίοι ἔσταν ἅπαντες.
 Ὡς ὁ μὲν ἔβη καθέζετ' ἐπὶ θρόνον· οὐδέ μιν Ἥρη
 ἠγνοίησεν ἰδοῦσα ὅτι οἱ συμφράσσατο βουλᾶς
 Ἀργυρόπεζα Θέτις, θυγάτηρ ἰλίοιο γέροντος.
 Αὐτίκα κερτομίοισι Λία Κρονίωνα προσήυδα.

(1) Τῷ διέτμαγεν. Is this a violation of the laws of agreement? Parse διέτμαγεν. (2) Parse οἱ

2. Translate :

Ὀν δ' αὖ δῆμον τ' ἄνδρα ἴδοι βοῶντά τ' ἐφεύροι,
 Τὸν σκίπτρω ἐλάσασκεν, ὁμακλήσασκέ τε μύθῳ.
 "Δαιμόν', ἄτρεμας ἦσο καὶ ἄλλων μῦθον ἄκουε,
 Οἱ σέο φέριτεροί εἰσι· σὺ δ' ἀπτόλεμος καὶ ἀναλκίς,
 Οὔτε ποτ' ἐν πολέμῳ ἐναρίθμος εὐν' ἐνὶ βουλῇ.
 Οὐ μὲν πως πάντες βασιλεύσομεν ἐνθάδ' Ἀχαιοί.
 Οὐκ ἀγαθὸν πολυκοιρανίῃ· εἰς κοίρανος ἔστω,
 εἰς βασιλεὺς, ᾧ ἔδωκε Κρόνου παῖς ἀγκυλομήτηω.

Parse ἐφεύροι and ἦσο. (2) ἀγαθὸν. Write note on gender.

3. Translate :

Ἄλλ' ἔκ τοι ἔρέω, τὸ δὲ καὶ τετελεσμένον ἔσταν
 εἰ κ' ἐπι σ' ἀφραίνοντα κηχῆσομαι ὡς γὰρ περ ὧδε,
 Μῆκέτ' ἔπει' Ὀδυσσῆϊ κάρη ὤμοισιν ἐπέη.
 Μηδ' ἐνὶ Τηλεμάχου πατὴρ κεκλημένος εἶμι.
 Εἰ μὴ ἐγὼ σε λαβὼν ἀπὸ μὲν φίλα εἴματα δύσω,
 Χλαϊνάν τ' ἠδὲ χιτῶνα, γὰρ τ' αἰδῶ ἀμφικαλύπτει
 αὐτὸν δὲ κλαίοντα θεὸς ἐπὶ νῆας ἀφῆσω
 Πηπληγῶς ἀγορήθεν ἀκείεσσι πληγήσιν.

(1) Ὀδυσσῆϊ. Why is this not genitive? (2) Parse ἀφῆσω and πεπληγῶς.

4. Translate :

“ Ζεῦ κύνιστε μέγιστε, κελαινεφές, αἰθέρι ναίων,
 Νῆ πρὶν ἐπ’ ἠέλιον θῆναι καὶ ἐπὶ ανέφας ἐλθεῖν,
 Πρὶν με κατὰ πρηγὲς βαλέειν Πριάμοιο μέλαθρον
 Αἰθαλόεν, κρήσαι δὲ πύρρος δηϊοῦ θυρετρα,
 Ἐκτόρεον δὲ χετῶνα περὶ στήθεσσι δαΐξαι
 Χαλκῶ ῥωγαλέον· πολέες δ’ ἀμφ’ αὐτὸν ἔταιροι
 Πρηγέες ἐν κούρησιν ὁδὰξ λαζοίατο γαίαν.”

(1) Scan second and third lines of extract.

(2) Parse λαζοίατο.

5. Translate :

Τοὺς δ', ὡς τ' αἰπόλια πλατέ' αἰγῶν αἰπόλοι ἄνδρες
 ῥεῖα διακρίνωσιν, ἐπεὶ κε νομῶ μιν γέωσιν,
 Ὡς τοὺς ἠγεμόνες διεκόσμεον ἔνθα καὶ ἔνθα
 ῥ' Ἰσμίνηνδ' ἰέναι, μετὰ δὲ κρείων Ἀγαμέμνων,
 Ὀμματα καὶ κεφαλὴν ἵκελος Διὶ τερπικεραύνῳ
 ῥ' Ἀρεῖ δὲ ζώνην, στέρνον δὲ Πιοσειδάωνι.

Parse ῥ' Ἰσμίνηνδ'. Write note on enclitic δε.

3.10 TO 4.10 P. M., TUESDAY, 7TH JULY, 1908.

SANITARY SCIENCE.—XII (Old).

1. Describe the air impurities of this country, which are injurious to health, stating their origin and effect.
2. Write notes on: (a) the care of the teeth; (b) the use of ice-cold drinks or foods; (c) the use of tobacco; (d) injurious gymnastics.
3. Give a classification of foods and show the advantages of a mixed diet. Give two or three dietaries to illustrate the principles you discuss.
4. Show the various benefits arising from the regular and frequent inspection of schools by a competent physician.
5. Discuss the advantages of Military Drill as a form of physical education suitable for schools.

4.15 TO 5.15 P. M., TUESDAY, 7TH JULY, 1908.

ASTRONOMY.—XII (Old).

1. Define the terms: Vernal Equinox, Sidereal time, Equinoctial Colure, Occultation, Penumbra, Right Ascension, Libration, Perihelion, Albedo, and Ptolemaic system.
2. Describe fully a method of determining the earth's mass.
3. Discuss the atmosphere and surface structure of either (a) the Moon, or (b) Mars, or (c) the Sun.
4. (a) What are Meteors, and how can their altitudes be determined? or (b) Explain Geocentric and Heliocentric parallax, and their uses.
5. Describe any three constellations, so as to demonstrate the character of your acquaintance with the evening sky.

9.00 TO 10.00 A. M., WEDNESDAY, JULY 8TH, 1908.

ALGEBRA.—XII (Old).

[Only five questions to be attempted.]

1. Find the three roots of the equation $x^3 = 1$, and prove by reforming the equation.
2. If ${}^{2n}C_3 : n C_2 = 44 : 3$, find n .
3. If $a^{3-x} b^{5x} = a^{x+5} b^{3x}$, show that $x \log \left(\frac{b}{a} \right) = \log a$.
4. Find the generating function and the general term of the series $1 + 5x + 9x^2 + 13x^3 + \dots$.
5. Find the greatest value of a in order that the equation $7x + 9y = a$ may have exactly six solutions in positive integers.
6. Show that $(3^{2n} + 2 + 5^{2n} + 1)$ is a multiple of 14.
7. A bag contains 5 white, 7 black, and 4 red balls; Find the chance that three balls drawn at random are all white.
8. If a perpetual annuity is worth 25 years' purchase. Find the amount of an annuity of \$500 to continue for two years.

10.10 TO 11.10 A. M., WEDNESDAY, 8TH JULY, 1908.

LATIN COMPOSITION.—XII (Old).

1. Decline in both numbers: — *Alius bos, tristius carmen, idem iter, Aliqua domus.* Give the perfect indicative (1st person) and supine corresponding to the following verbal forms: *torreo, tondebat, gaudet, pellam, hauriret, iubebit, currat, funderet.* Compare *male, prope, bene, acriter, leviter, dulce.*
2. (a) Translate into Latin in as many ways as possible the following sentence: They sent ambassadors to Rome to sue for (seek) peace.
- (b) Give brief phrases illustrating the following constructions: *Locative genitive, locative ablative, definite price, indefinite price, dative of the agent, supposition contrary to fact, Greek accusative.*
- (c) Distinguish between *ne, num, and nonne* as interrogative particles. State when *quo* takes the place of *ut* in clauses of purpose.

Answer any three of the following questions (3, 4, 5, 6) : —

3. Translate into Latin: — (1) He asked the soldier to show him the way. (2) The general has sent these troops to our aid. (3) Ariovistus replied that he did not dare to come into those parts of Gaul which Caesar held. (4) We cannot deny that there were kings before Agamemnon. (5) I will come to you when I have finished this work.
4. Translate into Latin: — (1) The camp was attacked by the enemy before we could take up arms. (2) The consul said that it was not right to accuse Scipio in his absence. (3) They knew that they could conquer if provisions did not fail. (4) It was about noon when the senate assembled. (5) When old he acted just as he did when he was young.

5. Translate into Latin: — (1) Even if you were to deny this no one would believe you. (2) Wait at Rome until you get another letter. (3) Return to your own country. (4) I nearly died of hunger. (5) I saw my friend at Carthage three months ago.
6. Translate at sight: — Alius jam castra capta pronuntiat; alius, deleto exercitu atque imperatore, victores barbaros venisse contendit, plerique novas sibi ex loco religiones fingunt, Cottaecque et Titurii calamitatem, qui in eodem occiderint castello, ante oculos ponunt. Tali timore omnibus perterritis, confirmatur opinio barbaris, ut ex captivo audierant, nullum esse intus praesidium. Per-rumpere nituntur, seque ipsi adhortantur, ne tantam fortunam ex manibus dimittant.
- novas religiones* — a sudden superstition.

11.15 TO 12.15 A. M., WEDNESDAY, 8TH JULY, 1908.

FRENCH AUTHORS.—XII (Old).

1. Translate: — Gautier *Le Pied de Momic*.

Tout à coup je vis remuer le pli d'un de mes rideaux, et j'entendis un piétinement comme d'une personne qui sauterait à cloche-pied. Je dois avouer que j'eus chaud et froid alternativement; que je sentis un vent inconnu me souffler dans le dos, et que mes cheveux firent sauter, en se redressant, ma coiffure de nuit à deux ou trois pas. Les rideaux s'entr'ouvrirent, et je vis s'avancer, ja figure la plus étrange qu'on puisse imaginer.

- (a) Parse and give principal parts of *puisse*, and account for its mood.

2. Translate: — Victor Hugo *L'expiation*.

Stupéfait du désastre et ne sachant que croire, L'empereur se tourna vers Dieu; l'homme de gloire Trembla; Napoléon comprit qu'il expiait
Quelque chose peut-être, et, livide, inquiet,
Devant ses légions sur la neige semées:
"Est-ce le châtement, dit-il, Dieu des armées?"
Alors il s'entendit appeler par son nom,
Et quelqu'un qui parlait dans l'ombre lui dit: "Non."

- (a) Ne *sachant* que croire. Give the infinitive and the past participle of *sachant*, and explain the nature of *que*. Translate: I have *but* one brother.

3. Translate: — Molière *Le Bourgeois Gentilhomme*.

Mad. Jourdain. Il y a longtemps que vos façons de faire donnent à rire à tout le monde. *M. Jourdain*. Qui est donc tout ce monde-là, s'il vous plaît? *Mad. Jourdain*. Tout ce monde-là est un monde qui a raison, et qui est plus sage que vous. Pour moi, je suis scandalisée de la vie que vous menez. Je ne sais plus ce que c'est que notre maison: on dirait qu'il est céans car me prenant tout les jours; et dès le matin, de peur d'y manquer, on y entend des vacarmes de violons et de chanteurs dont tout le voisinage se trouve incommodé.

- (a) De peur d'y manquer; on y entend. Parse *y* in each of these expressions and mention the words they represent.

4. Translate: — Manuel *La Robe*.

— Va t'en donc! dit la femme, ayant assez souffert; Garde ta liberté; moi, je reprends la mienne! C'est assez travailler pour toi. Quoi qu'il advienne, J'ai mes doigts, j'ai mes yeux: je saurai me nourrir. Va boire! tes amis t'attendent; va courir Au cabaret! Le soir, dors où le vin te porte! Je ne t'ouvrirai plus, ivrogne, cette porte!

- (a) *Va t'en donc*. Parse *va* and *t'*. Write this sentence in the negative form and translate: Art thou not going away?

5. Translate: — Halévy *L'héritage*.

Il^s étaient là tous les quatre, prenant le café à la normande. . . . On avait apporté des tasses et des carafons d'eau-de-vie. . . . On avait versé le café dans les tasses. . . . Ils avaient commencé par en avaler une bonne gorgée et ils avaient tout de suite remplacé le café par de l'eau-de-vie. Au bout de cinq minutes nouvelle gorgée, nouveau vide dans la tasse, vide immédiatement comblé à l'aide du carafon, si bien que le café, après quatre ou cinq gorgées, était réduit à des proportions infinitésimales.

(a) *Tous les quatre*. Give the singular of *tous*. Establish the difference between: *Toute ville*, *toute la ville*, *toutes les villes*.

2.00 TO 3.00 P. M., WEDNESDAY, 8TH JULY, 1905

ENGLISH LANGUAGE.—XII (Old).

[Only *five* questions to be answered.]

1. Give a short account of the influence of foreign tongues upon the English of the Anglo-Saxon period.

2. Write an account of the literature of the Old English period.

3. Trace the changes that have taken place in the comparison of adjectives.

4. How does Chaucer describe the "Nonne, a Prioress" in the Prologue?

5. Explain, and when necessary comment on: —

(a) It is ful faire to have been yclept ma dame.

(b) My swevene rede aright.

(c) That schapen was my deth erst than my scherte.

(d) Ga-tothed was sche, sothly for to seye.

(e) The nayl y-dryve in the schode a-nyght.

6. Give a summary of the "Nonne Preestes Tale."

3.10 TO 4.10 P. M., WEDNESDAY, 8TH JULY, 1908.

FRENCH GRAMMAR AND COMPOSITION.—XII (Old).

1. Mention, giving examples in illustration, some of the leading points in which French differs in its construction from the English.

2. Describe the nature, and explain the formation of the *subordinate* propositions in the following sentences: Translate: — No one knows whether he will live tomorrow. I like to study foreign languages. Man, driven by hunger, becomes criminal. He is said (one says) to be the richest man in the world. When is the *subjunctive* mood used in *conjunctive* propositions? Write down three sentences in illustration.

3. Explain the agreement of the *adjective* connected with *gens*, translating: — Old people are suspicious. Comment on the agreement of *tout*, and translate: — Not *all* people are good. We like *all good* people and *all honest* people. If an adjective qualifies two or more nouns of *different genders*, how does it agree? Give an example. The *adjective*, in a certain case, can *never* agree with the substantive; state the case and give an illustration.

4. The English *whose*, as a *relative* pronoun, assumes two different forms in French; state when it must appear in the *one* form, when in the *other*, and translate: —

The gentleman, on whose friendship one can always rely (*se fier à* . . .), and whose kindness of heart is known throughout the city, is my uncle. In what case may two or more verbs have a common complement? Is it correct to say: *L'enfant doit obéir (à) et respecter ses parents?* Why? Explain why the sentence: *C'est à vous à qui je parle*, is *incorrect*.

5. Translate into French: — Louis XIV, one day, composed a short poem. He said to Mr. de Grammont: I would like you to read this madrigal and to tell me if you have ever seen such an impertinent one. Grammont, after having read it, said to the king: Your Majesty, it is true, this is the most foolish and most ridiculous madrigal I have ever seen. "I am glad," said the king, "that you have spoken so candidly, I have written it."

4.15 TO 5.15 P. M., WEDNESDAY, 8TH JULY, 1908.

GEOLOGY.—XII (Old.)

(Only five questions to be attempted.)

1. Point out the relation of minerals to rocks and of rocks to soil, giving examples from Nova Scotian localities.
2. Locate generally the igneous rocks of Nova Scotia, giving an idea of their mineralogical character and geologic age.
3. Compare the Devonian rocks of Nova Scotia with the Carboniferous, with respect to (a) fossils, (b) common metallic minerals, (c) calcium minerals, and (d) location and area.
4. Draw a hypothetical outline map of Nova Scotia while the new red sand-stone formation was being deposited, sketching physiographic conditions.
5. Draw a geological section of Nova Scotia, (anywhere), showing the succession and strike of the formations.
6. Discuss generally the geological development of the American continent; or the present geological changes going on in Nova Scotia.
7. Discuss one of the following: (a) The use of a geological survey, or (b) How an iron mine deposit grows, or (c) How granite is formed.

9.00 TO 10.00 A. M., THURSDAY, 9TH JULY, 1908.

GEOMETRY.—XII (Old.)

1. The bisector of an angle of a triangle divides the opposite side into segments which are proportioned to the other two sides.
2. The arcs of a circle are proportional to the angles subtended by them at its centre.
3. The minimum line from a point to a plane is perpendicular to that plane.
4. If a pyramid is cut by a plane parallel to its base, the section is a polygon similar to the base.
5. (a) The abscissa of a point in the locus of the equation $3^x - 4y - 7 = 0$ is 9; What is the value of the ordinate?
(b) The centre of gravity of a triangle is situated on the line joining any vertex to the middle point of the opposite side, at the point of trisection nearest that side. Find the centre of gravity of the triangle whose vertices are the points (2, 3), (4, -5) (-3, -6).

10.10 TO 11.10 THURSDAY, 9TH JULY, 1908.

GREEK COMPOSITION.—XII (Old).

1. Decline together in all numbers : *αὐτὴ ἡ ναῦς, οὗτος ὁ ἀνὴρ*. Write the dative plural of *βούς, λιμὴν, γόνυ, παῖς, πούς*.

2. Distinguish between *augment* and *reduplication* as to (1) meaning ; (2) form ; (3) parts of verb affected by each. Give principal parts of *μανθάνω, μάχομαι, ἐσθίω, πίπτω, βλώσσω, ἵημι, ὄμνυμι*.

3. Express in Greek the italicized part of each of the following sentences : He ruled over *ten cities*. They shared *in many good things*. The master teaches his *pupils wisdom*. What construction in Greek is equivalent to the Latin Gerund? *βουλεύσαι, βουλευσαι, βούλευσαι*. Determine the mood and tense of each of these verbs by reference to its accentuation.

Answer any two of the following questions (4, 5, 6).

4. Translate into Greek : (1) Be men worthy of freedom. (2) He sent them all away so as to be more friendly to him than to the king. (3) I bid you therefore straightway to cross the river. (4) Let us send men to seize the heights. (5) At daybreak they sent forth the horsemen.

5. Translate into Greek : (1) He heard a noise and inquired what the noise was. (2) He said that Cyrus began his speech as follows. (3) I will teach you into what sort of a conflict you are going. (4) Clearchus fled to his own army. (5) Do not wonder that I am dissatisfied (*χαλεπῶς φέρω*) with existing circumstances.

6. Translate from text not specified : *τὸ μὲν οὖν ὄρος ἐστὶ τὸ ὀρώμενον πλέον ἢ ἐφ' ἐξήκοντα στάδια, ἄνδρες δ' οὐδαμῶς φυλάττοντες ἡμᾶς φανεροί εἰσιν, ἀλλ' ἢ κατ' αὐτὴν τὴν ὁδὸν πολὺ οὖν κρείττον τοῦ ἐρήμου ὄρους καὶ κλέψαι τι πειρᾶσθαι λαθόντας, καὶ ἀρπάσαι φθάσαντας, ἣν δυνώμεθα, μᾶλλον ἢ πρὸς ἰσχυρὰ χωρία καὶ ἄνδρας παρεσκευασμένους μάχεσθαι.*

ἀλλ' ἢ = except.

11.15 TO 12.15 A. M., THURSDAY, 9TH JULY, 1908.

CICERO. (*Pro Milone*)—XII (Old).

1. Translate: — Equidem ceteras tempestates et procellas in illis dumtaxat fluctibus contentum semper putavi Miloni esse subeundas, quia semper pro bonis contra improbos senserat, in iudicio vero et in eo consilio, in quo ex cunctis ordinibus amplissimi viri iudicarent, numquam existimavi spem ullam esse habituros Milonis inimicos ad eius non modo salutem extinguendam, sed etiam gloriam per tales viros infringendam.

State the crime with which Milo was charged, and briefly outline Cicero's defence.

2. Translate: — Est igitur haec, iudices, non scripta, sed nata lex, quam non didicimus, accepimus, legimus, verum ex natura ipsa arripuimus, hausimus, expressimus, ad quam non docti, sed facti, non instituti, sed imbuti sumus, ut, si vita nostra in aliquas insidias, si in vim et in tela aut latronum aut inimicorum incidisset, omnis honesta ratio esset expediendae salutis. Silent enim leges inter arma.

Parse *hausimus*. What is the grammatical construction of *honesta*?

3. Translate: — Quod vero te, L. Domiti, huic quaestioni praesse maxime voluit, nihil quaesivit aliud nisi iustitiam, gravitatem, humanitatem, fidem. Tulit, ut consularem necesse esset, credo, quod principum munus esse ducebat resistere et levitati multitudinis et perditorum temeritati. Ex consularibus te creavit potissimum; dederas enim, quam contemneres populares insanias, iam ab adulescentia documenta maxima.

Account for the form of *Domiti*, the case of *levitati*, and the mood of *contemneres*.

4. Translate: — Videte, iudices, quanta res his testimoniis sint confectae. Primum certe liberatur Milo non eo consilio profectus esse, ut insidiaretur in via Clodio, quippe, si ille obvius ei futurus omnino non erat. Deinde (non enim video, cur non meum quoque agam negotium) scitis, iudices, fuisse, qui in hac rogatione suadenda dicerent Milonis manu caedem esse factam, consilio vero maioris alicuius.

(1) Parse *profectus esse*.

(2) Account for cases of *Clodio* and *ei*.

5. Translate: — Utinam di immortales fecissent (pace tua, patria, dixim; metuo enim, ne scelerate dicam in te, quod pro Milone dicam pie), utinam P. Clodius non modo viveret, sed etiam praetor, consul, dictator esset potius, quam hoc spectaculum viderem! O, di immortales, fortem et a vobis, iudices, conservandum virum! Give rule for use of mood and tense after *utinam*.

2.00 TO 3.00 P. M., THURSDAY, 9TH JULY, 1908:

PHYSICS.—XII (Old).

(Only five questions to be attempted).

1. A body falls 297.6 feet in four seconds; what was its initial velocity? What velocity will a force of 20 dynes acting on one Kilogram, impart to it in five minutes? What
2. Explain what is meant by strain, rigidity, elasticity, viscosity, surface tension. Describe any method of determining the length of a sound wave.
3. Discuss the kinetic theory of gases. How does it account for diffusion in gases and for pressure, and how does it bear upon the question of absolute zero of temperature?
4. Describe any experiment by which the mechanical equivalent of heat may be determined. Explain spherical aberration and chromatic aberration.

5. What is meant by a virtual image? Give as many different conditions as you can under which an image would be virtual. Describe fully enough to make it plain that you understand.
6. Describe, sufficiently to show your knowledge of principles involved, the telegraph, or the telephone, or an electric motor.
7. Discuss any subject in electricity or magnetism in a manner suiting your grade and the time allowed.

3.10 TO 4.10 P. M., THURSDAY, 9TH JULY, 1908.

GERMAN GRAMMAR AND COMPOSITION.—XII (Old.)

1. Name auxiliary verbs of mood. What form does the *perfect participle* of a modal auxiliary adopt when construed with an *infinitive*? Translate:—The children *have not been allowed* to go into the garden. Show that ambiguous expressions, such as: *I could not*, are clearly distinguished in German; translate for examples: *I could not go*, because it rained. *I could not go*, if the weather were ever so fine. Give the *German* equivalent of: *I like to read*. *He is said to be rich*. *Shall I send for the doctor*?
2. In what respect does the *German* passive differ from the *English* passive? Give examples, using both *sein* and *werden* for illustrations. How do you distinguish between: *Die Thöre wurde um acht Uhr geschlossen*, and *Die Thöre war um acht Uhr geschlossen*. Prove that the *subject* of a passive verb in German, must be a *direct object* (accus.), by translating. *I have been told* that the Prince of Wales is *coming* to Halifax. Other idioms are used to express the *English* passive; translate;—No help is needed. That is easily understood. *I am not asked*.
3. Explain the nature of *separable* and *inseparable* verbs; write down three verbs of each class. Translate:—The sun rises at six o'clock. He has not understood what you say.—What place does the *separable* particle occupy in the sentence, and in what case must it assume a different position; use the sentence above: *The sun rises*. . . . for your illustrations, giving full explanations.—What combination is used to express *purpose*? Translate: *I do my best to learn the German language*.
4. Conjunctions are either *pure*, *adverbial* or *subordinating*; write down *three* of each class. Compose three *German* sentences, illustrating the use of each class of these conjunctions, and fully state *when* and *how* they influence the order of words in the sentence. Give meaning and principal parts of: *ambieten*, *vergessen*, *helfen*, *vorbeigehen*; classify these verbs.
5. Translate into German:—What is the matter with you? *I am sorry* that you have not succeeded. There is nothing new today. Two boys were taking a walk and came to a nut tree, under which they found a nut which they wished to divide. The elder opened it, and left the other his choice, whether he would have the *inside* or the *outside* (*inner*, *äusser* (as nouns)). He chose the outside and got only the shell.

4.15 TO 5.15 P. M., THURSDAY, 9TH JULY, 1908.

VERGIL (*Georgics*).—XII (Old.)

1. Translate:—
 Semina
 vidi lecta diu et multo spectata labore
 degenerare tamen, ni vis humana quotannis
 maxima quaeque manu legeret. Sic omnia fatis
 In peius ruere ac retro sublapsa referri.
 Non aliter, quam qui adverso vix flumine lembum
 remigiis subigit, si brachia forte remisit,
 atque illum in praeceps prono rapit alveus amni.
 Explain infinitives *ruere* and *referri*. Distinguish between *alveus* and *amnus*.

2. Translate:—

Dicendum et quae sint duris agrestibus arma,
 quis sine nec potuere seri nec surgere messes:
 vomis, et inflexi primum grave robur aratri,
 tardaue Eleusinae matris volventia plaustra,
 tribulaeque, traehaeque, et iniquo pondere rastrum;
 virgae praeterea Celei vilisque supellex,
 arbuteae crates et mystica vannus Iacchi.
 Omnia quae multo ante memor provisa repones,
 si te digna manet divini gloria ruris.

(1) Parse *seri* and *supellex*.(2) Explain: *Eleusinae matris*, *virgae Celei*, and *mystica vannus Iacchi*.

3. Translate:—

Haud, equidem credo, quia sit divinitus illis
 ingenium aut rerum fato prudentia maior;
 verum, ubi tempestas et caeli mobilis umor
 mutavere vias, et Iuppiter uvidus Austris
 denset erant quae rara modo, et quae densa relaxat,
 vertuntur species animorum, et pectora motus
 nunc alios, alios dum nubila ventus agebat,
 concipiunt: hinc ille avium concentus in agris,
 et laetae pecudes et ovantes gutture corvi.

(1) State the opinion, his disbelief in which the poet affirms in the opening lines.

(2) Parse *divinitus*.

4. Translate:—

Denique quid vesper serus vehat, unde serenas
 ventus agat nubes, quid cogitet umidus Auster,
 sol tibi signa dabit. Solem quis dicere falsum
 audeat? ille etiam caecos instare tumultus
 saepe monet, fraudemque et aperta tumescere bella:
 ille etiam exstincto miseratus Caesare Romam,
 cum caput obscura nitidum ferrugine textit,
 impiaque aeternam timuerunt saecula noctem.

(1) Account for the subjunctives *vehat*, etc.(2) *ille* *Romam*. Explain.

5. Translate:—

Dixit, et ex oculis subito ceu fumus in auras
 commixtus tenues fugit diversa; neque illum
 prensantem nequiquam umbras et multa volentem
 dicere praeterea vidit; nec portitor Orci
 amplius obiectam passus transire paludem.
 Quid faceret? quo se rapta bis coniuge ferret?
 quo fletu Manis, qua Numina voce moveret?
 Illa quidem Stygia nabat iam frigida cumba.

Write brief notes on *portitor Orci*, *Manis*, *Numina*, *Stygia*, *cumba*.

9.00 TO 10.00 A. M., FRIDAY, 10TH JULY, 1908.

TRIGONOMETRY.—XII (Old).

(Only five questions to be attempted.)

1. It is known that the diameter of a circle does not differ from 100 ft. by more than two inches. What will be the outside limit of the error made in calculating the area when the diameter is taken as 100 feet? ($\pi = \frac{22}{7}$).

2. If a be the side of a regular polygon of n sides, show that the area of the polygon $= \frac{na^2}{4} \cot \frac{\pi}{n}$.

3. A person standing due south of a light house observes that his shadow cast by the light at the top is 22 ft. long; on walking 100 yards due east he finds his shadow to be 30 ft. Supposing him to be 6 ft. high, find the height of the light from the ground.

4. Prove the following statements:—

(a) $\sin P - \sin Q = 2 \cos \frac{P+Q}{2} \sin \frac{P-Q}{2}$

(b) $\sin 5A \cdot \sin A = \sin_2 3A - \sin^2 2A$.

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

6. (a) If θ be the radian measure of an acute angle, show that $\sin \theta < \theta < \tan \theta$. (b) If θ be the radian measure of a very small angle, show that θ can be used for $\sin \theta$ in calculations.

7. Solve the equation: $\cos^{-1}x - \sin^{-1}x = \cos^{-1}x \sqrt{3}$.

10.10 TO 11.10 A. M., FRIDAY, 10TH JULY, 1908.

PSYCHOLOGY.—XII (Old).

(Five questions only to be attempted.)

1. "Psychical phenomena must be investigated by subjective and objective methods." Explain with examples illustrating.
2. "There seem to be mechanical conditions on which thought depends, and which determines the order in which objects for her comparisons and selections are presented." Discuss this statement.
3. Define and distinguish "Sensation and Perception." Wherein do they differ from "Images."
4. Explain and criticize the "automaton theory" of Consciousness.
5. Can the memory be improved? If so, how? If not, why? What is "cramming," and why is it a bad mode of study?
6. "Voluntary movements must be secondary not primary functions of our organisms." What must be the primary functions? Explain the mechanism of voluntary action.
7. Discuss the characteristics of reasoning. Carefully distinguish it from associative thinking.
8. (a) Account for the genesis of emotional reactions, and (b) show how instincts are modified by experience.
9. Discuss illusions, delusions, hallucinations and dreams, so as to show your views as to their relation to each other, and their natures and causes.

11.15 TO 12.15 A. M., FRIDAY, 10TH JULY, 1908.

HORACE.—XII (Old).

1. Translate:—

vilius argentum est auro, virtutibus aurum.
 'o cives, cives, quaerenda pecunia primum est;
 virtus post nummos'; haec Ianus summus ab imo
 prodocet, haec recinunt iuvenes dictata senesque,
 laevo suspensi loculos tabulamque lacerto.
 est animus tibi, sunt mores et lingua fidesque,
 sed quadringentis sex septem milia desunt:
 plebs eris. at pueri ludentes 'rex eris' aiunt,
 'si recte facies.' hic murus aeneus esto,
 nil conscire sibi, nulla pallescere culpa.

Explain construction of *loculos* and *lacerto*, and of the clauses *nil sibi* and *nulla culpa*.

2. Translate:—

si, quia Graiorum sunt antiquissima quaeque
 scripta vel optima, Romani pensantur eadem
 scriptores trutina, non est quod multa loquamur;
 nil intra est oleam, nil extra est in nuce duri;
 venimus ad summum fortunae; pingimus atque
 psallimus et luctamur Achivis doctius unctis.
 si meliora dies ut vina poemata reddat,
 scire velim, chartis pretium quotus arroget annus.
 scriptor abhinc annos centum qui decidit, inter
 perfectos veteresque referri debet, an inter
 vilis atque novos? excludat iurgia finis.

Explain the thought intended to be conveyed by the verse
nil duri, and the expressions *venimus fortunam*, and
excludat finis.

3. Translate:—

saepe verecundum laudasti, rexque paterque
 audisti coram, nec verbo parcius absens:
 inspicere si possum donata reponere laetus.
 haud male Telemachus, proles patientis Ulixei,
 'non est aptus equis Ithace locus, ut neque planis
 porrectus spatiis nec multae prodigus herbae:
 Atride, magis apta tibi tua dona relinquam.'
 parvum parva decent: mihi iam non regia Roma,
 sed vacuum Tibur placet aut imbelles Tarentum.

Write explanatory grammatical notes on *rexque paterque audisti*, *verbo*, *possum*.

4. Translate:—

dum licet ac vultum servat Fortuna benignum,
 Romae laudetur Samos et Chios et Rhodos absens.
 tu quaecumque manu neu dulcia differ in annum,
 grata sume manu neu dulcia differ in annum,
 ut quocumque loco fueris vixisse libenter
 te dicas; nam si ratio et prudentia curas,
 non lucus effusi late maris arbiter aufert,
 caelum non animum mutant qui trans mare currunt
 strenua nos exercet inertia: navibus atque
 quadrigis petimus bene vivere. quod petis hic est,
 est Ulubris, animus si te non deficit aequus.

- (1) Explain cases of *Romae* and *Ulubris*, and meaning of *absens*.
 (2) Parse *differ* and *aufert*.

5. Translate:—

gratus Alexandro regi magno fuit ille
 Choerilus, incultis qui versibus et male natis
 rettulit acceptos, regale nomisma, Philippos.
 sed veluti tractata notam labemque remittunt
 atramenta, fere scriptores carmine foedo
 splendida facta linunt. idem rex ille poema
 qui tam ridiculum tam care prodigus emit,
 edicto vetuit ne quis se praeter Apellen
 pingeret, aut alius Lysippo duceret aera
 fortis Alexandri vultum simulantia.

- (1) Explain constructions of *versibus*, *nomisma*, *vultum*
- (2) Parse *linunt*, *vetuit*, *pingeret*.

2.00 TO 3.00 P. M., FRIDAY, 10TH JULY, 1908

BRITISH HISTORY.—XII (Old).

[Five questions make a full paper.]

1. Give a short account of the rule of the Danish Kings.
2. "In power as in renown, the Conqueror towered high above his predecessors on the throne." Discuss this statement.
3. "The entry of Charles II into Whitehall marked a deep and lasting change in the temper of the English people." Explain this statement.
4. Give a brief history of the celebrated Long Parliament.
5. Sketch the career of the "Great Commoner."
6. Write notes on the "International Boundary," and "The Behring Sea Question."

ENGLISH LITERATURE.—XII (Old).

3.10 TO 4.10 P. M., FRIDAY, 10TH JULY, 1908.

(Only five questions to be answered.)

1. Give a sketch of the rise and development of the novel, up to the beginning of the reign of Queen Victoria.
2. Explain Carlyle's use of the expressions, — *Everlasting No*. *Everlasting Yea*.
3. Explain the title, and give very briefly the fundamental teaching of Carlyle's *Sartor Resartus*.
4. Compare the speeches of Brutus and Anthony after the assassination of Cæsar.
5. Explain the following excerpts when necessary, and state by whom and under what circumstances they were spoken:
 - (a) but for mine own part, it was Greek to me.
 - (b) Of your philosophy you make no use,
 If you give place to accidental evils.
 - (c) Ay me, how weak a thing
 The heart of woman is.

- (d) Write notes on the italicized words in the following:
 Thus Satan talking to his nearest mate,
 With head up-lift above the wave, and eyes
 That sparkling blazed; his other parts besides
 Prone on the flood, extended long and large,
 Lay floating many a rood, in bulk as huge
 As whom the fables name of monstrous size,
Titanian, or Earth-born that warred on *Jove*.
Briareus, or *Typhon*, whom the den
 By ancient Tarsus held, or that sea-beast
Leviathan, which God of all his works
 Created hugest that swim the ocean stream;

6. "Thus Belial with words clothed in reason's garb
 Counsell'd ignoble ease, and peaceful sloth."

Give a summary of Belial's speech, stating his arguments.

4.15 TO 5.15 P. M., FRIDAY, 10TH JULY, 1908.

GERMAN AUTHORS.—XII (Old).

1. Translate: — *Haydn in England*. — Eine besondere Auszeichnung *erfuhr* Haydn, nachdem nun die Saison glänzend für ihn beendet *war*, am 8 Juli, 1791: er ward von der Universität Oxford zum Doctor der Musik ernannt. Als er darauf im schwarzseidenen Doctormantel mit viereckiger Mütze bekleidet, beim Eintritt in das letzte Festconcert stürmisch empfangen wurde, ergriff er den Saum des Mantels und hielt ihn mit einem lauten: "I thank you!" in die Höhe, welcher deutliche Ausdruck des Dankes allgemeines Beifallklatschen hervorrief.

- (a) Explain the position of *erfuhr* and of *war* in the first sentence, and parse and give principal parts of these verbs.

2. Translate: — *Heimatliebe*.
 O süsse Heimatlüfte,
 Wie weht ihr doch so *mild*,
 Wie labet ihr, o Düfte
 Vom heimischen Gefild.
 Ob höh'rer Glanz und Schimmer
 Die Fremde gleich erhellt,
 Die Heimat bleibt doch immer
 Der schönste Fleck der Welt.

- (a) Why is the adjct. *mild* uninflected? In what other cases does the adjct. remain uninflected? Give examples.

3. Translate: — *Goethes Mutter*. Die junge Frau hatte jetzt etwas, was sie lieben konnte, und sie hat den Sohn grenzenlos geliebt, von seinem ersten bis zu ihrem letzten Atemzug, geliebt mit einer selbstlosen, grossinnigen Liebe die den Neid und die Eifersucht nichtkannte. Deutschland und die Welt haben die dem Sohne gewesen und gegeben, ist unberechenbar. Ueberall in seinen besten Vollbringungen, stösst man auf die Spur von seiner Mutter und von ihrer Liebe zu ihm.

- (a) Establish the difference between: *was* and *welches* when used *interrogatively*. Why is the use of *was* inadmissible in; Das Lied, *was* sie sang, ist schön? Correct the sentence

4. Translate: — *Der Alpenjäger.*

Plötzlich aus der Felsenspalte
Tritt der Geist, der Bergesalte.
Und mit seinen Götterhänden
Schützt er das gequälte Tier.
"Musst du Tod und Jammer senden,"
Ruft er, "bis hinauf zu mir?
Raum für alle hat die Erde;
Was verfolgst du meine Herde?"

(a) Parse and give principal parts of *musst*. Translate: — He had been compelled to go.

5. Translate: — *Versalzen.* *Hertha.* Warum kommst du eine Viertelstunde zu spät zu Tisch! Durch das Stehen verdirbt dos beste Essen. Da kann die Frau sich plagen vom frühen Morgen bis zum späten Abend, aber der Mann gewöhnt sich nicht an Ordnung und vereitelt die grössten Anstrengungen der Frau. Das ist abscheulich — unerhört. *Arnold.* Was solch ein Frauenkopf nicht alles zusammenbringt. Die Männer sind Ungeheuer, weil sie eine versalzene Suppe nicht essen wollen. *Hertha.* Die Suppe war nicht versalzen.

(a) Explain the nature of the word *weil* in the sentence: Die Männer sind Ungeheuer, etc. Change the *dependent* clause in this sentence into a *principal* clause, and state how its construction is affected thereby.

PASS LIST, 1908.

COUNTY ACADEMY ENTRANCE EXAMINATION.

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

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

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

ANNAPOLIS.

- 1—Daphne Louise King.
- 2—Kathleen Cutler How.
- 3—James Rex Rippey.
- 4—Clarence Joseph Morrow.
- 5—Karl McCormick.
- 6—John Kenneth Edwards.
- 7—William Alward King.
- 8—John Milledge Buckler.
- 9—Cecil Bishop.
- 10—Roderick Norman Hardy.
- 11—Clifford Ritchie.
- 12—William Eaton.
James Perkins.
- 13—Stewart Eaton.

ANTIGONISH.

- 1—Margaret McLean.
- 2—Leah Whidden.
- 3—Lillian Moore.
- 4—Jennie Kirk.
- 5—Margaret Wilmot.
- 6—Flora Gillis.
Mary Ann Cameron.
- 7—Alice Donovan.
- 8—Catherine Jen McDonald.
- 9—Mary Catherine Smith.
- 10—Margaret Carter.
- 11—Ethel O'Leary.
- 12—Catherine White.
- 13—Mary Boyle.
- 14—Mary Fraser.
- 15—Ralph Simpson
- 16—Adrienne Fair.
Sadie Calnen.
- 17—Harriet McDonald.
- 18—Annie McInnis.
- 19—Annie May McGillivray.
- 20—Mary Catherine Chisholm.
- 21—Winnie McDonald.
- 22—Ronald McLean.
- 23—Penelope McEachren.
- 24—Mary Catherine Boyd.
- 25—Margaret Jennet Chisholm.
- 26—Catherine MacDonald.

CAPE BRETON.

- 1—Harry Coleman.
- 2—Philip Macdonald.
- 3—Charles Bowman.
- 4—Sydney James Duncan
- 5—Bessie Cuthbert.
- 6—Stephen Millard Fulton
- 7—John MacKinnon.
- 8—Ainsley McCurdy.
- 9—McKenzie Fulton.
- 10—Willie Moore.
- 11—Donald John McNeil.
- 12—Wilbert McNaughton.
- 13—Hugh McLean.
- 14—Dolly McKay.
- 15—Jennie Beaton.
- 16—Malcolm McLeod.
- 17—Myrtle Annie McCormack
- 18—Fraser Colquhoun.
- 19—Roy Stanley Chappell
- 20—Edmund Johnstone.
- 21—Theo. Chisholm.
- 22—John Mackley.
- 23—Florence Buchanan.
Wilfrid Hearn.
- 24—Willard Lewis.
- 25—Charles Francis O'Connell.
- 26—Dan Munro.
- 27—Lewis Morrison.
- 28—Murray McPherson.
- 29—Amelia Stubbard.
- 30—Sydney Florian.
- 31—Stewart McDonald.
- 32—Ethel Burns.
Hilda Woodin.
- 33—Howard Pitts Bezanson.
- 34—Katie McDermid.
- 35—Clifford Lewis.
Marion Morrison.
Edith Richardson.
Lexie Sutherland.

COLCHESTER.

- 1—Elsie Philips.
- 2—Hattie McCollum.

- 3—Howard Dawson.
- 4—Ralph Carter.
- 5—Flora Turner.
- 6—Blanche McLeod.
- 7—Glennie Crowe.
- 8—Roland Hanes.
- 9—Laura Matheson.
- 10—Harold Fitch.
- 11—Ernest McLeod.
- 12—Mary Lindsay.
- 13—Clara Trenholm.
- 14—Bessie Archibald.
- 15—Claire Ryan.
- 16—Ernest Logan.
- 17—Gordon Daley.
Bessie McDonald.
- 18—Beryl Kent.
- 19—Victor Robinson.
- 20—Stanley Nichols.
- 21—Ethel Hanes.
- 22—Alexander Wall.
- 23—Erma Nelson.
- 24—Harry Bryson.
- 25—Lulu Carter.
- 26—Harriet Johnson.
- 27—Sadie Bryson.
- 28—Willie Adlington.
- 29—Jean Archibald.
- 30—Frank Rennie.
- 31—George McDonald.
- 32—Viola Gillespie.
- 33—Grace Mingo.
- 34—Geoffrey Holmes.
- 35—Janie Williams.
- 36—Rebecca Hill.
- 37—Arley Foley.
- 38—Grace Chalmers.
- 39—Olive Bishop.
Dell Lester.
- 40—Lillie McCurdy.
- 41—Bessie Bruce.
- 42—Gertrude McLean.
Gordon Barrett.
- 43—Muriel Fulton.
- 44—Etta Johnson.
- 45—Edna Smith.
- 46—Marjorie Davison.
Alice Ellis.
- 47—Douglas Dickie.
Dorothea Lewis.
- 48—Burpee McDonald.
- 49—George Talbot.
Willie Ross.
Ruth Davison.
- 50—Faye McLauchlan.
- 51—Alda Comeau.
- 52—Alice King.
- 53—Leslie Carter.
Elsie Edwards.
Henrietta Wall.

CUMBERLAND.

- 1—Vivien Chesley McLeod.
- 2—Norman McLeod Rogers.
- 3—Annie Chapman.

- 4—Pearl Irene Johnson.
- 5—Robert Lindsay Willett.
- 6—Leona Nellie McMillan.
- 7—Greta Lily Moore.
- 8—Earl Ambrose Breynton.
- 9—Annie Barr.
- 10—Harry Seward Josie.
- 11—Vera Coates.
- 12—Bessie Anderson.
- 13—Bernice Bray Fage.
- 14—Jean Budge.
- 15—John Johnson.
- 16—Frances Army Bliss.
- 17—Edna Hogan.
- 18—Florence Elizabeth Black.
- 19—Arthur Ernest Walsh.
- 20—Leslie Charles Bryenton.
- 21—Herbert Elliott Ward.
- 22—Marion Campbell.
- 23—Thelma Davidson.
- 24—Gladys Mary Cummings.
- 25—Winnie Margaret Johnstone.
- 26—Grace Allen.
- 27—Ethel Winnifred Carter.
- 28—Margaret Alice Harrison.
- 29—Edna Carrie Mack.
- 30—Rae Canfield.
- 31—Sophia Gladys Jackson.
- 32—Georgina Isabel Sinclair.
- 33—Ethel Pearl Fanning.
- 34—Grace Atherton Black.
- 35—George Ellis Hewson.
- 36—Helen Withrow Lawson.
- 37—Garnet Edward White.
- 38—Georgina Elizabeth Chapman.
- 39—Carrie Coates.
- 40—Nellie Chandler.
- 41—Gladys Trueman Somers.
- 42—Daisy Elizabeth Jackson.
- 43—Frances Mary Black.
- 44—James Laurie Gray.
- 45—Kenneth Travis.
- 46—Sadie Chambers.
- 47—James Emmerson Watson.
- 48—Gladys Canfield.
- 49—Hazel Secord.
- 50—Emma Lillian Chapman.
- 51—Almina C. Higgs.
- 52—Walter James Roberts.
- 53—Anna Amelia Coates.
- 54—Hazel Nettie Corney.
- 55—Annie Louise Chapman.

DIGBY.

- 1—Henry Parks Bonnell.
- 2—Dorothy Lee Oliver.
- 3—Goldie Lavinia Wright.
- 4—Minnie Lee Hinds.
- 5—Jessie Louise Cossaboom.
- 6—Frances Mary Churchill.
- 7—Hilda Edith Dakin.
- 8—Frank Kinsworth Hayden.
- 9—Lillian Mary Hinds.
- 10—Ruth Aiden Turnbull.
- 11—Emma Louise Hazelton.
- 12—Muriel Estella Kinney.

GUYSBORO.

- 1—Rose Francis Lawlor.
- 2—Mildred Blanche Myers.
- 3—Henrietta J. Wilkinson.
- 4—Elsie Margaret Durkee.
- 5—Cecelia Frances Jenkins.
- 6—Lucretia Olive Sangster.
- 7—Marion Louise Hart.
- 8—Amelia Pierson Cook.
- 9—Ethel Hope Atwater.
- 10—Roy S. G. Horton.
- 11—John Walter Skinner.
- 12—Arthur Bernard Hadley.
- 13—Carrie Hart Jones.
- 14—Lettie Whitman Grant.
- 15—Edna Torey.
- 16—Gladys Mary O'Connor.
- 17—Harold Rupert DesBarres.
- 18—Jennie Simpson.

HALIFAX.

- 1—Henry Arthur Allum.
- 2—Gwendoline Wise.
- 3—John Gordon Quigley.
- 4—Stewart Way.
- 5—George Ernest Smith.
- 6—Mary Bertha Havill.
- 7—John Alexander Campbell.
- 8—Albert John Farley.
- 9—Laura Annie Laidlaw.
- 10—Joseph McGowan.
William J. A. Stewart.
- 11—Felton Stanley Thomason.
- 12—Louise Chester Thomas.
- 13—Burton Samuel Rhude.
- 14—Elsie Eugenie Judge.
- 15—Alice Ruth King.
- 16—Mary Jean Laidlaw.
- 17—Edna Coolen.
- 18—William Herman Weis.
- 19—Katie May Carroll.
- 20—Mildred Beatrice Shiers.
- 21—Grace Frances Hiltz.
- 22—George Carleton Skead.
- 23—Edna Marie Haverstock.

HANTS.

- 1—Errol Shand.
- 2—Sadie Robinson.
- 3—Geraldine Smith.
- 4—Pauline Manning.
- 5—Elfreda Graham.
- 6—Clarissa Gosbee.
- 7—Marjorie Warr.
- 8—Ivan Haley.
- 9—Edith Brown.
- 10—Jean Cochran.
- 11—Gladys Smith.
- 12—Bessie Mosher.
- 13—Jean Dill.
Gwendolen Reid.

- 14—Marjorie Shand.
- 15—Jean Sexton.
- 16—Margaret Frizzell.
- 17—Gladys Martin.
- 18—Hilda Smith.
- 19—Harold McMonagle.
Arthur Shaw.
- 20—Ruth Underwood.
- 21—Olive McEachern.
- 22—Clifford Smith.
- 23—Louis Smith.
- 24—Mabel Poole.

KINGS.

- 1—Ella Young.
- 2—Annie Parker.
- 3—Gerald Lyons.
- 4—Alice Herbert.
- 5—Emma Cole.
- 6—Murray D'Aubin.
- 7—Charles Webster.
- 8—Wyman Porter.
- 9—Dean White.
- 10—Leland Harvie.
- 11—Walter Davis.
- 12—Bessie Landry.
- 13—Earl Neville.
- 14—Eddie Mosher.
- 15—Daisy Barnaby.
- 16—Violet Newcombe.
- 17—Harry Williams.

LUNENBURG.

- 1—Debney Bailly.
- 2—Hazel Rafuse.
- 3—Una Selig.
- 4—Hubert Smeltzer.
- 5—Marguerite Rockwell.
- 6—Marion Bailly.
- 7—Eva Eisenhauer.
Percy Appleby.
- 8—Douglas Zwicker.
- 9—Hilda Knickle.
- 10—Gordon Morash.
- 11—Lula Bailly.
Lucile Hawkins.
- 12—Mildred Corkum.
- 13—Margaret Walters.
- 14—Florence Tannar.
Laura Dauphinee.
- 15—Wallace Meisner.
- 16—Sydney Rafuse.
Nellie Miller.
- 17—Jessie Dauphinee.
- 18—Nema Appleby.
Maude Myra.
- 19—John Gaetz.
Mildred Corkum.
- 20—Miriam Morash.
Bernard Wentzell.
- 21—Annie Rafuse.
Belle Westhaver.
- 22—Lottie Risse.

PICTOU.

- 1—Margaret Alfreda Barry.
- 2—Ernest Dustan.
- 3—Constance McDonald.
- 4—Elmer Harris.
- 5—Sarah B. Priest.
- 6—Emily Viola McKean.
- 7—Clifton Sutherland.
- 8—Wilfred McKenzie.
- 9—Annie Carson.
- 10—Sadie M. Dickson.
- 11—Donald Morrison.
- 12—Edna McDonald.
- 13—Mary C. Sutherland.
- 14—Jack Tobin.
- 15—George Campbell.
- 16—Mary A. Watters.
- 17—Janet McK. Beattie.
- 18—Lois Ferguson.
Alex. McLean.
- 19—Donald Sutherland.
- 20—Leonard H. Murray.
- 21—Thomas Gilchrist.
- 22—Harold Corbin.
- 23—James Flood.
- 24—Hazel I. Corbin.
- 25—Angus McMaster.
- 26—Alice Mary Gray.
- 27—Blake Carleton.
- 28—Alex. Smith.
- 29—Gladys M. Sproule.
Lauretta M. Smith.

QUEENS.

- 1—Harold Norwood Sellon.
- 2—William Ewart Shields.
- 3—Jessie Anita McIntosh.
Ollie Wilhelmina Freeman
- 4—Bessie Gwendolyn Butler.
- 5—Gladys Elsie Hayes.
- 6—Della Princetta Chandler.
- 7—Vera Gertrude Friggens.
- 8—Hazel Chandler More.
- 9—Mabel Randolph Millard.
- 10—David Douglas Inness.
- 11—Rhea Butler.
- 12—Harold Heal.
- 13—Georgetta Smith.
- 14—Dora Rubin.
- 15—Doris Jean Dexter.
- 16—Leveret Melbourne Hatt.
Mary Rafuse.
- 17—Florence Smith.
- 18—Winifred Selena Gardner.
Gilbert Smith Gardner.
- 19—Reginald Claud West.

RICHMOND.

- 1—Annie Ferguson.
- 2—Bernard Shanahan.
- 3—Mary McDonald.
- 4—Owen McGlashing.
- 5—Gordon Stewart.
- 6—Dan McDonald.

SHELBURNE.

- 1—Robert Coumans.
- 2—Mildred Cameron.
- 3—Jean MacKay.
- 4—Keath Bower.
- 5—Frank Robertson.
- 6—Lee Houghton.
- 7—Ross Bower.
- 8—William Nickerson.
- 9—Robert Swansburg.
- 10—Helen Thomson.
- 11—Harry Hunter.

VICTORIA.

- 1—Florence C. McDonald.
- 2—Marjorie Muir Hutchison.
- 3—Catherine Dunlop McKenzie.
- 4—Emeline Anderson.
- 5—Marguerite McAskill.
- 6—Mary McKenzie.
- 7—Eddie Crowdis.
- 8—Daniel McNeil.
- 9—Lauchlin McDonald.
Flora McLean.
- 10—Coletta Oram.
- 11—John McKay.
- 12—Rhoda McKay.
- 13—Robert McDonald.
- 14—Gerald Dunlop.
- 15—Clara J. Roberts.
- 16—Floyd A. McKay.
- 17—Hannah McLeod.

YARMOUTH.

- 1—Kathleen Wendell Colpitts.
- 2—Frederick Augustus Huestis.
- 3—Mary Dorothy Parker.
- 4—Jennie Mildred Cunningham.
- 5—Willard Franklin Allen.
- 6—Mildred Mary Wetmore.
Hazel Arleen Gray.
Eva May Cook.
Edith Webber Trask.
Graydon George Miller.
Judson Denton Haines.
- 7—Maud Elizabeth Chapman.
- 8—Bella Janet Cook.
- 9—Minnie Beveridge.
- 10—Cyril Armstrong Winter.
- 11—Glendel Crowell Larkin.
Nathan Lewis Chipman.
Jean Lloyd Webster.
- 12—Henry Peter Surette.
Helen Fletcher Putnam.
Edna Scott.
Clyde Starret Durkee.
Annie Agnes Godet.
- 13—Charles Edmund Pothier.
- 14—Rita Emma Larkin.
Mary Irma McClafferty.
Percy Leroy Cook.
Winifred Lewis.
- 15—Leta Gertrude Foote.

- 15—Marguerite White Kinney.
Lois Wyman Cook.
- 16—Hubert Keith Stoneman.
Grace Winifred Hamm.
George Neal Morrill.
Kathleen Agnes Ashe.
Phoebe Corbin Cauty.
- 17—Myrtle Gladys Mosely.
Agnes Wyman Spears.
Marion Aurilla Servant.
Gerald Langtry MacKinnon.
- 18—Florence Vivian Horner.
Douglas Dalton Raymond.
Daisy Hope Parker.
- 19—Mildred Louise Creevey.
Ronald Bailey Horton.
Francis Bourneuf Lovitt.
Helen Allen.
- 20—Marion Palmer Frost.

- Charlotte Vera Stoneman.
- 21—James Douglas Trefry.
Dorothy Ishbel Law.
Gladys Augusta Walcott.
- 22—Gytha Richardson Hamilton.
- 23—Grace Lillian Corning.
- 24—Maud Anna Robinson.
Hilda Ishbel Burrill.
Josie Anna Edgar.
Gertrude Louise Kenny.
- 25—Mildred Armina Eagleston.
Kenn Moody Sweeney.
- 26—Harry Delmar Doane.
Albert Fuller.
- 27—Ralph Lindsay Morrill.
Grace McNab Pelton.
- 28—John Franklin Purdy.
Leta May Eldridge.
- 29—Clifford Stanley King.

PASS LIST, 1908.

PROVINCIAL HIGH SCHOOL EXAMINATIONS.

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

REG. 91. (a) The a 'High School Pass' on all Grades shall be an average of fifty per cent. on the imperative number of papers with no mark below thirty per cent.

REG. 91; (b) The "Teachers' Pass" shall be an average of sixty per cent. with no mark below forty per cent. on the imperative number of papers.

REG. 92. Repeated except as specified in 98 (c), of September, 1907.

REG. 93. (a) Candidates failing to make a High School pass in the grade applied for, shall be ranked as making a High School pass in the next grade below, provided an average of 40 per cent. with no mark below 25 be made; and as making a pass on the grade second below, provided an average of 30 per cent. be made with no mark below 20.

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

ADVOCATE—(24 candidates).

XI. (7 candidates).

Grace Anna Barnes.
Anita Merle Elderkin.
Emily Wilson Cameron.
Amy Canfield Purdy.
Jean Wilena Spicer.

X. (7 candidates).

Nettie Mabel Murphy,
Stanley Lawson Fraser.
Victor Hubert Turple.
John Claude Turple.
Rose Elizabeth Knowlton.
Wilder Cleveland Moore.
Crandie Prescott Nodwell.

IX. (10 candidates.)

Margaret Winnifred Elderkin.
Stephen Lewis Bradshaw.
Susie Amelia Mosher.
Kathleen Elderkin.

Unsuccessful, Grade XI—1.
Grade X—1.
Grade IX—6.

AMHERST.—(139 candidates.)

XII. (1 candidate.)

XI. (31 candidates.)

Mary Isabella Davidson.

Bertha Jean Murray.
Harry Smith Bird.
Hattie Gladys Fillmore.
Chester Arthur Pugsley.
Jennie Lillian Willis.
Carolyn May Hastings.
Jean Gladys Campbell.
Murdock Robb MacGregor.
Thomas Murray Willett.
Chas. Allison Fowler.
Jas. Bertram Hayes.
Alberta M. McCullam.
Arthur Lawrence Pugsley.
Helen Jean Campbell.
Elsie Eliza Bird.
Vera Minerva Kelley.
Gladys Amelia Thompson.
Mona Tallock Bonnyman.
Dora Lorelit Somers.

X. (33 candidates.)

Delbert Llewelyn Shortliffe,
Wallace Stanley Loring,
Hazel Matilda Black.
Elva Gertrude Hennessey,
Wm. Errol Hayes,
Samuel Seymour Skinner,
Robert Daniel Chubbick
Myrtle Skinner.
Jessie Christena Oulton.
Carrie Edna Dickinson.
Lawrence Edmund Ormond.
Donald Rice Munroe.
Edward Albert Law.
Reynold Parker Freeman.
Lillian Etta Black.
Evan Douglas Craig.

Ethelyn Mary Christie
 Vaughan Lowerison
 Geneva Bertha Schurman.
 Ruby Tennyson Wood.
 Fred Cole.
 Alfred Wm. Murdock.
 Gertrude Eudella Mitchell.
 Mary Elizabeth Dyas.
 Ida May Reid.
 Mary Margaret Adamson.

IX. (74 candidates.)

Annie Isabel McMann,
 Lila Gertrude Melanson,
 Mabel Lena Lawrence,
 Wm. George Archibald,
 Fretia Maria Freeman,
 Hazel Marion Harper,
 Douglas McKinnon Lawson,
 Agnes Alice Travis.
 Elizabeth Mildred Milner.
 George Walter Oulton.
 Rachel Greenwood McKim.
 Arthur Wyckoff Rogers.
 Lionel Harold Stubbs Bent.
 Grace Olevia Brownell.
 Ella Maude Cameron.
 Margaret Elizabeth Beaton.
 Wynn Mary Collins.
 Osborne Alfred Tennyson Scott
 Nellie Elizabeth Tait.
 Ella Irene Allaby.
 Lillian Gladys Carter.
 Mildred Irene Ripley.
 Ruby Mildred Smith.
 Gertrude Lucy Brownell.
 Lillie Lavinia Fage.
 Olla Jane Smith.
 Wm. Marshall Rogers.
 Harold David Adamson.
 Mildred Alice McAdam.
 Grace Minerva Smith.
 Agnes Gray.
 Beatrice Rosalie Burke
 Mary Hazel Nicol,
 Anna Hislop Lowther.
 David Walker.
 Sadie Oliva Tait.
 Vaughn Nathan Hoeg.
 Ada Elizabeth Ripley.
 Oressa Louise Black.
 Addie Elfretta Porter.
 Maggie Selena Fortune.
 Lloyd Baird.
 Albert Edward Carson Gourley
 Eva Grace Hunter.
 Aubrey Evelyn Beattie,
 Aubrey Adam Johnstone,
 Rhosa Leone McNeil.
 Viola Eleanor Brownell.
 Villa Aline Baker.
 Della Lillian Horton.
 Bessie Marie Smith.
 Georgine Juanita Leeman.
 Fletcher Thos. Coates.

Lulu Isabella Shipley.
 Jennie Hallett Freeman.
 Sadie P. Seaman.
 Eunice May Smith.
 Lillian Emma Rackham.
 Roland Hill Chapman.

Supplementary,—4.

Unsuccessful,	Grade XI—2.
	Grade X—10.
	Grade IX—19.

ANNAPOLIS.—(90 candidates).

Prelim. XII. (4 candidates).

Mabel Evelyn Magee.
 Mary Esther Gilliatt.

XI. (6 candidates).

Catherine Ingles Gormley.
 Leo Maurice Baxter.
 Isaiah Halliday.
 Georgia Edna Armstrong.

X. (32 candidates).

Harold Garnet Patton,
 Eliza Grace Sanders.
 Edith Vespard McCormick.
 Emily Russel Coumans.
 Myrtle Hildred Schurr.
 Kathleen Redmond Buckler.
 Ada Maria Woodbury.
 Violet Burbidge Hervey.
 Florence May Ritchie.
 Nellie Blanche Rice.
 Susie Starling Lynch.
 Bessie Buena Miller.
 Charles Morton Dunn.
 Gladys Imogene Simpson.
 Josephine Mabel Cress.

IX. (45 candidates).

Gordon Alexander Blackie.
 Paul Everett King.
 Carrie Muriel Whitman,
 Annie Beckwith Redding,
 Laura Gladys Sargent,
 Alfred Norman Rcop
 Maud Georgia Hebb,
 Mary Hilda King,
 Dora Mildred Thomas,
 Margaret Mills Shaffner,
 Grace Hamilton Willett,
 Blanche Helen Patton.
 Hermann Wolff Calnek.
 Walter Willett Pickup.
 Barbara Helen Holbrook Wheeler.
 Bessie Esmond Sanders.
 Edna Maxine Roach.

Emily Wanita Mills.
 Leta Grace Eaton,
 Lillie Reed Wheeler,
 Wm. Frederick Ropely Robinson,
 Annie Irene Roney.
 Louise Mary How.
 Helen Jean Robblee.
 Lloyd Symmond Todd.
 Charles Earle Lohner.
 Helen Valburg Gilliatt.
 Euphemia Young O'Dell.
 Edyth Marion Simpson.
 Clarence William Thorne.
 Gladys Maude Goldsmith.
 Mary Isabel Baxter.
 Laurence Leeland Farnsworth.
 Jennie Alwilda Roach.
 Alma Louise Buckler.

Supplementaries,—3.

Unsuccessful, (XII, 2; X, 8; IX, 21).

ANTIGONISH. (175 candidates).

XII. Partial. (5 candidates).

John Wm. McLeod, (Scientific & Classical)
 Catharine Thresa MacGillivray, (Classical)

XII. Final. (2 candidates).

Honora Fyfe.

XII. Preliminary. (14 candidates).

Sr. Margaret St. Stephen, (Frances Collet).
 Mary Grace Blagdon.
 Clara Virginia Bissett.
 Annie Josephine McLennan.
 Carlotta Egan.
 Mary Rose McGillivray.
 Jennie May Gillis.
 John Roderick MacDonald.

XI. (18 candidates).

Loretta McMaster,
 Wm. Joseph MacNeil,
 Dan Peter MacDougall,
 Clarence Wm. Bissett,
 Cassie MacDonald.
 Laura E. Boyd.
 Catherine McCormick
 Velma Purvis Cunningham,
 Margaret May Hanifen.
 Edith Jean MacGregor.
 Mary Gowan.
 Angella Elizabeth Kyte.
 Sadie Eleanor MacDonald.
 Sadie MacDonald.
 Christena Ann Chisholm.
 Anne May MacDonald.
 Ella F. Poole.
 Mary Elizabeth Donalds.

Augusta Jane Gillis.
 Mary Agnes Beaton.

X. (54 candidates).

Stella Mary Meagher.
 Jean Eliza Chisholm.
 Mary Ann McIsaac.
 Josephine Donovan.
 Anna Royal MacGregor.
 Katie Ann Cameron.
 Mary Agnes McNeil.
 Margaret Elizabeth Purcell.
 Wm. R. Levandier.
 Clara Hilary Sutherland.
 Mary Hilda Purcell.
 Margaret Mary Chisholm.
 Nellie Jane Sinclair.
 Mary Ellen O'Brien.
 Lillian Prowse.
 Genevieve MacDonald.
 George Thomas Somers.
 Remi Fougere.
 Annie Jean Inglis,
 Sarah Josephine Cameron,
 May Gillis.
 Bessie Jerusha Gillis.
 Gertrude Maria Nash.
 Minnie Gillis.
 Elizabeth McEachern.
 Alex. Dan Baxter.
 Laura Bell MacDonald.
 Nanno A. Chisholm.
 Mamie Elizabeth Proctor.
 Wm. Wallace MacDougall.

IX. (88 candidates).

Eugene A. DeCoste.
 Domitella Mary Burke
 Edward Alexander Chisholm,
 Annie MacDonald,
 Margaret Estella Crispo,
 Kate Elizabeth Stewart,
 Neil McInnis,
 Anastasia Leydon,
 Catharine Mary Chisholm,
 Violet Turnbull,
 John Donald McLean,
 Raymond D. Chisholm,
 Horace G. MacMillan.
 Mary Cecilia Chisholm.
 Jamie Stropie.
 Edna Marion Irish.
 Eugenie Frances Leydon.
 Mary Agnes Cameron.
 Sarah Gillis.
 Catherine Grace Donahue.
 Mary Agnes MacDougall.
 Jennie Agnes Purcell.
 Leo Bernard Sears.
 Mary Ann MacDonald.
 Jennie Agnes MacDonald
 Minnie Jane McIntosh.
 Mary Janet Chisholm.
 Dorothy Jane Pushie.

Sara Jane MacDonald.
 Ambrose Levandier.
 Hubert Edouard Pettipas.
 Janet MacDonald.
 Dan A. Cameron.
 Mary Belle MacDonald.
 Florence R. De Coste.

Supplementary,—4.

Unsuccessful, Grade XII,—4.
 Grade XI,—1.
 Grade X,—13.
 Grade IX,—52.

ARICHAT. (45 candidates).

XI. (8 candidates).

Jessie Catharine Holmes.
 Andrew Alphonse LeBlanc.
 Ada Anna Macaulay.
 Stephen Henry Brinck.
 Hector McNeil.
 Raoul Alphonse Brinck.
 David MacKay.

X. (13 candidates).

Marie Marguerite LeBlanc.
 Colin Francis Sutherland.
 Simon Murry.
 Everett John Nicolle.

IX. (24 candidates).

Morton Shaw Binet.
 Mary Lilia Vigneau.
 George Guillaume Etienne
 Arthur Leonard Poirier.
 Marie Louise Etienne.
 Narcisse Albert Francis Burrell
 Eva May Forgeron.
 John Hubert LeBlanc.
 Mary Louise Boudreau.
 Xavier Patrick Crispo.
 Adam Joseph Laundry.
 Anna Forest.
 Stanley Prio Nicolle.
 Gertrude DeRoches.
 Lucy Eliza Boyle.
 Emma Manuel Terrio.
 Remi Alphonse Pertus.

Unsuccessful, (X, 5; IX, 12).

BADDECK. (92 candidates).

XI. (15 candidates).

Annie Margaret MacLeod.
 Gordon Bethune.
 James Fraser McAulay.
 Belle Catherine MacLeod.
 John Philip MacLeod.

Annabel Mabel Ross.
 Ethel Bessie Campbell.
 Annie Cornelia Anderson.
 Catherine MacLeod.
 Katie Campbell.
 William Ross MacAskill.

X. (31 candidates).

Margaret Rachael McLennan.
 Stanley Macdonald.
 Kenneth John McDonald.
 Belle Catherine Sellon.
 Christine Margaret Nicholson.
 Annie Margaret Watson.
 John Roderick Matheson
 Flo. D. Campbell,
 Louise Claudine MacIver.

IX. (44 candidates).

Daniel Abraham McLeod
 Fannie Fraser MacKay.
 John Daniel Matheson.
 Johnina Morrison.
 Louise Fraser Crowdis.
 Dolena Catherine Matheson.
 Flora Ann McDonald.
 George Hugh MacKenzie.
 Dan Campbell McLeod.
 Hannah Catherine McDonald.
 Roddie MacQueen.
 Malcolm MacLeod.
 Henry H. Blanchard.
 Donald McLeod.
 Barbara Rebecca MacFadyen.
 Malcolm McMillan.
 Jean McKay.
 Christine MacLeod.
 Annie Margaret McInnis.

Supplementaries,—2.

Unsuccessful, (XI, 2; X, 17; IX, 32).

BARRINGTON. (52 candidates).

XI. (10 candidates).

Mildred Dempsy Nickerson.
 Lottie Genesta Brannen.
 Goldie Gertrude Nickerson.
 Anita Wallace Hopkins.
 Gladys Hope Hines.
 Olin Edman Prestwood.
 Matilda Anne Nickerson.
 Ruby Violet Brannen.
 Emma Maude Homer.
 Leona Deborah Swaine.

X. (17 candidates).

Nettie Austena Goreham.
 James Glen Allan Robertson.
 Edith Mae MacDonnell.
 Helen Charles Robertson.

Lola Elizabeth Perry.
Mary Osborne Kenney.
Mary Emma Atkinson.

IX. (23 candidates).

Dorothy Allison Doane.
Ada Mildred Morrissey,
Edna Wile Wilson.
Leona Gurda Hagar.
Frances Beth Banks.
Salome Edna Powell.
Daniel McIntosh Matheson.
Josephine Mae Smith.
Georgia Ray Whitman.
Frank Warren Wilson.
Edna Helen Snow.

Supplementaries,—2.

Unsuccessful, (X, 8; IX, 14).

BEAR RIVER. (48 candidates).

XI. (8 candidates).

Annie Louise Clarke.
Ralph Nelson Harris.
Birdie Pauline Brinton.
Stewart Inglis Robinson.

X. (13 candidates).

Richard Gladstone Clarke.
Eva Eunice Woodworth.
Effie McCoy Potter.
Hazel Viva Purdy.
Delta Grace Kennedy.
Estella Hazel Croscup.

IX. (26 candidates).

Gertrude Evelyn Millner
Annie Barlow Ruggles.
Neta Alice Rice.
Susie Gertrude Snell,
Marion Florence Spurr,
Eva Viola Harris.
Lena Belle Wright.
Muriel Clarke Nicholl
Catherine Trimper.
Nina Andrew.
Pearl Irene Morgan.
Eva Dorothy Pauline Phalen
Ida Katherine Sanford.
Delilah May Simpson.
Maud Eleanor Harris.
Lillian Marguerite DeLap.
Susan Pulley.

Supplementaries,—1.

Unsuccessful, (XI, 1; X, 5; IX 14).

BERWICK. (68 candidates).

XI. (15 candidates).

James Lorimer Ilsley.
Erle Eli Eisenhauer.
Harry Keith MacMahon.
Horace Roy Bishop.
Frank Foster Chute.
Mason Royal Costley.
Mabel Barteaux Fasson.
Evelyn Annie Skinner.
Zephina Blanche Chute.
Earle England Spicer.

X. (24 candidates).

Bernard Woodsworth Skinner.
Ida Belle Pineo.
Inez Leona Whiman
Maria Elizabeth Calder,
Sylvie Holly Morse.
Gladys May Charlton.
Nathalie Hill.
Merinda Robena Sawler.
Charles Preston Ilsley.
Laura Vale Mary Blackburn.
Ruth Margaret Ilsley.
Idella Mapplebeck.

IX. (27 candidates).

Gertrude W. MacMahon.
Gyneth Ezell Chute.
Clifford Earl Chute.
Gladys Eva Turner.
Carrie May Lutz.
Bessie Olivia Cox.
Alice Marion Bowlby.
Margaret Alice Read.
Ida Naomi Carvar.
Pearl May Sawlar
Laura May Swindell.
Ivan Ilsley Sanford.
Philip Sidney Ilsley
Gracie Dora Munroe,

Supplementary,—1 candidate.

Unsuccessful, (2 XI, 10 X, 19 IX).

BRIDGETOWN. (97 candidates).

XI. (24 candidates).

Frank DesBarres Johnson.
Arthur Garfield Wh. man.
Robert Roberts.
Arthur Camber Dodge.
Harry LeMoin Ruggles.
Fred Young Craig.
Annie Stephens Whitman.
Claire Violette Goodspeed.
Annie Laurie Mack.
Joseph Dennison Beardsley.
Ella Florence Longley.

Ethel Parker Phinney.
Annie Mildred Phinney.
Reginald Allison Longley.
Charles Linwood Miller.
Sydney Roger Fay.

X. (27 candidates).

Etta Blanche Bishop.
Hattie Eaton Parker.
Johnson Corbett Beardsley.
Horace Walton Bishop.
Fanny Clifford Tupper.
Estella Melissa Brooks.
Lena May Jackson.
Bradford Rhodes Hall.
Hilda May Atkins.
Flora Christine Longmire.
Mary Alice Kent.
Alberta Mae Sweet.
Beatrice Eugenie Troop.
Wilbur Eaton Phinney.
Blanche Jeanette Bent.
Parker Howard Munro.
Mabel Irene Elliot.

IX. (44 candidates).

Ella Blanche Bishop.
Wm. Reginald Bishop.
Wilfred Tupper Blakeney Baker.
Hazel Wilhelminia Bent.
Albert Edward Longley.
Elizabeth Ellen Laird.
Charlotte Evangeline Dargie.
Wilder Clifford Goodwin.
Clara Fvangeline Elliott.
Cyril Campbell Hoyt.
Edith Edna Chute.
Vernon Parker.
Wylie Arthur Ritchie.
Fanny Rita Ruffie.
Constance Spearwater Lloyd.
Ethel Pauline Kinney.
Bertie Leroy Sabean.
Owen Winchester Graves.
Lettie Amelia Marshall.
Harry Thompson MacKenzie
Eva Augusta Miller.
Julia Olive Corbitt.
Edward Hiram Freeman.
Annie Hazel Longmire.
Kittie Hilda Daniels.
Mabel Lavenia Marshall.
Mabell Gertrude Todd.
Viola Amelia Fulmer.
Jos. Parker Troop.
Laura Gertrude Cameron.

Supplementaries,—2 candidates.

Unsuccessful, (1 XI, 8 X, 22 IX).

BRIDGEWATER. (88 candidates).

XI. (8 candidates).

Florence Belle Newcombe.

X. (37 candidates).

Bernice Lucretia Deal.
Myrtle Morgan,
Rhoda Olivia Zwicker,
Annie Marcia Getson.
Elva May Kedy.
Ella Alberta Wagner.
Elsie Violet Burns.
Beatrice Adelia Hebb.
Olive Beatrice Hirtle.
Lela May Rodenizer.
Leda Mary Hebb.
Lettie Rhodenizer,
Hazel Floy Jodrey,
William Elieda Hebb.
Vera Elvira Wentzell.
Hildred Adella Haines.
Birdie Agnes Kaulback.

IX. (43 candidates).

Emma Adelaide Naugler.
Ray Edward Durling.
Hilda May Feindell,
Sadie Annie Oickle,
Nellie Evans Hamm,
Cora Pauline Jodrey.
Viola Gertrude Crouse.
Marion Leontine Marshall
Violet Evelyn Mailman.
Evelyn Jean Stewart.
Elizabeth Rheta Feindell.
Thomas Malcolm McLean.
Rhoda Evelyn Sperry.
Frank LeRoy Crouse.
Frances Flora Morgan.
Percey Morgan.
Floy Ada Vaughan.
Samantha Winnie Himmelman.
James Leigh Starratt.
Zella Myrtle Wharton.
Gladys Evelyn Feener.
Annie Farish Duff
Belle Kate Heckman,
Robert Bryden Logan.
Bernice Louisa Bolivar.
Roy Alexander Bent.
Louise Mary Kaulbach.
Stanley Samuel Rafuse
Annie Bell Cunningham,
Cora Agnes Baker.
Lulu Gertrude Cook.

CANSO (35 candidates).

XII. (2 candidates).

XI. (9 candidates).

X. (9 candidates).

Leda Myrtle Goodwin,
Lena Marion Sproule,
Josephine Hurst,
Clare Caroline Hurst,

Edna Hurst.
Margaret McIsaac.
Lois Embree Barss.

IX. (13 candidates).

Herberta Wetmore.
Cecil Marguerite Windeler.
Settie Viola McKenzie,
Clair Glendon Dunham,
David Peters,
James Arthur Manuel,
Dorothy Phoebe Dunham.

Supplementaries,—2 candidates.

Unsuccessful, (2 XII, 4 XI, 2 X, 12 IX).

CHESTER. (55 candidates).

XI. (11 candidates).

Albert Whitford.
Annie Evelyn Bent.
Susie Amy Millett.
Florence Hillard Zinck.
Bertie Melita Hennigar.
Carroll Howe Corkum.

X. (16 candidates).

Ellen Bessie Hanna.
Jennie Burdette Eldridge.
Olo Mae Backman.
Sydney Zinck.
Jessie Florence Meisner.
May Belle Baker.
Edwin Geo. Larder.
Jessie Blanche Skerry.
Rupert Murray Millet.
John Stanley Millet.
Myrtle Blanche Langille.

IX. (36 candidates).

Emma Sophia Oxner.
Celeste Irene Cole.
Freeman Gordon Hume.
Avery Geo. Hawboldt.
Ella Amelia Langille.
Karl Millet Hiltz.
Eldora Young.
Ruth Frances Murphy.
Perley Arthur Young.
McKinnon Young.
Hilda Blanche Dalton.
Jennie Muriel Elliot.
Amy Maud Young.
Daisy Bell Corkum.
Eleanor May Robinson.
Eva Adelaide Louise Whitford.
Maude Church.

Supplementaries,—1 candidate.

Unsuccessful, (3 XI, 2 X, 13 IX).

CHURCH POINT. (35 candidates).

XI. (3 candidates).

Nathan Thomas Ashkins.
Willie Joseph Belliveau.

X. (12 candidates).

Marie Eugenie Comeau.
Marie Adeline Lombard.
Arch John Ruggles.
Marie Robichaud.
Helen Marguerite Elderkin.
Lillian Maria Prouty.

IX. (20 candidates).

Barberie Thirza Hallett.
Aglia Belliveau,
Eveline Robichaud.
Karl Osler Elderkin.
Mercedese Belliveau.
Eva Comeau.
Gertrude Eleanor Journey.

Unsuccessful, (1 XI, 4 X, 15 IX).

DIGBY. (62 candidates).

XII. Partial. (1 candidate).

XII. Final. (1 candidate).

Robie Washington Ford

XI. (9 candidates).

Fulton Vaile Denton.
Guy Fritz Denton.
Bessie Mildred Denton.
Alma Maude Franklin.
Ermina Vesta Young.
Delma Snow.

X. (15 candidates).

Hazel Pearl Coombs.
George Bent Glendinning,
Grace Luetta Gibbons,
Ralph Douglas Russell.
Reginald Beresford Green.
Arthur Edward Gelling Godard.
Anna Mitchel Marshall.
Lilah Gladys Boutilier.
Mabel Vida Wilson.
Elizabeth Irene Hayden.

IX. (32 candidates).

Clara Rose Woodman.
Harrison Russell Titus.
Pearl Eliza Lambertson.
Everett Clare Bancroft.
Dorothy May Driffield.
Ralph Buzzle Winchester.

Benjamin Day Faulkner.
 Harold Carty.
 Walter Anthony Scott DeLong.
 Rena Leslie Young.
 Jessie MacInnis.
 Iona Madeline Crowell.
 Viola Blanche Morehouse.
 Hattie Ann Cook.
 Eliphah Daisy Nichols.
 Alva Jane Young.
 Gretchen Mawhyrter Churchill.
 Ellen Effie Grant.
 Theodora Sophia Warne.
 Sarah Rebecca MacNeill.
 Edra Lennie Thompson.
 Gladys Myrtle Harris.

Unsuccessful, (1 XII, 5 X, 13 IX).

GLACE BAY. (89 candidates.)

XI. (11 candidates).

Annie MacPhee.
 Katherine Christena MacAulay.
 Bessie Fraser Graham.
 Mary Julia Gannon.
 Arthur Edwin Blackett.

X. (31 candidates.)

Edward Richardson Bell.
 Frederick Wm. Spencer.
 Beatrice Curry.
 Mary Elizabeth Gillis.
 Sarah Foran.
 Mabel McDougall.
 Emma Catherine Gillis.
 Wallace Bliss McLeod.
 Roy Donald Stewart.
 Roger Stanley McLeod.
 Mary Catherine McIsaac.
 Rachel McLean.
 Elizabeth Ryerson.
 Florence Vivien Browner.
 Stephen Joseph MacNeil.

IX. (45 candidates.)

Mary Julia Gannon.
 Wm. Lewis Verner.
 Christina Curry,
 Anastasia Johnston,
 Bernard MacIntosh,
 Annie McVicar,
 Nan Isabel McGlashen
 Mary Anne O'Connell,
 Mary Elizabeth Clements,
 Sadie Crewe.
 Charles William Spencer.
 Mildred Marion Spencer.
 Annie Isabelle MacAulay.
 Fred Gouthro.
 Dorothy Helen Montizambert.
 Florence Genevieve Roah.

Hermine Montizambert.
 Edith Burchell.
 Alice Rosina Boutillier.

Supplementaries,—1 candidate.

Unsuccessful, (3 XI, 11 X, 35 IX).

GREAT VILLAGE. (98 candidates)

XI. (13 candidates).

Amy Johnson.
 Margaret Laura Johnson.
 Mary Irene O'Connell.
 Ethel Blanche Archibald.
 Edith Grace O'Connell.
 Olive Carter.
 Robert Alvard Spencer.

X. (32 candidates).

Marguerite Crowe.
 Minerva Stevens.
 Isabel Marsh.
 Hattie McLellan Carter.
 Jeufa Humphrey Flemming.
 Clara Adella Kent.
 Ada Jean McLellan.
 D'Arcy James Murdock Leck.
 Mildred Jean McDorman.
 Mary Alice Corbett.
 Thomas William Faulkner.
 Rose Anna McLellan.
 Verna Maude McLaughlin.
 Anna Laura Dawson.
 Hilda Ethel Atkins.
 Tina May McLaughlan.
 Flora Belle Vance.
 Edith Gertrude Marsh.
 Sadie McLeod.

IX. (52 candidates)

Nellie Verna MacLean.
 Florence Agnes Chisholm.
 Agnes Maude Chisholm.
 Emma Maude Vance.
 Hattie Bell Lewis.
 Martha Starratt O'Brien.
 Ida M. Huntley.
 Sylvia Winifred Fulton.
 Carrie Waugh Lynds.
 Lionel Roy Smith.
 Edith Muriel Patriquin.
 Helvise Mary Blaikie.
 Annie Edna Gray.
 Katherine Edna Spencer.
 Cora Lillian Fulmore.
 Bessie Copeland O'Brien.
 Frederick Chesley Lightbody.
 William Parker Dickson.
 Mamie Violet Fountaine.
 Eliza Alice Vance.
 Jean Marie Murphy.

Clara Maie Smith.
 Eva Elizabeth Duffy.
 Rosie Odessa Brown.
 Anna Fulton.
 Sadie Belle Hill
 Clara Wilson,
 Iola Emma McCully
 Marion Fisher.
 Ruth May McLellan.
 Edith Douglas Clarke.
 Agnes Giddens Graham.
 Alberta Ina Smith.
 Ila May Finlay.
 Myrtle Blanche Lynds.
 Christena Munroe Williams.
 Lucretia Brown Enman.

Supplementary,—1 candidate.

Unsuccessful, (3 XI, 9 X, 23 IX).

GUYSBORO. (47 candidates).

XI. (8 candidates).

Bessie Willena Bruce.
 Samuel Cranswick Ferguson.
 Annie Christina McMaster.
 Nita Maria Maguire.
 Esther Knox Cunningham.

X. (18 candidates).

Clarence Wm. Cook.
 Katie Louise Morgan.
 R. Winnifred Howard.
 Lettie Jean Sangster.
 Beatrice Elizabeth Gerroir.
 Herbert DeWolfe Cunningham.
 Gussie Randall Cook.
 Maud Kitchener Peart.

IX. (18 candidates).

Christina A. Chisholm.
 Sophie Clare Hartshorne,
 Maud Hilda Callahan,
 Mary Ellen Rogers.
 Edward James Leary,
 Heber Tratt,
 William Rufus Gould.
 William Reynolds Harris.
 Gertrude Josephine Maguire.
 Edna Marion Scott.
 Leslie Archibald Peart.
 Anna May Bruce.
 Jessie Bishop Stirk.
 Eva Christina Lipsett.

Supplementaries,—3 candidates.

Unsuccessful, (7 X, 10 IX)

HALIFAX. (470 candidates).

XII. "Partial" (7 candidates).

Jessie Bell Campbell (passed in 20 subjects)
 John Thomas Archibald, "
 Mabel Gladys Patterson, "

XII. "Preliminary" (4 candidates).

Nano Josephine DeVan.

XI. (86 candidates).

Mary Lyons.
 Walter Melville Billman.
 Sr. Mary Gervase (Helen Agnes Kelly).
 Sr. Mary Frances (Jane Cecilia Crampton).
 Sr. Mary Ignate (Lillian Power).
 Helen Hagan.
 Olive Marion Baldock.
 Gertrude Lillian Eastham.
 Edith May Blackie.
 Beatrice Eugenie Mumford.
 Sr. Rose Stanislaus (Emiline Gaudet).
 Sr. Marie Vincent (Florence Evans).
 Lillian Beatrice Bayer.
 Gladys Luella Palmer.
 Nina Dashily Hubley.
 Frederick Herbert Palmer.
 John Messervey.
 Bernice Curry Wilson.
 Herbert Morrow Stairs.
 Harvey William Lawrence Doane.
 Willard Douglas Melvin.
 Gladys Clara Webster.
 George Lorimer Keeler.
 Augusta Louise Daniel.
 William Bunthorne Musgrave.
 Mary Chisholm.
 Pearl Woollard Nicoll.
 Arthur Balcom Smith.
 Norah Gladys Lantz.
 Mary Bruce D. Kenny.
 Isabelle Maud Wilson.
 Dorothy Munnis.
 Fanny Hazel Toomey,
 James Roy Grant,
 Gladys Maude MacQuarrie.
 Pearl Collins.
 Reginald E. Clayton.
 Bridget Ellen Watt.
 Rudolf Alexander Clemen.
 Cyril Ansell Evans.
 Rita Hastings Williams.
 Edgar Addington Bailey.
 Elsie Clare MacKenzie.
 Ethel Augusta Wambolt.
 Emma Matilda Moffatt.
 Gertrude Louise McMann.
 George Philip Chisholm.
 Isabelle Hamilton Crooks.
 Lillias Williamina Colquhoun
 Alice Violet Burgoyne.

Muriel Annie Dorey.
 Clifford Nelson Murphy.
 Kathleen V. Harley.
 Vera Belle Dowell.
 Irene Mary Kelly.
 Francis Aubrey Hardy.
 Mary Sheehan.
 Irene Foley.
 Kate Naylor.
 Vera Edna Thomson.
 Estella Bridget Shatford.

X. (138 candidates).

Grace Clyde Hancock.
 Ila Clare Freeman.
 Ida Mary Glancy.
 Sarah Elizabeth Williams.
 Margaret Fahie.
 David Adams Guildford.
 Edna Myrtle Blakeney.
 George Alan Cunningham.
 Rosemary Agnes Ellis.
 Ethel Beatrice Condran.
 Marion Smith.
 Augusta Olding Ritcy.
 Laura Elizabeth Eastwood.
 Mary Louise Clayton.
 Cora Douglissa Rennells.
 Daisy Anna Corkum.
 Clifford Lyall Baker.
 Hildred Bessie Stoddard.
 Sadie Dora Keddy.
 James O'Neil Fitzgerald
 Douglas Morgan Wiswell,
 Grace Lilian Bartlett.
 Annie L. Boak Umlah.
 Ella Mary Frye.
 Lena Susan Stoddard.
 Hilda Cunningham.
 Helen Margaret Harrison.
 Cora May Ferguson.
 Hugh Allan Murray.
 Mary Kathleen Hoare.
 Gladys Marguerite Sibley.
 Gertrude Moore,
 Laurie McCallum Allison,
 Herbert Edgar Sterns.
 Frances Chisholm.
 William Geddes.
 Arthur Gordon Shatford.
 Hazel Mader.
 Jean Lois Ritcy.
 Thomas Michael Jackson.
 Ethel Victoria Gould.
 Alice Jean Logan.
 Elizabeth Anna Tolson.
 Hannah Ada Peart.
 Sr. Mary Thomas (Catherine A. Campbell).
 Gwendolyne Frances Lynch.
 Elsie Isabel Logan.
 Walter Samuel Brown.
 Mary Moir Guildford.
 Eva May Wallace.
 Frank Harold Moseley.
 Daisy Frances Keirstead.

Gertrude May Hawkins.
 Thomas James Hanrahan.
 Gerald Neil Walsh.
 Ellen Sylvia Mosher.
 F Murray Smith.
 Katherine Ellen MacLean.
 Olive Martha Gates.
 Victor David Davidson.
 Harold Elbert Smith.
 Ralph Roscoe Withrow.
 Clarence Barnhill.
 Thomas William Keating.
 Leo John Buchanan.
 Foster Almon Heffler.
 James David Gunn.
 Percy Raymond Hurley.
 Wesley Andrew Mitchell.
 Archibald Lawrence.
 Heber Meredith Logan.
 Lily Agatha McGuire.
 Katherine Douglas MacKenzie.
 Gladys Elizabeth Lynch.
 Dean Blenis Fraser.
 Jessie Arline Wolfe.
 Wilhelmina Gladys Drennan Moore.
 Ethel Withrow.
 Eva Kathleen Bayers.
 Irene Egan.
 Jessie O'Donnell.
 Elmer James Tobin.
 Bertha Gladys Doley.
 Ruth Vivian Hart.
 Thomas Patrick Curren.
 Mary Teresa McDonald.
 Agnes Fulton Hall.
 Joseph Basil Hagarty,
 Nellie Mitchell,
 Winnifred Keating.
 Jennie Victoria Geddes.
 Margaret Sweeney.
 Marguerite Ethel Horton.
 Ivy Jean Anderson,
 Helen M. Macdonald,
 Rex Morton Freeman,
 Jean Pauline Campbell,
 Elizabeth Baptista Wilson.
 Sr. Maria Perpetua (Irene Petrie).

IX. (219 candidates).

May Lillian Distant.
 Eva Arlington Maskell.
 Margaret F. O'Connell.
 Bessie Sibley Dickie.
 Clara May Watson.
 Hildred M. Davis.
 Margaret Alice Wickwire.
 Gertrude Mary Matson.
 Raymond Vincent Martin.
 Frank Roy Hills.
 Muriel Alice Graham.
 Jessie Edna Mary Schultz.
 Winifred B. Blackburn.
 Hugh John Carlisle Geldert.
 Maude Ethel Smith.
 Annie Jean MacDonald.

- Mary Margaret Connors.
 Gladys Bernice Smith.
 Jean Dorothy Trivett.
 Jessie MacAloney.
 Mary Agnes Delaney.
 Hilda Maude Crooks.
 Robert John Killen-
 Edith May Richardson,
 Marie Hopewell.
 Gladys Treby Leverman.
 Lillian G. Clark.
 Isabel Creighton,
 Annie Yeaton,
 Hugh Matheson Kennedy.
 Jean Gladys Johnson.
 Charles William O'Connell.
 Mary B. Henrion.
 Charles Foster Clark.
 Elsie Mary Francis.
 Hazel Rose Hiltz.
 William Archibald Palmer.
 Patrick Vincent Roche
 Thomas William Gentles.
 Edna Ruby Smith.
 Juena Irene Pace
 Thomas Milton Hayes.
 Charles Allan McKee.
 Charles Alexander Hodgson.
 Emily Blanche Gibson.
 Albert Reginald Tennant Harrigan.
 Ruth Maria Christie.
 Laura Bell Moren.
 Stanley Gordon Davis.
 Elfreda Eva Baker.
 Minnie Enoch Dauphinee.
 Annie Cleverdon Toomey.
 Gordon Charles Brown.
 Garfield Guy Bowser.
 Clyde Reginald Shankel.
 Fred William Pemberton.
 Lionel Locke Shatford.
 Florence Marguerite Irwin.
 Charles Hubert Whelpley,
 Harold St. George Woodill,
 Harry Alexander Wilson,
 Colin Webster Innes.
 Winnifred Maynard McDougall.
 Mary E. Harris.
 Eleanore Mabel Hanson.
 Blanche Winnifred Wambolt.
 Emily Theresa Cornish.
 Michael James Blake.
 Rupert Clarence Hawkins.
 Charles J. A. Wambolt,
 Ruth Elsie Moseley,
 Ruth Mildred James,
 Hazel Willena Pye.
 Violet Grace Fader.
 Evelyn Raymond Gerow.
 Herman Bennett Fultz.
 Nellie Collins Fultz,
 Vera Gertrude Garrison,
 Harry Errol Woodworth.
 Harry Newton Hubley.
 Katherine Wark Moore.
 Edna Pearl Crook.
- Blanch Evelyn Adelaide Roache,
 Ralph Gordon MacAloney,
 Hilda Myrtle Morash,
 Ralph Allison Hendry,
 Albert Francis.
 Christena May Ross.
 Ernest McCullough Moir.
 Thomas Edward Guy.
 William Robertson Himelman.
 Celia Constance Keeler.
 Ida Valentina Fraser.
 Carl Williams Eisener.
 Gladys Blanche Isabelle Hines.
 Alan Gordon Dustan,
 Welsford Hazelton Wilson,
 May Downs Bennett.
 Elsie May Withrow.
 Clarence Aubrey Anderson.
 Lois Mary Allen.
 Mary Grace Power.
 Hazel Mary Smith,
 Vernia Geneva Garrison,
 William Grant Macdonald.
 Annie Ethel Boutilier,
 Helen England Kane,
 Hazel Rose Hiltz,
 Constance Smith,
 Octavia Elizabeth Hayward,
 Alberta Keith.
 Murdoch Donald Campbell.
 Harry Moore LeMoine.
 James Hutton Wallace,
 Gladys Louise Austen,
 Josie Ehman.
 Sophia Violet Jollimore,
 Esther Owen,
 Rowland Chapman Moore.
 Helena Mary Burke.
 Mabel Maude Heisler,
 Garnet H. Little,
 Maude Muriel Robson,
 Frank Spencer Annand.
 Maud B. Tobin.
 Ruth Arlena Davis.
 Adeline Tennyson Covey,
 Cora Stafford Peveril,
 Elenor Mary VanBuskirk,
 Agnes Naylor,
 Cyril Louis Keating,
 Sarah Blackburn Custance.
 Ethel Hilda Dexter.
 Brendan William Murphy,
 Lawrence Andrew Berrigan,
 Selena Elizabeth Shaw,
 Margaret Lauretta Keddy
 Charles Stuart Innis,
 Edith Louise Godwin,
 Grace Olive Conrad,
 Sidney Langille MacLean.
 Mabel Ervin Hills,
 Margaret Mary Kathleen Murphy
 Harold James Coleman,
 Grace Lillian Ernst,
 William Roy Doyle,
 Jeunette Ethel Avery Smith,
 Dora Bell Crabbe,

Harry Lawrence Harrison,
 Frank Hargrove Marr,
 Glenn Harlan Keeler,
 Edith Agnes Noonan,
 Philip Joseph Smith,
 Louis Michael Conroy,
 George Frederick Harland Buckley
 Mildred Richardson,
 Laura May Hollett,
 Nellie Warner.
 Myrtle Louise Simpson.
 Laura Helen Ferguson.
 Marion Leslie Irwin.
 Arthur Percy Woodworth.
 Gladys Pearl Blakeney
 Mabel Meehan,
 Adolphus Jacob Truel,
 Karl Fairfield Woodbury.
 Jennie Lovet Hunt.
 Nellie M. Hatley.
 Hilda Louise Myers.
 Allan Foster Boutillier.
 Bertha Mabel Condran.
 Daisy Ernestine Maynard,
 Annie Gertrude Webber,
 Gordon Harry Bowes,
 Blanche Emma Grant,
 Robert Jamieson Leslie.

Supplementaries,—(16 candidates).

Unsuccessful, (6 XII, 6XI, 34 X, 69 IX).

INVERNESS.—(54 candidates.)

XI. (5 candidates.)

John Angus McMillan.
 James D. Gillis.
 Roderick McKinnon.
 Mary Cassie McLellan.

X (6 candidates.)

John Angus Beaton.
 Annie MacQuarrie.
 Alex. Brown Campbell.
 Malcolm Angus Beaton.

IX. (40 candidates.)

Dougald McEachern.
 Katherine M. Gillis.
 Daniel Aclred McDonald.
 Lottie Hildred Deming
 Joanna McLellan.
 Alice McQueen.
 Sarah Agnes McLellan
 Marjorie B. McLellan.
 Joseph Beaton.
 Catherine Campbell.
 Lucy Jane Campbell.
 Dan. Edward McGregor.
 Mabel Johnstone Holland.

Christina McKinnon.
 Maggie Belle Beaton.
 Annie McKinnon.

Supplementary, (1 candidate.)

Unsuccessful, (4 X, 24 IX.)

KENTVILLE.—(102 candidates.)

XII Preliminary (1 candidate).

XII "Partial" (2 candidates).

Thomas Maxwell Hibbert (passed in ²²
 out of 22 subjects.)

XI (31 candidates)

Lily Frances Lawrence.
 Marian Althea Eaton.
 Gladys Bigelow Kennedy.
 Mary Lillian McKittrick.
 Elizabeth Martha Loomer
 Stella Blanche Neary.
 Mabel Alena Weaver.
 Everard William Cooper.
 Lila Vivian Corbett.
 Winnifred Kinsman.
 Robert Douglas Lindsay Bligh.
 Gertrude Mary Chase.
 Harrietta Rand.
 Chesley Mosher.
 Guthrie Brown Sanford.
 John Benedict McFadden.
 Elsie May Barnaby.
 Lizzie Bernice Hiltz.
 Eunice Mercie Coffin.
 Deborah Constance Hopkins⁴ Crowell.
 Walter Francis Xavier Flavin.

X (35 candidates.)

Ormond Oscar Lyons.
 Earle Charles Lawrence.
 Lily Blanche Schofield.
 Levi Erle Eaton.
 Elizabeth Burbidge Eaton.
 John Thomas McKittrick Harris.
 Charlotte Margaret Ogilvie
 May Frances Dickie.
 Cecil Clifton Robbins.
 Mary Bigelow Cox.
 Erica Austin Selfridge.
 Edith Gertrude Sawler
 Eva Maude Graves.
 Bessie Maude Jones.
 Mamie Georgina Parker.
 Kenneth Lorrimer Sanford
 Grace Margaret Lyons.
 Edith Agnes Harris.
 Mary Janet Franey.
 Winnifred E. Parker.
 Ina Catherine McCambey.

Agnes May Crowe.
Leander Wilbur Dickie.
Joseph Henry McFadden.
Marion Harland Sanford.
Susie Thomas Baxter.

IX (31 candidates).

Roy Pennington Calkin.
Gladys Manson.
Ernie Althea Weaver
Annie Laurie Weaver.
Muriel Jessie DeWolfe (obtained IX on X).
Ma-Belle Grace Smith.
Susie Ella Crowe.
Avarad Murray Bishop.
Jack Rupert Chipman.
Sadie Jerusha Chute.
Carl Manning Dickie.
Annie Dorothy Bligh.
Lalia Irene Power.
Myrtle Alva Jarvis.
May Leontine Chase.
Ruby Hazel Parker.
Jessie May Aalders.
Harrietta Levenia Russell.
Muriel Annie Dow.
Edith Evangeline Smith.
Ralph Leslie Eaton.
Annie Gertrude Strong.
William Avery Hiltz.
Myrtle Adelaide Ward.
Effie Marie Agnes Redmond.

Supplementary (1 candidate).

Unsuccessful (1 XII Prelim., 1 XII
"partial," 2 XI, 10 X, 13 IX).

LIVERPOOL.—(77 candidates).

XII Final (1 candidate).

Grace Marjorie Tupper.

XI. (18 candidates).

Gertrude Beatrice Freeman.
Mildred Maud Reinhardt.
Winthrop Stanley Shields.
Annie Belle Dolliver.
Harriet Mouzar Pentz.
Bessie Gladys Godfrey.
Gladys Hunt.
Margaret Anna Smith.
Freeman Tupper.
Gertrude Seretha Rhynard.
Alexander Taylor Godfrey.

X. (28 candidates).

Muriel Dean Kempton.
Beulah Hunt.
Gladys Leta Kempton.
Thomas Brenton Smith.

Letitia Winifred Mack.
Edgar Ross Gardner.
Vera Dexter.
Percy Carleton West.
Myra Manson Frellick.
Bessie DeWolfe Douglas.
Emma Maria Gaskill.
Muriel Kathleen Hilton.
Isabell Doane Harlow.
Hilda Blanche Ennis.
LaMonte Butler.
Margaret Mabel Walker.

IX. (29 candidates).

Lester Leland Cole.
Alice May Colp.
Pera Maude Hartlen.
Earl Leroy Veinot.
Eva May Joudrey.
Alma Maude Rynard.
Dorothy Freeman.
Gertrude Freeman Ford.
Beatrice Helen Wolfe.
Mildred Louise Cooper.
Hattie Ellen Latham.
Robert Leon Smith.
Muriel Vivian Kempton.
Robert McLeod Godfrey.
Maggie Inilda Minard.
Nathan Thomas Hammett.
Cora Alberta Kempton.

Supplementary, (1 candidate)

Unsuccessful, (3 XI, 10 X, 19 IX).

LOCKEPORT.—(46 candidates)

XI. (6 candidates).

Ralph Payzant.
Bertha Catherine Decker.
Alice Locke.

X. (19 candidates).

Myrtle Louise Smith.
Frances Alberta Locke.
Lillian Taylor.
Winifred Bythenia Hemeon.
Ianthé Maud Shupe.
Lily Belle Whynot.
Bernice McMillan.
Florence Eulalia Herkins.
George Blake Page.
Barbara Claire Herkins.
Charlotte May Whitmore.
Isilda Vaughan Allen.

IX. (21 candidates).

Isabel Jean Laing.
Winnifred Helena Bellevue
John Vermont Hiltz.
Muriel Alida Harding.

Johanna Beatrice Turner.
 Chester Roy Doleman.
 Doris MacMillan.
 Bertha Constance Locke.
 Myra Pearle Freeman.
 Alexander Claude Harding.
 Marianna Cochrane Lockwood.
 Isabel Jean Decker.
 Leroy Sparks Richardson.
 Daisy Winnifred Smith.

Unsuccessful (1 XI, 4 X, 12 IX).

LUNENBURG.—(134 candidates).

XII Preliminary (2 candidates).

XI. (24 candidates).

Merna Alexis Messinger.
 Stella Sophia Lohnes.
 Earnest William Saltman.
 Maud Freeman.
 Florence Alberta Young.
 Emery Harold Langille.
 Eva Hilda Herman.
 Ross John Berringer.
 Cora Emma Mossman.
 Muriel Marie Parker.
 Addie L. Feindel.
 Annie Louise Strumm.
 Hilda Maud Eisenhauer.
 Flora May Zwicker.

X. (35 candidates).

Ethel Leone Marryatt.
 Ettie May Boehner.
 Ronald Moncrieffe King.
 Alice Amanda Hirtle.
 Hazel Lue Bailly.
 Florence Pearl Louise Kedy.
 Nora Mildred Hirtle.
 Blanche Margaret Wolfe.
 May Luella Gates.
 Dora Adelia Wile.
 Harry Ray Arenburg.
 Lois Muriel Whitney.
 Kate Josephine Whynot.
 Ralph Stanley Mader.
 Minnie Ina Thressa Veinotte.
 Harry Duncan MacIntosh.
 Charlotte Susie Ernst.
 Gladys Beatrice Durland.
 Harry George Smith.
 Frank Alfred Powers.
 Minnie Teresa Steverman.

IX. (69 candidates).

Mabel Winifred Eisnor,
 Mary Louise Inglis.
 Pearl Lavinia Hirtle.
 Hilda Gertrude Maud Freeman.
 Lottie Annie Ham.

Josephina Blanche McIntosh.
 Sadie Belle Zinck.
 Mary Magdalene Steverman.
 Tessie Morton.
 Marion Hope Holder.
 Wynne E. Eisenhauer.
 Mary Frances Johnstone.
 Claude James William Kedy.
 Ruby Jennie Kaulbach.
 Clara Chipman Holder.
 Bradford Theodore Berringer.
 Byron Sydney Walters.
 Elsie Della Wentzel.
 Jennie Tryphena Knickle.
 Gladys Beatrice Smith.
 Hattie Belle Acker.
 Court Benthnor Wilson.
 Basil McClearn Geldert.
 Christie Minerva Allen.
 Hilda Myra Mosher.
 Muriel Mae Mason.
 Rachel Ann DeLong.
 Elsie Wilhelmina Wentzell.
 Evelyn Mae Jodrey.
 Ida Irene Rebecca Veinotte.
 Lilla Belle Hirtle.
 Sadie Zeporah Wentzel.
 Hilda Maud Feindel.
 Florence Grace Crease.
 Debbie Olivat Love.
 Roy Heddelstone King.
 Amynella Miriam Ernst.
 Oressa Belle Ernst.
 Elsie Mae Lohnes.
 Jessie Matilda Fancy.
 Arnold Steward Meisener.
 Herbert Stanley MacDonald.
 Lettie Mabel Feener.
 Burnett Caleb Conrad.
 Clarence Moyle Mosher.
 Hilda Urania Heisler.
 Muriel Rosalie Blanche Mader.
 Hazel Blossom Lantz.
 Mildred Agnes Corkum.
 Roy Martin Whynacht.
 Joseph Malcolm Hebb.
 Helen Elizabeth Emma Nicol.
 Annie Josephine McLeod.
 Sadie Mildred Spidell.
 Lehman Yorke Wentzell.
 Hilda Maud Mosher.
 Orah Bell Young.
 Minnie Innis Verge.
 Flora Mae Ernst.

Supplementaries, (4 candidates).

Unsuccessful (2 XII, 4 XI, 8 X, 22 IX).

MAITLAND.—(57 candidates).

XI. (7 candidates).

Augusta Weldon.
 Lalia Estey Fiske.
 Abbie Buxton Lawrence.

Ruby Macdonald.

X. (12 candidates).

Edith Cassie Corbett.
Ruth Georgia McLellan.
Harlen Levi Densmore.
Helen Clarke.
Raymond Cecil Ells.

IX. (37 candidates).

Margaret Blanche Campbell
Annie Muriel Lawrence.
Hazel Beatrice O'Brien.
Gertrude May MacKenzie.
Lelia Belle Faulkner.
Reuben Clare O'Brien.
Lucy Wellman Clarke.
Glyn William Clarke.
Georgie Weldon.
George Reuben Ungerwood.
Fred. Thompson Densmore.
Estelle Jean MacKenzie.
William Cleveland O'Brien.
Annie Muriel Rose.
Mary Florence Ells.
Gussie Olding Smith.

Supplementary, (1 candidate).

Unsuccessful, (1 XI, 3 X, 27 IX).

MARGAREE HARBOUR—(65 candidates)

XI. (1 candidate).

Francis Collin McLeod.

X. (18 candidates).

Maggie McDougall.
Alexander Allan Collins.
Agnes McDougall.
John Ronald McLellan.
Flora Arceneau.
Henry Peter Arseneault.
Annie Margaret McLellan.
Francis P. Coady.
Adele Sophia Doucet.
Peter Joseph Aucoin.
Christena Jane Miller.
Hugh Allan Collins.
Christena Cameron.

IX. (45 candidates).

Daniel Moses Coady.
Mary Ann Cormier.
Simon Peter Arseneault.
Denis Arseine Doucet.
Philip Gabriel Doucet.
Sadie Katie Collins.
Flora May MacDougall.
William Joseph McLeod.
Margaret Helen LeBlanc.

James Alexander McLellan.
Cecelia Doucet.
Elsie Jessie McDerimid.
Alexander McLellan.
Dan John McDaniel.
Nectaire Maillet.
Alexander McDonald.
Thomas LeBlanc.
Bella May Austen.
Moise Victor AuCoin.
Kattie Jane McDonnell.

Supplementary,—(1 candidate).

Unsuccessful, (7 X, 22 IX).

MIDDLE MUSQUODOBOIT—(79 candidates).

XI. (22 candidates).

Jessie Clara Sutherland.
Susie McLeod.
Stella Enid Fox.
Hattie Sarah Tays.
Gertrude Hazel Tays.
Priscilla Scotchorn.
Norman McNab Cruikshank.
Elizabeth Jane Dechman.
Florence Jean Burris.
Edith Murray Creighton.
Agnes Louise Guild.
Jennie Stewart McLeod.
John Burris Reid.
Bertha Constance Ogilvie.
Robert Archibald Logan.
George Edward Archibald.
Phebe Ann Ogilvie.
Bessie Rosamond Ogilvie.

X. (23 candidates).

Annie May Benvie.
Bertha May Archibald.
Flora Myrtle Goff.
Mabel Beatrice Dickie.
Angus Hutchinson.
Alexander Beatrice Erskine.
Lena Maude Bambrick.
Emma Louise White.
Inez Muriel Parker.
Lena Maria Isenor.
Lois Sutherland Creighton.
Ada Blanche Dickie.
James Harwood Ogilvie.
Edmund Arnold Stewart.
Pearl Ellen Cruikshank.
Bessie Creighton Bentley.

IX. (31 candidates).

Annie Burris.
Melville Gordon Cruikshank.
Della Eloise Wallace.
Ida Maud Dickie.
Effie Janie Guild.

Bertha Louise Moore.
 Miriam Fox.
 Nellie Archibald.
 Gertrude Lansdowne Adams.
 Roxie May Fraser.
 Edith May Lindsay.
 Arthur Earle Logan.
 Janet May Grant.
 Eva Blanche Isenor.
 Catherine Winnifred Kent.
 Edna Rosamund Fraser.
 Alfred Dickie Guild.

Supplementaries, (3 candidates).

Unsuccessful, (3 XI, 2 X, 20 IX).

MIDDLETON.—(105 candidates).

XI. (22 candidates).

William Firth Balcom.
 William Evans Jefferson.
 Bernard Graham Wood.
 John Alexander Campbell Moore.
 Adelaide Eliza Baltzer.
 Jessie Inez Bowlby.
 Flora Maud McGill.
 Mabel Elizabeth Charlton.
 Cora Etta Hiltz.
 Violet Deltema Jacques.
 Colin Lester Andrews.
 Karl Schurman.
 Charles Langley Wood.

X. (32 candidates).

Albert Whitfield Wentzell.
 Cleora Myrtle McGill.
 Gertrude Burditt.
 Minnie Victoria Shaffner.
 Elsie Lenora Hinds.
 Charles Robert Weaver.
 Marguerite Ethel Young.
 Carrie Edna Neily.
 Mary Raymond.
 George Loring Andrews.
 Charlotte Dorothy Burditt.
 Dora Fayette Cox.
 Karl Gladstone Wedgewood Slocomb.
 Marjorie deLancey.
 Bessie Cordelia Fairn.
 Daniel Henry Eaton.
 Evangeline Hayes.
 Eva Melvin Haverstock.
 Louis Wynn Slocomb.
 Leila Izetta MacNain.
 Winnie Maria Feltus.

IX. (50 candidates).

Pauline Elizabeth Hall.
 Giles Vernon Jacques.
 Lyle Young Brenton.
 William Burns Ross.
 Nellie Gordena Barteaux.

Lavenia Eloise Goucher.
 Ralph Odell Pearson.
 Melbourne Parker Neily.
 Mirtle Alexandra Morrison.
 Louise Winifred Lillian Croft.
 Charles McDonell Haverstock.
 Grace Parnall Jefferson.
 Elena Hazel Stoddart.
 Guinevere Hartley Gwillim.
 Kenneth Russel Bowlby.
 Cecil Raymond.
 Oswald Weeks Parker.
 Eugene Sumner Roop.
 Henrietta Maria Fairn.
 Florence Marie Crawford.
 Kathryn May Condon.
 Karl Shelby Marshall.
 Clyde Olive Whitman.
 Faye Marshall.
 Ralph Arnold Woodbury.
 Marguerite Bishop West.
 Edith Lillian Whitman.
 Beulah Winnifred C. Hughes.
 Beulah Benton Acker.
 Hilda Combie.
 William Aubrey Hume Whitman.
 Alma Melzina Beals
 Joseph Laurie Hoffman.

Supplementary, (1 candidate).

Unsuccessful, (1 XI, 11 X, 25 IX).

NEW GLASGOW.—(196 candidates).

XI. (36 candidates).

Margaret Patterson Irving.
 Leslie Clyde Strickland.
 John Duncan Irving.
 Hector McKay Seaman.
 Colin George Sutherland.
 Margaret Fraser McQueen.
 Donald Gray Dunbar.
 Ina May Ballantyne.
 George Roy Doull.
 William Roy Grant.
 Pearl Grant.
 Mary MacBeth Sutherland.
 Catherine Ross MacDonald.
 Esther Ballantyne.
 James William MacArthur.
 Hazel Jean Clay.
 Alexander Maynard Thompson.
 Jeannette MacGregor Reid.
 George Mainland Craige.

X. (53 candidates).

Jean MacKay Fraser.
 Howard Cantley.
 Jessie Mabel MacQuarry.
 Ena Forbes Marshall.
 Elizabeth Esther Fraser.
 Jessie Martha Robertson.

William Percy Thompson.
 Anna Frehill.
 Charles Allen McQuarrie
 Allister McDonald
 Janie Luella Rae.
 Frederick William Donkin.
 Jean Margaret McGregor.
 James McDougall.
 David Fraser Marshall.
 John Hugh Fraser.
 Isabel Edna Macleod.
 Wesley Pallen.
 Janie Ella Graham.
 Gerald Fleming Rogers.
 Hazel Dorothy Halbert.
 Ellen MacKay.
 Jessie Elizabeth MacMillan.
 Annie Thirza Dodson.
 Christina Catherine Colquhoun.
 Margaret McKenzie McDonald.
 Elsie May Crockett.
 Ethel Aggie Fraser.
 Marjorie Ethel Cameron.
 Bessie Blair MacKay.
 Ella Isabella Alice Fraser.

IX. (99 candidates).

Margaret McGirr.
 George Francis Kerr
 Florence Donkin
 Sarah Elizabeth Robertson
 William Ellis MacLean
 Barbara Jane MacLellan
 Elizabeth Grant.
 Florence Patterson Thompson
 Roy Bennett
 Jennie May McDonald
 Margaret May Sutherland.
 Evelyn Enid Smallman.
 Eva Catherine Doull.
 Margaret Isabel Cavanagh.
 Irene Russell Douglass.
 Catherine Tena Munroe.
 David Fraser Murray.
 Harcourt Amory Murray.
 Henry Campbell Dobson
 Andrew Fraser Weir.
 Ernest Bunson Donkin.
 James Stanley Fraser.
 Elizabeth Irene Kirwan.
 Annie Adella MacKinnon.
 Hazel Robertson Douglas.
 Clara Margaret Smith.
 Sarah Christina Kennedy.
 Willard Lawson McMillan.
 John Sylvester.
 William Roderick Dand.
 Earle Fraser Crockett.
 Margaret Katherine MacKay.
 Alex. Dan McDonald.
 Daisy Mabel McKay.
 Matilda Murray.
 William Lawrence Fraser.
 Agnes Jean Sutherland.
 Ethel Sproull.

Mary Chisholm Reid.
 Ethel Cairncross Duthie.
 John Henry McQueen.
 Alexander William McHardy.
 Margaret McLeod Nicholson.
 Edna Craig Duthie.
 Barbara Annie Fraser.
 Fraser McGregor.
 Katherine Fraser MacPherson.
 Aimee Olive Miller Roy.
 Hugh McPherson.
 Maud Robertson.
 Roberta Irene Ballantyne.
 Donald McPherson.
 Colena Carlotta Murray.
 Rose Anna Moore Cameron.
 John McGregor.
 James Mitchell Naismith.
 Sarah Catherine Fraser.
 Anna Belle Meikle.

Supplementary, (8 candidates).

Unsuccessful, (4 XI, 25 X, 51 IX).

NORTH SYDNEY.—(107 candidates).

XI. (26 candidates).

Verna Viola Milburn.
 Eliza Kilpatrick.
 James Bertrand Anthony Bremmeon.
 Annie Horton.
 Lloyd McKnight Johnstone.
 Ernest Spurgeon Smith.
 Edith Jane Johnstone.
 Lenna Maie Jenner.
 William Kempt MacKay.
 Henrietta Francis Way.
 Mary Ethel Kay.
 Marie Sullivan.

X. (36 candidate)

Ella Marguerita Munn.
 Isabel Edwards
 Sadie MacKinnon
 Carl Roby Bissett
 Ellen Katie MacLean
 Elma Livingstone Rosborough
 Benjamin Chalmers Salter.
 Lloyd Remington Meach.
 Charles Gordon Smith.
 Agnes Sarah MacMillan.
 Kathleen Gillis.
 Sarah Elizabeth Stephenson.
 Mamie Forrestall.
 Winifred Murray MacDonald.
 Elizabeth McGery Slaven.
 William Henry Stone.
 Minnie Kathleen Armstrong.
 Ronald McIntyre.
 John MacKenzie Stewart.
 Kathleen Regis McLeod.
 Mary Elizabeth McDorsay.
 Ernest Archibald Dorsay.
 Josephine MacKenzie.

IX. (46 candidates).

Sadie Katherine McLennan.
 Daniel MacKenzie
 Catherine Ingles Grainger.
 Annie Leo Desmond
 Annie Baxendale
 Nora Merritt
 Isabel Mitherall.
 Eleanor Stuart Johnstone.
 Una Rae Rosborough.
 Eleanor Archibald.
 John Fraser Grainger.
 Emma Rose Ella Devoe.
 John Herbert Christie.
 Mary Nicholson.
 James Gordon Hackett.
 Delia Alexis Roach.
 Anna MacKenzie.
 Cyril Dooley.
 Mary Gertrude Cahill.
 Violet Elizabeth Brown.
 John Herbert McDonald.
 Dollena MacLean.
 Margaret Romayne.
 Sadie Bell Steele.
 Alice Ethel Goffney.

Supplementary, (1 candidate).

Unsuccessful, (4 XI, 15 X, 27 IX).

OXFORD.—(73 candidates).

XI. (15 candidates).

Ada Gertrude Tuttle.
 Linda Bessie McKiel.
 Florence Hooper.
 Susanna Johnson.
 Bertha Jameson.

X. (24 candidates).

Florence Erna Benjamin,
 James William Blair
 Mary Sophia Clay.
 Grace Dawson Farquhar.
 May Stanley Beebe.
 Henry Percy Anderson.
 Bertha Gaynelle Gordon.
 Gladys May Coulter.
 Bertha Ella McLaughlin.
 Flora Thompson.
 Minnie Beulah Edgett.

IX. (33 candidates)

Greta Beryl Fraser.
 Walter McElmon,
 Frank Brownell,
 Gertrude Elizabeth DeMings,
 Newton Fraser.
 Jessie Kever.

Llaina Church Hewson.
 Madeline Ann Crowley.
 Elsie May Davis.
 Hilda Alice Fountain.
 Robert Lawrence Jeffers.
 Sydney Bent Fullerton.
 Ruby Isabella Sutherland.
 Emma Alberta Gillis.
 Bertha Madeline Mattinson.
 Teresa Nina Crowley.
 Katie McNabb.
 John Cecil Brander.
 Arthur Gates Hickman.
 Etta Marie Brownell.
 Annie May Colter.

Supplementary,—(1 candidate).

Unsuccessful, (8 XI, 11 X, 16 IX).

PARRSBORO.—(63 candidates).

XI. (7 candidates).

Clarence Edward Proctor.
 Myrtle Antoinette Atkins.
 Janie Marie Roberts.
 Evelyn Ruby Harrison.
 Gerald Gesham Aikman.

X. (17 candidates).

Frederick Waycott Young.
 Myrtle Ray Jeffers.
 Oressa Rebecca Bowden.
 Erma Rita McLaughlin.
 William Lawrence Layton.
 Marion Thressa Fullerton.

IX. (37 candidates).

Lydia Belle Spicer.
 Ellen May Pettigrew.
 Leslie Otis Schurman,
 Lorena Anna Spicer,
 Harold John Mahoney.
 Effie Thelma Mott.
 Merle Guest Pettis.
 Fannie Lucella McNeil.
 Charles Smith Henderson.
 Juanita May Tupper.
 Bessie Viola McAleese.
 Helen Fay Jenks.
 Margaret Gertrude Callow.
 Rita Inez Day.
 Lillian Evelyn Yorke.
 Gussie Maude Jeffers.
 James Wilbert Walsh.
 Ralph Armand McDade.
 Charles Fraser Davison.

Supplementary,—(1 candidate).

Unsuccessful, (1 XI, 8 X, 22 IX).

PICTOU.—(220 candidates).

XII. Old. (22 candidates).

John Hamilton Lane Johnstone.
Viola Belle McLean.
Sarah Eva MacLean.
Reginald Rockwell.
Annie Sadie McKenzie.
Margaret Jean Scott.
Lida Jean Roy.
James Lee Matheson.
Jessie Ellen Henry.
Margaret Irene Fellows.
Margaret Lola Maxwell.
Christina Sophia Coulter.

XII. Final, (1 candidate.)

Sadie Elizabeth Porter.

XII. "Partial," (12 candidates).

XI. (54 candidates).

John Archibald Currie,
Emily Dewis Spicer,
Bertha Maude Philip,
John Alexander Fellows,
Margaret Katherine MacAulay.
Annie Isabella Fraser.
Harold Lauchlin McInnes.
Isaac Matheson Fraser.
James Sedley Dunlop.
John Ray Johnson.
Archibald Noble MacMillan.
Mabel Goodspeed Fullerton.
Daniel Angus MacKenzie.
Jessie MacDonald.
Lena Annie MacKay.
James David MacLeod.
Frank Somerville Carson.
Alexander William Munro.
John Ross Smith.

X. (47 candidates).

Samuel Burton Trerice,
Kenneth John Austin.
Margaret Grant Robertson,
Eleanor Heughen.
Lloyd Keating Smith,
Violet Rose,
Allister MacLean,
Mary Mildred Hanblen,
Elsie Craig Fraser,
John Henry Chateauvert,
Maime Gerrard Ross,
James English,
Edgar Boutillier,
George Hugh Henderson.
Mary Florence Currie.
William Fraser Munro.
Norman Archibald MacKenzie.
Alexander Fraser MacDonald.
Annie May MacLeod.

Norman Graham Reid.
Lawrence Blair Campbell.
Jamie Brittain Carson.
Christena Gilchrist,
Eleanor Heughen.
Jessie Fulton Head.
Martha Katherine Bell.
Annie Laurie Elliott.
Catherine MacKay.
Warren Oswald Grant.

IX. (75 candidates).

William Wallace McDonald,
Annie Jane McInnes.
Margaret Myrtle Matheson,
Margaret Ann Baillie,
Christie Ann MacQuarrie,
Christina Dey MacLeod,
Bessie May Murray,
Susie Robertson Smith,
Ada Frances Redmond.
Alvin Daniel Heighton,
Bessie Matilda MacLeod,
Hattie Grace MacKenzie,
Harold Vernon Ferguson,
Agnes Ruth Creighton,
Williamina Jessie Porter.
John James Stevenson.
William Edwin Harris.
Hugh Gordon McLeod.
Raymond Donald Stiles.
Irene Stewart Creighton.
Ethel Maud Bickers.
Allan Andrew Ferguson.
Williamina Janet Murray.
John James Creighton.
Ina Ethel MacKay.
James William McDonald.
John Haddon Fraser.
Clifford MacKenzie.
Mary Agnes Reid.
Neil Currie.
Mary Ellen MacKay.
Jennie Marion MacKay.
Mary Olivetta Clark.
Jean Elizabeth English.
John McKenna.
Annie Ellen Harris.
Nannie May McArthur.
Susan Russel MacQueen.
Justin Rice.

Supplementaries,—(9 candidates).

Unsuccessful, (15 XII, 21 XI, 25 X, 50 IX)

PORT HAWKESBURY. (59 candidates).

XI. (10 candidates).

Catherine Isabel MacIntyre.
Marion Emily Martin.
Jessie Margaret McInnis.
David Thornton Embree.
Annie Isabel MacKichan.

X. (15 candidates).

Hugh Price Evans.
 Ethel Belle MacKillop.
 Mary Angella Strohan.
 Bertha Alice Grant.
 Edith Elizabeth Grant.

IX. (32 candidates)

Rauel J. McDougall.
 Malcolm James MacMillan,
 Robert Lyle Reeves.
 Ida May Crittenden,
 William Albert McQuarrie,
 James Bernard Keating,
 Mary Georgena Walker.
 Margaret Lyle Williams
 Edith Amelia Crittenden.
 Stella May McEachern.
 Anna Victoria McPherson.
 Gertrude Amelia Langley.

Supplementaries,—(2 candidates).

Unsuccessful, (3 XI, 6 X, 26 IX).

PORT HOOD. (38 candidates).

XI. (2 candidates).

X. (17 candidates).

Claude Murray.
 Harold Benjamin Watts.
 Gertrude Cozzoline.
 Mary Louise Hynes.
 John Richard McDonald.
 Frances Elizabeth Breen.
 Harvey Richard Smith.

IX. (19 candidates).

Henry Guy Smith.
 Robbie Marshall Smith,
 Mary Catherine Walter,
 Mabel Johnston,
 Ada Myrtle Watts,
 Mary Florence McLellan,
 Mary Murphy.
 Mary Loretto Walsh.
 Phelomena Smyth.
 Agatha Isabel McDonald.
 Teresa Isabell McLeod.
 Margaret Chisholm.
 Marcella B. McLellan.
 Katie Ann Chisholm.
 Sarah Rebecca Smith.
 Jessie Ann Chisholm.

Unsuccessful, (2 XI, 4 X, 9 IX).

RIVER JOHN. (52 candidates).

XI. (6 candidates).

John Archibald Murray.

Alexandra Margaret Murray.
 Anna Stuart Grant.

X. (13 candidates)

Margaret Jean Macleod.
 Christopherim Pearl McDonald,
 George Chester Langille.
 Annie Gordon Mitchell.
 Annie Florence Sillers.

IX. (33 candidates).

Roderick McRae,
 Stella Helen Sutherland,
 Harry Byers Langille.
 Jennie Belle Baillie.
 Amos Clifford Tattrie.
 Georgie Catherine Matheson.
 Elizabeth Blanche Henry.
 Margaret Ann McGregor.
 Helen Rose Murray.
 Hazel Elizabeth Langille.

Unsuccessful, (1 XI, 8 X, 25 IX)

SHEET HARBOUR. (59 candidates).

XI. (4 candidates).

Winifred Baker.

X. (16 candidates).

Odessa May Pye.
 Ethel May Clawson.
 Alice Margaret Smith.

IX. (39 candidates)

Aleda Tupper.
 Hilda Blanche Balcom.
 Rosamond Elizabeth Macdonald,
 Guy Mason.
 Neil Hall Smith.
 Eva Catherine Hartling.
 Katherine Margaret Lowe
 Cornelia Viola MacCarthy.
 Annie Mae Jewers.

Unsuccessful, (2 XI, 11 X, 33 IX).

SHELBURNE.—(56 candidates).

XI. (15 candidates).

Harold Glen Pentz.
 Jean Houghton.
 William Douglas Morton.
 Gladys Rowena McGinnis
 Cecil Murray McKay.
 Mary Edith Holden.
 Mary Matilda Bruce.
 Carlos Werter Dell-Plaine
 Kathryn Thorburn.
 Joseph Wilfred Bruce.

Marion Ramona Thorburn.
Jennie Alma Hogg.

X. (18 candidates).

Robert Smith,
Muriel Elizabeth Stephens,
Hattie Helen Davis,
Mildred Victoria Bruce.
James Stanley Nickerson.
Carrie Estella Bowlby Phillips.
Louise Wilhelmina Freeman.
Margaret Arminalla MacKay.
Lola Dean Elizabeth Golden.
Ruth Thorburn.
Annie Belle Bethune.
Harriet Viola Thorburn.
Elizabeth Florence Bower.

IX. (21 candidates).

Elizabeth Bates MacKay,
Idella Sophia Jones,
Ada Marguerite Hunter,
Howard Bertram Thorbourn
Bella Williams.
Annie Augusta Bruce.
Arthur Gordon Pentz.
Ellen Glendora Holmes
Margaret May Walls.
Harry Russel Thorbourn
Myrtle MacKay.
Theresa Devine.
Geo. Ellwood Miller.
Helen Lucretia Grovestein.
Lawrence Arthur Bower.
Andrew Thos. Bower.
Nellie Mabel Irwin.
Margaret Russell Corbett.

Supplementaries,—(2 candidates).

Unsuccessful, (5 X, 5 IX).

SHERBROOKE. (41 candidates).

XI. (5 candidates).

John Angus Macdonald.
Fitzhugh Spencer Andrews.

X. (17 candidates).

Flora Edna May Cameron.
Daniel Henry McDonald,
Vera Elizabeth McLane.
William Thomas Fraser.
Francis May Cameron Gunn.
Earle Alexander Kinley.
Elizabeth Catherine Chisholm.
Helen Hester McKay.

IX. (19 candidates).

John Angus Cameron,
James George Stewart Archibald,

Emma Florence Mason.
Ethel May Chisholm,
Agnes Catherine Manson,
Vivian Hope Bezanson.
Edna May Jollota.
Marian Elizabeth Giffin.
Hilda Gertrude Crooks.
Villie Alvin Cameron.
Asa Arundel Andrews.

Unsuccessful, (7 X, 13 IX).

SPRINGHILL.—(56 candidates).

XI. (12 candidates).

Melbourne O'Brien.
Ida Isabella Chandler.
Fraudena Isabel Gilroy.
Laura McPherson.
Agusta England Paul.
Ellen Cora Brown.
Ethel Morton McDonald.
Delia Jane Brown.

X. (13 candidates).

Herbert Fielding Paul.
Grace Crowe.
Sadie Bent.
Leona McPherson.
Mary Matthews.
Gwendolyn Ida Boss.

IX. (31 candidates).

Lulu Isabel MacAulay.
Elizabeth McPherson,
Robert Roy Murray.
Anna Heath Parsons,
Minnie Ethel Hunter,
Annie May MacDonald,
Genevieve Fletcher,
Wendell Simpson.
Eva Howard.
Lexie Victoria Murray.
Isabel McDonald Livingstone Anderson.
Daisy Watt.
Clara Tabor.
Mary Florella Keith.
George William Colville.
Lottie Rouey.
Fannie McKim Layton.
Ethel Gilroy.
Charlie Edward Elliott.
Rita Lois Bird.
Agnes Veronica Canty.
Ida Mary Broidy.
Laura Maie Fullerton.
Florence Almeda Sproule.
Dora Stevenson.
Ellen Janie Fullerton.
Mamie McCarthy.
Frances May Kennedy.

Unsuccessful, (1 XI, 2 X, 10 IX).

STELLARTON.—(61 candidates).

XI. (7 candidates).

Katherine MacDonald.
Ethel Annette MacKenzie.
Wm. Herbert Outerbridge.

X. (22 candidates).

Clarissa Frances Stevens.
Annie MacGregor Ross.
Newton Langston Miller.

IX. (30 candidates).

Arthur Buchanan McKay.
Eva Kate McLean.
Jessie Blanche McWilliam,
Jessie Dolena MacIntosh,
Mary Christena Ross,
Christena Maude MacIntosh,
Howard Fellows.
Wilfred Culton.
May Higson.
Mary McKay.
Annie Hazel Dean Calder.
Jean Chateauvert.
Wm. Henry Falconer.
Cecil Barton Cuthier.

Supplementaries,—(2 candidates).

Unsuccessful, (2 XI, 15 X, 22 IX).

ST. PETERS.—(77 candidates).

XI. (6 candidates).

X. (37 candidates).

Ella Hattie Morrison.
Walter Urban Martel.
Sarah Sophia Burke.
Abraham Beranger.
Christena Mary McRae.
Jessie Belle McLean.
Charles Herman MacNeil.
Julia Beatrice Coffey.
Alice Patricia Cote.
Mary Josephine Kyte.
Hugh Cameron Boyd.

IX. (32 candidates).

Hector Downie Kemp.
Hugh James MacDonald,
Jennie Florence MacLean.
Florence Boyd,
Joseph Russell Boyd,
John McKeigan,
Stella Mary Boyd,
Catharine Morrison,
Rebecca Burns McKay,
Katie Campbell.
Catharine Johnstone.

Margaret Gillis.
Annie Anderson MacDonald.
Frances Josephine Murphy.
Barbara MacPherson.
Rose Jane MacNamara.
John Angus Ross.
Mary Carmen Marge Bissett.
Mabel MacLean.
Loretta MacNeil.
Hattie Ann Burke.
Claude Angus Thompson McAskill.
Christy Ann Morrison.

Supplementaries,—(3 candidates).

Unsuccessful, (2 XI, 17 X, 20 IX).

SYDNEY.—(138 candidates).

XII. Old. (6 candidates).

XII. "Partial."

William Ernest Haverstock, (Classical and Scientific)
Tena Oulton McLean, (Scientific) passed in 20 subjects.

XII. Final.

Moses James Coady.

XI. (9 candidates).

James Michael Coady,
Georgie Marion MacKay.
Mary Margaret MacLeod.
Irene Gertrude Bremner.
Nathaniel Nathanson.
Harold Archibald Smith.
Daisy Florence MacDonald.
Denis Joseph Mulcahy.
N. Edgar Younge.
Margaret McIsaac.
Rannie McKinnon.

X. (13 candidates).

Jessie May MacKinnon,
Hannah Mary Bearse,
Mary McNeil,
Ethel Elizabeth Battersby,
Sarah Ann McDonald.
Margaret Mary Cameron.
Catherine Donovan.
Elizabeth McIsaac.
Frederic Charles Burchell.
Leslie Kenneth White.
Elizabeth Mary Power.
Margaret McMillan.
Lawrence Townley Curry.
Elsie Muriel Martel.
Harold Alexander Hart.
Mary Jane Campbell.
Mary Victoria Nicholson.

IX. (94 candidates).

Zillah Hodson Young,
 Florence M. Campbell,
 George Nathanson,
 Laura Ena MacLeod,
 Edna Frances Gough,
 Annie Farquharson,
 Warren Penny,
 Charles Florian,
 Charles Munnis Cameron.
 Angus Alexander Macdonald.
 Dorothy Agnes Thompson.
 Harold Raymond Theakston.
 Grace Chisholm.
 Teresa Blanche McDonald.
 Ernest Hastings Moore.
 Thomas Gregory Gillis.
 Harry Schurman.
 Stella Doherty.
 Wong Weng Yeen.
 Thomas Vinson Battersby.
 John William McLellan.
 Sophia Jane MacLean.
 Annie Daley.
 Annie Wyman Hart.
 Michael Leo O'Connell.
 Sadie Patterson.
 Annie Elizabeth Reid.
 Cecilia MacMillan.
 Frank Bell.
 Neil James Gillis.
 Margaret Campbell.
 Almada Jackson.
 Mary MacDonald.
 Clifford Weldon Travis.
 Douglas McDougall.
 Winifred Lucille Power.
 Ena Smith.
 Mildred Fannie MacGillivray.
 Margaret May McInnis.

Supplementaries,—(3 candidates).
 Unsuccessful, (6 XII, 3 XI, 13 X, 43 IX).

TATAMAGOUCHE.—(80 candidates).

XI. (8 candidates).

Christena Ann Sutherland.
 Wm. McCully Nelson.

X. (23 candidates).

Harry Alexander Stanley Waugh,
 Olive Thompson Forbes,
 Florence Dewar,
 Lizzie Ellen Hickey,
 Margaret Belle MacNeil,
 Frank Harris Patterson.
 Violet Estelle Mattatall.
 Irene Mae Wilson.
 Janetta Annie MacKay.
 Cyrus Sutherland.
 Trueman Spurgeon MacLanders.

Edith Jane Beattie.
 Lillian Geneva Miller.
 Maggie Jeanetta Byers.
 Ella May Clarke.
 Janie Carruthers Byers.

IX. (50 candidates).

Mona Tattrie,
 Florence Buda Tattrie,
 John Porteous Donaldson.
 Lulu May MacIntosh.
 Frances Cook Ross.
 Christena Bain Mattatall.
 Varina Ross.
 Laura Margaret Cunningham.
 Laura May Mattatall.
 John Nelson.
 Edith Sybil MacInnis.
 Raymond Donaldson.
 Jean Ethel MacKay.
 Jessie MacKeen Maxwell.
 Davis Wm. Wortman.
 Mary Ellen MacKay.
 Jean Sophia Sutherland.
 Bessie Johnson Gunn.
 Mary Ethel Gray.
 Harry Russell Langille.
 Frank Cecil Langille.
 Susan Simpson.
 Annie Jane Stevens.
 Lillian May Sutherland.
 Annie Margaret Johnson.
 Huntley Clark Matheson.
 Delmar Lauraston Vincent.

Unsuccessful, (9 X, 24 IX).

TRURO.—(233 candidates).

XII. Old. (2 candidates).

XII. Old Partial. (7 candidates).

Annie Beatrice O'Brien.

XII. Prelim. (17 candidates).

Edna Brown Davidson.
 Jessie Wilson Hennigar.
 Alice Audrey Linton.
 Laurence Edward Brownell.
 Maynard Brown Archibald.
 Carl Margeson Eaton.
 Fred Margeson Bishop.
 Waldo Perley Crowe.

XI. (54 candidates).

Margaret Dorothy Waddell,
 Mary Caroline Moxon.
 Maude Yuill Smith.
 Sarah Christie Morgan.
 Arnold Roderick McLeod.
 Lillie Drysdale Barrett.
 Robert Earle Day.

Arthur P. McIvor.
 Sarah Margaret Fulton.
 Leslie Briggs McCurdy.
 Frederick Fulton McLellan.
 William George Magee.
 Marion Margaret MacIntosh.
 Annie Christie Loughhead.
 Mary Pearl Meadows.
 George Arthur Bruce.
 Daniel William Hoar.
 Kathleen Davies.
 Mabel McPhie.
 Hortense Slade Blackmore.
 John Barrie Dickie.
 Minnie Myrtle Bryson.
 Mildred Eliza Main.
 Bella Crowe.
 Eva Pearl Whitman.
 Clara Alice Crowe.
 Thomas Arthur Bayne.
 Violet Kent McKay.
 Stanley Wilfred Chambers.
 Nellie Parker Fulton.
 Freida Augusta Jeanne Elderkin.
 Leith Prescott Archibald.
 Ethel Beatrice Reinhardt.
 Vera Elizabeth Elliot.
 Lloyd Mahon Graham.
 Alice Louise Johnson.

X. (63 candidates).

Jennie Ethel O'Brien,
 Mabel Hall,
 Alexander Fraser Craig,
 Mary Morrison,
 Bertha Alice Wright,
 Myrta Corynne Lodge,
 Mabel Brenton,
 John Millar Putnam,
 Myrtle Jessie Mingo,
 Elsie Blanche Dickson,
 Charlie Alexander Mackay.
 Stella Mabel Higgins.
 Annie Liola Ross.
 John Stewart Logan.
 Juanita May Whyte.
 Roland Herbert Doane.
 Edith May Putnam.
 Ethel Gladys Johnson.
 Gladys Belle Ryan.
 Margaret Jane Christie.
 Margaret Donald Fraser.
 Elizabeth Ellen Ellis.
 Grace Frances Huntley.
 Elsie Vivian Simpson.
 Robert Smyth Adams.
 Emily McCully Bryson.
 Evangeline Marie Mackenzie.
 Jennie Alberta Robertson.
 Alice Eureka Wright.
 Joseph Austin Edwards.
 Nellie Claire Wright.
 Florence Mabel Harvey.
 Clara Jane Hill.
 Jessie Campbell Sutherland.

Leah Marion Leck.
 Jean Maude Carey MacDonald.
 Loie Richardson Nelson.
 Maude Elizabeth Brennan.
 Violet Mary Robbins.
 Clara Margaret English.
 Harriet Louise Lindsay.
 Irene Eva Mingo.
 Eleanor Elizabeth McLellan.

IX. (89 candidates).

Kenneth Morton Lewis,
 Martha Della Crowe,
 Laurie Martin Hanway,
 Andrena Frances Heffernan,
 Eleanor Blanche McLean,
 Russell Yuill,
 George William Peppard,
 Gladys Page Archibald,
 Agnes Maud Cock,
 Bertha May Little,
 Marie Eva Hamon,
 Roy Douglas Lewis,
 Bertha Inez Archibald,
 William Carroll,
 Myrtle Emma Higgins,
 Orpha May McNutt,
 Pearl Victoria Boomer,
 Esther Davison Hill,
 Hudson Taylor,
 Florence Beulah Lockhart,
 Rose May Ruth MacPhee,
 John Francis Hallisey,
 Gladys Enid Stevens,
 Hilda Lockhart McLearn,
 Mabel Elspeth Brownell.
 Emma Kathleen Creelman.
 Joanna Margaret Bishop.
 Lucy Samantha Crowe.
 Ruth Isabel Moffat.
 Andrew Campbell Christie.
 Ellen Jean McLeod.
 James Seymour Gourley.
 Elsie Katherine Archibald.
 Olivia Jean Fulton.
 Lillian Burrows Miller.
 James William Macdonald.
 Lewis Harvey.
 Sadie May Moran.
 Kenneth Gordon Crowe.
 Clarence Burnham Archibald.
 Willie Anderson Lauther.
 Earle Fulton Dickie.
 David Blair Nichols.
 Agnes Eleanor Sugatt.
 William Allison Doane.
 Adelia Elizabeth Withrow.
 Joseph Ross Gasper.
 Bertha Johnson.
 Russell David MacKenzie.
 Gladys Isabel Tanner.
 Elsie L. Staple.
 Stella Lee Lindsay.
 Hugh Chester Blackmore.
 Robert Blackwood Fulton.

Arnold Ernest Blackburn.
 Edith Delma Tully,
 Francis George Crowe.
 Roy Stanhope Dickson.
 Libbie Melissa Lynds.
 Philip Joseph Hallisey.
 Ruby Belle Bryson.
 Raymond Boyd Cox.
 Gertie May Currie.
 Winifred Pearl Dakin.
 Cora Elsie Archibald.
 Jean Aileen Henderson.
 Maud Lynds.
 Faye Huntingdon Elderkin
 Grace Louise Cox.
 Leslie Dunlap Archibald.
 Walter Austin Steck.
 Eleanor Mildred Smith.
 Arthur Roy Casson.
 John Adams Bruce.
 Samuel James Archibald.
 James Maynard MacCurdy.
 Frederick William Smith.
 Jennie Lavetta Kelly.
 Edward Birrell Heffernan.
 Joseph Cook Morrison.
 Everett Isaac McGillivray.

Supplementary,—(1 candidate)

Unsuccessful, (13 XII, 7 XI, 10 X, 33 IX).

UPPER STEWACKE.—(22 candidates).

X. (10 candidates).

Mabel Louise Davis.
 Ruby Creelman Johnson.
 Margaret Jane Gourley.

IX. (11 candidates).

David Lester Dickie,
 Elizabeth Beatrice Grant,
 Sarah Elizabeth Cox,
 Stella May Logan.
 Esther Scott Bates.
 Catherine Edna Lockhart.
 Reta Libbie Brenton.
 Bessie Christie Brenton.
 Emma Fulton Harrison.

Supplementary,—(1 candidate).

Unsuccessful, (4 X, 5 IX).

WESTPORT.—(31 candidates).

XI. (7 candidates).

Harry Stevens.
 Laura Belle Hersey.
 Lola Beatrice Campbell.
 Hilburn Maxwell Crocker.

X. (9 candidates).

Maud Lewis Haines,
 Jessie May Lewis.
 Lindsay Melbourne Finnigan.

IX. (15 candidates).

Myrtle Lent Welch,
 Allie May Churchill,
 Laura Evans Frost,
 Florence Marion Lent,
 Charles Durkee Piper.
 Lorne Fernwood Titus.
 Elva Beatrice Titus.
 Helen Coggins Hayford.
 Alfred Elisha Titus.
 Luella Mae Saunders.
 Minnie Claire Lent.
 Lucy Hope Height.
 Rosa Bush Ruggles.
 Helen Maude Finnigan.

Unsuccessful, (2 XI, 3 X, 5 IX).

WESTVILLE.—(37 candidates).

XI. (4 candidates).

X. (5 candidates).

Samuel Wilson Gray,
 George David Floyd.
 Mary MacBean.

IX. (28 candidates).

Harry Seaforth Morris,
 Annie Catherine Luscombe.
 Lena Isabelle Cochrane.
 Nathaniel Barret.
 Clarissa Jean MacDonald.
 Ida Gertrude Pushie
 Hugh Russell MacDonald.
 Mary Agnes Cameron.
 Alexander Thomas Stewart.

Unsuccessful, (3 XI, 2 X, 20 IX).

WINDSOR.—(138 candidates).

XI. (20 candidates).

Harold Beverly Robinson.
 Alfred Francis Lawrence.
 James Thomas Martin.
 Alice Mildred Spearing.
 Paul Eye Margeson.
 Jerry Newton Bishop.
 Frank Marvin Sharp.
 Beatrice Laurier Pattison.
 Lily Marguerite Lawrence.
 Ollie Dickie Borden.
 Jean Pauline Dimock.
 Joan Thompson Mosher.

Bessie Oxley Currie.
Edna Jean Miller.

X. (42 candidates).

Minnie Phoebe Bishop,
Mary Ann Perry Jenkins,
Mary Jean Coleman Geldert,
Gwendolyn Vaughan Shand,
Georgie Lawson Smith,
Flora Blanche Stillman,
Nora Kathleen Porter,
May Eulalie Nunn,
Mary Sullivan McCulloch,
James Edward Bishop,
Bicco Jessie Davison,
Albert Clare Lawrence,
Henry Gordon MacGregor Crawford,
Ethel Gertrude Sanford,
Nina Matilda Jenkins,
Mildred Claire Jenks,
Katie May Cochrane,
Eva Estella MacDougall,
Carmen La Mert Langille,
Merle Rose MacDougall,
Grover Cleveland Beazley,
Eva Pauline Clarke,
Meta Annie Harvey,
Helena Muriel Lantz,
Jessie Geraldine Hunter,
Arthur Paul Dill,
Leona Amy Dorothy Mosher,
Myrtle Belle Taylor,
Evelyn Jean MacLellan,
Ethel May Stephens,
Mabel Catherine Baxter,
Janet Louise Sanford,
Erma Lois Burgess.

IX. (72 candidates).

Leona Mary Mitchner,
Everett Creighton Malcolm,
Mary Parmella Vaughan,
Janet May Bradshaw,
Arthur Anderson Rolph,
Edna Reynolds Card,
Margaret Louise Dill,
Eva Margaret McKay,
Leila Jenison Dodge,
Pleasah Lavinia Brownell,
LeRoy Leitchfield Lawrence,
Madge Anderson Morrison,
Annie Louise Wright,
Lottie Myrtle Benedict,
Georgina Maude Miller,
Myrtle Grace Pentz,
Evelyn Madge Marshall,
Charles Orland Martin,
Whitman Sinclair Brown,
Lena Margaret Muller,
Annie Louise Wilson,
Bertha Louisa Vaughan,
Hilda Agnes Caldwell,
Eva Belle Warr,
Hilda Mary Shaw.

Bessie Marguerite Graham,
Leslie Roy McClair,
Audrey Oressa Densmore,
Lena Pearl Sexton,
Violet Falconer Reid,
Martha Winnifred Miller,
Katharine Bridget MacDonald,
Gordon Thompkins Miller,
Anna Christena Lockhart,
Wm. Alex. Cochrane,
Elmer Alfred Harvey,
Nathaniel Blaine Sexton,
John Harold Stephens,
Jloyd Lionel Brown,
Annie Kathleen Coalfleet,
Elizabeth Underwood,
Margaret Henrietta Trenholm,
Harold Bignay Baird,
Annie Priscilla Lawrence,
Helena Blanche Bissett,
Ethel de Silva Robinson,
Walter Roy Dill,
Milford C. Dimock,
George Henry Wilson

Supplementaries,—(3 candidates)

Unsuccessful, (2 XI, 4 X, 29 IX).

WOLFVILLE.—(79 candidates).

XI. (15 candidates).

Winnie Louise Fairweather,
Elsie May Nowlin,
Elsie Elizabeth Webster,
Wm. Cogswell Bell Card,
Bessie Blossom Harvey,
Ross William Collins,
Lizzie May Palmeter,
Julia Shaw Illsley,
Henry Elmer Potter,
Mary Frances Bowser.

X. (22 candidates)

Lila Elizabeth Chase,
Evelyn May Johnson,
Starr Whitney Fairweather,
Alice Minerva MacRae,
Catharine Vaughan Wright,
Ada Mildred Johnson,
Hilda Kathleen West,
Harriet Olivia Benjamin,
Ida Lillian Mitchell,
Eva Blanche Westcott,
Katharine Roscoe Dawson,
Muriel Irene Eaton,
Sadie Elise Wortman,
Martha Alice Kinney.

IX. (42 candidates)

Dora Fannie Lewis,
Eliza Blanche Thomas,
Wm. Chas. Archibald,

Rhona Scott Wright,
 Hazel Louise Burgess,
 Mildred Maye Foster.
 Marguerite Grey Elderkin.
 Kate Vance Thorpe.
 Harlaw Page Davidson.
 Clifford Webster.
 Grace Catharine Shaw.
 Laura Adelia Illsley.
 Evelyn Anna Eaton.
 Cyril Healy Jackson.
 Grace Chipman Crandall.
 Fred Berton Eaton.
 Pauline Susie Porter.
 Ethel Baird Mitchell.
 Mary McKay Archibald.
 Myra Ethel Brown.
 Clara Evelyn Chisholm.
 Queenie Tabor.

Supplementary,—(1 candidate).

Unsuccessful, (2 XI, 4 X, 24 IX).

YARMOUTH.—(194 candidates).

XII. Old. "Partial." (4 candidates).

Jas. Logan Trask, (Classical and Scientific)
 (29 subjects).

Egbert Chesley Allen (Scientific) (20
 subjects).

XII. Final. (1 candidate).

Maud Edith Butler.

XI. (39 candidates).

Clair Franklin Kinney.
 Germain Augustin Surette.
 Ralph Hartley Wetmore.
 Charlotte Melinda McGill.
 Charles Sydney Frost.
 Alvin Lewis Chipman.
 Charles Thomas Knowles Fuller.
 Alphee Simon Pothier.
 Hattie D'Entremont.
 Annie Pearle Floyd.
 James Murrie Lent.
 Aggie Layton Sulis.
 Lizzie Vine Hatfield.
 Evangeline Elizabeth Muise.
 Edward D'Entremont.
 Edith Sarah Amirault.
 Margaret Katherine Cameron.
 William Clifford Fritz.
 Maud Evelyn Winton.
 Grace Sheldon Lewis.
 James Hall.
 Francis Gray Ross.
 Hester Jane MacGill.
 Walter Neville McGrath.
 Carrie Carmen Crosby.
 Florence Evangeline Perry.
 Rhoda Mary D'Entremont.

Mildred Allison Crosby.
 Charles Douglas Robbins.

X. (58 candidates).

Joseph Netson Rice,
 Charles Amasa Trefry,
 Alma Maggie Doucette,
 Freda Belle Morton,
 Helen Beth Beveridge,
 Florence Elva Morrell,
 Pearl Freeman Allen,
 Muriel Currier Robbins,
 Clara Eliza Perry,
 Herman Leslie Porter,
 Marguerite Mack Elliot.
 Nellie Deborah Churchill.
 Hazel Emmagene Cann.
 Robert Leslie Smith.
 Eric Burrell.
 Lena Maud Gray.
 Victor Corning Godfrey.
 Vera Helena Robbins.
 Robert Nehemiah Clements.
 Mary Nellie Mins.
 Edna D'Entremont.
 Rita Catherine Goudey.
 Edith Stephanie Amirault.
 Eva Marion Balkam.
 Mary Hilda Roy.
 Helen Viola Pitman.
 Joseph Harris Dexter.
 Mildred Bernice Winters.
 Viola Grace Cann.
 Frances Octavia Hildyard.
 Ada Margaret Edgar.
 Fanny Holden King.
 Edith Jeanette Crosby.
 James Irving Herkes.

IX. (80 candidates.)

Georgie Dorothy Ross,
 Jean Whedon Currier,
 Gertrude Josephine Baker,
 Annie Myrtle Wyman,
 Nita Mae VanAmburg,
 Edward Allen Creevey,
 Regina May Mood,
 Julia Hilton Haley,
 Harold Watson Porter,
 Estella Burnice Bullerwell,
 Louise Stacey Potts.
 Mary Louise Shaw,
 Francis Joseph Pothier,
 Frank Crosby Wyman,
 Chantal Babin,
 Ruth Robbins Haley,
 Grace Lillian Moses,
 Rilla Pearl Durkee,
 Frieda Erminie Wyman,
 Laura Holden McKay,
 Lavinia Perry Doane,
 Robert Clive Frost,
 George Victor Helms,
 Louise Johnson Saunders,

Leta May Cain,
 Iola Marguerite Holmes,
 Mary Surette,
 Hubert Bradford Vickery.
 Florence Rose Hilton.
 Nellie Mae Doucette.
 William Arthur Porter.
 Annie Louise Ricker.
 Joseph Collins Potts.
 Harry Keith Bain.
 Elizabeth May Gardner.
 Evelyn Antoinette Perry.
 Hilda May Allen.
 Carl Fuller Kempton Coggins.
 Frances Willard Robbins.
 Clinton Forman Hatfield.
 Marion Victoria Pitman.
 Mary Rose LeBlanc.
 Edward John Saulnier.
 Aubrey Jeffery Hatfield.
 Joseph Perry McGrath.
 Gladys Elva Morrell.
 Evelyn Marion Welmore.
 Floris Ethel Durkee.
 Gertrude Althea Killam.
 Ruth Hazel Tedford.
 Harold Scott Trefry.
 Harry Chester Goodwin.
 Flora Dolly Reeves.
 Bradford Herman Wetmore.

Stanley Paul Amirault.
 Garnet Lincoln Lovitt.
 Edwin Bailey Herkes.
 Clarence Herman Wyman
 Hattie Joy Crosby.
 Myrtle Vera Trefry.
 Stella Gladstone Hamilton.
 Ambrosine Julia Amirault.
 Audrey Anna McCray.
 Bertha Emma Babin.
 Estelle Ann Surette.
 Nellie Vaughan Symonds.
 Rose Boudreau.
 Willard Kelly Parker.
 Kenneth Leslie Winter.
 Kenneth Sims Raynard.
 Alice Ledora Jeffery.
 Etta Mabel Hatfield.
 Lottie Beatrice Wyman.
 Margaret Blanche Pendrigh.
 Earle Fritz.
 Arthur Eugene Wood.
 Sadie Bent Forbes.
 Blanche Thurston Reeves.
 Gladys Geneva Winters.
 Harry Keith Bain.

Supplementary,—(1 candidate).

Unsuccessful, (2 XII, 6 XI, 12 X, 27 IX).

PASS LIST, 1908.

TEACHERS' PROVINCIAL EXAMINATIONS.

MINIMUM PROFESSIONAL QUALIFICATION.

[See Comments and Regulations of the Council of Public Instruction, "Licensing of Teachers," Reg. 107 and 115, pages 96 and 99, Manual 1901 and amendments Journal of Education, October 1907.]

ADVOCATE HARBOR.—(2 candidates).

Guy Eldridge Cameron, Second Rank.
Susie Amelia Mosher, Third Rank.

AMHERST.—(10 candidates).

Jennie Lillian Willis, Third Rank.
Florence May Atkinson, "
Elsie Eliza Bird, "
Dora L. Somers, "
Vera Minerva Kelley, "
Adelia Dickinson McKim, "
Chester Arthur Pugsley, "
Hazel Matilda Black, "
Alberta M. McCullam, "

ANNAPOLIS.—(9 candidates).

Harold Benje Atlee, Second Rank.
Alice Evelyn Thorne, Third Rank.
Dorothy Abigail McKay, "
Anna Atlanta Calnek, "
Eliza Grace Landers, "
Isaiah Halliday, "
Catherine Ingles Gormley, "

ANTIGONISH.—(34 candidates).

Sr Mary St. Stephen (Frances Collet), Academic Rank.
Sr St. Mary Aloysius, "
Sr St. Bernard (Anna Campbell) First Rank.
Domitilla Mary Burke, Second Rank.
Catherine McCormick, "
Catherine F. Beaton, "
Mary Agnes Beaton, Third Rank.
Sadie MacDonald, "
Sarah Gillis, "
William Joseph MacNeil, "
Annie May McDonald, "
Minnie Jane MacIntosh, "
Margaret Ann Chisholm, "
Clarence Wm. Bissett, "
Anthony MacIntosh, "
Margaret McInnis, "
John Allan Ross, "
Mary Cecilia Chisholm, "
Mary Ann Hay, "
Charles Stewart, "

Ambrose Levandier, Third Rank.
Elizabeth Mary McNair, "
Dan A. Cameron, "

ARICHAT.—(14 candidates).

Jessie Catherine Holmes, Second Rank.
Raoul Alphonse Brinck, Third Rank.
Everett John Nicolle, "
Simon Mury, "
George Guillaume Etienne, "
Irene Honora Bontin, "
Marie Louise Etienne, "
Ada Anna MacAulay, "

BADDECK.—(16 candidates).

Florence McGregor Stewart, Second Rank.
Belle Catherine McLeod, "
Dolena Catherine Matheson, "
John Roderick Matheson, Third Rank. •
Catherine McLeod, "
Stanley MacDonald, "
Annie Margaret McLeod, "
Kenneth John MacDonald, "
Mary Jane Buchanan, "
James Fraser McAulay, "
Barbara Rebecca McFadyen, "

BARRINGTON.—(6 candidates).

Gladys Hope Hines, First Rank.
Alice Marion Adams, Third Rank.
Hattie Belle Perry, "
Elsie May Ross, "

BEAR RIVER.—(7 candidates).

Earle Caleb Phinney, Third Rank.
Stewart Inglis Robinson, "
Katharine Corinne Read, "
Annie Barlow Ruggles, "
Olive Aymar Rice, "

BERWICK.—(10 candidates).

Fanny Marguerite Whitman, First Rank.
Mary Eliza Patterson, Second Rank.
Idella Mapplebeck, "
Iola Jean Munroe, "
Nason Royal Costley, Third Rank.

Harlan Fulton Keddy, Third Rank.
 Elizabeth Helen Reade, "
 Ina Jane Swindell, "
 Gertrude Seabrook Ogilvie, "

BRIDGETOWN.—(15 candidates).

Mary Anna Johnson, Academic Rank.
 Frank DesBarres Johnson, First Rank.
 Annie Laurie Mack, "
 Annie Mildred Phinney, "
 Ethel Parker Phinney, "
 Claire Violette Goodspeed, Second Rank.
 Etta Blanche Bishop, "
 Charles Fisher Parker, "
 Hilda Marion Longley, "
 Flossie Henrietta Chute, "
 Lilla Mae Noglar, Third Rank.
 Hazel Wilhelmina Bent, "
 Lola Ina Caldwell, "
 Lucinda Whitman, "

BRIDGEWATER.—(16 candidates).

Hazel Floyd Jodrey, First Rank.
 Gladys Ida Hirtle, Second Rank.
 Annie Marcia Getson, Third Rank.
 Lettie Rhodenhizer, "
 Letitia May Frazel, "
 Lavinia Ina Hebb, "
 James Howard Jefferson, "
 Elsie Violet Burns, "
 Hildred Adella Haines, "
 Beatrice Adelia Hebb, "
 •Nellie Evans Hamm, "
 Bernice Louisa Bolivar, "
 Olive Beatrice Hirtle, "
 Emma Adelaide Naugler, "

CANSO.—(6 candidates).

Clare Caroline Hurst, Third Rank.
 Lena Marion Sproule, "
 Lila Mary Hurst, "
 Agatha Amanda Johnston, "

CHESTER.—(4 candidates).

Jennie Burdette Eldridge, Second Rank.
 Susie Blanche Hawboldt, Third Rank.
 Jessie Wilson Hennigar, "
 Livian May Hiltz, "

CHURCH POINT.—(1 candidate).

Lena Maye Nowlan, Second Rank.

DIGBY.—(7 candidates).

Lida Louise Coleman, Third Rank.
 Estella Valentine Grant, "
 Pearl Eliza Lambertson, "
 Delma Snow, "

GLACE BAY.—(4 candidates).

Katherine Christena MacAulay, Third Rank.
 Henrietta Josephine Modare, "

GREAT VILLAGE.—(11 candidates).

Amy Johnson, First Rank.
 Ethel Blanche Archibald, "
 Edith Grace O'Connell, "
 Isabel Marsh, "
 Mildred Jean McDorman, Second Rank.
 Minerva Stevens, "
 Olive Carter, "
 Edna Irene Lightbody, Third Rank.
 Lulu Belle Schurman, "
 Martha Staratt O'Brien, "

GUYSBORO.—(11 candidates).

Bessie Wilena Bruce, Second Rank.
 Esther Knox Cunningham, Third Rank.
 Annie Christena McMaster, "
 Ruth Winnifred Howard, "
 Lettie Jean Sangster, "
 Annie Odessa Murphy, "
 Mary Ellen Rogers, "
 Ethel Maria Lawlor, "
 Charles Ernest Aikens, "
 Anna Belle Worth, "

HALIFAX.—(41 candidates).

George Melbourne Huggins, Academic Rank.
 Helen Hagan, Academic Rank.
 Sr Rose Stanislaus (Emeline Gaudet), Third Rank.
 Sr Mary Francis (Jane Cecilia Crampton), First Rank.
 Sr Mary Gervase (Helen Agnes Kelly), First Rank.
 Sr Mary Ignatia (Lillian Power), First Rank.
 Gladys Irene Billman, "
 Pearl Woolard Nicoll, "
 Gladys Eva Homans, Second Rank.
 Sr Mary Andrea (Mary MacPherson), Second Rank.
 Gladys Maude MacQuarrie, "
 Mary Lyons, "
 Sr Mary Camillus (Almira A. Kelly), Second Rank.
 Sr Marie Vincent (Florence Evans), Second Rank.
 Gertrude Violet Wamboldt, "
 Kate Naylor, Third Rank.
 Mary Florence Armitage, "
 Edna Myrtle Blakeney, "
 Sr Agnes Maria (Helen Russell), "
 Sr Cecilia Lawrence (Catherine Connell), Third Rank.
 Vera Edna Thompson, "
 Alice Violet Burgoyne, "
 Gladys Bernice Smith, "

Minnie Enoch Dauphinee, Third Rank.
 Bridget Ellen G. Watt, "
 Hildred Bessie Stoddard, "
 Edna Eloise Longueil, "
 Helen Dorothy Adams Armitage, "
 Pearl Collins, "
 Emma Grace Smith, "
 Gertrude Louise MacMann, "
 Laura Elizabeth Eastwood, "
 Lena Susan Stoddard, "

Sr Mary Thomas (Catherine Agnes Campbell) Third Rank.
 Sr Maria Perpetua (Irene Petrie) Third Rank.

Ethel Augusta Wamboldt, "
 Mabel Constance Moseley, "
 Reta Hastings Williams, "
 Ethel Beatrice Condran, "
 Mary Sheehan, "

INVERNESS.—(4 candidates).

Dan Allan MacMillan, Third Rank.

KENTVILLE.—(16 candidates)

Elizabeth Martha Loomer, First Rank.
 Minnie Julia Sweet, "
 Mabel Alena Weaver, "
 Edith Annie May Chute, "
 Mary Winnie Dow, Second Rank.
 Ernie Althea Weaver, "
 Annie Laurie Weaver, "
 Hilda Blanche Bowles, "
 Ruby Hazel Parker, Third Rank.
 Mary Janet Franey, "
 Jessie May Aalders, "

LIVERPOOL.—(15 candidates).

Harriet Mauzar Pentz, First Rank.
 Jessie Marie Ramey, Second Rank.
 Mercy Belle Brown, "
 Fidella Ramey, "
 Gertrude Seretha Rhynard, "
 Pera Maude Hartlen, Third Rank.
 Phyllis Helen Millett, "
 Alice May Colp, "
 Hilda Blanche Ennis, "
 Verta Laura Freeman, "
 Alexander Taylor Godfrey, "
 Margaret Mabel Walker, "
 Eva May Joudrey, "

LOCKEPORT.—(7 candidates).

Ianthe Maude Shupe, Third Rank.
 Charles Jerome Mills, "
 Bertha Catherine Decker, "
 Winifred Rogers Godfrey, "
 Lillian Taylor, "

LUNENBURG.—(12 candidates).

Edith Muriel Young, First Rank.
 Minnie Belle Smith, Second Rank.

Ross John Berringer, Second Rank.
 Geraldine Olive Ritcey, "
 Blanche Margaret Wolfe, Third Rank.
 Cora Emma Mossman, "
 Stella Sophia Lohnes, "
 Sadie Elizabeth Wagner, "
 Flora May Zwicker, "
 Annie Louise Strumm, "
 Hattie Elizabeth Acker, "

MAITLAND.—(5 candidates).

Helen Clarke, Third Rank.
 Edith Cassie Corbett, "
 Colin Benjamin Faulkner, "
 Augusta Weldon, "
 Alice Isabelle O'Brien, "

MARGAREE HARBOR.—(3 candidates)

Effie Ann LeBlanc, Third Rank.

MID.MUSQUODOBOIT.—(13 candidates)

Janet Mabel White, First Rank.
 Florence May Deelman, Second Rank.
 Bertha Fox, "
 Alice Archibald, "
 Bertha Constance Ogilvie, Third Rank.
 Bessie Alice Murchy, "
 Lena Maria Isenor, "
 Susie McLeod, "
 Effie Janie Guild, "
 Mabel Beatrice Dickie, "
 Norman McNab Cruikshank, "

MIDDLETON.—(14 candidates).

Elsie Lenora Hinds, Third Rank.
 Jessie Inez Bowlby, "
 Evangeline Hayes, "
 Mabel Elizabeth Charlton, "
 Henrietta Maria Fairn, "
 Ethel Elizabeth Morse, "
 Ida Blanche Banks, "
 Colin Lester Andrews, "
 Melbourne Parker Neily, "

NEW GLASGOW.—(17 candidates).

Ina May Ballantyne, First Rank.
 Esther Ballantyne, "
 John Grant McLean, "
 Mary MacBeth Sutherland, Second Rank.
 Daisy Thompson, "
 Margaret Patterson Irving, "
 Margaret McGirr, "
 Christina Myrtle McLean, Third Rank.
 Jessie Mabel McQuarrie, "
 Janie Luella Roy, "
 Catherine Ross MacDonald, "
 Minnie MacDonald, "
 Ellen McKay, "
 Helen Crooks, "

NORTH SYDNEY.—(17 candidates).

William Kempt McKay,	Second Rank.
Sadie Catherine McLennan,	"
Marie Sullivan,	"
Myrtle Jean Murray,	Third Rank.
Helen Joannah Hartigan,	"
Annie McCormack,	"
Catherine Sullivan,	"
Ellen Katie McLean,	"
Annie Horton,	"
Mary Euphrazie Cox,	"
Ella Marguerita Munn,	"
Sadie MacKinnon,	"
Nora Merritt,	"
Isabel Edwards,	"
Nellie Diggins,	"
Mamie Forrestall,	"

OXFORD.—(9 candidates).

Ada Gertrude Tuttle,	First Rank.
Gertrude Elizabeth DeMings,	Second R'k.
Sadie Beatrice Davis,	Third Rank.
Edwin Burland Read,	"
Bertha Jameson,	"
Hattie May Gordon,	"
Gertrude Elizabeth MacDonald,	"
Gladys May Coulter,	"

PARRSBORO.—(5 candidate.).

Erma Reta McLaughlin,	Third Rank.
Lydia Belle Spicer,	"
Lily Morton Taggart,	"
Leah Mary Lamb,	"
Ellen May Pettigrew,	"

PICTOU.—(29 candidates).

Annie Letetia Murray,	Academic Rank.
Gertrude Bertha Rafuse,	First Rank.
Christie Ann McQuarrie,	"
Jessie Ellen Henry,	Second Rank.
Margaret Jean Scott,	"
Rilda May MacKean,	"
Jessie May Munsie,	"
Mary Florence Currie,	Third Rank.
James Sedley Dunlop,	"
Luella Irene Crockett,	"
Lida Jean Roy,	"
Emily Dewis Spicer,	"
James Lee Matheson,	"
Eleanor Heughen,	"
Christena Day McLeod,	"
Margaret Katherine MacAulay,	"
Alice Muriel Knowlton,	"
Bessie Matilda McLeod,	"
Margaret Ann Baillie,	"
Bessie May Murray,	"
Bertha Maud Philip,	"
Florence Linda Murray,	"
Donald Alexander Cumming,	"
Ada Frances Redmond,	"

PORT HAWKESBURY.—(5 candidates).

Gertrude Bathemia Evans,	First Rank.
Mary Angella Strahan,	Third Rank.

PORT HOOD.—(9 candidates).

Mary Belle McDonald,	Second Rank.
Mary Florence McLellan,	Third Rank.
John McMaster,	"
Ita Elizabeth Smyth,	"
Frances Elizabeth Breen,	"
Nora Elizabeth Smyth,	"

RIVER JOHN.—(2 candidates).

Annie Florence Sillers,	Third Rank.
Roberta Campbell,	"

SHEET HARBOUR.—(7 candidates).

Winifred Baker,	Third Rank.
Odessa May Pye,	"
Ethel May Clawson,	"
Alice Margaret Smith,	"
Eva Isabelle Smith,	"
Lilie May Hilchie,	"
Katharine Margaret Low,	"

SHELBURNE.—(12 candidates).

Mary Edith Holden,	Third Rank.
Mary Maynard McLean,	"
Gladys Rowena McGinnis,	"
Harriet Viola Thorburn,	"
Elizabeth Florence Bower,	"
Jennie Alma Hogg,	"
Lola Dean Elizabeth Golden,	"
Marion Ramona Thorburn,	"
Elizabeth Bates McKay,	"
Muriel Elizabeth Stephens,	"
Kathryn Thorburn,	"

SHERBROOKE.—(6 candidates).

Orris Belle Malloy,	Third Rank.
Elizabeth Catherine Chisholm,	"
Vera Elizabeth McLane,	"

SPRINGHILL.—(4 candidates).

Gertie Augusta Bent,	Second Rank.
Ethel Morton MacDonald,	"
Lulu Isabel McAulay,	Third Rank.
Augusta England Paul,	"

STELLARTON.—(9 candidates).

Minnie Ross,	First Rank.
Annie May McArthur,	"
Isabel MacGillivray Grant,	"
Ethel Annette MacKenzie,	Third Rank.
Newton Langston Miller,	"
Elizabeth Catherine Mason,	"
Jessie Ann McLean,	"
Nettie Jane McKay,	"
Bessie May McInnis,	Third Rank.

ST. PETER'S.—(19 candidates).

Annie Kemp,	Second Rank.
Maude Hutchinson Matheson,	"
Alice Rachael McVicar,	"
Jennie Florence McLean,	Third Rank.
Bessie Gertrude Proctor,	"
Katie Campbell,	"
Rose Jane McNamara,	"
Ida W. Cameron,	"
Christina Mary McRae,	"
Alice Patricia Cote,	"
Catharine Morrison,	"
Walter Urban Martel.	"
John Angus Ross,	"
Frank MacBeth,	"
Julia Beatrice Coffey,	"

SYDNEY.—(14 candidates).

Jessie May MacKinnon,	First Rank.
Mary Margaret Carlin,	Third Rank.
Mamie MacDonald,	"
Katherine MacDonald,	"
Alice Purcell,	"
Hannah Mary Bearse,	"
Mary McNeil,	"
Margaret McIsaac,	"
Annie Elizabeth Reid,	"
Ronald James MacDonald,	"

TATAMAGOUCHE.—(11 candidates).

Wm. McCully Nelson,	First Rank.
Etta Verne Nelson,	Second Rank.
Frank Harris Patterson,	"
Lloyd Cumming Donaldson,	"
Nellie Sedgewick Currie,	"
Irene Mae Wilson,	Third Rank.
Mona Tattrie,	"
Jessie Bella McKay,	"
Maggie Jeanette Byers,	"
Harry Alexander Stanley,	"
John Donald Sutherland,	"

TRURO.—(30 candidates).

Minnie Graham Peppard,	First Rank.
Maynard Brown Archibald,	"
Margaret Augusta Doane,	"
Lawrence Edward Brownell,	"
Maude Brown Moore,	Second Rank.
Ethel Beatrice Reinhardt,	"
Bella Crowe,	"
Annie Liola Ross,	Third Rank.
Lloyd Mahon Graham,	"
Myrtle Emma Higgins,	"
Frank Benbow Fox,	"
Lorena Claire Staples,	"
Myrtle Jessie Mings,	"
Martha Della Crow,	"
Bertha Inez Archibald,	"
Florence Mabel Harvey,	"

Nellie Claire Wright,	Third Rank.
George Arthur Bruce,	"
Kathleen Davies,	"
Violet Kent McKay,	"
Ethel Gladys Johnson,	"
Mildred Eliza Main,	"
Vera Elizabeth Elliot,	"
Olive Florence McLaughlin,	"
Mabel Brenton,	"
Minnie Myrtle Brison,	"
Nellie Parker Fulton,	"
Margaret Alberta Goodwin,	"

UPPER STEWIACKE.—(4 candidates).

David Lester Dickie,	Third Rank.
Julia Johnston Rutherford,	"
Amy Harvey Archibald,	"

WESTPORT.—(2 candidates).

Lola Beatrice Campbell,	Second Rank.
Laura Belle Hersey,	Third Rank.

WESTVILLE.—(2 candidates).

Donnie Cameron,	First Rank.
Wm. Rol o Rognvald Gunn,	Third Rank.

WINDSOR.—(10 candidates).

Harry Percy Lockhart,	First Rank.
Jerry Newton Bishop,	Second Rank.
Margaret Jane Barron,	"
Flora Blanche Stillman,	Third Rank.
Mary Ann Perry Jenkins,	"
Eva Pauline Clarke,	"
Bertha Louisa Vaughan,	"
Helena Muriel Lantz,	"
Ethel Gertrude Sanford,	"
Edna Reynolds Clark,	"

WOLFVILLE.—(3 candidates).

Nora Alberta Palmeter,	Second Rank.
Olga Lyle Trenholm,	Third Rank.
Lizzie May Palmeter,	"

YARMOUTH.—(15 candidates).

Annie Pearle Floyd,	First Rank.
Eva Isabella Gray,	Second Rank.
Maud Edith Butler,	"
Lizzie Vine Hatfield,	"
Rhoda Mary D'Entremont,	Third Rank.
Edith Stephanie Amirault,	"
Regina May Mood,	"
Edith Jeanette Crosby,	"
Mary Rebecca Frost,	"
Lena Maud Gray,	"
Herman Leslie Porter,	"
Mary Nellie Mins,	"
Alma Maggie Doucette,	"

Provincial Normal School of Nova Scotia.

List of Students, 1907-8, with Diploma Awards.

AWARDED ACADEMIC DIPLOMA, THOSE MARKED WITH ASTERISKS (*) AFTER ONE YEAR OF SUCCESSFUL TEACHING.

James Boyle	Alton	Annapolis.
Robie W. Ford	Wolfville	King's.
*Letha S. Allen	Salem	Yarmouth.
*Alice P. DeWolfe	Bedford	Halifax.
*Thomas M. Hibbert	Berwick	King's.
*A. Mary Rudolf	Lunenburg	Lunenburg.
*Sadie M. Schurman	Truro	Colchester.

AWARDED FIRST RANK.

Mary H. Baltzer	Liverpool	Queens.
Margaret A. Bannerman	Barney's River	Pictou.
Flora A. Best	Bass River	Colchester.
Theresa Boutilier	Sydney Mines	Cape Breton.
Margaret L. Boutilier	Halifax	Halifax.
Annie B. T. Boyle	Church Street	Kings
Irene Brownell	Northport	Cumberland.
Emma W. Chipman	Tupperville	Annapolis.
Alice J. Cole	Little River	Halifax.
Alice B. Crowell	Port La Tour	Shelburne.
Elsie E. Dechman	Elmsvale	Halifax.
Minnie C. Elliott	Springhill	Cumberland.
Percival W. Farnesworth	Granville Ferry	Annapolis.
Nina E. Faulkner	Noel	Hants.
Emily M. Fraser	Glangarry	Pictou.
Winnie L. Freeman	Greenfield	Queens.
Nettie T. Freeman	Greenfield	Queens.
Georgia B. Frost	Yarmouth	Yarmouth.
Beatrice O. Fulton	Bass River	Colchester.
James J. Gillis	Dunvegan	Inverness.
Eva E. Graves	Bridgetown	Annapolis.
Bertha L. Greenwell	Sydney Mines	Cape Breton.
Grace L. Griffin	Coldbrook	Kings.
Jessie A. Gunn	River John	Pictou.
Alice H. Hallett	Brookside	Colchester.
Essie C. Harvey	Stoughton	Massachusetts.
Albert C. Hayford	Westport	Digby.
Bessie C. Hebb	Lunenburg	Lunenburg.
Alice D. Hill	Onslow Station	Colchester.
Mary C. Hiltz	Dartmouth	Halifax.
Edwin S. Leonard	Paradise	Annapolis.
Etta M. Letson	Port Medway	Queens.
Florence O. Lewis	Central Onslow	Colchester.
Lena I. Lewis	Burncoat	Hants.
Grace E. Lockward	Clementsport	Annapolis.
Annie M. Longley	Paradise	Annapolis.
Mary E. Loughhead	Clifton	Hants.
Andrew K. Moore	Shubenacadie	Hants.
Jane E. Macdonald	Grand Banks	Newfoundland.
Luella B. Mackay	Pleasant Valley	Pictou.
Amelia A. Mackenzie	Malagash	Cumberland.
Grentha I. MacLeod	Halifax	Halifax.
Jennie E. MacNeil	North Sydney	Cape Breton.

Bessie E. MacNutt.....	Bible Hill.....	Colchester.
Bertha J. O'Brien.....	Springhill.....	Cumberland.
Eva C. Outhouse.....	Freeport.....	Digby.
Pearl Purdy.....	Westchester Station.....	Cumberland.
Eva E. Rafuse.....	Lunenburg.....	Lunenburg.
Winnie M. Ritcey.....	Riverport.....	Lunenburg.
Lilly M. Rose.....	River Dennis.....	Richmond.
Maggie M. Morrison.....	Noel Shore.....	Hants.
Lottie L. Sproule.....	East Leicester.....	Cumberland.
Lily S. Seely.....	Halifax.....	Halifax.
Ellen A. Rudolf.....	Lunenburg.....	Lunenburg.
Lillian M. Thompson.....	Bridgetown.....	Annapolis.
Walton K. Tibert.....	Little River.....	Digby.
Mabel R. Walker.....	Kingston.....	Kings.
Lulu Dora Wallace.....	West Gore.....	Hants Co.
Minnie B. Wentzell.....	Bridgewater.....	Lunenburg.
Lola M. Woodward.....	Upper Granville.....	Annapolis.
Jessie N. Wright.....	Truro.....	Colchester.
Sarah P. W. Wylde.....	Port Medway.....	Queens.
Margaret M. Wynacht.....	Lunenburg.....	Lunenburg.
Harold C. Woodbury.....	Kingston.....	Kings.
Estey May Oligvie.....	Little River.....	Halifax.

TO BE AWARDED FIRST RANK AFTER ONE YEAR'S SUCCESSFUL
TEACHING, IN THE MEANTIME AWARDED
SECOND RANK.

Karl Kenneth Blackadar.....	Hebron.....	Yarmouth.
Clara Wilkes Cox.....	Truro.....	Colchester.
Margaret Browne.....	Westchester.....	Cumberland.
Lillian B. Cann.....	Sydney Mines.....	Cape Breton.
Vera Lyle Churchill.....	Yarmouth.....	Yarmouth.
Elizabeth Clarke.....	Salmon River.....	Colchester.
Laura May Hatt.....	Liverpool.....	Queen's.
Eva Belle Hennessey.....	Port Hawkesbury.....	Inverness.
Annie Olive Simpson.....	Sydney Mines.....	Cape Breton.
Anna Delila Sproule.....	Canso.....	Guysboro.
Bessie J. Tucker.....	Maitland.....	Hants.
Annie E. Schurman.....	Bass River.....	Colchester.
Laurence Lee Titus.....	Westport.....	Digby.
Mabel Irene English.....	Truro.....	Colchester.

AWARDED SECOND RANK DIPLOMA.

Addie F. Beckwith.....	Bass River.....	Colchester.
Lily Christina Greig.....	Halifax.....	Halifax.
Jas. D. Gillis.....	Scottsville.....	Inverness.
Olla May Lindsay.....	Lower Stewiacke.....	Colchester.†
Gladys E. Seaman.....	Yarmouth.....	Yarmouth.
Josephine P. Barclay.....	Jordan Falls.....	Shelburne.
Harriett M. Boyle.....	Chipman Corner.....	Kings.
Martha Jane Hennessey.....	Port Hawkesbury.....	Inverness.
Lena M. Callaghan.....	Upper Economy.....	Colchester.
Marie Aimee Comeau.....	Comeauville.....	Digby.
Cassie E. Corkum.....	Conquerall Bank.....	Lunenburg.
Charlotte S. Currie.....	Rockdale.....	Richmond.
Joseph P. Doucette.....	Church Point.....	Digby.
Mary E. Dartt.....	Alton.....	Colchester.
Helena G. Dowell.....	Boston.....	Massachusetts.
Florence E. Ernst.....	Mahone Bay.....	Lunenburg.†
Magdalen M. Fife.....	Sydney Mines.....	Cape Breton.
Edith M. Foote.....	Grafton.....	Kings.
Christina Grant.....	Lower Stewiacke.....	Colchester.
Mabelle Hamilton.....	Lower Onslow.....	Colchester.
Jennie L. Hebb.....	Bridgewater.....	Lunenburg.
Marion Evelyn Kelly.....	East Stewiacke.....	Colchester.

Hilda B. Langille.....	Oliver.....	Colchester.
Edith C. Langille.....	Minto.....	Pictou.
Margaret D. Macdonald.....	Piedmont.....	Pictou.
Margaret McIsaac.....	Glace Bay.....	Cape Breton.
Tina Maclean.....	Sydney Mines.....	Cape Breton.
Lalia A. Mauzar.....	Bridgewater.....	Lunenburg.
Ida M. Marryatt.....	Halifax.....	Halifax.
Jephtha S. Munro.....	Belle Cote.....	Inverness.
Annie J. Mullins.....	Monk's Head.....	Antigonish.
Jeanette A. Myers.....	Oyster Pond.....	Halifax.
Beulah Benton Ross.....	Stoney Island.....	Shelburne.
Mary C. Saulnier.....	Meteghan.....	Digby.
Florence E. Simpson.....	Tupperville.....	Annapolis.
M. Maude Swaine.....	Cape Negro.....	Shelburne.
Addie D. Taylor.....	Hectanooga.....	Digby.
Mary E. Thimot.....	Little Brook.....	Digby.
Janie Underwood.....	Windsor.....	Hants.
Gertrude M. Walls.....	Lockeport.....	Shelburne.
Grace A. Ridley.....	Yarmouth.....	Yarmouth.
Ros ^e D. Surette.....	Eel Brook.....	Yarmouth.

TO BE AWARDED SECOND RANK AFTER ONE YEAR'S SUCCESSFUL TEACHING; IN THE MEANTIME AWARDED THIRD RANK.

Mary Anita Bourque.....	Eel Brook.....	Yarmouth.
Medora M. Carter.....	Brookfield.....	Colchester.
Charlotte M. Devereux.....	St. Peter's.....	Richmond.
Laura W. Foster.....	Port Lorne.....	Annapolis.
Queenie S. Palmer.....	Windsor Forks.....	Hants.
Annie E. Sampson.....	River Bourgeois.....	Richmond.
Maie A. Smith.....	Musquodoboit Harbor.....	Halifax.
Susan H. Smith.....	Hunt's Point.....	Queens.
Mary Monique Thibault.....	Church Point.....	Digby.
Carletta E. Whidden.....	Brookfield.....	Colchester.
Cora E. Woodworth.....	Canning.....	Kings.

AWARDED THIRD RANK.

Lennie M. Snow.....	Sandy Cove.....	Digby.
Hattie Evelyn Lacy.....	Hebb's Cross.....	Lunenburg.
Sarah Ellen Reid.....	Brule Shore.....	Colchester.
Cecilia Margaret Boyle.....	West Arichat.....	Richmond.
Mary Campbell.....	Cloverville.....	Antigonish.
Cassie Chisholm.....	Long Point.....	Inverness.
Margaret Ann Coady.....	Sydney.....	Cape Breton.
Mary Ellen Coady.....	Sydney.....	Cape Breton.
Georgina Mary Crouse.....	Lapland.....	Lunenburg.
Emma B. Julien.....	Grand Desert.....	Halifax.
Ona Martin Jameson.....	Steep Creek.....	Guysboro.
Mary Ann MacDonald.....	Arisaig.....	Pictou.
Mary Jessie MacDonald.....	Middle Cape.....	Cape Breton.
Mary Ann MacLeod.....	Dunvegan.....	Inverness.
Hilda Mary Meisner.....	Cherryfield.....	Lunenburg.
Blanche Myrtle Myra.....	East Dover.....	Halifax.
Frances Isabel Schwartz.....	Shubenacadie.....	Halifax.
Laura May Wessell.....	Baker's Settlement.....	Lunenburg.
Emily Robichaud.....	Cape St. Mary.....	Digby.

AWARDED LICENSE IN MECHANIC SCIENCE.

George W. Lee Blackadar.....	Hebron.....	Yarmouth.
William Edmund Tomes.....	Truro.....	Colchester.
Dexter Scott McCurdy.....	Truro.....	Colchester.

AWARDED SPECIAL DIPLOMA IN KINDERGARTEN.

Clara Wilkes Cox.....	Truro.....	Colchester.
Gladys E. Seaman.....	Yarmouth.....	Yarmouth.
Lily Stathan Seeley.....	Halifax.....	Halifax.

ADVANCEMENT OF GRADUATES OF FORMER YEARS.

FROM FIRST RANK TO ACADEMIC.

Peter Innes Swanson, B. A.....	Kentville.....	Kings.
Lizzie Smith.....	Liverpool.....	Queens.
Malcolm K. Harding.....	Osborne.....	Shelburne.
Daniel S. Brennan.....	Springhill.....	Cumberland.
Herbert Parker.....	Gwynne.....	Alberta.
Oscar MacNutt Martin.....	Barrington Passage.....	Shelburne.
Martha Ashmore Creelman.....	Truro.....	Colchester.
Bernard J. MacDaniel, B. A.....	Reserve Mines.....	Cape Breton.
Howard Dayne Brunt, B. A.....	Halifax.....	Halifax.
Florence Mary Keating.....	Halifax.....	Halifax.
Jane Evangeline Cleland.....	Yarmouth.....	Yarmouth.
Florence Beatrice Hall.....	Yarmouth.....	Yarmouth.
Mary Emily Spinney.....	Yarmouth.....	Yarmouth.

FROM SECOND RANK TO FIRST RANK.

Kate Freeman Richardson.....	Liverpool.....	Queens.
Delila Pearl Curry.....	Glace Bay.....	Cape Breton.
Hattie Kilpatrick.....	Sydney Mines.....	Cape Breton.
Bessie Helena Platt.....	Yarmouth.....	Yarmouth.
Alpha Maie Wood.....	Woodville.....	Kings.
Jean E. Whitman.....	Granville Ferry.....	Annapolis.
Edith Tupper.....	Sheet Harbor.....	Halifax.
Louella Thompson.....	Elmsdale.....	Hants.
Eva Alma Smith.....	Amherst.....	Cumberland.
Agnes Knight Saunders.....	Halifax.....	Halifax.
Margaret Faye Rutherford.....	Upper Stewiacke.....	Colchester.
Arthur R. Patton.....	Annapolis.....	Annapolis.
Hannah G. MacCulloch.....	Noei Shore.....	Hants.
Ethel Maud Illsley.....	Woodside.....	Kings.
Georgia Hall.....	Springhill.....	Cumberland.
Ada M. Fulmore.....	Walton.....	Hants.
Adelia Mary Clark.....	Pugwash.....	Cumberland

FROM THIRD RANK TO SECOND.

Jessie Weatherhead.....	East Rawdon.....	Hants.
Mildred L. Shaw.....	Scott's Bay.....	Kings.
Mary Grant Pearson.....	South Port Morien.....	Cape Breton.
Henrietta E. Jackson.....	Sampsonville, St. Peter's.....	Cape Breton.
Marie Antoinette Belliveau.....	Church Point.....	Digby.

STUDENTS OF THE SUMMER SCHOOL OF RURAL SCIENCE AT TRURO, 1908.

Miss Muriel Amiro.....	Lower Pubnico.....	Yarmouth.
Miss Eva Amiro.....	Lower Pubnico.....	Yarmouth.
Mr. William E. Banks.....	Bear River.....	Digby.
Miss Ethel Bower.....	Shelburne.....	Shelburne.
Miss Harriet S. Bruce.....	Glace Bay.....	Cape Breton.
Miss A. A. Bruce.....	Truro.....	Colchester.
Mr. B. H. Burgess.....	Sheffield Mills.....	Kings.
Miss Nellie B. Crosby.....	Cheverie.....	Hants.
Miss Carrie Drysdale.....	Tatamagouche.....	Colchester.
Miss Nettie Drysdale.....	Tatamagouche.....	Colchester.
Miss Annie Deagle.....	East Margaree.....	Inverness.

Miss Evelyn Foley	Truro	Colchester.
Mr. F. A. Jewett	Kingston	N. Brunswick.
Mr. Leo J. LeBlanc	Margaree Forks	Inverness.
Miss G. MacKenzie	Truro	Colchester.
Miss Laura Marchant	Lakeville	Kings.
Miss Jessie McWilliam	Onslow	Colchester.
Miss Ruth McCurdy	Clifton	Colchester.
Miss Dora McGill	Middleton	Annapolis.
Miss Edith Morgan	Truro	Colchester.
Miss Annie Nelson	Truro	Colchester.
Miss Gwendolyn Parker	Truro	Colchester.
Miss Elsie Porter	Truro	Colchester.
Miss Florence Roach	Wellington	Yarmouth.
Miss Georgie Stevens	Truro	Colchester.
Mr. William C. Stapleton	Brooklyn Corner	Kings.
Mr. Miles N. Tompkins	Margaree	Inverness.
Miss May Wallace	Shubenacadie	Hants.

TEACHERS' LICENSES, 1907-1908.

The following persons have received licenses of the Classes respectively specified in accordance with the Law and Regulations of the Council of Public Instruction. This list includes all licenses issued since the publication of the JOURNAL for October, 1907.

A.

1908.

1—Daniel Scott Brennan	Springhill.	Cumberland.
2—James Boyle	Annapolis	Annapolis.
3—Herbert Parker	Gwynne.	Alberta.
4—Ida Tompkins	L' Ardoise.	Richmond.
5—Oscar Macnutt Martin	Barrington Passage	Shelburne.
6—Martha A. Creelman	Truro	Colchester.
7—Bernard McDaniel	Reserve Mines	Cape Breton.
8—Jane Evangeline Cleland	Pembroke	Yarmouth.
9—Florence Marie Keating	Halifax	Halifax.
10—John William McLeod	Scotsburn	Pictou.
11—William Ernest Haverstock	North Sydney	Cape Breton.
12—Mabel Gladys Patterson	Three Fathom Harbor	Halifax.
13—Egbert Chesley Allen	Yarmouth	Yarmouth.
14—Sr. St. Leonard (M. Thompson)	Congregation de Notre Dame	Montreal.
15—Robie Washington Ford	Wolfville	Kings.
16—Jessie Bell Campbell	Halifax	Halifax.
17—Mary Emily Spinney	Yarmouth	Yarmouth.
18—Florence Beatrice Hall	Yarmouth	Yarmouth.

B.

1907.

95—Annie Alice Fuller	Arcadie	Yarmouth.
96—Hettie Morse Chute	Waterville.	Kings.
97—Kate Freeman Richardson	Liverpool	Queens.
98—Mary Isabel MacRae	Sydney	Cape Breton.
99—James Arthur Dawson	Folly Village	Colchester.
100—Otis Stanleigh Cox	Masstown	Colchester.
101—John Edmond Bellevue	Church Point	Digby.
102—Marion Sophy Hadley	Hazel Hill	Guysboro.
103—Frances Gammell Creighton	Dartmouth	Halifax.
104—Ada Helen Smith	Parrsboro	Cumberland.

1908.

1—Sr. M. Leonora (F. M. Sampson)	North Sydney	Cape Breton.
2—Annie Katherine Dickie	Southampton	Cumberland.
3—Lizzie Belle Munroe	Grand Pre, North	Kings.
4—Hattie Kilpatrick	Sydney Mines	Cape Breton.
5—Margaret E. MacLellan	Noel Shore	Hants.
6—Delia Pearl Curry	Glace Bay	Cape Breton.
7—Georgie Stevens	Truro	Colchester.
8—Austin Alvin Zinck	Duncan's P. O.	Lunenburg.
9—Thomas Maxwell Hibbert	Truro	Colchester.
10—Fannie La Vaughan Chute	Berwick	Kings.
11—Lulu Dora Wallace	Truro	Colchester.
12—Agnes Knight Sanders	Halifax	Halifax.
13—Annie Beatrice Tupper Boyle	Church St	Kings.
14—Sara Prudence Woodworth Wylde	Canning	Kings.
15—Apha Maie Wood	Woodville	Kings.
16—Walton Kelsey Tibert	Londonderry	Colchester.
17—Andrew Kirkpatrick Moore	Shubenacadie	Hants.

18—Josephine A. Cole	Little River	Halifax.
19—Estey May Ogilvie	Little River	Halifax.
20—Pearl Purdy	Westchester Station	Cumberland.
21—Flora Adella Best	Somerset	Kings.
22—Florence Olney Lewis	Central Onslow	Colchester.
23—Letha Southwick Allen	Salem	Kings.
24—Percival Whitman Farnsworth	Granville Ferry	Annapolis.
25—Alice Brunhilda Crowell	Port La Tour	Shelburne.
26—Lillian May Thompson	Bridgewater	Lunenburg.
27—Lily Strathlen Seeley	Halifax	Halifax.
28—Eva Consulla Outhouse	Freeport	Digby.
29—Georgia Baker Frost	Yarmouth	Yarmouth.
30—Edith Inez Tupper	Sheet Harbor	Halifax.
31—Minnie Bernice Wentzel	Bridgewater	Lunenburg.
32—Ethel Maud Illsley	Woodside	Kings.
33—Nina Ethel Faulkner	Noel	Hants.
34—Lola Montez Woodward	Upper Granville	Annapolis.
35—Grace Edgcombe Lockward	Clementsport	Annapolis.
36—Lily MacGillivray Rose	S. S. River Denis	Inverness.
37—Alice Davison Hill	Central Onslow	Colchester.
38—Marie Ella Loughead	Clifton	Colchester.
39—James John Gillis	Dunvegan	Inverness.
40—Lottie Lavinia Sproule	East Leicester	Cumberland.
41—Hannah Gertrude MacCulloch	Noel Shore	Hants.
42—Arthur Rogers Patton	Annapolis	Annapolis.
43—Emma Whiston Chipman	Tupperville	Annapolis.
44—Irene Gertrude Brownell	Northport	Cumberland.
45—Georgia Hall	Springhill	Cumberland.
46—Adelia May Clarke	Pugwash	Cumberland.
47—Ella Marguerite Letson	Port Medway	Queens.
48—Ena Elizabeth Graves	Bridgetown	Annapolis.
49—Jennie Elizabeth MacNeil	North Sydney	Cape Breton.
50—Mary Helen Baltzer	Liverpool	Queens.
51—Mabel Ruggles Walker	Kingston	Kings.
52—Margaret Anne Bannerman	Barney's River	Pictou.
53—Bessie Helena Platt	Yarmouth	Yarmouth.
54—Maggie Martin Morrison	Noel Shore	Hants.
55—Emily Margaret Fraser	Glengarry	Pictou.
56—Jessie Ann Gunn	River John	Pictou.
57—Margaret Faye Rutherford	Upper Stewiacke	Halifax.
58—Jessie Ellen Henry	River John	Pictou.
59—Sr. Stella Maria (Pauline Reiser)	Mount St. Vincent	Halifax.
60—Sr. M. Edwina (Gertrude Ormsby)	Mount St. Vincent	Halifax.
61—Sr. Marion Concepta (Clara Campbell)	Mount St. Vincent	Halifax.
62—Essie Caroline Harvey	Truro	Colchester.
63—John Thomas Archibald	New Town	Guysboro.
64—Christina Sophia Coulter	Wallace Station	Cumberland.
65—Catherine Theresa McGillivray	Antigonish	Antigonish.
66—Albert Clay Hayford	Westport	Digby.
67—Ada Maude Fulmore	Walton	Hants.
68—Sadie May Schurman	Sydney	Cape Breton.
69—Luella Bessie MacKay	Pleasant Valley	Pictou.
70—Margaret Lillian Boutillier	Halifax	Halifax.
71—Elsie Emma Dechman	Elmsdale	Halifax.
72—Sr. St. Bernard (Annie Campbell)	Inverness	Inverness.
73—Gretha Lydia MacLeod	Halifax	Halifax.
74—Jean Elizabeth Whitman	Granville Ferry	Annapolis.
75—Christena Oulton McLean	Baddeck	Victoria.
76—Lena Loretta Lewis	Burncoat	Hants.
77—Beatrice O'Brien Fulton	Bass River	Colchester.
78—Theresa Boutillier	Sydney Mines	Cape Breton.
79—Eva Alma Smith	Amherst	Cumberland.
80—Nettie Tibert Freeman	Greenfield	Queens.
81—Louella Thompson	Elmsdale	Hants.
82—Sr. Mary Francis (Jane Cecilia Crampton)	Mount St. Vincent	Halifax.

83—Viola Belle McLean	Wallace Station	Cumberland*
84—Amelia Henrietta MacKenzie	North Shore, Malagash	Cumberland.
85—Lila Dorothy Publicover	Halifax	Halifax.
86—Bessie Ellen MacNutt	Bible Hill	Truro.
87—Annie Marion Longley	Paradise	Annapolis.

C.

1907.

254—Margaret Catherine Fraser	Elgin	Pictou.
255—Henrietta Moore	Shubenacadie	Colchester.
256—Curtis Clayton Wallace	Halifax	Halifax.
257—Lola Montez Woodward	Upper Granville	Annapolis
258—Mary Adelaide Wylde	Port Medway	Queens.
259—Bessie Evelyn Smith	Kingston Village	Kings.
260—John Alexander McDonald	Upper Dyke Village	Kings.
261—Mary Evelyn Slack	Windsor	Hants.
262—Henry Leo Gagnon	D'Escousse	Richmond.
263—Charlotte Eleanor Ricker	Glenwood	Yarmouth.
264—Grace Boyd	Lower Five Islands	Colchester.
265—Lizzie Atcheson Kennedy	Bay View	Pictou.
266—Clara Richards	Little Bras d'Or	Cape Breton.
267—Gertrude Joyce Archibald	Centre Musquodoboit	Halifax.
268—Beatrice Mary Turner	Berwick	Kings.
269—Mary Cyretha Houghton	Gold River	Lunenburg.
270—Nina May Ellis	Moser River	Halifax.
271—Bessie Gladys Hoyt	Bridgetown	Annapolis.
272—Muriel Joyce Barss	Steep Creek	Guysboro.
273—Jessie May MacDonald	Truro	Colchester.
274—Ermina Grace Landels	River Philip	Cumberland.
275—Bertha I. Hirtle	Oakland	Lunenburg.
278—Susie McQueen Robertson	New Glasgow	Pictou.
279—Anna May Putnam	Masstown	Colchester.
280—Isabelle Jean Brown	Stillman	Pictou.
281—Helen MacArthur Hardwick	Annapolis	Annapolis.
282—Mamie Anne Gunn	Brule Shore	Colchester.
283—Seward William Hirtle	Mahone	Lunenburg.
284—Myrtle Jean Murray	Florence	Cape Breton
285—Dexter Scott McCurdy	Truro	Colchester.

1908.

1—Ina Lindsay Gower	Westport	Digby.
2—Jean Frances Baird	Oxford	Cumberland.
3—Kathleen Morse Mitchell	Wolfville	Kings.
4—Jane Priscilla Maxwell	Hedgeville	Pictou.
5—Janet Roach Drysdale	Tatamagouche	Colchester.
6—Edna Mabel Barss	Hazel Hill	Guysboro.
7—Margaret Jane MacDonald	Glassburne	Antigonish.
8—Sadie Elizabeth Taylor	Waterville	Kings.
9—Jessie Dimock	Hardwoodland	Hants.
10—Emma Pearl MacLean	Folly Village	Colchester.
11—Sara Margaret Morash	Dartmouth	Halifax.
12—Adela Bertha Fisher	Goffs	Halifax.
13—Mary Beatrice Jewers	Sheet Harbour Rd.	Halifax.
14—Fanny Hawes Stevens	Newport	Hants.
15—Robert David McCleave	Lower Stewiacke	Colchester.
16—Sylvia Keith	Stellarton	Pictou.
17—Nellie Augusta O'Regan	Lakelands	Cumberland.
18—Alexander Daniel Archibald	New Town	Guysboro.
19—Minnie Belle MacLean	Springfield	Annapolis.
20—Pearl Purdy	Westchester Station	Cumberland.
21—Myrtle Josephine Robbins	Bear River	Digby.
22—Rose Collins Black	Argyle	Yarmouth.

23—Margaret Jane Dow	Kentville	Kings.
24—Vivian Amanda Freeman	Liverpool	Queens.
25—Zilpha Amanda Wagner	Wolfville	Kings.
26—James D. Gillis	Scottsville	Inverness.
27—Florence Louise Silver	Day Spring	Lunenburg.
28—Annie Regina MacPhie	Shenacadie	Cape Breton.
29—Ethel Winifred Gibson	Margaretville	Annapolis.
30—Marion Elizabeth Roberts	Economy	Colchester.
31—Grace Allison Brown	Little River	Halifax.
32—Nina Maude Shortliffe	Freeport	Digby.
33—Bessie Louise Troop	Northfield	Digby.
34—Blanche Ronne Harris	Aylesford	Kings.
35—Viola Christina Hayden	Victoria Beach	Annapolis.
36—Jennie May Gillis	Mount St. Bernard	Antigonish.
37—Bertha Jane O'Brien	Springhill	Cumberland.
38—Joseph Philip Doucet	Church Point	Digby.
39—David William Smith	Lunenburg	Lunenburg.
40—Vera May Wamback	W. LaHave	Lunenburg.
41—Edith May Foote	Grafton	Kings.
42—Harriet Merrill Boyle	Chipman Corner	Kings.
43—Helen Grace Dowell	Lower Stewiacke	Colchester.
44—Bertha Lillian Greenwell	Sydney Mines	Cape Breton.
45—Georgia Hall	Springhill	Cumberland.
46—Gertrude MacKay Walls	Lockeport	Shelburne.
47—Marion Evelyn Kelly	East Stewiacke	Colchester.
48—Mabel Irene English	Truro	Colchester.
49—Marie Aimee Comeau	Comeauville	Digby.
50—Christine Grant	Lower Stewiacke	Colchester.
51—Mary Chisholm	Lower South River	Antigonish.
52—Jennie Raymond Wotton	Wilmot	Annapolis.
53—Beulah Benton Ross	Stoney Island	Shelburne.
54—Rose Delphine Surette	Eel Brook	Yarmouth.
55—Jennie Lee Hebb	Bridgewater	Lunenburg.
56—Effie Eugenia Mahan	Sweet Corner	Hants.
57—Karl Kenneth Blackader	Hebron	Yarmouth.
58—Josephine Peterson Barclay	Jordan Falls	Shelburne.
59—Edith Catherine Evelyn Langille	Minto	Pictou.
60—Bessie Johnson Tucker	Maitland	Hants.
61—Jessie Newton Wright	Truro	Colchester.
62—Mary Ellen Dartt	Alton	Colchester.
63—Addie Florence Beckwith	Bass River	Colchester.
64—Bessie Claribel Hebb	Lunenburg	Lunenburg.
65—Hilda Berenice Langille	Oliver	Colchester.
66—Mabelle Hamilton	Lower Onslow	Colchester.
67—Eva Ella Rafuse	Lunenburg	Lunenburg.
68—Mysie Maude Swaine	Cape Negro	Shelburne.
69—Addie Delannie Taylor	Hectanooga	Digby.
70—Edwin Stewart Leonard	Paradise	Annapolis.
71—Henrietta Elizabeth Jackson	Sampsonville	Richmond.
72—Jeanette Agnes Myers	Oyster Ponds	Halifax.
73—Winnie Tiner Freeman	Greenfield	Queens.
74—Maggie Melissa Wynacht	Lunenburg	Lunenburg.
75—Mary Catherine Hiltz	Dartmouth	Halifax.
76—Annie Marion Longley	Paradise	Annapolis.
77—Grace Agnes Lillian Ridley	Yarmouth North	Yarmouth.
78—Cassie Emma Corkum	Conquerall Bank	Lunenburg.
79—Clara Wilkes Cox	Truro	Colchester.
80—Margaret Browne	Oxford	Cumberland.
81—Mary Catherine Saulnier	Meteghan	Digby.
82—Marie Antoinette Belliveau	Church Point	Digby.
83—Flora Estella Wilson	Hill Grove	Digby.
84—Jessie Fudora Weatherhead	Upper Rawdon	Hants.
85—Florence Cassie McLellan	Belle Cote	Inverness.
86—Laurence Lee Titus	Westport	Digby.
87—Lena Margaret Callaghan	Upper Economy	Colchester.
88—Jessie Marie Ramey	Greenfield	Queens.

89—Florence Caroline Ernst	Mahone Bay	Lunenburg.
90—Edith Muriel Young	Mahone Bay	Lunenburg.
91—Hattie Sarah Tays	Cook's Brook	Halifax.
92—Gertrude Hazel Tays	Cook's Brook	Halifax.
93—Gertrude Catherine Fraser	Eureka	Pictou.
94—Mabel Irene McIntosh	Kings Head	Pictou.
95—Ada Gertrude Tuttle	Wallace Bay	Cumberland.
96—Mary Jean Trerice	Little River	Cumberland.
97—Martha Jane Hennessey	Port Hawkesbury	Inverness.
98—Gertrude Bathemia Evans	Port Hawkesbury	Inverness.
99—Jessie May Forbes	Victoria Line	Inverness.
100—Lalial Ann Mauzar	Bridgewater	Lunenburg.
101—William McCully Nelson	Tatamagouche	Colchester.
102—Bertha Maud Brown	Portaupique	Colchester.
103—Elizabeth Ann Clark	Salmon River	Colchester.
104—Mary Margaret MacLeod	Orangedale	Inverness.
105—Mildred Eaton Wickwire	Wolfville	Kings.
106—Mabel Eaton Wickwire	Wolfville	Kings.
107—Winnie Louise Fairweather	Wolfville	Kings.
108—Helen Hagen	Convent Sacred Heart	Halifax.
109—Jean Emeline MacGregor	Amherst	Cumberland.
110—Charlotte Amelia Smith	Amherst	Cumberland.
111—Sadie Ellenor Macdonald	Antigonish	Antigonish.
112—Mary Rose McGillivray	St. Joseph	Antigonish.
113—Margaret Mary Hannifen	Lochaber	Antigonish.
114—Catherine McCormick	Sydney Mines	Cape Breton.
115—Alphonse Angus MacKeough	Linwood	Antigonish.
116—Lulu de Blois Zwicker	Bear River	Annapolis.
117—Ida Mary Marryatt	Halifax	Halifax.
118—Mary Grant Pearson	Truro	Colchester.
119—Sr. Mary Gervase (Helen Agnes Kelley)	Mount St. Vincent	Halifax.
120—Sr. Mary Ignatia (Lillian Power)	Mount St. Vincent	Halifax.
121—Lily Christina Greig	Halifax	Halifax.
122—Mabel Goodspeed Fullerton	Pictou	Pictou.
123—Harriet Mouzar Pentz	Beach Meadows	Queens.
124—Sarah Emma MacKenzie	Pictou	Pictou.
125—Annie Slattery	Port Morien	Cape Breton.
126—Helen Bancroft	Acaciaville	Digby.
127—Bessie Mildred Denton	Little River	Digby.
128—Nellie Sedgewick Currie	Waugh's River	Colchester.
129—Christena Margaret McKenzie	Pictou	Pictou.
130—Annie Isadora Gesner	Belleisle	Annapolis.
131—Harry Percy Lockhart	Hantsport	Hants.
132—Edith Annie May Chute	Brooklyn Corner	Kings.
133—Sr. Mary Camillus (Almira A. Kelley)	Mount St. Vincent	Halifax.
134—Gertrude Belle Kirk	Glenslg.	Guysboro.
135—Mary Lyons	Halifax	Halifax.
136—Maude Hutchinson Matheson	St. Peter's	Richmond.
137—Donnie Cameron	Westville	Pictou.
138—Eva Belle Hennessey	Port Hawkesbury	Inverness.
139—David MacKay	Grand River	Richmond.
140—Margaret Mary Walsh	Head Jordan River	Shelburne.
141—Annie May MacArthur	Stellarton	Pictou.
142—Gertrude Augusta Bent	Springhill	Cumberland.
143—Margaret Parks Urquhart	Barton	Digby.
144—Susie Amy Millett	Marriott's Cove	Lunenburg.
145—Bella Crowe	Beaver Brook	Colchester.
146—Sr. Mary St. Stephen (Frances Collet)	Eastern Harbor	Inverness.
147—Celia Agusta Sanford	Kentville	Kings.
148—Olla May Lindsay	Lower Sackville	Colchester.
149—Marion Margaret MacIntosh	North Earltown	Colchester.
150—Anna Delila Sproule	Canso	Guysboro.
151—Bertha Gertrude Rafuse	Conquerall Bank	Lunenburg.
152—Florence Hillard Zinck	Chester	Lunenburg.

153—Magdalen Maud Fyfe.....	Sydney Mines.....	Cape Breton.
154—Daisy Florence MacDonald.....	Sydney.....	Cape Breton.
155—Margaret Jane Barron.....	Newport.....	Hants.
156—Jennie Walker.....	New Glasgow.....	Pictou.
157—Maud Brown Moore.....	Truro.....	Colchester.
158—Jennie Dennie Crowe.....	Highland Village.....	Colchester.
159—Mary Anna Johnson.....	Bridgetown.....	Annapolis.
160—Jessie Irene MacKnight.....	Pictou.....	Pictou.
161—Evangeline Yould.....	Kentville.....	Kings.
162—Charlotte Sabine Currie.....	Rockdale.....	Richmond.
163—Lillian Beatrice Cann.....	Sydney Mines.....	Cape Breton.
164—Florence Elizabeth Simpson.....	Tupperville.....	Annapolis.
165—Margaret MacIsaac.....	Glace Bay.....	Cape Breton.
166—Cassie MacDonald.....	Upper South River.....	Antigonish.
167—Louis Roland Bent.....	Chester.....	Lunenburg.
168—Jessie Laurence Macdougall.....	Truro.....	Colchester.
169—Annie Deagle.....	Belle Cote.....	Inverness.
170—Annie Olive Patridge Simpson.....	Sydney Mines.....	Cape Breton.
171—Susie Copp Faulkner.....	Folly Village.....	Colchester.
172—Minnie Catherine Elliott.....	Springhill.....	Cumberland.

D.

1907.

258—Winnifred Murray.....	Mabou.....	Inverness.
259—Janet MacArthur.....	James River.....	Antigonish.
260—Margaret Catherine Fraser.....	Bridgeville.....	Pictou.
261—Mary Annie McGregor.....	Nyanza.....	Victoria.
262—John Angus MacMillan.....	East Lake Ainslie.....	Inverness.
263—Florence Hillard Zinck.....	Chester.....	Lunenburg.
264—Gertie Emily Hawboldt.....	Marriott's Cove.....	Lunenburg.
265—Rosie Ellen Fraser.....	Smithfield.....	Guysboro.
266—Kate Lorraine Logan.....	Shubenacadie.....	Hants.
267—Leona Deborah Swaine.....	Port La Tour.....	Shelburne.
268—Maggie Inez McGuire.....	Upper Port La Tour.....	Shelburne.
269—Nellie May Harris.....	Bear River.....	Digby.
270—Cassie Olive Knowlton.....	Cambridge Station.....	Kings.
271—Jean McIntosh Craig.....	River John Road.....	Colchester.
272—James Howard Jefferson.....	New Germany.....	Lunenburg.
273—Hattie Evelyn Lacy.....	Micmac Mines.....	Lunenburg.
274—Susie Amy Millett.....	Marriott's Cove.....	Lunenburg.
275—Stella Marion Stropole.....	Kempt Shore.....	Hants.
276—Stephane Henri Brinck.....	D'Escousse.....	Richmond.
277—Raoul Alphonse Brinck.....	D'Escousse.....	Richmond.
278—Mary Permilla Wentzell.....	Laconia.....	Lunenburg.
279—Christine Montgomery.....	Neil's Harbor.....	Victoria.
280—Bessie Mildred Denton.....	Little River.....	Digby.
281—Grace Hanna.....	Middle Musquodoboit.....	Halifax.
282—Marion Agnes McIntosh.....	Truro.....	Colchester.
283—Vernon Elwood Browne.....	Clementsvale.....	Annapolis.
284—Ethel Anderson Murdoch.....	Tatamagouche.....	Colchester.
285—Edna Sarah Knox.....	Sydney Mines.....	Cape Breton.
286—Mattie Terry Harris.....	Tatamagouche Mtn.....	Colchester.
287—Bessie Louisa Hall.....	Bridgewater.....	Lunenburg.

1908.

1—Ada Amelia King.....	Maitland.....	Hants.
2—Mary W. Balcom.....	Annapolis.....	Annapolis.
3—Esther Maud Simpson.....	Victory.....	Annapolis.
4—Sarah Harlene Thompson.....	W. Earlton.....	Colchester.
5—Marion Gladys Crosby.....	Brazil Lake.....	Yarmouth.
6—Jessie Laurence Macdougall.....	Truro.....	Colchester.
7—Marion Margaret MacIntosh.....	Truro.....	Colchester.
8—Catherine Inglis Gormley.....	Annapolis.....	Annapolis.

9—Alice Mildred Spearing	Cambridge	Hants.
10—Mary Maynard MacLean	Shelburne	Shelburne.
11—Blanche Myrtle Myra	East Dover	Halifax.
12—Ona Martin Jameson	Steep Creek	Guysboro.
13—Cecilia Margaret Boyle	West Arichat	Richmond.
14—Florence Anna McKenzie	Pictou	Pictou.
15—Mary Campbell	Cloverville	Antigonish.
16—Margaret Ann Coady	South Sydney	Cape Breton.
17—Mary Ellen Coady	South Sydney	Cape Breton.
18—Laura May Wessell	Baker's Settlement	Lunenburg.
19—Hilda Mary Meisner	Cherryfield	Lunenburg.
20—Cassie Chisholm	Long Point	Inverness.
21—Mary Ann MacLeod	Dunvegan	Inverness.
22—Mary Jessie MacDonald	Middle Cape	Cape Breton.
23—Georgina Mary Crouse	Lapland	Lunenburg.
24—Emma Berthalie Julien	Grand Desert	Halifax.
25—Mary Ann MacDonald	Arisaig	Antigonish.
26—Carroll Howe Corkum	Robinson's Corner	Lunenburg.
27—Frances Isabell Schwartz	Shubenacadie	Hants.
28—Edith Gertrude Wentzell	Petite Riviere	Lunenburg.
29—Emily Robichaud	Mavillette	Digby.
30—Mary Louise Mosher	Kempt Shore	Hants.
31—Phyllis Helen Millett	Milton	Queens.
32—Mildred Louise Adams	Deep Brook	Annapolis.
33—Winnifred Elise Jacques	Melvern Sq.	Annapolis.
34—Carrie Louise Kempton	Liverpool	Queens.
35—Helen Augusta Denton	Little River	Digby.
36—Harrie Ardell Smith	Caledonia	Queens.
37—Myrtle Belle Brown	Milton	Queens.
38—Agnes Lane Purdy	Wentworth Stn.	Cumberland.
39—Michael Wilfred Gerrior	Guysboro.	Guysboro.
40—Ermina Vesta Young	Brighton	Digby.
41—Ora Elizabeth Perry	Ingomar	Shelburne.
42—Myrtle Gertrude Lewis	Little Bass River	Colchester.
43—Janet Pearson Cooper	Elmsvale	Halifax.
44—Emeline Laura McKenzie	Lr. Middle River	Victoria.
45—Sarah Ellen Reid	Brule Shore	Colchester.
46—Jessie Ann Macdonald	Meadowville	Pictou.
47—Florence May Cochran	Bridgetown	Annapolis.
48—Laura Belle Hersey	Freeport	Digby.
49—Elsie McLeod	Carroll's Cor.	Halifax.
50—Mary Wilmot	Antigonish	Antigonish.
51—Reta Hastings Williams	Halifax	Halifax.
52—Ethel Tully	Lr. Stewiacke	Colchester.
53—Eva Mildred Crocker	Freeport	Digby.
54—James Obadiah Kaulbach	Maplewood	Lunenburg.
55—Mary Elina Thimot	Little Brook	Digby.
56—Grace Lillian Griffin	Cold Brook	Kings.
57—Annie Olive P. Simpson	Sydney Mines	Cape Breton.
58—Laura Winnifred Foster	Port Lorne	Annapolis.
59—Janie Underwood	Windsor	Hants.
60—Enid Cordelia Fralic	Pleasantville	Lunenburg.
61—Mary Anita Bourque	Eel Brook	Yarmouth.
62—Susan Henrietta Smith	Hunt's Point	Queens.
63—Medora Milford Carter	Brookfield	Colchester.
64—Mary Monique Thibault	Church Point	Digby.
65—Charlotte Sabine Currie	Rockdale	Richmond.
66—Jeptha Seth Munro	Belle Cote	Inverness.
67—Clara Virginia Bissett	St. Peter's	Richmond.
68—Mary MacBeth Sutherland	New Glasgow	Pictou.
69—Winnie Maud Ritcey	Riverport	Lunenburg.
70—Mary Sheehan	Halifax	Halifax.
71—Katie Naylor	Halifax	Halifax.
72—William Rollo Rognvald Gunn	Westville	Pictou.
73—Eather Ballantyne	Woodburn	Pictou
74—Catherine Ross McDonald	Churchville	Pictou.

76—Bertha Fox	Middle Musquodoboit	Halifax.
77—Florence May Dechman	Centre Musquodoboit	Halifax.
78—Minnie Belle Smith	Lunenburg	Lunenburg.
79—Frances Geraldine Corkum	Lunenburg	Lunenburg.
80—Geraldine Olive Ritcey	Riverport	Lunenburg.
81—Stella Sophia Lohnes	Park's Creek	Lunenburg.
82—Ross John Berringer	Lunenburg	Lunenburg.
83—Charles Jerome Mills	Lockeport	Shelburne.
84—Esther Knox Cunningham	Boylston	Guysboro.
85—Clara May Sampson	Bridgeport	Cape Breton.
86—Norman McNab Cruikshank	Little River	Halifax.
87—Olive Carter	DeBert Sta.	Colchester.
88—Elizabeth Jane Dechman	Elmsdale	Halifax.
89—Delma Snow	Port Wade	Annapolis.
90—Jessie Blanche Boyd	Lr. Five Islands	Colchester.
91—Margaret Jean Scott	New Glasgow	Pictou.
92—Archibald Angus MacCuish	St. Peters	Richmond.
93—Jennie Willard Sutherland	Balmoral Mills	Colchester.
94—Bessie Catherine Ferguson	Balmoral Mills	Colchester.
95—Nellie Parker Fulton	Stewiacke	Colchester.
96—Alberta Myrna McCullum	Hastings	Cumberland.
97—Donna Lorelei Somers	Amherst	Cumberland.
98—Chester Arthur Pugsley	Amherst	Cumberland.
99—Vera Minerva Kelley	River Hebert	Cumberland.
100—Eva Isabella Gray	Yarmouth	Yarmouth.
101—Rhoda Mary D'Entremont	Middle East Pubnico	Yarmouth.
102—Lizzie May Palmeter	Grand Pre	Kings.
103—Olga Lyle Trenholm	Grand Pre	Kings.
104—Sr. Maria Vincent (Florence Evans)	Mt. St. Vincent	Halifax.
105—Susie McLeod	Stewiacke	Colchester.
106—Maynard Brown Archibald	Manganese Mines	Colchester.
107—Kathryn Thorburn	Shelburne	Shelburne.
108—Marion Ramona Thorburn	Sandy Point	Shelburne.
109—Lizzie Vine Hatfield	Gavelton	Yarmouth.
110—Marguerita Charlotte Macaulay	Baddeck Bay	Victoria.
111—George John Patterson	Lewis Cove Road	Richmond.
112—Wilfred Aloysius MacKeough	Linwood	Antigonish.
113—Angelina Elizabeth Kyte	St. Peter's	Richmond.
114—Alice Evelyn Thorne	Karsdale	Annapolis.
115—Margaret Scott	Yarmouth	Yarmouth.
116—Mabel Constance Mosely	Dartmouth	Halifax.
117—Peter MacAulay	MacAulays	Victoria.
118—Charlotte Mary Devereaux	St. Peter's	Richmond
119—Annie Louise Strumm	Mader's Cove	Lunenburg
120—Gertrude Louise McMann	Enfield	Hants
121—Idella Blanche Eisner	Barss Corner	Lunenburg
122—Jessie May Munsie	Green Hill	Pictou
123—Annie Laurie Mack	Bridgetown	Annapolis
124—Violet Deltena Jacques	Wilmot	Annapolis
125—Ethel Parker Phinney	Lawrencetown	Annapolis
126—Bertha Catherine Decker	Swansburg	Shelburne.
127—Mabel McPhie	Cape St. George	Antigonish.
128—Mildred Eliza Main	Noel Shore	Hants.
129—Margaret McIsaac	Sydney	Cape Breton
130—Florence Forbes	Beech Hill	Antigonish.
131—Ethel Blanche Archibald	Great Village	Colchester.
132—Mabel Eliza Charlton	Lawrencetown	Annapolis.
133—Alice Isabelle O'Brien	Noel	Hants.
134—James Fraser MacAulay	Baddeck Bay	Victoria.
135—Vera Belle Dowell	Elmsdale	Hants.
136—Lena Susan Stoddard	Musquodoboit Harbor	Halifax.
137—Sr. Mary Thomas (C. A. Campbell)	Mount St. Vincent	Halifax.
138—Ellen Sylvia Mosher	Musquodoboit	Halifax.
139—Nason Royal Costley	Waterville	Kings.
140—Earle Caleb Phinney	Bear River	Digby.
141—Ruby Violet Brannen	Wood's Harbor	Shelburne.

142—Ella Hattie Morrison	St. Peter's	Richmond.
143—Maude Evelyn Winter	Brenton	Yarmouth.
144—Ada Anna McAulay	Grand River	Richmond.
145—Ina May Ballantyne	Woodburn	Pictou.
146—Stewart Inglis Robinson	Clementsvale	Annapolis.
147—Flora Myrtle Goff	Milford	Hants.
148—Helen Clarke	Upper Kennetcook	Hants.
149—Dora Adelia Wile	Midville Branch	Lunenburg
150—Edith Cassie Corbett	Lower Selmah	Hants.
151—Blanche Margaret Wolfe	West Dublin	Lunenburg
152—Lillian Taylor	Swansburg	Shelburne.
153—Donald Alexander Cumming	Sunny Brae	Pictou.
154—Charlotte Margaret Wolfe	Kingsport	Kings.
155—Eva Pearl Whitman	Onslow Station	Colchester.
156—Olive Florence McLaughlin	Truro	Colchester.
157—Irene Mae Wilson	Central New Annan	Colchester.
158—Alice Purcell	Sydney	Cape Breton
159—Jessie May MacKinnon	Sydney	Cape Breton.
160—Mary Florence Currie	Pictou	Pictou.
161—Hattie Elizabeth Acker	Oakland	Lunenburg.
162—Mary Ann Perry Jenkins	Hantsport	Hants.
163—Christina May Ross	Blue Mountain	Pictou.
164—Helena Crooks	Trenton	Pictou.
165—Jane Ella Graham	Lansdowne	Pictou.
166—Katie Ann Cameron	Barra Head	Richmond.
167—Cora May Ferguson	Tangier	Halifax.
168—Cora Emma Mossman	Lower Kingsburg	Lunenburg.
169—Flora May Zwicker	Oaklands	Lunenburg.
170—Annie Elda Sampson	River Bourgeois	Richmond.
171—Lloyd Cumming Donaldson	Oliver	Colchester.
172—Nora Alberta Palmeter	Grand Pre	Kings.
173—Flora Blanche Stillman	Newport Landing	Hants.
174—Lola Beatrice Campbell	Freeport	Digby.
175—Christena Isabelle Sutherland	Heathbell	Pictou.
176—Annie Liola Ross	Valley Station	Colchester.
177—Edith Grace O'Connell	Londonderry	Colchester.
178—Mary Pearl Meadows	Lower Stewiacke	Colchester.
179—Elsie Clare MacKenzie	Elmsdale	Hants.
180—Harlan Fulton Keddy	Berwick	Kings.
181—Edith Archibald Burris	Lr. Musquodoboit	Halifax.
182—Marie Sullivan	Sydney Mines	Cape Breton.
183—Cora Evelyn Woodworth	Canning	Kings.
184—Mabel Barteaux Easson	Factorydale	Kings.
185—Gertrude Seretha Rhynard	Beach Meadows	Queens.
186—Laura May Harding	Jordan Branch	Shelburne.
187—Eliza Grace Sanders	Round Hill	Annapolis.
188—Ethel Gladys Johnson	Truro	Colchester.
189—Isabel Marsh	Central Economy	Colchester.
190—Jessie Mabel MacQuarrie	Lorne	Pictou.
191—Janie Luella Rae	Rogers Hill Centre	Pictou.
192—Minnie MacDonald	New Glasgow	Pictou.
193—Lily Belle Whynot	Lockeport	Shelburne.
194—Annie Barlow Ruggles	Bear River	Digby.
195—Bertha Constance Ogilvie	Little River	Halifax.
196—Beatrice Adelia Hebb	Bridgewater	Lunenburg.
197—Olive Beatrice Hirtle	Dayspring	Lunenburg.
198—Gladys Ida Hirtle	Dayspring	Lunenburg.
199—Ella Alberta Wagner	Rhodes Corner	Lunenburg.
200—Mary Forrestall	Auld's Cove	Guysboro.
201—Sadie Dora Keddy	Gold River	Lunenburg.
202—Susie Blanche Hawboldt	Marriott's Cove	Lunenburg.
203—George Arthur Bruce	Truro	Colchester.
204—Jessie Florence Meisner	Chester	Lunenburg.
205—Mildred Maud Reinhardt	Brooklyn	Queens.
206—Elsie Violet Burns	Upper La Have	Lunenburg.
07—Murdock Alexander McPherson	Grand Anse	Richmond.

208—Gladys Hope Hines	Pubnico Head	Yarmouth.
209—Ethel Annette MacKenzie	Stellarton	Pictou.
210—Clara May Jones	Cook's Cove	Guysboro.
211—Alice Ormond Fox	Middle Musquodoboit	Halifax.
212—Colin Lester Andrews	Middleton	Annapolis.
213—Elsie Lenora Hinds	Port George	Annapolis.
214—Jessie Inez Bowly	Paradise	Annapolis.
215—Gladys Rowena McGinnis	Shelburne	Shelburne.
216—Irene Mary Foley	Halifax	Halifax.
217—Lena Mary Jackson	Dalhousie West	Annapolis.
218—Katherine MacLeod	South Gut	Victoria.
219—Belle Catherine MacLeod	South Gut	Victoria.
220—Annie Mildred Phinney	Upper Granville	Annapolis.
221—Janie Marie Roberts	Parrsboro	Cumberland.
222—Margaret Dawson MacDonald	Piedmont Valley	Pictou.
223—Violet Kent McKay	Gay's River	Colchester.
224—Helen Margaret Macleod	Amherst	Cumberland.
225—Lenna Maie Dorothy Jenner	Halifax	Halifax.
226—Annabel Mabel Ross	Nyanza	Victoria.
227—Ellen MacKay	Piedmont Valley	Pictou.
228—Winifred Baker	Sheet Harbor, East	Halifax.
229—Eva Hilda Herman	Lunenburg	Lunenburg.
230—Mary Margaret Carlin	Sydney	Cape Breton.
231—Myrtle Louise Smith	Lockeport	Shelburne.
232—Minnie Ross	Stellarton	Pictou.
233—Nettie Leona McCullough	Tiddville	Digby.
234—Annie Stephen Whitman	Bridgetown	Annapolis.
235—Estella Bridget Shatford	Chester Basin	Lunenburg.
236—Maie Addie Smith	Musquodoboit Harbor	Halifax.
237—Domitilla Mary Burke	Lingan	Cape Breton.
238—Myrtle Jessie Mingo	Truro	Colchester.
239—Anna Atlanta Calnek	Lower Granville	Annapolis.
240—Agenora Stoddart	Stoddartville	Annapolis.
241—Margaret Augusta Doane	Truro	Colchester.
242—Augusta Weldon	Selmah	Hants.
243—Edith Sarah Amirault	Middle East Pubnico	Yarmouth.
244—Alma Maggie Doucette	Tusket	Yarmouth.
245—Margaret Rachel McLennan	Gillander's P. O.	Victoria.
246—Archibald Noble MacMillan	West Bay	Richmond.
247—Margaret Elizabeth Purcell	Pleasant Valley	Antigonish.
248—Lola Ina Caldwell	Centrelea	Annapolis.
249—Ethel Elizabeth Morse	Middleton	Annapolis.
250—Leda Myrtle Goodwin	Canso	Guysboro.
251—Bertha Alice Wright	Truro	Colchester.
252—Christena Myrtle Maclean	Thorburn	Pictou.
253—Mary Mills Armstrong	Granville Ferry	Annapolis.
254—Augusta England Paul	Springhill	Cumberland.
255—Ethel Morton MacDonald	Springhill	Cumberland.
256—Lottie Genesta Brannen	Wood's Harbor	Shelburne.
257—Annie Pearl Floyd	Tusket	Yarmouth.
258—Elinor Augusta Kavanagh	South Canaan	Yarmouth.
259—Annie Horton	New Campbellton	Victoria.
260—Ruth Ryerson Ferguson	Guysboro Interval	Guysboro.
261—Annie Christena McMasters	Port Shoreham	Guysboro.
262—Florence Slaunwhite	Conquerall Bank	Lunenburg.
263—Ethel Beatrice Reinhardt	La Have	Lunenburg.
265—Annie May McDonald	Brook Village	Inverness.
266—Jessie Clare Sutherland	Gay's River	Colchester.
267—Jessie May Lewis	East Ferry	Digby.
268—Edith Jean MacGregor	Upper South River	Antigonish.
269—Mary MacCormick	Sydney Mines	Cape Breton.
270—Edith Ann LeBlanc	Belle Cote	Inverness.
271—Bessie Cordelia Fairn	Dalhousie, East	Kings.
272—Christena Jane Miller	Margaree Forks	Inverness.

Municipal School Fund.

For the support of Public Schools, appropriated to Trustees of School Sections named below for the year ended July 31st, 1908.

The Asterisk (*) indicates the Poor Sections

Legally authorized days schools were open.

Grand total days' attendance of pupils.

Total amount from Municipal Fund.

ANNAPOLIS.

EAST.

Institution for	Legally authorized days schools were open.	Grand total days' attendance of pupils.	Total amount from Municipal Fund.
Deaf and Dumb Melvern			270 00
Forest Glen	430	7540	96 53
Margaretville E	215	2359	39 56
Margaretville	213½	5119	56 41
Prince Albert	214	2846	42 45
Victoria Vale	210	1256	32 17
Mosher's Corner	206	2670	40 42
Port George	215	2031	37 53
Mount Hanley	211	4715	53 62
Outram	215	1759	35 86
Port Lorne	52	450	8 83
Arlington	214	5296	57 55
St. Croix	183	2655	37 66
Hampton	214	4017	49 66
Clarence, West	215	5539	59 18
Clarence Centre	214	2798	41 59
Clarence, East	215	3458	46 34
Brooklyn, West	215	3125	44 28
Spa Springs	215	3467	46 39
S. Farmington	214	1817	36 09
Middleton	214	5121	56 48
Brickton	1253	36910	373 46
Lawrencetown	213	3226	44 67
Paradise	626	18043	184 13
Bridgetown	430	10866	117 06
Meadowvale	1050	34355	333 78
Torbrook	215	2235	38 79
Nictaux Falls	214	6207	63 17
Nictaux, South	215	5090	56 41
Williamston, S	215	1083	31 68
Williamston, N	213	2149	38 07
Carleton	213	2815	42 14
Centreville	215	8000	74 36
Bentville	215	4343	51 80
Bloomington	215	2719	41 78
Inglisville	147	2455	32 24
Albany, North	214	3805	48 36
Albany, South	205	1760	34 69
	213	1947	36 78

WEST.

Paradise, West	214½	4287	51 38
Springfield	215	4545	53 05
Lake Pleasant	215	4650	53 69
Falkland Ridge	215	4868	55 04
Torbrook Mines	214	5448	58 50
Crossburn	185	4680	50 38
Hastings	160½	2518	34 21
*Douglasville	161	*966	37 04
*West Inglisville	196	970	43 16
*Inglewood	107	1344	31 10
*Torbrook, East	195	1539	48 26
*Morse Road	212	1697	52 67
*Durling's Lake	165	1660	44 13
*Alpena	215	2255	58 37
*Albany Cross	107	537	23 66
*Dalhousie, W	214	1227	48 66
*Dalhousie Cen.	152	2605	50 61
*Cherryfield	157	1188	38 39
*Forest Dale	52	240	11 32
Middleton on account of school garden			25 00
Young's Cove	215	4552	53 09
Parker's Cove	117	1798	24 70
Hillsburn	201	3488	44 89
Litchfield	190	5343	55 06
Victoria Beach	200	7313	68 37
Port Wade	215	6577	65 58
Karsdale	215	3105	44 16
Winchester	215	3255	45 08
Stoney Beach	213	3204	44 53
Granville Ferry	430	11331	119 92
Granville Centre	215	4945	55 51
Belle Isle	214	5759	60 42
Gesner	213	5351	57 79
Chesley	214	3282	45 12
Round Hill	430	12406	126 55
Moschelle	215	3737	48 06
Annapolis R'l	1258	29600	328 93
Upper Clements	214	2781	42 04
Clementsport	429	6726	91 38
Deep Brook	428	8761	103 82
Waldeck, East	215	3172	44 57
Hessian, West	215	5420	58 44
Clements Vale	430	10112	112 40
Prince Dale	210	2970	42 74
Greywood	214	2668	41 34
Millford	200½	3083	42 33
Maitland	213	5218	56 96
Lake La Rose	188	1421	30 65
Perotte	92	842	15 93
L'Equille	430	8763	104 07
Waldeck, West	215	4545	53 05
Allen River	214	1713	35 45
Beaconsfield	205	3468	45 23
*Phinney Cove	196	3342	65 12
*Greenland	159	2568	51 51
*Wright	176	740	37 58
*Virginia	125½	715	28 52
*Lake May	195	1906	51 64
*Victory	110	849	27 07
*Spring Hill	212	841	44 77

*Guinea	215	2766	63	10
*Lansdowne	195	3256	64	13

BORDER SECTIONS.

Dalhousie, East	187	416	7	47
Bear River	1290	15754	160	17
*Northfield	215	1192	27	13
Albany, New	214	2367	39	48
New Grafton	215	493	6	88
Kingston	210	500	6	28
Kingston for year ended July, 1907			5	23

ANTIGONISH.

School for the Blind, Halifax
Two Co. funds at rate of \$25.00 per year

Antigonish	2491	60086	796	25
North River	215	3625	55	56
Harbor	214	2589	46	71
Morristown	207	2798	47	66
Lakevale	215	3606	55	40
S. S. Cape Geo.	208	4922	65	68
Morar	213	5350	69	88
Georgeville	209	2755	47	53
Malignant Cove	214	4883	66	03
Arisaig	213	5244	68	98
McAra's Brook	186	1697	35	94
Pleasant Valley	210	3186	51	28
Clydesdale	211	2286	43	80
L. South River	209	3068	50	17
S. S. Harbor	213	2926	49	44
Monk's Head	213	4940	66	42
Pomket	215	7831	91	02
Heatherton	430	7293	111	49
Bayfield	204	3288	51	44
Afton	191	2514	43	40
W. Tracadie	215	3216	52	11
Big Tracadie	215	3523	54	70
East Tracadie	215	4341	61	60
Linwood	214	3095	50	97
Havre au Bouche	645	16840	216	98
East Havre au Bouche	120	1657	27	92
Fraser's Grant	209	3190	51	27
Caledonia Mills	213	2700	47	53
Marydale	215	3397	53	64
St. Andrew's	213	4596	63	52
Dunmore	213	3312	52	92
Fraser's Mills	215	3400	53	67
U. South River	210	3207	51	46
Lochaber	205	2169	42	13
N. Lochaber	215	4618	63	93
West River	215	4461	62	61
Beaver Meadow	212	4388	61	65
Cross Rds., Ohio	184	4870	62	46
James' River	211	2804	48	17
Springfield	212	1886	40	55

North Grant	213	4140
Maryvale	189	2344
Copper Lake	210	2567
New France	215	1562
Frankville	213	6691
Cape Jack	214	4513
Union Centre	179	1748
St. Joseph's	209	4171

POOR SECTIONS.

Cape George	207	2439
N. Merland	199	2465
Glassburn	214	1699
U. Glen Road	210	3062
Morven	168	1795
Cloverville	183	1617
Fairmont	215	3237
Hallowell Grant	189	2030
Black Avon	195	1763
W. Lakevale	214	2980

BORDER SECTIONS

Auld's Cove	133	1142
Grosvenor	184	353

CAPE BRETON.

School for the Blind		
Institution for Deaf and Dumb		
Sydney	8979	325293
South Bar	210	4784
Low Point	420	8813
Lingan	214	4185
Gardiner Mines	190	2111
Mitchell	212	4361
Reserve	1878	61175
Dominion	1457	56615
Glace Bay	8792	352192
Big Glace Bay	645	19563
Blockhouse	215	4070
Gowrie	642	19768
Birch Grove	215	1787
Homeville	208	2432
South Head	213	2509
Milton	209	2578
Mira Gut	211	3074
Horne's Road	192	1920
Marion Bridge	215	8144
The Meadows	195	1729
Sydney Forks	214	2146
Coxheath	215	4995
Edwardsville	211	3045
Point Edward	215	3262
Ball's Bridge	209	3225
Ball's Creek	183	2559
Rear Ball's Creek	71	493
Leitche's Creek	174	2208

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607 55
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3262 05
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U. North Sydney	214	4031	50	52
North Sydney	3770	146370	1369	57
Sydney Mines	4756	167249	1617	04
Little Pond	204	10542	74	62
Alder Point	212	4809	55	24
Lt. Bras d'Or	214	8588	75	78
Lt. Bras d'Or W	203	4878	54	63
George's River	189	2577	38	36
Long Is'd Main	106	1523	22	01
Big Bank	198	3440	44	90
Grove's Point	212	2997	43	72
Mill Creek	190	3826	46	43
Millville	213	3337	46	00
Union	176	2551	36	69
Brickyard	94	1366	19	62
Catalone	208	3926	49	17
Bateston	215	3450	46	95
Clark's Road	185	657	25	69
Mainadieu	199	5877	60	53
Lorraine Baleine	213	6557	66	49
Big Lorraine	215	1331	33	47
Louisburg	1045	32595	328	87
W. Louisburg	213	4889	55	87
New Boston	161	2299	33	35
French Road	189	2331	36	80
Gabarus Bay	203	4540	52	48
Gabarus	430	7677	98	84
Gull Cove	215	1418	34	02
Gabarus Lake	159	4179	45	08
U. Grand Mira	205	3673	47	21
Victoria Bridge	127	2908	33	27
East Bay	210	6318	137	86
Brack's Brook	102	1914	24	04
Big Pond	213	2284	39	30
Irish Vale	203	3922	48	55
Loch Lomond	205	2491	39	69
Portage	210	4688	54	24
N. Side E. Bay	124	1733	25	44
Eskasoni	129	2207	29	04
Benacadie	206	4647	53	51
Grand Narrows	191	3183	42	46
Christmas Isl'd	121	3472	36	16
Big Beach	206	2307	38	63
Beaver Cove	72	1094	15	33
Boisdale	203	5556	58	95
Barchois	214	5821	61	91
*Hillside	166	1716	45	33
*Front Lake	232	3837	77	08
*Caribou Marsh	212	1880	54	91
*Victoria	213	3124	67	02
*Trout Brook	170	1656	45	45
*Big Ridge	210	2691	62	31
*Beltry	155	3928	64	57
*Grand Mira	187	1657	48	48
*Grand Mira, N	196	1534	48	82
*Caledonia	97	1211	28	53
*Enon	191	1698	49	57
*Macadam's Lake	33	648	11	99
*Amaguadeez	92	1745	32	70
*Shenacadie	205	2157	56	39

BORDER SECTION.

Irish Cove	97	6194	18	74
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COLCHESTER.

STIRLING.

School for Blind			180	00
Institution for Deaf and Dumb			135	00
Tatamagouche	429	13704	136	52
Tarbet	215	5298	58	50
Forest	209	3552	46	75
Waugh's	213	5291	58	21
Middleton	208½	3618	47	10
French River	213	3374	46	09
Tatamagouche B	214	4041	50	42
Murphy's	215	3490	46	05
Lake Road	215	3301	45	86
Mill Brook	215	3390	46	42
Oliver's	215	4982	56	48
McLeod's	213	2474	40	39
Byer's	214	3219	45	22
Wilson's	205	3218	44	18
Balmoral	214	1446	34	00
Rossville	196	831	28	48
Earltown	215	4735	54	91
Slade's	211	3201	44	77
Brule	209	5518	59	19
Conkey	215	2763	42	43
Falls	215	2159	38	63
East Earltown	196	1318	31	12
Brule Point	215	2613	51	49
Keble	205	1888	35	75
Denmark	213	4243	51	58

POOR SECTIONS.

New Truro Rd	214½	2185	51	21
West Earltown	199	2932	53	22
Clydesdale	200	2241	49	05
Truro Road	211½	3798	60	88

WEST.

Lynn	87	1394	18	88
Lr. Five Islands	428	9270	108	38
Five Islands	427	11817	124	39
Lower Economy	215	5120	57	26
Centre Economy	402	9314	105	64
Up. Economy	214	3572	47	46
Pleasant Hills	215	1234	32	79
Bass River	427	9742	111	23
" School Garden			10	00
Montrose	215	2504	40	82
Highland Vil'ge	215	3338	45	07
Great Village	642	19332	196	88
" Consolidated Garden			24	88
" Garden			18	00
Lornevale	214	4560	53	70
Acadia Mines	1282	41541	411	43
West Folly Mt.	127	2134	28	20
East Village	215	1767	36	14
Folly Village	430	6704	92	37
DeBert	215	3862	49	39
Masstown	208	5105	56	47
DeBert Station	426	7612	97	65
East Folly Mt.	197	3444	44	68
Londonderry St	208	4151	50	15

Portaupique	215	3639	49	69
Hardwood Hills	215	5019	56	73
Little Bass Riv.	212½	5045	56	61
Portaupique Mt	215	1447	34	13

POOR SECTIONS.

Castlereagh	215	2008	50	19
Folly Lake	195	4746	63	85

SOUTH.

Truro	5501	180495	1777	59
School Garden			10	00
Bible Hill	429	13020	147	16
" Garden			18	00
Upper Onslow	215	5724	61	17
Central Onslow	210	2472	39	63
Lower Onslow	215	5454	59	47
Belmont	214½	4301	52	12
" Garden			10	00
Upper Belmont	215	3964	50	04
Crowe's Mills	214	2454	40	37
Onslow Mount	214	3074	44	36
Cen. North Riv.	191	2125	35	64
Lr. North River	215	4384	52	70
Salmon River	210½	4841	55	06
Valley	213	3311	45	69
Manganese Mines	215	2000	37	64
Greenfield	215	4814	54	15
Harmony	191	3630	45	15
Lower Truro	215	6272	64	75
Old Barns	215	5861	62	03
" Garden			12	00
Clifton	173½	1179	27	62
Princeport	215	2866	41	88
Beaver Brook	206	2696	40	97
Green Oak	215	2324	39	64
Green's Creek	214	937	30	78
Dartville	198	1360	31	56
Up. Pleasant V.	213	3061	44	11
Hilden	215	5479	59	63
Brookfield	429	8873	105	77
" Garden			10	00
Forest Glen	162	640	22	88
Alma	205	4289	50	81
Fort Ellis	196	2161	36	44
Lr. Stewiacke	643	23661	205	40
Landor	214	3772	48	71
Shubenacadie	214	6499	65	96
Gay's River	215	4867	54	48
Coldstream	213	1781	36	00
W. St Andrew's	194	2003	35	21
Wittenberg	215	2310	39	59
S. Br. Stewiacke	215	3232	45	42
Meadowvale	206	1545	33	72
Newton Mills	212	5957	62	30
Eastville	213	4089	50	61
Pembroke	163½	1138	26	20
Burnside	206	3435	45	66
Cross Roads	215	6563	66	48
Up. Stewiacke	214	8000	75	47
Otter Brook	213	2385	39	83
d Stewiacke	213	3518	47	01

Birch Hills	205	1744
Alton	210	3641

POOR SECTIONS.

McCallum Set't	141	1915
Nutby	214	5933
Up. N. River	41	324
Kempton	183	2176
Error last year.		
Riversdale	192	1830
Camden	208	3219
Riverside	215	2332
Lanesville	209	1534
Smithfield	178½	3120

CUMBERLAND.

School for the Blind Institution for the Deaf and Dumb		
Malagash Point	194	2442
North Shore	215	2536
Malagash	200	1321
Stake Road	215	4057
East Wallace	214	3285
Linden	131	1874
Richmond	215	3666
Wallace	428	5656
Six Mile Road	214	3264
West Amherst	214	3616
S. Middleboro'	215	4960
Wentworth	214½	3110
East Amherst	214	5045
Wentworth Sta.	215	3260
North Wallace	199	1914
Lr. Gulf Shore	215	2081
Up. Gulf Shore	214	1640
Pugwash	645	17399
N. Wallace Bay	212	2494
S. Wallace Bay	190	1364
Pugwash Jct.	213	4385
E. Pugwash Riv	208	1970
W. Pugwash Riv	208	2548
Wallace Bridge	213½	3701
Rockly	214	1964
Roslin	161	881
Hansford	186	1572
Victoria	127½	1030
Hartford	210	2426
Port Howe	213	5921
Up. Linden	215	3757
Shinimacas Bdg	196	1917
Shinimacas	215	2181
Northport	430	8343
Tidnish	209½	4316
Amherst Head	205	3652
Truemanville	214	4748
Warren	215	2535
Amherst	4925	196107
Fort Lawrence	215	5136
Amherst Point	214	2070
N. Middleboro	208	3094

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37 16
98 15
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44 91
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Nappan	430	8716	100	31
Maccan	213	7634	68	85
Lr. Maccan	205	2572	38	66
Lr. Riv. Hebert	211	8128	71	44
Barronsfield	211	2022	36	19
Lower Cove	209	3093	42	15
Minudie	65	1857	18	25
Joggins Mines	858	32158	285	43
Two Rivers	206	2894	40	65
Shulie	214	3747	46	52
Lorneville	214	4718	52	10
Amherst Shore	215	2905	41	75
Chapman Setl't	104	1720	22	03
Tidnish Bridge	213	6147	60	25
R. Hebert Head	102	957	17	36
Athol	213	4637	51	53
Southampton	212	4648	51	49
West Brook	215	2962	42	08
E. Mapleton	157½	1907	29	30
Mapleton	214	2290	38	08
Leamington	215	4090	48	60
L. Southampton	213½	4430	50	39
Windham	214	1930	36	01
Herritt Road	199	6474	60	51
Glenville	160	1344	26	35
Brookdale	181	3707	42	44
Salem	211	4187	48	68
Fenwick	215	5436	56	37
Up. Nappan	214	5011	53	81
Streets Ridge	215	2090	37	05
W. Leicester	215	1750	35	10
E. Leicester	210	2159	36	86
Little River	212	1758	34	79
Mt. Pleasant	208	2340	37	68
Oxford	1250	51160	440	75
Lr. R. Philip	210	3407	44	07
Up. R. Philip	212	4821	52	49
Wyvern	208	3695	45	49
Williamsdale	210	3873	46	76
Westchester Mt.	106	1645	21	80
Westchester Sta	161	4363	43	90
Hastings	215	3862	47	28
Chignecto	426	10087	107	76
Henderson Setl't	190	1713	31	91
Sand River	210	1660	33	98
Bel Creek	215	2832	41	33
East Hansford	103	820	16	70
Mt. Pleasant	213	3055	42	40
River Hebert	642	23677	211	36
W. Pugwash	215	2710	40	63
E. Wentworth	202	2778	39	51
Kilarny	215	1345	32	76
Little Forks	215	1852	35	70
Clifton	211	3634	45	49
Springhill	4597	194970	1660	33
Thompson	212½	3962	47	60
Mansfield	111½	697	16	99
South Brook	213	3194	43	19
Little River	107	792	17	01
Springhill Jct.	215	3757	46	68
Rodney	214	5267	55	30
Valley Road	213	3022	42	22
Conn's Mills	203	3021	41	00
Beckwith	215	2448	39	13
S. Pugwash	193	2435	36	42
Collingwood	213	5895	58	80

POOR SECTIONS.

Westchester L.	118½	847	24	88
Lr. Greenville	198	1742	44	09
Appleton	175	658	32	17
S. Victoria	209	2378	50	70
Millvale	214	3164	57	54
Greenville C. Rs.	119	918	25	49
River View	186	1461	40	06
North Greenville	167½	1743	39	37
Rushton	131	1020	28	15
Greenville Sta.	212½	1424	43	95
Black River	193	1792	43	63
Westchester Val	210	1775	46	20

PARRSBORO.

Parrsboro	2089	69533	644	42
Port Greenville	701	26516	234	61
New Prospect	208	1425	32	40
Cross Roads	213	3930	47	47
Diligent River	211	8622	74	30
Cannonsville	211	4575	50	92
Brookville	212	1789	34	98
Fraserville	149	3702	38	90
Spencer's Island	203½	8705	73	91
Advocate	858	28331	263	35
Apple River	412	12466	119	86
New Salem	215	5907	59	10
Lakelands	214	4934	53	38
Halfway R., W.	214	2821	41	15
New Canaan	215	3707	46	41
Halfway R., E.	214	4788	52	53
Wharton	215	2534	39	52
Harrison Setl't	215	1476	33	60
Moose River	214	3406	44	54
Wentworth, Consolidation			25	00
Advocate			25	00

POOR SECTIONS.

Green Hill	213	2656	53	48
Black Rock	215	5316	74	25
W. Apple River	197½	2551	50	15

DIGBY.

Institution for the Deaf and Dumb School for the Blind			90	00
Milford Corner	210	4027	51	97
Lansdowne	214	1633	36	05
Cross Road	215	3324	47	74
Smith's Cove	429	7188	99	04
Acaciaville	214	4275	54	12
Hill Grove	208	2065	38	31
North Range	211½	6010	65	70
Marshalltown	199	3270	45	51
Brighton	430	10940	124	83
Plympton	215	6418	68	90
Port Gilbert	215	3074	46	03
Ashmore	203	5172	58	97

Fort Point	215	2580	42 65
Weymouth	430	9962	118 14
Weymouth Bdg.	427	17281	167 86
Weymouth Mills	215	7278	74 78
Doucetville	213	7608	76 80
Digby	1289	38259	411 57
Culloden	212	2824	43 97
Mt. Pleasant	209½	2262	39 83
Rossway	209	6182	66 58
Waterford	212	2600	42 43
Centreville	425	11796	130 11
Sandy Cove	410	7372	98 09
Mink Cove	209	2847	43 77
Little River	214	5591	63 13
Tiddville	215	4332	54 63
Tiverton	231	6933	74 31
Central Grove	176	3924	47 32
Freeport	856	25063	270 96
Westport	853	20811	241 54
Lake Jolly	196	1909	35 85
*Morganville	214	5061	89 25
*Joggin	118	853	29 33
*Sissiboo Falls	134	988	33 49
*Plympton Sta.	192	2051	54 53
*Riverdale	106	911	27 79
*Bay View	190	2079	54 46
*Roxville	119	640	27 31
*Lakeside	195	2056	55 10
*East Ferry	196	3192	66 92
*South Range, W	156	2752	55 44
Digby, on acct. of School Garden			15 00

BORDER SECTIONS.

*Southville	210	1296	29 21
*Danvers	162	1033	33 85
Ohio	212	293	4 70
*Harlem	103½	182	8 99
Bear River	1290	21778	236 00

CLARE.

Institution for the Deaf and Dumb			90 00
New Edinburgh	192	4746	54 92
Belliveau's Cove	634	18662	201 85
Grosses Coques	430	9889	117 89
Church Point	624	14300	170 74
Comeauville	430	16139	160 81
Saulnierville	430	13883	145 32
Meteghan River	427	13155	139 97
Meteghan	860	25138	272 59
Cheticamp	214	3550	49 25
Mavilette	423	10308	119 97
Salmon River	428	11453	128 41
Hassett	214	2740	43 69
Havelock	215	2380	41 34
New Tusket	215	5345	61 70
Corberrie	214	5498	62 63
Concessions	215	13904	120 46
Theriault	215	10559	97 50
Meteghan Sta-	215	4675	57 10
Mayflower	215	4214	53 93
St. Martin	215	4014	52 56
St. Benoni	214	6143	67 05

Central	215	9886	92 87
Bear Cove	215	3404	48 37
Cape Ste Mary	213	8000	79 70
Doucet Lake	210	6506	69 08
*St. Joseph	215	3886	77 52
*Thibault	104	1739	36 05
*Easton	215	2346	61 66
*Hectanooga	83	451	19 15
*Richfield	103	1630	34 75

BORDER SECTIONS.

Beaver River	212	3262	40 43
Cedar Lake	215	2137	37 85
Ohio	212	2390	38 37
*Harlem	103½	276	13 80
*Southville	210	1691	38 14
*Danvers	162	223	7 35

GUYSBORO.

School for the Blind, Halifax			630 00
Institution for Deaf and Dumb			180 00
Guysboro	831	22095	259 59
Milford Haven	213	3115	47 74
Havendale	188	2480	40 15
S. Intervale	208	2803	44 85
Cooke's Cove	213	4038	54 55
Roachvale	187	2246	38 31
Ogden	196	1982	37 41
Erinville	209	2941	45 99
Up. New Harbor	215	4031	54 75
Halfway Cove	215	4725	59 85
Queensport	213	4297	56 46
Half Isl'd Cove	206	6045	68 54
Hazel Hill	644	17636	208 96
Canso	1269	49135	510 36
Lr. White Haven	107	3330	37 00
N. Intervale	186	3028	37 96
Middle Melford	214	2890	46 19
Sand Point	104	1291	21 61
Mid. Manchester	214	4203	55 86
Lr. Manchester	215	7021	76 78
Pt. Shoreham	213	2869	40 45
St. Francis Har.	102	1152	25 55
Boylston	215	2862	46 11
Mulgrave	430	10046	124 27
Pirate Harbor	401	13645	147 35
Steep Creek	196	1297	32 35
Oyster Ponds	184	1742	34 14
C'ntry Hr. Mines	210	2945	36 14
Stormont	215	4375	57 21
Lr. New Harbor	215	4544	57 51
Isaac's Harbor	430	11597	135 53
Goldboro	843	24155	276 18
Seal Harbor	212	6747	74 41
Coddle Harbor	196	3203	41 41
Dover	205	5845	66 99
N. Branch	195	1748	66 50
E. Port Felix	173	3405	35 22
W. Port Felix	191	2885	45 49
Cole Harbor	195	2752	43 49

Charles' Cove	191	5733	64	49
Larry's River	205	8104	83	61
Fisherman's Har	204	3129	46	80

HALIFAX COUNTY.

WEST.

POOR SECTIONS.

W. Roman Val.	190	2604	61	95
Guysboro (Col.)	215	2688	67	24
Sandy Cove	213	1261	51	10
Black Point	209	2114	59	84
Old Salmon R. rd	194	2230	58	49
Up. Big Tracadie	215	2645	66	76
Giant's Lake	196	2708	64	14
E. Roman Val.	117	1624	38	36

BORDER SECTIONS.

Grosvenor	184	2859	40	14
Cross Rds Cty H	202	3958	51	78
Argyle	205	508	13	05
Port Bickerton	215	2140	23	47
Auld's Cove	133	1145	16	19

ST. MARY.

School for the Blind, Halifax Institution for Deaf and Dumb Retained by School Board, Chegoggin Section,			202	50
Sherbrooke	639	17782	15	00
Still Water	215	2109	188	23
Gleneg	215	3556	38	51
Lr. Caledonia	215	1797	47	78
Up. Caledonia	117	1698	36	51
Cameron Sett't	205	1200	24	48
Aspen	207	3293	31	53
S. Lochaber	126	853	45	17
Ecum Secum	212	5150	20	11
Marie Joseph	210	2302	57	65
Liscomb Mills	189	1287	39	17
Mid. Liscomb	215	4324	30	22
Little Liscomb	104	1229	52	70
Wine Harbor	198	7385	19	96
Port Hillford	215	3999	70	34
Indian H. Lake	215	4127	50	62
Sonora	215	4127	51	44
Goldenville	214	6633	54	68
Goshen	214	6295	65	21
		2284	39	51

POOR SECTIONS.

Smithfield	114	843	27	98
St. Mary's River	215	871	45	87
Chegoggin	215	2535	61	86
W. Liscomb	196	2248	55	78
Spanish Ship Bay	213	3313	68	99

BORDER SECTIONS.

Newtown	204	2406	34	67
Port Bickerton	215	4819	48	19
Cross Rds Cty H	202	157	1	90
Argyle	205	794	19	63

School for the Blind			652	50
Institution for the Deaf and Dumb			810	00
Hubbards	430	10430	130	71
Black Point	213	8000	86	74
Ingram River	215	6776	77	49
St. James	215	4952½	63	36
East River	215	2852½	47	10
Head Harbor	215	4815	62	58
Victoria	215	8000	86	97
Albert	213	4703	61	20
Glen Margaret	214½	5086	64	34
Hackett's Cove	215	8000	86	97
Indian Harbor	430	11872	141	96
Peggy's Cove	209	2714½	45	32
West Dover	165	4329½	52	71
East Dover	147	3716½	45	87
Upper Prospect	147	3512	44	29
Terrance Bay	215	8000	86	97
Pennant	204	5831½	68	89
Sambro	206½	5322½	65	23
Spryfield	215	2330	43	06
Ketch Harbor	176	3825½	50	09
Portuguese Cove	214	4117½	56	73
Herring Cove	430	10670	132	65
Ferguson's Cove	215	2469	44	12
Cunard	191	2732½	43	38
N. West Arm	215	6348	74	17
Rockingham	214	3817	54	46
Bedford	408	17263	181	16
Hammond's Pls.	213	4935	63	00
Pockwock	210	2445	43	36
Up. Sackville	215	2807	46	74
Lr. Sackville	215	4000	55	98
Beaver Bank	214	2582	44	89
Windsor Junct.	202	2732	44	65
Oakfield	215	2016½	40	62
Oldham	208	6404½	73	81
Fall River	214	3728½	53	77
Waverley	215	7716	84	77
Moitague	209	4034½	55	55
Dartmouth	4773	173449	1898	58
Wellington	200	6610	74	46
S. E. Passage	201	6922½	77	01
Cow Bay	207	3710	52	81
Cole Harbor	212	4690	61	05
Preston Road	211	6512½	74	98
W. Lawrencet'n	212	2479	43	85
E. Lawrencet'n	215	994	32	70
Porter's Lake	212	2768	46	09
Graham	108	835½	19	03
Seaforth	211	3361½	50	57
W. Chezzetcook	430	11809	141	48
Grand Desert	422	9970	126	29
Hd. Chezzetcook	215	4570	60	40
Hope Ridge	206	6045	70	78
L. E. Chezzet'k	215	3400	51	24
W. Petpeswick	207	2788½	45	67
Musquodoboit H	429	15665	171	16
Bayer's Section	200	2507	42	67
E. Petpeswick	99	1763	25	17

Stevens	215	1778	38 78
Ostrea Lake	214	4291½	58 13
West Jeddore	191	7326	78 82

EAST

Oyster Pond	215	7234	81 04
East Jeddore	211½	3931	55 03
Clam Harbor	215	5790½	69 85
S. Ship Harbor	208	5346	65 61
N. Ship Harbor	215	6683½	76 77
E. Ship Harbor	214	6732	77 04
Murphy's Cove	215	5956	71 14
Pleasant Harbor	208	7521	82 46
Tangier	196	8000	84 76
Mooseland	215	2866	47 20
Pope's Harbor	215	4032	56 23
Spry Harbor	215	7132½	80 25
Spry Bay (Hen.)	215	5006	63 78
Spry Bay (Les.)	214	6212	73 01
Mushaboon	138½	4228	48 84
W. Sheet Harbor	426	11266	136 78
E. Sheet Harbor	426½	8370½	114 41
Lewiston	181	2411	39 73
Watts	200	3751	52 31
Beaver Harbor	161	2048½	34 60
Port Dufferin	425	3852½	56 73
Quoddy	215	8057½	87 90
Harrigan Cove	208	6344½	73 34
Moser River	423	9780½	124 94
Smith's Cove	215	4941	63 27
Ecum Secum	215	6176½	72 84

RURAL.

Dutch Settlement	215	4748	61 77
Landells	215	4160	57 22
Cook's Brook	214	2996½	48 09
Lake Egmont	215	2529	44 58
Meagher's Grant	214½	5002½	63 69
Little River	430	5750½	94 58
South	215	4943	63 28
North	411	8747	115 53
Taylor	206	3358½	49 96
Brookvale	215	3502½	52 12
Higginsville	207	3565½	51 66
Sedgewick	214½	3829	54 59
Greenwood	203	3498½	50 70
Hutchinson	211	2540½	44 20
Henry	212½	6655	76 24
Dean	215	3337	50 84
Chaplin	204	2161½	40 45
Caribou Mines	214	5869	70 35
Moose R. Mines	196	3865½	52 72

WEST POOR.

Bayside	170	1667½	48 99
Shad Bay	162	2459½	56 82
Beechville	161	2752	49 73
African	100	2592	47 53
Lucasville	175	1279½	45 34
Grand Lake	150	1189	39 94
Goff's	199	2328½	61 77
Lake Loon	89	2030½	39 09
Mid. Porter's L.	157	1495½	44 70

Pleasant Point	93	679	18 69
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EAST POOR.

Lower Lakeville	196	3874	79 18
Owl's Head	215	4264	87 01
Newcomb's Brk.	54	760	18 22
Gerrard's Island	215	2513½	66 69
Sheet Har. Rd.	184	1926	54 44
Lochaber	213	2320	64 09
Sober Island	140	2388	52 13
Sheet H. Passage	215	2265½	63 80

RURAL POOR.

Kerr's	131	1550½	40 81
Sibley	196	2719	65 75
Glenmore	209	1813½	57 75
McKenzie	215	2433	65 27
Gault	122	1204½	35 21
Lindsay Lake	180	1239½	45 81

BORDER SECTIONS.

N. Beaver Bank	192	1250	43 39
Enfield	423	729	10 03
Elmsdale	429	1966	25 85
Mt. Pleasant	394	1212	17 74

HANTS.

EAST.

School for Blind			90 00
Inst. for Deaf and Dumb			270 00
Rawdon Church	205	4613	52 08
South Rawdon	215	3483	46 33
Pleasant Valley	215	2776	42 00
Birch Brook	108	1331	20 71
West Gore	214½	3594	46 94
East Gore	205	2744	40 64
Upper Rawdon	215	4565	52 95
Mt. Uniacke	214	4473	52 27
Up. 9 Mile River	199	6297	61 68
W. Indian Road	208½	2362	38 71
E. Indian Road	168	1192	26 82
Lr. 9 Mile River	215	1564	34 57
Balman	212	1462	33 12
Hardwoodland	214	1510	33 12
Shubenacadie	430	14471	34 60
Mill Village	215	5488	138 60
North Salem	213	3815	58 60
Rine's Creek	215	1276	48 13
Urbania	215	4606	32 82
Rockville	202	7181	53 20
Maitland	430	9295	67 47
Noel Road	195	3593	106 90
Upper Selma	430	11266	67 90
Lower Selma	213	5880	44 67
Noel Shore	215	5055	118 98
East Noel	215	4697	60 77
West Noel	429	8104	55 95
Burncoat	215	1954	53 75
Moose Brook	203	2314	99 50

Tenacepe	215	2332	39 28
S. Noel Road	212	5778	60 03
Kennetcook Ch.	213	7750	72 23
Northfield	215	4172	50 54
Hd. Kennetcook	213	3399	45 59
Five Mile River	215	2900	42 75
Whale Creek	200½	1828	34 51
Gore	149	1144	24 35
Uniacke Mines	120½	1622	23 93
*East Uniacke	53	409	13 01
*Renfrew	195½	1239	45 48
*New Dublin	215	2217	57 84
*N. Noel Road	213	3250	67 00
*Georgefield	183	2142	51 60
*Milford	208	3985	72 88
*Greenfield	201	1695	50 61
*East Tenacepe	208	2641	60 53
*Grand Lake	213	3508	69 37

BORDER SECTIONS.

Newport and Douglas	209	2390	23 54
Enfield	423	7452	90 44
Elmsdale	429	7234	83 59
Mt. Pleasant	428	6178	78 91
Walton	428	8627	94 31
*Hillsdale	164	1183	26 35
*S. Uniacke	154	1405	39 77
*N. Beaver Bank	182	140	4 19

WEST.

School for Blind		180 00	
Inst. for Deaf and Dumb		90 00	
Windsor		978 90	
Wentworth	2512½	99447	63 37
Three Mile Plain	206	5709	129 94
Martock	428	11610	63 56
Forks	215	5585	49 59
Falmouth Vil.	211	3628	64 69
Falmouth Cen.	215	5747	129 49
Mt. Denson	430	11510	63 19
Hantsport	215	5530	325 02
Avondale	1059	29235	68 72
Belmont	214	6348	27 14
Poplar Grove	150	1406	50 66
Brooklyn	201½	3941	106 51
Kennetcook Dk.	429	8202	53 10
Burlington	212½	4111	105 54
Summerville	430	8043	99 70
Cheverie	428	7232	74 26
Brookville	389	4204	142 22
Cambridge	613	10273	23 45
Pembroke	98½	1736	46 74
Cogmagun	201	3385	27 81
Scotch Village	140½	1661	62 21
Woodville	214	5406	41 23
MacKay	215	2350	45 66
Newport Road	211	3059	46 87
St. Croix	213½	3191	111 54
Ellershouse	427	8963	92 36
Riverside	215	2985	45 60
Union	215	3011	45 68
Falmouth Val.	214	4779	57 99
Sweet's Corner	210	5546	62 72

*Vaughan	142	1240	37 62
*S. Waterville	190	2850	62 65
*Greenhill	49	679	15 57
*Ardoise	215	2544	63 86
*Five Mile Plain	205	5150	89 11
*Mt. Summerv'le	44	315	10 94
*Mills	215	2906	67 60
*W. B. Falmth	215	1981	58 04

BORDER SECTIONS.

*Mill Brook	188	2255	50 79
Walton	428	1695	19 96
Newp. & Dougl's	200	4139	43 96
*Hillsdale	164	1002	23 49
Halfway River	200	514	30 55

INVERNESS.

NORTH.

School for Blind		180 02	
Inst. for Deaf and Dumb		720 41	
Pleasant Bay	204	3899	59 55
Pollet's Cove	53	488	12 89
Little River	215	6700	83 23
Muise	167	7205	72 00
Prairie	215	5941	72 41
Chapel	215	6930	80 12
Eastern Harbor	375	8234	117 81
Plateau	215	7022	82 21
Le Fort	215	8000	96 88
LeBlanc	205	6440	76 07
Ruisseau du Lac	215	8000	98 00
Grand Etang	215	8000	97 87
Friar's Head	215	8000	93 38
White	215	3753	58 40
Belle Côte	215	6172	70 08
Jacob	212	3865	56 64
Ford	214	2790	47 18
Margaree Forks	392	7788	110 58
Rossville	212	3775	55 08
Mill Brook	190	2748	47 88
Munro	212	3943	56 13
Brookside	215	3725	59 84
Big Intervale	199	3181	48 24
Margaree Har.	215	5159	63 21
Chimney Corner	186	1422	35 56
St. Rose	215	3693	51 96
Broad Cove Mt.	215	5582	74 86
Brook	214	3516	52 31
Broad Cove Clp	207½	4566	66 46
Big River	143	2427	39 81
Inverness	1903	60614	728 59
Broad Cove Bks.	198	5421	46 43
Strathlorne	201	3989	56 88
Glenville	201	2193	41 72
North Ainslie	136	2079	33 26
Capt. Allan's	215	8049	92 95
McFarlane's	115	2042	30 50
Scotsville	180	3516	50 41
Hamilton	196	3972	56 10
McMillan's Mill	195	3179	49 33
Tulloch	177	3879	53 11

Hay's River	98	2153	29	45
Miller	200	2214	41	82
Centreville	161	1620	32	31
Skye Glen	178	1999	37	46
Roseburn	77	1594	22	32
Stewartdale	181	3708	52	14
Whycocomagh	210	5175	67	81
Aberdeen	186	2294	40	87
Widow Lords	205	1629	37	49

POOR SECTIONS.

Ingraham's Bk.	54	466	15	26
Murphy	215	2318	66	65
Big Brook	191	2038	58	95
South W. Egypt	33	569	12	92
Kiltarlity	156	1570	46	95
Campbellton	107	904	30	03
Glenmore.	143	1788	47	43
N. Highlands	178	2431	61	63
Refund to "Pollet's Cove," Sec-No. 2			30	00

SOUTH.

Hawkesbury	860	20540	265	66
Hastings	215	8178	89	52
Low Point	215	3290	51	55
Albion	162	4238	52	97
Lorne	181	3758	51	35
Judique	213	4285	59	32
Judique Interv.	215	3476	53	05
Hillsdale	135	2382	34	86
Little Judique	171	2935	43	50

Dunbarton, Refund under Section 124			107	00
Seaside	194	6405	74	25
Port Hood	1287	29469	387	30
Port Hood Isl'd	215	2460	44	85
Rear Judique In.	94	1875	25	62
Rocky Ridge	212	2122	41	76
W. Mabou Har.	207	4183	57	80
Baden	215	3870	56	22
Mabou	585	6535	120	75
North E. Mabou	140	1465	28	05
Mabou Harbor	135	1640	29	10
Mabou Mines	183	3979	53	35
Alexander	213	2390	44	05
Smithville	168	3719	49	50
Hillsboro	213	2987	48	85
Brook Village	176	2806	43	05
Glencoe	211	3911	56	10
S. W. Ridge	117	1248	23	60
River Dennis Rd	215	5025	65	55
Queensville	115	2575	34	05
Lake Horton	48	498	9	60
Princeville	155	3479	46	15
Kingsville	125	1680	28	15
Glendale	210	3755	54	72
Melford	205	2471 ²	20	43
Macpherson	101	1410	7	53
Mill Brook	209	4040	56	90
Caribou	214	2737	48	95
Dennistown	25	334	5	60

Portage	215	1421	36	50
Rhodena, Refund under Section 124			59	91
Victoria	58	724	12	57
Orangedale	215	3426	52	65
Seal Cove	168	2292	38	00
Valley Mills	214	2777	47	15
McLean's Bridge	213	4511	61	15
Church	195	2475	42	60
Malagawatch	212	1618	37	70
Little Harbor	185	1861	36	47
Marble Mount.	213	8000	89	27
Dallas Brook	42	646	10	10
Ross' Mills	215	1510	37	20
West Bay	149	2389	36	75

POOR SECTIONS.

*Creignish	162	1996	52	42
*Craigmere	195	3557	77	02
*Dunmore	192	2308	61	35
*S. W. Port Hood	198	2650	66	50
*Up. South W.	44	358	11	97
Additional for last year			20	36
*S. Highlands	107	584	25	80
*Maple Ridge	213	3895	84	10
*Gladstone	200	2002	59	05
*Big Brook	101	1106	31	10
*Big Har. Isl'd	168	747	68	36
*W. Bay Road	215	2556	68	30

BORDER SECTIONS.

Cleveland	148	571	9	88
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KINGS.

School for Blind			270	00
Inst. for Deaf and Dumb			451	00
Greenwood	215	5451	55	54
Harmony	215	4499	46	16
Nicholsville	215	3206	63	49
Millville	215	5810	60	95
Morristown	212	5334	65	41
Sand Hill	174	2323	60	80
Dempsey Corner	215	5584	62	43
Brooklyn (a)	214	4398	35	43
St. Mary's	215	4315	54	43
Piedmont	215	5668	53	93
Ormsby Road	191	2475	63	00
Weston	429	5865	38	80
Welsford	214	3607	49	20
Somerset	429 ¹ / ₂	6343	92	06
Berwick	645	13622	98	32
S. Berwick	424	7300	166	24
Waterville	429 ¹ / ₂	9606	106	33
Grafton	215	4655	114	21
Woodville	429	5652	56	33
Harborville	215	3091	87	77
E. Hall's Harbor	201	3137	45	72
Lakeville	430	8401	44	40
Northville	215	1607	44	32
Brooklyn (c)	215	2537	106	37

Cambridge	208	5551	61	40
Coldbrook	215	3784	50	37
Alton	214	4779	56	92
Lake Mills	215	2485	41	66
Canaan	210	3965	51	00
Kentville	1890	63103	642	79
Steam Mill	212	2559	41	81
Centreville	214	6398	67	77
Sheffield Mills	430	6331	92	44
N. Scott's Bay	215	5058	58	91
Lr. Pereaux	215	2643	42	72
Up. Pereaux	215	5764	63	64
Medford	215	6374	67	73
Habitant	215	4792	57	12
Canning	772	19984	223	73
Woodside	215	3013	45	20
Upper Canard	430	10033	117	25
Lower Canard	430	10539	120	65
Town Plot	215	3536	48	70
Church Street	215	5089	59	11
Up. Church St.	215	5490	61	80
Port Williams	429½	10409	119	71
New Minas	209	2229	39	24
Greenwich	215	4149	52	81
Wolfville	1254	44018	440	90
Black River	209½	5737	62	82
Gaspereau	424	7803	101	61
Lr. Gaspereau	430	7083	97	48
Lower Horton	214½	3916	51	19
Avonport	215	5541	62	14
Lockhartville	160	3224	40	21
Islands	215	3014	45	21
Bloomfield	215	5932	64	76
Prospect	62	350	9	55
Grand Pre	213	5383	60	86
S. Scott's Bay	158½	2794	37	16
Mid. Pereaux	214	3543	48	63
W. Black Rock	215	2306	40	46
Tremont	210	3119	45	33
White Rock	213	4550	55	27
Rockland	214	2701	42	99
Hants Border	215	6004	65	25
S. Billtown	168	2238	34	53
Horton Landing	215	3241	46	73
Highbury	196	6446	66	00
Kingsport	191	5897	61	75
Windermere	212	2251	39	74
Aylesford	215	5660	62	94
*Lake George	145½	1242	37	87
*Clermont	105	986	28	22
*Morden	215	3977	74	49
*Fairview	209	1233	48	85
*Long Point	204	2247	58	18
*Lakeview	213	1852	55	78
*E. Black Rock	211	3135	68	32
*Blue Mountain	54	1143	20	91
*Baxter's H. Mt	135	1862	42	27
*Baxter's Harbor	215	3450	72	19
*Scott's Bay Rd	215	6400	101	86
*Davison St.	175	1250	43	10
*Greenfield	150	2348	49	77
*Pine Woods	187	3466	67	46
*Woodlawn	58	453	14	66
*Up. Gaspereau	215	3726	74	97
*Pleasant View	209	1635	52	89
*Lake Paul	175½	2134	52	07

*S. Tremont	194	1073	44	62
*Aylesford Mt.	206	1519	51	19
*Garland	125	798	29	82
*Brooklyn W.	210	3484	71	67
*S. Waterville	215	1591	53	49

BORDER SECTIONS.

Kingston	210	3324	43	30
Dalhousie	208	3967	47	90
*Halfway River	200	197	11	65
*Aldersville	195	976	19	02
Dalhousie E.	189	1439	26	69

LUNENBURG.

School for the Blind		247	50	
Inst. for Deaf and Dumb		450	00	
Lunenburg	2926	108061	1004	45
1st Peninsula	215	4852	54	82
2nd Peninsula	214	4099	50	08
Centre	214	3838	48	47
Garden Lots	215	7523	71	24
Blue Rocks	321	14260	125	03
Black Rocks	213	6470	64	54
Heckman's Is.	212	2069	37	35
First South	430	14477	138	98
Middle South	214	4072	49	91
Feltzen South	215	4126	50	36
Up. Rose Bay	215	8000	74	17
Lr. Rose Bay	215	3855	48	69
Up. Kingsburg	209	2865	41	92
Lr. Kingsburg	214	2215	38	49
Riverport	618	14268	159	56
Lr. La Have	210	4423	51	60
Park's Creek	215	7289	69	80
Mid. La Have	427	11443	119	98
St. Matthew's	210	6675	65	45
Summerside	430	12575	127	29
Snyder's	215	5017	55	84
North West	215	4655	53	61
Fauxbourg	215	4660	53	64
Wynacht's	215	1962	37	06
Mader's Cove	215	8000	74	17
Mahone Bay	1290	39629	393	58
Oakland	214	8000	74	05
Indian Point	215	8000	74	17
Martin's River	215	8000	74	17
Blockhouse	425	11945	122	84
Lr. Cornwall	160	1676	28	90
Mid. Cornwall	213	4237	50	81
Up. Cornwall	215	3570	46	94
New Burn	214	4896	54	97
Parkdale	214	7375	70	21
Maplewood	215	5480	58	68
Farmington	215	5606	59	45
Centreville	213	4439	52	05
Stanbourne	215	2788	42	13
S. Rosedale	214	4287	51	23
N. Rosedale	213	8000	73	98
Meisner's	211	2280	38	54
North River	215	3512	46	54
Riversdale	215	4185	50	72
W. Northfield	214	3836	48	46

Cookville	203	2893	41	38
Maitland	215	4419	52	11
Sweetland	163	2232	32	67
Lr. Northfield	209	3078	43	22
Up. Northfield	213	3817	48	23
New Canada	210	4320	50	97
Branch La Have	215	3864	48	75
Branch Lower	205	4220	49	78
Simpson's	208	4900	54	31
Hemford	215	7304	69	80
Branch Upper	215	6187	63	03
Midville	210	2702	41	02
Penny's	215	3665	47	52
2nd Peninsula Lr	202	3062	42	31
Tancook	427	17600	157	83
Watford	200	3753	46	32
Clearland	215	5543	59	07
Bridgewater	1880	68221	637	93
Conquerall Bk.	428	10045	111	51
Pleasantville	215	6655	65	90
Fralig's	214	8000	74	05
Pentz's	215	6524	65	10
Getson's	430	9102	105	94
West Dublin	420	9453	106	94
Bell's Island	215	3870	48	78
New Cumberl'd	215	5061	56	10
Mt. Pleasant	215	4513	52	74
Petite Riviere	430	8802	104	12
Broad Cove	212	5186	56	50
Cherry Hill	182	4002	45	76
Vogler's Cove W	191	3738	45	18
Crousetown	210	3531	46	12
New Italy	215	1846	36	34
Conquerall Mills	214	5459	58	43
Hebb's Mills	215	4535	52	87
Baker's Settlem.	208	7382	69	56
Newcombville	207	2466	39	23
Wileville	196	4218	48	71
Lakeville	211	1980	36	74
Chelsea Upper	195	4255	48	82
Chelsea Lower	205	4452	51	20
Lapland	205	3473	45	18
Waterloo	215	1626	35	00
Camperdown	96	1836	22	44
Nineveh	215	3410	45	96
Conquerall W.	215	3126	44	21
Pine Grove	201	2176	36	74
Middleton	212	2862	42	24
East Dublin	213	6023	61	79
Herman's Island	215	1270	32	80
Corkum's Isl'd	215	2159	38	27
Vogler's Cove E	209	2845	41	78
Bush's Island	200	2695	39	82
Farmville	163	1283	26	83
Union	215	3543	46	78
Ironbound	86	380	12	34
*Oakhill	215	3025	65	38
*Eastern Point	188	2831	58	89
*Big Lots	215	1419	50	58
*Fancy's	196	1112	44	43
*Rhyno's	63	728	17	68
*New Elm	153	787	33	93
*Indian Path	211	1278	48	69
*Lakefield	196	3422	65	74
*Lakeview	101	475	21	99
Up. Woodstock	185	1988	50	59

*Rosebud	108	300
*Crouse's	215	4039
*Lr. Woodstock	147	1140
*Stanley	163	1565
*Millipsegate	214	3234
Millipsegate, Re-fund, Chap. 52, Section 124		

BORDER SECTIONS.

E. Dalhousie	208	536
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CHESTER.

Chester	857	31510
Chester, E.	215	6920
Marriott's Cove	215	6798
Chester Basin	430	15113
Chester Grant	215	1844
Charing Cross	210	8000
Mill Road	214	3682
Forties	206	6510
Gold River, N.	215	6278
Gold River, S.	214	8000
Martin's Point	215	6863
Indian Point	215	2905
Blandford	213	8000
Bayswater	142	1345
Fox Point	213	8000
N. W. Cove	214	2734
Mill Cove	215	6515
Pine Plain	213	2107
Deep Cove	210	3040
*Windsor Road	215	2918
*Sherwood	191	1918
*Norwood	175	1215
*Beech Hill	96	1000
*Lewiston	211	1425
*Harriston	108	1092

BORDER SECTIONS.

Aldersville	195	2629
*Mill Brook	188	440

PICTOU.

School for Blind		
Inst. for Deaf and Dumb		
Pictou	2460	101880
Carriboo River	214	3437
Toney River	127	1188
Seafoam	215	1865
Melville	214	2057
Cape John	159	3238
Hedgeville	210	4068
Marshville	209	4114
Louisville	210	2783
Mountain Road	182	2321
River John	627	20085
Hodson	213	2193
Bigney	212	4202
Welsford	215	2758

21 60
74 73
36 15
42 85
67 13
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6 17
355 51
81 18
80 19
172 71
39 96
89 38
75 76
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89 34
80 21
48 58
89 75
27 42
89 71
41 01
77 87
49 10
73 66
56 51
35 31
28 92
54 14
32 13
37 87
10 69
247 50
360 68
1110 98
52 39
22 11
40 54
41 70
44 34
57 58
57 94
39 40
235 51
42 65
58 38
47 38

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W. Branch R. J.	214	4887	64	42
Diamond	215	2280	43	45
Dalhousie	174	1045	28	69
Millsville	204	1490	35	77
Elmfield	215	1316	35	66
Plainfield	214	3853	56	05
Meadowville	215	2660	46	50
Scotsburn	171	2071	36	62
Hardwood Hill	181	528	25	33
Cross Roads,				
Roger's Hill	215	3528	53	55
Roger's Hill Cen.	215	3321	51	87
Six Mile Brook	215	2644	46	37
Brookland	185	1057	30	09
Salt Springs	211	4362	59	84
Mt. Thom, Up.	143	1242	26	68
Mt. Thom, Lr.	215	3034	49	54
Waterville	127	1280	25	14
W. River Sta.	213	2077	41	58
Gairloch	133	650	20	73
Lansdowne	213	2692	46	52
Mill Brook	214	2120	42	04
Loch Broom	215	2058	41	66
Pleasant Valley	215	2423	44	61
Lovat	108	507	16	68
Green Hill	215	3788	55	64
Line Rock	215	1754	39	20
West River	215	3607	54	17
Durham	213	3814	55	61
Lyon's Brook	427	7973	114	16
Scotch Hill	210	2240	42	54
Pictou Landing	213	5797	70	93
Indian Cove	186	1512	33	87
Can. Carriboo	209	3420	51	97
Bay View	215	3030	49	51
Three Brooks	193	2603	43	53
Pictou Island	205	3302	50	54
Waterside	199	1846	38	06
Beech Hill	210	2568	45	20
New Glasgow	3307	119290	1349	67
Alma	214	3410	52	47
Union Centre	187	2103	38	77
White Hill	213	3292	51	40
Glengarry	215	3722	55	11
Lorne	215	4347	60	18
Hopewell	213	5919	72	64
Riverton	210	1795	38	94
Fox Brook	213	2824	47	60
Island E. River	215	2190	42	72
Stellarton	1880	67130	761	73
Springville	215	5045	65	81
BrIDGEVILLE	430	8654	120	00
Glencoe	214	5314	67	88
Sunny Brae	215	6061	74	03
Blue Mountain	215	2454	44	86
Garden of Eden	214	2480	44	95
E. River, St. M.	215	4092	58	10
Biggin	211	2497	44	75
McPherson's M.	215	2231	43	05
Greenwood	215	4105	58	21
McLellan's Br'k	214	4220	59	02
Linaey	215	2808	47	72
Churchville	215	2883	48	32
Trenton	846	29871	340	05
Abercrombie	212	3047	49	29
Chance Harbor	212	1335	35	44

Fraser's Mount.	215	1984	41	05
King's Head	214	1732	38	88
Pine Tree	215	2107	42	05
Sutherland's R.	210	1778	38	80
W. Merigomish	212	5086	65	79
Merigomish	214	4084	57	92
Piedmont	150	1434	29	05
Avondale	215	2422	44	60
Lr. Barney's R.	187	4581	58	83
Lismore	215	4875	64	44
Ardness	211	3675	54	26
Bailey's Brook	213	1760	38	99
Big Island	184	1796	35	93
Laggan	145	2057	33	52
Kenzieville	197	1456	34	71
Broadway	131	1174	24	73
French River	214	1876	40	06
New Lairg	193	1068	31	11
Meiklefield	215	1120	34	06
Little Harbour	215	2776	47	46
Rocklin	212	2712	46	58
Plymouth Rd.	214	3410	52	47
Up. Hopewell	215	2198	42	79
Wentworth Gr.t	174	603	25	08
Barney's R. Sta.	213	2063	41	44
Westville	2728	121354	1299	08
Granton	98	963	19	18
Mt. Williams	215	1138	34	21
Thorburn	634	21154	244	86
Eureka	430	13567	159	77

BORDER SECTION.

New Town	481	3	90
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POOR SECTIONS, NORTH PICTOU.

Poplar Hill	213	3273	63	62
Black River	215	2868	60	70
Loganville	150	1062	34	76
Sundridge	215	4660	75	18
Carriboo Island	199	2086	51	59

POOR SECTIONS, SOUTH PICTOU.

Blanchard Rd.	185	1064	48	16
Moose River	215	3180	63	23
Rocky Mount	215	3870	68	81
Kirkmount	213	2860	60	27
Brookville	208	2224	54	26
Marshy Hope	199	3465	62	74
Marsh	186	1935	48	11
Rossfield	53	381	12	44
Greenville	214	2675	58	95
S. McLellan's Mt.	160	1296	38	39
Woodfield	215	2800	60	15
Black Brook	108	1353	29	65

QUEENS.

SOUTH.

School for Blind			90	00
Port Joli	213	3906	50	40
Port Mouton, C.	215	6342	66	61
Port Mouton, N.	213	5617	61	61

Hunt's Point	215	5472	60	90
Western Head	211	1968	37	44
Moose Harbor	215	1938	37	70
Liverpool	1680	64855	620	98
Milton	1260	33912	369	06
Brooklyn	420	13784	139	29
Beach Meadows	210	5700	61	83
Eagle Head	215	5598	61	74
West Berlin	215	7163	72	00
Port Medway	643	11127	147	77
E. Port Medway	215	4918	57	26
Mill Village	644	16367	182	29
White Point	210	2166	38	63
Dock Cove	194	2797	40	90
Summersville	215	2910	44	10
S. W. Pt. Mouton	214	5022	57	84
*St. Catherine R.	184	640	38	40
*Pt. Mouton Is.	178	2142	52	13
*Gull Island	25	340	7	71
*E. Pt. L'Hebert	185	1306	45	13
*Denmark	190	2281	55	60

NORTH QUEENS.

Pleasant River	210	5557	60	89
N. Brookfield	426	11940	127	89
Westfield	107	1328	21	15
Kempt	209	2568	41	15
W. Caledonia	214	2652	42	28
C. Caledonia	214	3163	45	63
Harmony	214	3630	48	70
Caledonia Cor.	430	9085	109	62
S. Brookfield	214	6211	65	64
Greenfield	215	5831	63	26
Buckfield	195	3082	42	88
Molega	196	3356	44	80
*Devonshire	210	2580	62	03
*Whiteburne	83	1197	26	24
*Hibernia	148	993	35	57
*Middledale	159	976	37	33
*La Belle	208	2428	60	18
*Bang's Falls	215	3523	72	18

BORDER SECTIONS.

*Albany New	214			
New Grafton	215	2742	39	19
*Northfield	212	1582	31	75

RICHMOND.

Inst. for Deaf and Dumb			270	00
Acadiaville	397	10415	147	97
Port Royal	204	4592	68	62
Arichat	645	15390	225	42
Poulamond	214	8000	103	07
Martinique	215	3000	54	32
D'Escousse	644	15536	226	72
Poirierville	210	5295	76	17
Cape La Ronde	215	2870	53	04
Rocky Bay	48	803	13	42
Edwards	88	1160	21	53
Petit de Grat	209	6220	85	08
Petit de Grat, S.	215	5918	82	85

Orange	215	3520	59	39
Cape Auguet	215	4451	68	50
Louisdale	214	7622	99	35
Whiteside	195	2005	42	28
Walkerville	205	4299	65	87
Richmond Mines	214	3803	62	05
Port Richmond	88	1376	23	65
Port Malcolm	215	4178	65	83
Sunnyside	107	2009	85	56
Point Tupper	213	6222	59	20
Hureauville	208	3585	53	37
St. George's Ch.	215	2903	61	45
Lakeside	214	3743	274	93
Maddougall	645	20455	190	22
River Bourgeois	635	11905	146	05
Cannes	420	9940	40	10
Salmon River	193	1805	77	63
Soldier's Cove	215	5385	80	48
Red Islands	215	5677	33	46
Stirling	138	1780	48	05
Fourche	214	2372	39	70
Framboise	191	1942	12	41
Intervale	184	1880	47	37
St. Esprit	48	700	56	95
L'Archeveque	215	2280	40	02
Grand River	214	3281	34	87
Grand Falls	211	1585	56	25
Point Micheau	195	1248	108	90
L'Ardoise Hghl'd	215	3197	157	85
Brymer	430	6028	158	15
L'Ardoise	430	11035	90	00
W. L'Ardoise	413	11267	63	00
Rockdale	215	6700		
Grand Greve	210	3946		

POOR SECTIONS.

*Kempt Road	94	1268	34	90
*Brae	189	2885	75	15
*Balmoral	161	948	48	24
*Seaview	202	886	56	54
*Cape George	213	1324	67	27
*Roberta	215	2032	74	20
*The Points	210	2569	79	20
*Lynch's River	108	713	25	27
*Macnab	215	2575	75	55
*W. L. Lomond	184	1402	52	60
*Loch Lomond	208	2637	74	18
*Lewis Cove Rd.	210	1471	58	18

BORDER SECTIONS.

Cleveland	148	1325	25	00
Irish Cove	97	790	11	30

SHELburne.

Inst. for Deaf and Dumb			180	00
School for Blind			360	00
Little Port			26	66
L. Hebert	195	980	56	37
Sable River	215	7687	33	49
West Sable	203	2427	36	74
Louis Head	215	2874		

Little Harbor	212	4541	43	15
Matthew's Pt.	215	1444	30	89
Rockland	215	3171	37	93
Allendale	210	4149	41	32
Osborne	207	2626	34	76
Lockeport	1058½	28221	238	20
West Head	198	2842	34	61
E. Green Har.	213	3503	39	95
East Jordan	208	5028	44	68
Jordan Falls	429	8211	83	36
Up. W. Jordan	213	2824	36	26
Jordan Ferry	215	4448	43	15
Jordan Bay	209	2652	35	10
Lr. Sandy Point	57½	5353	40	14
Sandy Point	215	2139	33	72
Shelburne	1259	37159	298	00
Lr. Ohio	215	3822	40	60
Mid. Ohio	215	2047	33	34
Upper Ohio	215	2011	33	20
Port Clyde	209	1651	31	03
Port Saxon	215	3172	37	94
N. East Harbor	210	2837	35	98
Black Point	213	4092	41	45
Roseway	200	2670	34	14
Gunning Cove	214	4446	43	01
Churchover	206	2514	34	20
Birchtown	215	4837	44	74
*B. Pt. L. Hebert	107	210	19	92
*East Sable	211	2872	54	35
*W. Green Har.	204	6612	76	39
*McNutt's Isl'd	181	1082	38	16

BORDER SECTIONS.

Clyde River	214	2971	27	59
*Middle Clyde	135	474	14	60

BARRINGTON.

Inst. for Deaf and Dumb			180	00
Port Clyde			48	52
Cape Negro	215	3569	51	32
Blanche	214	4043	40	08
Up. Pt. La Tour	210	2396	57	67
Port La Tour	215	4098	92	89
Baccaro	430	6561	106	11
Hibbard's Br'k	429	8600	67	24
Barrington H.d	215	6462	121	14
Barrington Pass.	421	11040	131	69
Doctor's Cove	427	12547	53	76
Rear Point	214	4417	64	95
Shag Harbor	210	6200	75	86
Wood's Harbor	214	7797	294	28
Up. Wood's Har.	860	29714	76	07
Forbes' Point	215	7810	55	04
Charlesville	215	4594	33	05
Centreville	127	2797	75	72
Newellton	215	7757	170	10
Clark's Harbor	430	18369	329	96
Hawk Point	1013½	32443	60	85
South Side	215	5482	75	87
Stoney Island	215	7780	118	73
*Negro Island	425	10602	49	30
*Villagedale	171	1986	55	93
*Oak Park	212	1933	39	68
	147	1432		

BORDER SECTIONS.

*Middle Clyde	135	352	13	56
Clyde River	214	1807	21	23

VICTORIA.

School for the Blind			180	00
Baddeck	832	25140	368	91
Nyanza	208	1725	42	85
Baddeck Bridge	203	2356	49	10
Baddeck Forks	211	2182	48	15
Baddeck Centre	48	1075	17	22
Upper Baddeck	43	543	10	88
Hunter's Mt.	196	2469	49	51
W. Middle River	186	3365	58	07
Church	214	4371	72	20
McLennan's	206	2686	53	03
Up. Middle Riv.	215	1693	43	33
St. Patk's Ch'n'l	215	2017	46	84
Grant	170	2907	51	24
Gillis Point	155	3712	58	20
Iona	206	5974	88	62
Barra Glen	191	4556	71	53
McKinnon's H.	205	4617	73	82
Baddeck Bay	215	3238	60	06
South Gut	210	5900	88	28
Englishtown	215	4026	68	59
Indian Brook	132	2238	39	57
South Ingonish	208	3792	65	24
Clyburn's Br'k	171	2714	49	27
West Ingonish	200	2050	45	45
East Ingonish	182	3777	62	06
Neil's Harbor	416	7391	128	38
South Harbor	138	2383	41	85
Middle Ridge	214	4617	74	86
North Harbor	166	1733	38	05
Dingwall	212	4398	72	26
Sugar Loaf	190	5213	78	54
Bay St. Lawrence	166	5438	78	17
Tarbot	65	838	16	63
North River	184	2595	49	49
Goose Cove	183	2651	49	98
Cape Dauphin	215	4614	74	95
Big Bras d'Or	123	2270	38	87
Boulardarie, E.	116	1593	30	74
Boulardarie, Cen.	180	1763	40	02
Kempt Head	215	5670	86	39
Island Point	205	2416	49	98
R. Baddeck Bay	145	1572	33	88
Cain's Mountain	141	953	26	72

POOR SECTIONS.

Bucklaw	196	1839	64	05
Little Narrows	100	1043	34	39
Up. Washabuck	122	1878	51	79
Rear Upper Washabuck	215	1456	61	15
Estmere	206	3209	88	03
Plaster Mines	191	2111	67	59
Big Hill	116	1492	44	46
North Smokey	104	1894	48	89

Big Intervale	193	1594	59 55
North Gut	191	2597	75 48
Jubilee	215	1077	54 99
Refund to "Narrows Village,"			30 00
Refund to New Harris' Section			30 00
Refund to "West Ingonish,"			68 85
For conveyance of pupils to and from the "Kempt Head" School			25 00

YARMOUTH.

Inst. for Deaf and Dumb School for Blind			180 00
Arcadia	427	9299	107 64
Gen. Cheboque	214	3473	46 55
Rockville	214	5096	56 66
Sand Beach	212	6437	64 80
Town	6879	205866	2083 66
Overton	214½	4087	50 42
S. Chegoggin	210	4603	53 11
Pembroke	423½	7791	97 81
N. Chegoggin	215	4683	54 20
Sandford	214	5713	60 51
Port Maitland	643	17582	184 41
Richmond	186	2592	37 78
Norwood	196	3036	41 71
Lake Annis	192	2000	34 79
West Brazil	109	710	17 10
Bloomfield	208	2604	40 42
Brenton	215	3808	48 74
Ohio	430	14881	142 80
Wellington	215	4593	53 65
Hebron	426	10199	113 13
Dayton	214½	3889	49 19
Brooklyn	419	9495	107 93
Reynardton	213	3249	45 02
N. Kempt	212½	5833	61 07
N. Kempt	207½	3969	48 86
Carleton	215	7013	68 73
Pleasant Valley	210	2491	39 94
Deerfield	198	3469	44 64
*Pinckney's Pt.	212	4695	80 89
*Greenville	180	2053	50 60
*Somerville	89	973	24 62
*Canaan	101	875	25 79
*Forest Glen	215	2785	63 55

BORDER SECTIONS.

Melbourne	208	4900	51 13
Pleasant Lake	209	3728	39 23
Beaver River	209	1198	14 00
Cedar Lake	215	168	2 86
Gavelton	161	1177	26 08

ARGYLE.

Inst. for Deaf and Dumb, School for Blind			270 00
Lr. E. Pubnico	418	10792	180 00
Mid. E. Pubnico	425	10292	109 33
East Pubnico	420	8977	107 33
Pubnico Head	430	8668	99 35
Up. W. Pubnico	430	12096	98 78
Mid. W. Pubnico	634	17171	118 07
Lr. W. Pubnico	430	13870	170 34
Argyle Sound	214	8488	128 05
Lr. Argyle	214	3886	72 65
Argyle Harbor	214	4358	46 75
Gen. Argyle	215	4412	49 41
Argyle	214	3162	49 83
Argyle Head	211	2981	42 69
Glenwood	215	4087	41 31
Lr. Eel Brook	213	6376	48 01
Eel Brook	429	10752	60 64
Abram's River	214	6541	61 69
Surette's Island	213	7867	69 03
Sluice Point	427	10471	108 57
Amirault's Hill	430	11685	115 75
Hubbard's Pt.	410	9534	101 31
Tusket	425½	11726	115 46
Mid. Belleville	208	6658	61 66
West Quinan	69	2147	20 11
East Quinan	69	1689	17 53
Gen. Kempt	208	2894	40 47
Plymouth	214½	6888	63 70
Up. Wedge	430	12247	118 92
Mid. Wedge	426	18262	152 28
Lr. Wedge	385	12438	114 74
Comeau's Hill	165	2873	35 34
*Morris Island	210	6423	90 51
*N. Belleville	215	3913	70 52
*S. Belleville	215	6575	92 99
*Bell Neck	203	943	43 35
*Springhaven	126	1985	38 72
*Rockingham	102	1223	28 11
*Hawthorn	106	846	25 62

BORDER SECTIONS.

Gavelton	161	1263	16 78
Melbourne	208	860	8 45
Pleasant Lake	209	1940	19 02

PROVINCIAL AID

To Teachers employed in the Public Schools for the half year ended, June 30th, 1908.

The Asterisk (*) marks those employed in Poor Sections

	Number of Teaching Days employed.	Am't paid to Teachers from Provincial Treasury.
ANNAPOLIS.		
Boyle, James	107	90 00
Magee, Wm. H.	105	103 01
Ruggles, Lenfest	107	105 00
Armstrong, Laura M.	39	21 86
Atwood, Alice J.	107	60 00
Balcom, Irene C.	107	60 00
Banks, Beriah S.	107	60 00
Bent, Reginald W.	55	30 84
Bent, Sarah R.	107	60 00
Bentley, Mary B.	107	60 00
Bustin, Harry L.	107	60 00
Chesley, Carrie E.	107	60 00
Clarke, Hattie M.	107	60 00
Crisp, Wm. R.	107	60 00
Durling, Aubrey D.	33	18 50
Durling, Ina	107	60 00
Evans, Laura F.	105	58 87
Fancy, Lydia A.	107	60 00
Fellows, Annie K.	107	60 00
Fitz Randolph, Mary F.	107	60 00
Harris, C. Louise	107	60 00
Harris, Cora M.	107	60 00
Hockin, Elsie N.	55	30 84
Longley, Mabel F.	107	60 00
MacInnis, A. D.	107	60 00
MacMillan, Nellie	107	60 00
McGill, Geo. B.	107	60 00
Moore, E. Blanche	107	105 00
Morrison, Alex. B.	107	60 00
Moses, Winifred	107	60 00
Parker, Eugene T.	107	60 00
Parker, Millie V.	107	60 00
Rice, Ina M.	107	60 00
Spinney, Hattie S.	107	60 00
Spinney, Theo. H.	107	60 00
Spurr, E. Blanche	106	59 43
Sutherland, Lillian M.	107	60 00
VanBuskirk, J. L.	107	60 00
Walker, Charlotte E.	107	60 00
Whitman, Cassie S.	107	60 00
Whitman, Laura M.	107	60 00
Woodworth, Bertha M.	107	60 00
Wotton, Eunice R.	107	60 00

Anderson, Eunice M.	106	44 50
Annis, Vivian A.	107	45 00
Armstrong, Flora B.	107	45 00
Baker, Ermina M.	107	45 07
Balcom, Roy J.	107	45 00
Banks, Almada M.	105	44 15
Bent, Lillian B.	107	45 00
Berringer, Minnie B.	107	45 00
Bertaux, A. Josephine	107	45 00
Bishop, Annetta C.	107	45 00
Buekler, Emily J.	107	45 00
Chesley, Ella M.	106	44 57
Crowe, Bessie H.	107	45 00
Daniels, Clara A.	45	18 92
Denton, Curtis L.	107	45 00
Durling, Edna	107	45 00
Ellis, Florence M.	107	45 00
Foster, Laurie E.	107	45 00
Hardwicke, Helen McA.	107	45 00
Harris, Ethel M.	107	45 00
Harris, Mary H.	107	45 00
Harrison, Alma F.	107	45 00
Healey, Bertha A.	107	45 00
Hoyt, Bessie G.	107	45 00
Hunt, G. Edgar	107	45 00
Hutchinson, Lilah O.	107	45 00
Jones, Watson C.	107	45 00
Longley, Annie G.	54	22 71
Longmire, Rose T.	105	44 15
Mathews, Margaret S.	82	34 48
McCormick, A. E.	107	45 00
McNeily, Wm. H.	107	45 00
Nichols, Leon LeRoy	87	36 58
Nichols, Morley P.	106	44 57
Oakes, Cynthia L.	105	44 15
Perry, Lydee S.	98	41 21
Phinney, Lillie L.	62	26 07
Porter, A. Maude	107	45 00
Ritcey, Mae T.	106	44 78
Rowter, Melinda	107	45 00
Roy, Maude E.	107	45 00
Ruggles, Florence L.	71	29 86
Rumsey, Clara I.	106	44 57
Sanford, S. Beryl	104	43 73
Snow, Etta M.	107	45 00
Stevenson, Margaret B.	107	45 00
Tanch, Hannah E.	107	45 00
Teed, A. Genevra	64	26 91
Troop, Alice M.	107	45 00
Troop, Bessie L.	107	45 00
Wade, Edna M.	107	45 00
Whitman, Jean E.	107	45 00
Wilkins, Hattie E.	108	45 42
Woodbury, Reg. C.	107	45 00
Young, A. Maude	106	44 57
Young, Isabelle H.	107	45 00
Baltzer, Nettie L.	104	29 15
*Bent, Blanche J.	107	40 00
*Bertaux, Amy E.	77	28 77
*Brooks, Grace D.	107	30 00
*Brown, Vernon E.	56	20 93
*Craven, Odessa	107	40 00
*Dondale, Flora R.	107	40 00
*Freeman, E. Pearl	107	40 00
*Freeman, Lulu T.	107	40 00

*Gehue, Mary E.	105	39 24
*Gehue, Loretta	105	39 24
Gesner, Annie I.	107	30 00
Gibson, Ethel W.	107	30 00
*Gibson, Hazel I.	107	40 00
Hamilton, Louis G.	52	14 57
Jacques, Giles V.	107	30 00
*Jefferson, J. Howard	107	40 00
Jones, Estella A.	107	30 00
*Marshall, Ida M.	105	39 24
MacMillan, Eva M.	107	30 00
McKay, Josephine H.	100	28 03
McLean, Minnie B.	107	30 00
*McNayr, Verna	106	39 62
*Ruggles, Walter T.	57	21 30
Saunders, Emelie A.	106	29 71
Schaffner, Etta L.	107	30 00
*Simpson, Esther M.	107	40 00
*Simpson, Lulu A.	107	40 00
Spurr, Josephine L.	102	28 59
VanTassel, Bertha S.	107	30 00
Wheelock, Mildred E.	106	29 71
Winchester, Ruth H.	107	30 00
Young, Flossie C.	107	30 00

ANNUITANTS.

Shaffner, Samuel C.	75	00
Brown, Alfred D.	60	00
Vidito, Helen A.	60	00
Saunders, Arthur W.	45	00

ANTIGONISH.

Boyd, Donald D.	71	59 70
McGillivray, Andrew	71	59 70
McLeod, Anna E.	107	75 00
Sister St. Thomas des Anges	107	75 00
Tompkins, James J.	71	69 65
Boyd, Angus J.	107	60 00
Chisholm, Janie Agnes	107	60 00
Gillis, D. McK.	105	58 87
Keating, Florence M.	107	60 00
McLean, William	107	60 00
Newcomb, Laura A.	107	60 00
Somers, Alex. M.	107	60 00
Sister M. Victoire	107	60 00
Sister St. Leonard	107	60 00
Condon, Josephine M.	107	45 00
Chisholm, Bessie C.	107	45 00
Cameron, Christina	107	45 00
Courteen, Violet	97	40 79
Chisholm, Christina	107	45 00
Kennedy, Janie	107	45 00
Leydon, Catherine	107	45 00
McKeough, Anna	107	45 00
Macdonald, Angus L.	62	26 07
Macdonald, Theresa	107	45 00
McGillivray, Theresa	107	45 00
MacLean, Maggie	107	45 00
McIntosh, Margaret E.	105	44 15
McPherson, John A.	107	45 00
McKenzie, Gertrude	107	45 00
McNeil, Margaret	107	45 00

Macdonald, Margaret J.	107	45 00
O'Brien, Agnes	105	44 15
Rogers, Wm. J.	107	45 00
Sister Mary	107	45 00
Sister M. Dionysia	107	45 00
Sutton Catherine E.	104	43 73
Sister St. Walburga	107	45 00
Sister St. Hugh	107	45 00
Sister St. Camillus	107	45 00
Cameron, Jennie	107	30 00
Campbell, Libbie	107	30 00
*Chisholm, Margaret	107	30 00
Forbes, Florence	107	30 00
Fitzgerald, Annie	98	27 47
Gillis, Sarah B.	107	30 00
Gillis, Margaret	80	22 43
Gillis, Mary A.	107	30 00
Hurst, Essie	107	30 00
Leydon, Sarah B.	107	30 00
Levandier, Vincent D.	107	30 00
McKeough, W. A.	106	29 71
Macdonald, Annie J.	107	30 00
McKinnon, Mary A.	105	29 41
McGillivray, Mary	107	30 00
McGillivray, Mary A.	104	30 00
Macdougall, Annie	107	30 00
Macdougall, Florence M.	107	30 00
McGillivray, Bessie A.	107	30 00
Macdonald, Katherine	107	30 00
Macdonald, Mary J.	107	30 01
*Martin, Ellen	91	34 01
McGillivray, Mary A.	107	30 00
*McInnis, Cassie M.	106	39 63
*McGillivray, Marcella	105	39 24
*McEachern, Mary E.	107	40 00
*Macdonald, Mary C.	103	38 50
*McLean, Mary Belle	107	40 00
*McNaughton, Bessie	107	40 00
*McPherson, Loretta	107	21 30
McIntosh, Sophia M.	76	30 00
McArthur, Janet	107	30 00
McInnis, Fred W.	107	29 71
McGillivray, Mary	106	30 00
Smith, Christina	107	30 00
Sutherland, Gertrude J.	107	30 00
Sister St. Helen	107	30 00
Sister St. Thomas, de S. C.	107	30 00
West River Consolidated	107	30 00
" "	107	30 00

ASSISTANTS.

McPherson, Hugh	71	26 54
Beaton, Ronald	71	19 00

ANNUITANTS.

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

CAPE BRETON.

Armstrong, J. Arthur	106	89	13	Baillie, Mary A.	107	45	00
Brodie, William S.	105	103	01	Barrington, Harriet H.	107	45	00
Davidson, Milton DeL.	106	104	02	Buckles, Sara A.	107	45	00
England, Harry E.	107	105	00	Burke, Helena B.	107	45	00
McKenzie, George W.	107	105	00	Cameron, Annie	105	44	15
Matheson, Duncan M.	106	89	13	Cameron, Annie M.	105	44	15
Moore, Clarence L.	106	104	02	Cameron, Laura	107	45	00
Stewart, Frank I.	106	89	13	Cameron, Mary C.	106	44	57
Bishop, Emma E.	106	59	43	Currie, Donald J.	100	42	05
Boss, Maud O.	105	58	87	Currie, Michael D.	107	45	00
Bown, Eleanor F.	106	59	43	Desmond, Mary M.	107	45	00
Bruce, Harriet S.	104	58	31	DeVoe, Mary A.	107	45	00
Cameron, Lorrrie J.	107	60	00	Downing, Florence C.	107	45	00
Campbell, Lizzie	106	59	43	Doyle, Agnes Claire	107	45	00
Chisholm, Jennie	105	58	87	Fife, Annie M.	107	45	00
Corkum, Clara A.	107	60	00	Finn, Violet A. C.	105	44	15
Curry, Delila Pearl	105	58	87	Flynn, Sadie	107	45	00
Dean, Bertha F.	106	59	43	Fox, Edith I.	106	44	57
Edgcombe, Ethel L.	106	59	43	Fraser, Lulu	105	44	15
Fulton, Edith Irene	106	59	43	Gillis, Margaret	106	44	57
Fulton, Mary Eureka	105½	59	15	Gillis, Mary	107	45	00
Gillis, Simon P.	105	58	87	Grattan, A. Myrtle	106	44	57
Goode, Myrtle M.	106	59	43	Greig, Ida H.	32	13	45
Grant, Lina	105	58	87	Gunn, Helen C.	44	18	50
Gray, Gracie L.	105	58	87	Hamilton, Agnes E.	106	44	57
Gunn, Annie	107	60	00	Hanrahan, Mary	106	44	57
Hall, Carrie M.	106	59	43	Harrington, Annie E.	106	44	57
Hall, Henry E.	107	60	00	Harris, Gladys E.	106	44	57
Haverstock, William E.	106	59	43	Hartigan, Katherine L.	107	45	00
Kilpatrick, Hattie	107	60	00	Kelly, Amy R.	105	44	15
Lawley, James H.	106	59	43	Kennedy, Christie B.	104	43	73
McDaniel, Bernard J.	107	60	00	Knowlton, Edith	105	44	15
McDougall, John	106	59	43	LeBlanc, Leo J.	107	45	00
McDougall, Margaret F.	106	59	43	East Bay Consolidation,		90	00
Macintosh, Anna B.	106	59	43	3 D., 107 days			
MacKenzie, Anna B.	107	60	00	McAulay, Jessie	107	45	00
MacKenzie, Kate A.	106	59	43	McCabe, Georgie	106	44	57
MacKinnon, Mary	107	60	00	McCabe, Grace M.	107	45	00
McLean, Christena	107	60	00	McCarthy, Mary E.	106½	44	78
MacLennan, Florence B.	106	59	43	McDonald, Annie C.	105	44	15
MacPhee, Loretta I.	107	60	00	Macdonald, Ethel M.	43	18	08
MacRae, Mary I.	106	59	43	MacDonald, Jean F.	106	44	57
Marshall, Sadie M.	107	60	00	McDonald, Mary Bell	107	45	00
Morrison, Eva Jane	105	58	87	Macdonald, Nellie	106	44	57
Robson Norman	106	59	43	Macdonnell, Theresa	106	44	57
Sister M. Amabilis.	105	58	87	McDougall, Daniel J.	107	45	00
Sister M. Ambrosia	107	60	00	MacInnis, Dorothea J.	106	44	57
Sister M. Annette	105	58	87	McIntyre, Matilda	106	44	57
Sister M. Clarissa	107	60	00	MacIsaac, Mary J.	106	44	57
Sister M. Cleophas	105	58	87	MacKay, John D.	107	45	00
Sister M. Gerard	107	60	00	McKenzie, Archibald J.	107	45	00
Sister M. Josita	105	58	87	McKeough, William F.	106	44	57
Sister M. Lawrence	107	60	00	McKinnon, John J.	107	45	00
Sister M. Leonora	107	60	00	MacKinnon, Katie	106	44	57
Sister M. Vincentine	107	60	00	McLean, James	107	45	00
Sister M. St. Clarissa	58	58	87	McLean, S. Agnes	105	44	15
Sister St. Mary (Asc.)	107	32	52	McLeod, Cecilia I.	106	44	57
Sister Teresa Joseph	106	60	00	McMillan, Sadie N.	106	44	57
Smith, Mamie K.	107	59	43	Macneil, Alexandra	107	45	00
Sutherland, Mary	107	60	00	MacNeil, Katie	107	45	00
Thurber, Ronald E.	105	58	87	MacNeil, Maria A.	106	44	57
Woodill, Arthur W.	107	60	00	McNeil, Mary Jane	107	45	00
Arsenault, M. Teresa	107	59	43	MacPhee, Teresa	107	45	00
		45	00	MacRae, Luella M.	106	44	57
				Mattatall, Daisy	107	45	00
				Merritt, Mary	107	45	00

Morrison, Margaret	107	45 00
Mosher, Blanche	107	45 00
Moynagh, Bernardine	106	44 57
Muggah, Margaret	106	44 57
Ormiston, Eliza E.	107	45 00
Patterson, Edith C.	105	44 15
Phillips, Katie E.	107	45 00
Phoran, Alice	106	44 57
Robinson, Hattie L.	106	44 57
Rose, Lenora B.	106	44 57
Ross, Katherine J.	107	45 00
Ross, Maggie	107	45 00
Simpson, Margaret J.	107	45 00
Sister Francis Leon	107	45 00
Sister M. Ambrose	107	45 00
Sister M. Andrea	96	40 37
Sister M. Angelorum	105	44 15
Sister M. Annina	107	45 00
Sister M. Bernardine	107	45 00
Sister M. Eulalia	106	44 57
Sister M. Josephine	105	44 15
Sister M. Leonard	105	44 15
Sister M. Louise	107	45 00
Sister M. Oswald	107	45 00
Sister M. Stephen	105	44 15
Sister M. Wilfrid	107	45 00
Sister St. Aldrie	48	20 18
Sister St. Alexander	107	45 00
Sister St. Casilda	106	44 57
Sister St. Henedine	107	45 00
Sister St. John	107	45 00
Sister St. Marcella	106	44 57
Sister St. M. Aloysius	106	44 57
Sister St. Reginald	106	44 57
Sister St. Roseline	106	44 57
Skinner, Henrietta	106	44 57
Stalker, Elizabeth J.	77	32 38
Vance, Suther C.	72	30 28
Barrigan, Lila M.	106	29 71
Bates, Blanche	106	29 71
Broderick, Annie	106	29 71
Cameron, Bessie Jean, 1st half year	69	19 34
Cameron, Bessie Jean, 2nd half year	107	30 00
*Campbell, Mary	92	34 38
Carmichael, Jessie	107	30 00
Coady, Margaret A.	87	24 39
Coady, Mary E.	94	26 35
Currie, Teresa	104	29 15
Dillon, Agnes	105	29 43
Downing, L. Minnie	105	29 43
Edwards, Agnes M.	107	30 00
Fielding, Clara	107	30 00
*Fraser, Esther C. I.	107	40 00
Gillis, Margaret M.	105	29 43
*Gillis, Rose A.	107	40 00
Kerr, Annie	107	30 00
Kerr, Annie F.	107	30 00
Knox, Edna S.	105	29 43
Macadam, Dan A.	104	29 15
The Meadows, Consolidation 1 D, 104 days		29 15
McArthur, Sadie C.	24	6 72
Macaulay, Christie	106	29 71
Mc'ormack, Annie	107	30 00

McDonald, Anna F.	103	28 87
Macdonald, Elizabeth	107	30 00
Macdonald, Joanna	82	22 99
MacDonald, Mary C.	107	30 00
McDonald, Mary Jessie	102	28 59
*MacDonald, Peter	104	38 87
*McDonald, Ronald J.	32	12 32
*McDougall, Duncan	98	36 62
*McGillivray, Jessie	97	36 25
Mackenzie, Katherine	104	29 15
MacKenzie, Lottie	107	30 00
MacKenzie, Margaret	107	30 00
MacKinnon, Eva	107	30 00
MacKinnon, Katherine	107	30 00
MacKinnon, Mary Ann	105	29 43
MacLean, Annie	106	29 71
MacLean, Christine V.	107	30 00
Maclean, Grace C.	101	28 31
McLean, Rachel	107	30 00
McLellan, Mary Agnes	107	29 71
McLeod, Janie E.	106	29 71
*McLeod, Jessie W.	107	40 00
McLeod, Margaret	104	29 15
McLeod, Sadie	107	30 00
McLeod, Sarah	107	30 00
McMillan, Fanny	71	19 90
MacMillan, Katherine	107	30 00
McMillan, Mary	9	2 52
McNeil, James	95	26 63
McNeil, Katie J.	107	30 00
*MacPhee, Anna R.	105 1/2	39 41
*Matheson, Flora C.	101	37 75
Miller, Mary E.	106	29 71
*Morrison, Granville	107	40 00
Morrison, Jessie A.	107	30 00
Morrison, Lottie	107	30 00
Munro, Martha Belle	63	17 66
Murphy, Roderick F.	105	29 43
Nickerson, Margaret	105	29 43
O'Handley, Joanna	106	29 71
Pearson, Mary G.	106	29 71
Reynolds, Helen M.	95	26 63
Simpson, Ruth B.	107	30 00
Sister M. Lucilla	106	29 71
Sister St. Ann	106	29 71
Smith, John	105	40 00
*Sullivan, Martha A.	107	40 00
Townsend, Matilda	107	30 00
Wallace, Jean	105	29 43
Young, N. Edgar	107	30 00

ANNUITANTS.

Dowling, Thomas C.	60 00
McDonald, Joseph	60 00
McNeil, John D.	45 00
Garrett, Charles V.	45 00
McDougall, Philip	

COLCHESTER.

SOUTH.

Creelman, Wm. A.	106	89 13
DeWolfe, L. A.	106	89 13
McKimmie, A. A.	103	86 61

Richardson, Lophemia,	106
Mckay, Catherine,	106
Barnhill, Margaret G.	107
Barteaux, J. E.	106
Coleman, Edna F.	106
Creelman, Martha	106
Dickson, Janet	104
Dickson, Hattie	106
Edwards, Elizabeth	106
Faulkner, Aveline	107
Hunter, Jennie	106
Lank, Annie C.	106
Linton, Edith	106
Logan, Margaret	106
Lynds, Lennie	105½
Mosher, Amy	107
McCurly, M. Ruth	107
McInnis, Lenora	106
McIntosh, Mary G.	106
McKenzie, Minnie	106
McLennan, Jennie	106
McPherson, Margaret	106
Nelson, Eda	106
Shaw, Fenwick L.	106
Smith, Grace M.	105
Archibald, Irene	33
Archibald, Janet	106
Archibald, Blanche	107
Archibald, Jessie D.	107
Archibald, Gertrude	107
Brenton, Mary A.	107
Clarke, Bessie J.	64
Crowe, Susan A.	106
Dalrymple, Lucy	106
Davis, D. G.	103
Poley, Minnie G.	107
Fish, Mabel	5
Fulton, Lillian M.	107
Gunn, Ida B.	107
Hamilton, Janet	107
Harvey, Jessie	90
Hutchinson, Esther	107
Hutchinson, Grace	107
Jobb, Irene	107
Little, Ada C.	106
Lightbody, Ina B.	107
McCurdy, Mary	107
McDonald, Jessie	107
McHefley, Mary	74
Mckay, Marion	31
McKim, Agnes	106
McLellan, Margaret	101
Parker, Fessie	107
Patterson, Sarah B.	106
Putnam, Anna M.	106
Rogers, Sadie	86½
Ross, Mary	107
Smith, Margaret	84
Stevens, Georgie	106
Sutherland, Matilda	107
Sutherland, Catherine	98
Wallace, Mary D.	106
Archibald, Hattie W.	107
Bates, Edwina	107
*Boyd, Jessie B.	107
Colter, William	107

Cottle, Hannah	106	29	71
*Creelman, Dean A.	86	32	14
*Creelman, Dean A., First half year		8	98
Crowe, Tressie	107	30	00
Crowe, Jennie D.	103	30	00
*Dickie, Laura	105	39	24
Gates, Plesah	107	30	00
Harris, Mattie T.	107	30	00
*Hawkins, Emma J.	107	40	00
*Lynds, Addie	67	25	03
Morgan, Lizzie	106	29	71
McDougall, Jessie	41	11	49
*O'Brien, Janie	107	40	00
Parker, Laura B.	107	30	00
Smith, Ina	103	28	87
Spares, Sadie	107	30	00
Strople, Florence	107	30	00
Stevens, Annie	107	30	00
Tully, Ethel	107	30	00
*Vance, Sadie	41	15	32
*Vance, Ruby	105	39	24
Wright, Johanna	107	30	00

ANNUITANT.

Calkin, J. B.	75	00
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STIRLING.

Bruce, Alice	105	44	15
Cameron, Olive E.	107	45	00
Clarke, Elizabeth	106	44	57
Drysdale, Carrie M.	107	45	00
Drysdale, James R.	107	45	00
Gunn, Mamie A.	107	45	00
Langille, Annie M.	97	40	79
McKay, Norman	106	44	57
McKay, Olivia	107	45	00
McLandress, Elizabeth	107	45	00
McLeod, Jessie	107	45	00
Roache, Bessie H.	107	45	00
Sutherland, Bessie	107	45	00
Craig, Jean M.	107	30	00
Dwyer, Florence	107	30	00
Ferguson, Bessie	107	30	00
Langille, Susan	101	28	31
Langille, Jennie	107	30	00
Lynds, Bessie	106	29	71
Mattatall, Lottie	107	30	00
McEachern, Margaret	107	30	00
McEachern, Lydia	107	30	00
*McIntosh, Agnes	106½	39	81
McLeod, Christina	83	23	27
McKay, Margaret	23	6	44
McNeill, Margaret	107	30	00
*Wilson, Clara B.	107	40	00
*Sutherland, Christina	107	40	00
Sutherland, Tena	107	30	00
*Thompson, Sarah	106	39	62
Weatherby, Hattie	107	30	00

WEST

Carson, Teresa B.	50	28	03
Creelman, Minnie	104	58	31

Dawson, J. Arthur	107	60 00
Doyle, Mabel S.	106	59 43
Fulton, Marion	107	60 00
Fulton, Edna M.	107	60 00
Hibbert, T. M.	22	12 33
Munro, Mossie	38	21 30
Peppard, Ruth R.	107	60 00
Spencer, Agnes	107	90 00
Starritt, Linda	107	60 00
Atwater, May	54	22 71
Boomer, Ethel G.	107	45 00
Boyd, Grace	105	44 15
Chisholm, Annie	107	45 00
Clarke, Agnes	107	45 00
Collins, Susan R.	107	45 00
Cooke, Agnes B.	107	45 00
Fulton, Sarah J.	106	44 57
Graham, Addie	107	45 00
Graham, Alice	107	45 00
Graham, Ida May	107	45 00
Hamilton, Anna	107	45 00
Morrison, Ida M.	106	44 57
Murdoch, Jennie	106	44 57
McCleave, R. D.	90	37 85
O'Brien, Margaret E.	14	5 88
Reid, Emma	107	45 00
Soley, Elsie	101	42 47
Scott, Catherine	107	45 00
Smith, Ada	107	45 00
Tibert, W. K.	83	34 90
Totten, Bertha,	105½	44 36
Taylor, Mary Edith	22	22 29
Berry, Ethel M.	107	30 00
Brown, Bertha M.	107	30 00
Cottle, Maud	87	24 39
Craig, J. Violet	103	28 87
*Gamble, Ruth A.	107	40 00
McLean, E. Pearl	107	30 00
Robertson, Susie	107	30 00
Sutherland, Katherine	107	30 00
Wilson, Cassie	40	11 21
Wilson, Annie	49	13 73
Withrow, Annie	103	28 87
Great Village Consolidation		30 00

CUMBERLAND.

Brennan, D. S.	106	59 43
Lay, E. J.	106	104 02
Morehouse, F. G.	106	104 02
Patterson, Grace	103	86 61
Smith, Lizzie	106	74 27
Stapleton, W. C.	107	105 00
Stevens, Josephine H.	107	105 00
Atkinson, Blanche	107	60 00
Barnes, Blanche B.	107	60 00
Beaton, Katherine	106	59 43
Bigney, Anna L.	106	59 43
Chapman, Courtney C.	106	59 43
Charman, Mary E.	86	48 22
Cooper, Ina M.	106	59 43
Crawford, Ray D.	107	60 00
Diekie, Annie K.	107	60 00
Elliott, Jane	106	59 34

Fitchett, Annie	60	33 64
Gillmore, Annie E.	106	59 43
Glennie, Emma	107	60 00
Gordon, Sadie J.	106	59 43
Hanway, J. A.	62	34 76
Lavers, Josephine	106	59 43
Lawrence, Jennie	107	60 00
Lay, Jean B.	106	59 43
Lent, F. J.	107	60 00
Lockhart, Lillian M.	107	60 00
McKay, Katharine	65	36 44
McKim, Mina M.	106	59 43
McRae, Muriel	92	51 58
Mitchell, Jennie M.	72	40 37
Murray, Annie G.	106	59 43
Outhit, Wm. E.	10	5 60
Paul, Carrie M.	106	59 43
Pugh, Ethel M.	106	59 43
Rooney, Effie	106	60 00
Shortliffe, D. L.	107	59 43
Swift, Alice	106	60 00
Thompson, Alice	107	44 15
Astbury, Minnie F.	105	45 00
Atkinson, Helen L.	107	45 00
Bent, Bessie L.	107	45 00
Blanche, Julia A.	104	43 73
Baird, Jean F.	107	45 00
Baird, Hazel F.	107	45 00
Baird, Maud	23	9 67
Beaton, Maud	107	45 00
Benjamin, May	107	45 00
Bigney, Bessie	107	45 00
Brown, Laura A.	107	45 00
Brundage, Kate	106	44 57
Burden, Isabel H.	106	44 57
Cameron, Blanche C.	107	45 00
Challen, Minnie V.	21	8 83
Chapman, Myra C.	105	44 15
Charman, Eliza G.	107	45 00
Clay, Madeline	107	45 00
Coates, Clara	106	44 57
Craig, Muriel E.	106	44 57
Craig, Jean E.	107	45 00
Currie, Mary M.	107	45 00
Donkin, Gertrude	73	30 70
Elliott, Ida W.	107	45 00
Embree, Sara	106	44 57
Flemming, Bessie M.	54	22 71
Flemming, Effie F.	105	44 15
Fowler, Margaret	102	44 57
Fulton, Elsie L.	107	45 00
Fulton, Mildred	103	45 00
Frame, Annie	107	43 31
Gaetz, Wilhelmina	30	12 61
Gibson, Florence E.	106½	42 89
Goodwin, O. M.	107	44 78
Grant, Lena	107	44 57
Grant, Etta W.	107	45 00
Grant, Margaret A.	106	44 57
Gray, Alice E.	97	40 79
Hall, Georgie	106	44 57
Harrison, Kate	106	44 57
Harrison, Edna C.	107	45 00
Henley, Teressa	106	44 57
Hunter, Augusta	107	45 00
Johnson, Annie L.	107	45 00

Johnson, Lucy McL.	107	45	00
Jones, A. W.	103	43	31
Kent, Lillian	107	45	00
Knowlton, Gertrude	80	33	64
Landels, Ermina G.	107	45	00
Lent, George A.	107	45	00
Lindsay, Cora	106	44	57
Mattinson, Flora A.	105	44	15
McDonald, Hilda	106½	44	78
McIntosh, Jessie B.	107	45	00
Melvor, Ethel J.	107	45	00
McLaughlin, Margaret	107	45	00
McLeod, Bessie J.	54	22	71
McLeod, Georgina	106½	44	78
Miller, Agnes M.	107	45	00
Mills, Arlessia M.	107	45	00
Mitchell, Annie	107	45	00
Moreash, Georgina	87	36	58
Morrison, Lulu B.	47	19	76
O'Brien, Fannie	106	44	57
O'Brien, Della	106	44	57
Orr, Jane	106	44	57
Patterson, Geo. E.	43	18	08
Patton, Mary E.	53	22	29
Patton, Flora	106	44	57
Porteous, Annie J.	107	45	00
Roach, Tena L.	106	44	57
Robertson, Annie M.	107	45	00
Ross, Lizzie	107	45	00
Simpson, Lydia N.	106	44	57
Smith, Eva	106	44	57
Sproule, Essie E.	106	44	57
Sproule, Lottie	20	8	41
Sproule, Mabel E.	106	44	57
Stiles, Edna M.	107	45	00
Thompson, Ella M.	107	45	00
Thompson, Fannie J.	105	44	15
Trenholm, Ruth R.	106	44	57
Tuttle, Florence	107	45	00
Watt, Beatrice	106	44	57
Williams, Margaretta	106	44	57
Atkinson, Florence	107	30	00
Baillie, Mary J.	95	26	63
Baird, Alda	107	30	00
Baker, Sadie G.	107	30	00
Baker, Lelia V.	107	30	00
Bigney, Blanche	107	30	00
Boomer, Ethel	44	12	33
*Brown, Tressa	107	30	00
*Brown, Elida	83½	31	20
*Burns, Lillian A.	107	40	00
*Cameron, Jennie B.	105½	29	57
Chapman, Margaret J.	107	40	00
Chapman, Mary	104	29	15
Davison, Bertha	107	30	00
Dench, Susie	106	29	71
*Dixon, Elva M.	102	28	59
Dekson, Winnifred	106	39	62
Dwyer, Ella M.	106	29	71
Farel, Annie	106	29	71
*Fulton, Agnes M.	106	29	71
Gordon, Evelyn	106	39	62
*Grant, Sadie	107	30	00
Grant, Anna	102	38	12
Harrison, Maude M.	101	28	31
Hurd, Clara E. E.	88	24	67
	38	10	65

Johnson, Edith	106	29	71
Johnson, Edna C.	102	28	59
Kirk, Jessie K.	107	30	00
Lawrence, A. J.	41	11	49
Lindsay, Susie	106	29	71
*Locke, Gladys	107	40	00
*Lynds, Bertha	73	27	28
MacDonald, Isabella C.	106	29	71
McDonald, Elah L.	107	30	00
McEachren, Janie	100	28	03
McKay, Ida M.	107	30	00
McLaughlin, Nellie	107	30	00
McLaughlin, Kathleen	103	28	87
McLean, Pamela	106	29	71
Mitchell, Jennie	107	30	00
*Morris, Edith L.	72	26	90
Porter, Mary	107	30	00
Patton, Anna A.	48	13	45
Purdy, Agnes	43	12	05
Purdy, Sara A.	107	30	00
Quinn, Dora	106	29	71
Roberts, Minnie	62	17	38
Robertson, Alice	74½	20	88
Robertson, Margaret M.	107	30	00
Ross, Jennie	107	30	00
Shiple, Jessie H.	107	30	00
Shiple, Lulu L.	102	28	59
Slade, Fannie	104	29	15
Slade, Almira	107	30	00
*Stewart, Lizzie F.	107	40	00
Strople, Gladys	106	29	71
Taylor, Elva	106	29	71
Taylor, Florence	104	29	15
*Thompson, Jennie	107	40	00
Trerice, Mary	106	29	71
VanBuskirk, Marjorie	107	30	00
Wood, Mary	106	29	71
Woodland, Hattie E.	107	30	00
Woodland, Minnie J. E.	107	30	00

PARRSBORO.

Farrel, Mary A.	107	75	00
Lyons, Nellie B.	107	75	00
McDonald, J. Crerar	106	104	02
Boomer, Lyda	107	60	00
Campbell, Jessie B.	107	60	00
Chisholm, Hattie E.	107	60	00
Dyas, Katharine G.	107	60	00
Hill, Annie	97	54	38
Jenks, Winnifred	107	60	00
Leitch, Holly	107	60	00
Mortimer, J. Wallace	106	59	43
O'Mullin, Mary	107	60	00
Reid, Chas. E.	107	60	00
Rice, Maud E.	107	60	00
Smith, Ada H.	107	60	00
Watton, Lillian	107	60	00
Ballantyne, Maud	107	45	00
Brownell, Minnie	107	45	00
Clarke, Adelia M.	106	44	57
Dench, Caroline S.	107	45	00
Gallanger, Adelaide J.	106	44	57
Huggins, Arabella	105	44	15
Kerr, Minnie G.	107	45	00
Lockhart, Annie J.	106	44	57

Matheson, Jessie M.	106	44	57
Nuttall, Mamie	107	45	00
Reid, Antonetta W.	107	45	00
Ryan, Irene E.	106	44	57
Vance, S. C.	5	2	10
Ward, Cora	107	45	00
Young, E. L.	107	45	00
Beebe, Gertrude	104	29	15
*Canning, Minnie P.	107	40	00
Fullerton, Eva L.	106	29	71
Gilbert, Pearl E.	107	30	00
Graham, Jessie M.	107	30	00
McDonald, Christina	107	30	00
O'Regan, Nellie	105	29	45
Salter, Josephine	107	30	00

SCHOOLS CONSOLIDATED.

Advocate	30	00
Wentworth	30	00

DIGBY.

Morton, Rupert F.	107	105	00
Pothier, Andre G.	104	58	31
Banks, Wilford E.	107	60	00
Belliveau, Catherine	107	60	00
Belliveau, John E.	107	60	00
Best, Ella M.	107	60	00
Churchill, H. W.	102	57	19
Frost, Myrtle B.	107	60	00
Gilliatt, Mary L.	107	60	00
Hainey, Annie M.	90	50	46
Hogg, Augusta A.	107	60	00
Hogg, Nathaniel W.	107	90	00
Hogg, Nathaniel, First half year,		15	00
Langille, Antoine	107	60	00
Lent, N. Irene	107	60	00
Melancon, Frank E.	107	60	00
Morse, Egbert P.	106	59	43
Parker, Helen G.	106	59	43
Parker, Lillie C.	107	60	00
Pettit, Annie M.	107	60	00
Sister M. Alexius	107	60	00
Sister Baptista Maria	105	58	87
Starrrett, Hattie B.	102	57	19
Turnbull, Bessie B.	107	60	00
Woodbury, Mabel M.	107	60	00
Bacon, Agnes S.	107	45	00
Bain, Ethel M.	107	45	00
Baizley, Bertha A. L.	77	32	38
Baker, Kathleen A.	107	45	00
Belliveau, Grace	45	18	92
Belliveau, Mathilda R.	103	43	31
Corning, Nellie R.	107	45	00
Deveau, Beatrice M.	107	45	00
Doucet, M. Adele	107	45	00
Doucet, M. Elizabeth	107	45	00
Dugas, M. Aggie	107	45	00
Goodwin, Emma M.	94	39	43
Gower, Ina L.	107	45	00
Hainey, Mary C.	48	20	18
Hamilton, Mildred	106	44	57

Hiltz, Josie A.	107	45	00
Hutchinson, Nina B.	107	45	00
Lambertson, Nora M.	107	45	00
Letteney, Edith P.	107	45	00
Lombard, M. Elizabeth	107	44	57
Long, Alma C.	106	45	00
Melancon, Rose A.	107	45	00
Mussells, Dora R.	107	45	00
Mussells, Maude A.	107	45	00
Nicholson, Malcolm	107	45	00
Peters, E. Gertrude	107	45	00
Pothier, Adaline C.	110	40	26
Raymond, Vera M.	104	43	73
Robbins, Myrtle J.	102	42	89
Sabine, G. Maude	107	45	00
Sister M. Elise	107	45	00
Sister M. Virginia	107	45	00
Sister M. Lucina	107	45	00
Sister M. Modesta	107	45	00
Stevens, Eudora M.	106	44	57
Thibault, M. Alma	107	45	00
Thibodeau, Beatrice	107	45	00
Varner, Disa M.	107	45	00
Walsh, Grace B.	107	45	00
Bailey, Edna E.	107	30	00
Baleom, Mary W.	92	25	79
Belliveau, Antoinette	106	29	71
Belliveau, Leonice	107	30	00
Blackford, Lillie D.	77	21	58
Brinton, Susan	107	30	00
*Brown, Helen M.	107	40	00
Comeau, Marie Ann	107	30	00
*Comeau, Marie Rose	107	40	00
Croscup, Jennie A.	107	30	00
Dakin, Ellery G.	107	30	00
Denton, E. May	77	21	58
*Denton, H. Augusta	107	40	00
Deveau, Louise	107	30	00
*Doty, Floris G.	107	40	00
Doty, Lytha M.	107	30	00
Doucet, M. Nellie	107	30	00
Dugas, Beatrice	107	30	00
Dugas, Françoise	107	30	00
Dunn, Beatrice H.	102	28	59
Durland, Bessie R.	107	30	00
Haines, Eva E.	25	7	00
Hassett, Helena	53	14	85
*Hayden, Viola C.	103	38	50
*Hill, Dorcas A.	82	30	64
Hines, Bertha M.	107	30	00
*Hutchinson, Maud D.	30	11	20
Johnson, Ethel M.	98	27	47
Kinney, Rowena J.	107	30	00
*Lambertson, Myrtle F.	14	5	22
LeBlanc, Symphorien	107	30	00
Manzar, Gladys R.	75	21	04
*McCullough, Nettie L.	22	8	22
Porter, Kate L.	107	30	00
Prime, Lenetta	107	4	20
Ridley, Grace L.	15	30	00
Ring, Viva M.	109	30	00
Robichaud, Emelie	107	30	00
Robicheau, Isabella	107	30	00
Robicheau, Loretta	107	30	00
*Seeley, Janet M.	87	32	51
Shortliffe, Nina M.	107	30	00

Sister M. Gonzaga	107	30 00
Taylor, Sophia M.	106	29 71
Thurber, Bessie G.	107	30 00
Urquhart, Margaret P.	106	29 71
Wilson, Flora E.	107	30 00
Zwicker, Lulu deB.	101½	28 45

ANNUITANTS.

Sister M. Ursula	45 00
Smallie, Mary	30 00

GUYSBORO.

Matheson, Donald J.	106	104 02
McLeod, Angus N.	106	104 02
Barss, Clementine A.	107	60 00
Dillon, Eva	106	59 43
Fultz, Emily	107	60 00
Giffin, Annie H.	107	60 00
Hadley, Marion	106	60 00
Inglis, R. E.	52	29 16
Kinlay, Florence	105	58 87
Macdonald, Mary C.	105	58 87
Macdougall, Jean	105	58 87
McGillivray, Amelia	106	59 43
McGillivray, Angus	106	59 43
Amos, Rena Maud	30	12 61
Barss, Edna Mabel	107	45 00
Barss, Muriel J.	107	45 00
Cox, Josephine	107	45 00
Cameron, William D.	107	45 00
Cousins, Leah	106	44 57
Davis, Hazel V.	107	45 00
Huntly, Edna E.	106	44 57
Kennedy, Annie M.	107	45 00
Kavanagh, Eva	107	45 00
Mellish, Mary	107	45 00
McMillan, Grace D.	107	45 00
McPherson, Alex.	107	45 00
Shanahan, L. J.	107	45 00
Sherman, Mary A.	107	45 00
Taylor, Mabel C.	107	45 00
Torey, Charles H.	107	45 00
Walsh, Helen B.	107	45 00
Aikins, Charles E.	106	44 57
Ashton, Maud E.	107	30 00
Boyle, Kate A.	107	30 00
Boyd, Elfrida	107	30 00
Chisholm, Mary C.	107	30 00
Connolly, Edward	105	29 43
*Ferguson, Ruth R.	107	27 47
Grant, Jeannetta M.	98	27 47
Green, Elizabeth Ellen	107	30 00
Hanifan, Maggie	107	30 00
Horton, Hilda M.	105	29 43
*Holloran, Mary E.	107	40 00
*Horton, Minnie	107	40 00
Hadley, Annie Agatha	107	40 00
Jameson, Ona M.	107	40 00
Jones, Clara M.	102	28 59
Jenkins, Lottie C.	107	30 00
Jones, M. Eleanor	106	29 71
	107	40 00

Jameson, Bessie G.	105	29 43
Kennedy, Mary Theresa	107	30 00
Kennedy, Lena C.	105	29 43
Kennedy, Rose A.	79	22 14
*Kavanagh, Florence E.	107	40 00
LeBlanc, Judith	107	30 00
Morgan, Emma J.	107	30 00
Myra, Blanche	104	29 15
Martin, Mabel Beatrice	107	30 00
*Morgan, Katie L.	105	39 24
*McQuarrie, Sadie E.	107	40 00
McKiel, Lauretta	107	30 00
McGregor, Minnie	106	29 71
McLean, Katherine	106	29 71
O'Hara, Alice	107	30 00
Ross, Marion	107	30 00
Ross, Annie G.	107	30 00
Simpson, Edna May	107	30 00
Walsh, Rosalie M.	107	30 00
*Worth, Marion S.	107	40 00
Worth, Josie L.	107	30 00

ANNUITANT.

Taylor, Mrs. Anne	30 00
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ST. MARY'S.

Nichols, Harriett E.	107	60 00
Bent, Laura F.	104	43 73
Balcombe, Florence C.	106	44 57
Canavan, Annie E.	107	45 00
Corneally, Lottie G.	107	45 00
Dechman, Clara E.	107	45 00
Fox, Jean C.	107	45 00
Hattie, John D.	107	45 00
Hartling, Nettie J.	105	44 15
Hewitt, Martha	107	45 00
Jenkins, Georgina	107	45 00
McCabe, John M. S.	107	45 00
McLellan, Jeannie	106	44 57
McMillan, Janet C.	107	45 00
McNaughton, D. P.	107	45 00
Publicover, Jeannie E.	107	45 00
Reid, Mary H.	97	40 79
Suttis, E. Laura	107	45 00
Taylor, Marion J.	107	45 00
Archibald, Alex. D.	104	29 15
*Cameron, John Angus	107	40 00
*Fraser, Rosie	62	23 17
Gunn, John S. A.	107	30 00
*Hartling, James H.	107	40 00
Kirk, Gertrude B.	97	27 19
McIntosh, Gertrude	107	30 00
McInnis, Winnie C.	88	24 67

HALIFAX.

CITY.

McKay, A.	64	62 79
Morton, S. A.	106	89 13
Logan, J. W.	106	89 13

Mackintosh, S. K.	106	89 13	Outhit, M. C.	40	22 99
Trefry, J. W.	106	89 13	Phelan, M. F.	106	59 43
Bancroft, G. R.	106	59 43	Pius, Sr.	106	59 43
Peters, F. A.	106	59 43	Rankine, A. B.	106	59 43
Bigney, E. M.	106	59 43	Richardson, R.	106	59 43
MacDonald, E. M.	106	44 57	Ross, E. D.	106	59 43
Hill, K. F.	41		Ross, E. J.	106	58 31
Barss, W. R.	106	59 43	Sanders, K. C.	104	59 43
Blois, H. H.	106	89 13	Saunders, A. C.	106	59 43
Butler, G. K.	106	89 13	Shields, F. G.	106	59 43
Cummings E.	106	59 43	Shields, E. W.	106	59 43
Doherty, D. P.	106	74 27	Sims, S. A.	106	59 43
Evaristus, Sr.	106	89 13	Spencer, E. M.	106	59 43
Marshall, G. R.	106	74 27	Sullivan, Mme.	106	59 43
Munro, E. A.	34	19 06	Tulloch, M. E.	106	59 43
Murray, Mme.	106	74 27	Thompson, F. M.	106	59 43
O'Hearn, P.	106	89 13	Tynan, J. C.	106	59 43
Rosaria, Sr.	106	89 13	Wakeley, A. C.	106	59 43
Rosaire, Sr.	106	59 43	Walsh, J. L.	106	59 43
Agnes, Sr. Maria	106	59 43	Whalen, A. T.	106	59 43
Agnita, Sr.	106	59 43	Wiswell, I. M.	106	59 43
Allen, M. E.	106	59 43	Woolrich, M. E.	106	44 57
Alonzo, Sr.	106	59 43	Ackhurst, M. L.	106	44 57
Annand, E.	106	59 43	Ancient, F. S.	106	44 57
Archibald, S. M.	106	59 43	Baker, G. H.	106	44 57
Berchmans, Sr.	106	59 43	Bayer, A. L.	106	44 57
Boreham, E. M.	106	59 43	Bayer, H. M.	106	43 31
Bowden, I. M.	106	59 43	Blois, E. H.	103	44 57
Bowden, L. J.	106	59 43	Broadhurst, W. E.	106	44 57
Brimms, M. C.	106	59 43	Butler, E. R.	106	44 57
Brunt, H. D.	106	59 43	Catherine, Sr.	106	44 57
Brodie, I.	106	59 43	Christina, Sr.	106	17 24
Brown, E. R.	106	59 43	Clark, E. M.	41	44 57
Brown, M. L.	106	59 43	Clement, Sr.	106	44 57
Cameron, E.	106	59 43	Concepta, Sr. Marion	106	44 57
Cecilia, Sr.	106	59 43	Cunningham, E. S.	106	44 57
Chapman, E. L.	106	59 43	Curren, E. M.	106	44 57
Chisholm, E. A.	106	59 43	DePazzi, Sr.	106	44 57
Concepta, Sr. Maria	106	59 43	Delphine, Sr.	106	44 57
Creighton, I. M.	106	59 43	Devine, M. E.	106	44 57
Cunningham, I. M.	106	59 43	Ead, M. J.	106	44 57
Delahanty, K.	106	59 43	Evangelista, Sr.	106	44 57
Dempsey, I. B.	106	59 43	Felix, Sr.	106	44 57
Doloreta, Sr.	106	59 43	Finn, Mme.	106	27 33
Dolorosa, Sr.	106	59 43	Grant, R.	65	44 57
Dwyer, M. E.	106	59 43	Grierson, F.	106	44 57
Ernestine, Sr.	106	59 43	Grierson, M. H.	106	44 57
Eucharria, Sr.	106	59 43	Gualbert, Sr.	106	44 57
Florence, Sr.	106	59 43	Hamilton, H. H.	106	44 57
Flowers, E. M.	106	59 43	Hartigan, Sr.	106	44 57
Flowers, H. L.	106	59 43	Healey, K. E.	106	44 57
Gaul, R. E.	106	59 43	Henrion, C. E.	106	44 57
Genevieve, Sr.	106	59 43	James, C. A.	106	44 57
Grant, M. L.	106	59 43	Jamieson, H. J.	106	44 57
Harlow, A. C.	106	59 43	J. Baptist, Sr.	106	44 57
Haverstock, A. M.	106	59 43	Johns, M. A.	106	44 57
Hazle, E. M.	106	59 43	Johnston, I. J.	106	44 57
Huggins, G. M.	106	59 43	Joseph, Sr.	106	44 57
Kelly, J. M.	106	59 43	Kierstead, F. M.	106	44 57
Laracy, A. X.	106	59 43	Kennedy, M. C.	106	44 57
Leontine, Sr.	106	59 43	Leo, Sr.	106	44 57
Madeline, Sr.	106	59 43	Leocadia, Sr.	106	44 57
Marshall, L. E.	106	59 43	Logan, A.	106	44 57
Mason, E. M.	101	56 63	Lyall, B. H.	106	44 57
Mason, H. E. M.	106	59 43	McArthur, J. H.	106	44 57

McDonell, Mme.	106	44	57	Cameron, Sadie	105	44	15
McGregor, A.	106	44	57	Chisholm, Isabel	105	44	15
Maria, Sr. Agnes	106	44	57	Clark, Ina J.	106	44	57
Mary, Sr.	106	44	57	Clark, Janet G.	89½	37	63
Mitchell, L. E. J.	106	44	57	Coleman, Hannah E.	107	45	00
Mooney, M. E.	104	43	73	Conrad, Ethel M.	106	44	57
O'Brien, M. A.	106	44	57	Cruikshank, Edna	107	45	00
O'Donoghue, M. T. T.	106	44	57	Crocker, Nellie F.	107	45	00
Perpetua, Sr.	106	44	57	Dechman, Edith H.	107	45	00
Power, N. N.	8	3	36	Dickie, Gertrude H.	107	45	00
Publicover, L. D.	96	40	37	Dickie, Lillie A.	105	44	15
Putnam, A. F.	106	44	57	Dickie, Olive B.	101	42	47
Raphael, Sr.	106	44	57	Ellis, Nina M.	100	42	05
Remigius, Bro.	106	44	57	Erskine, Jennie B.	107	45	00
Rita, Sr.	106	44	57	Fahie, Annie Marie	103	43	31
Rockett, M. M.	106	44	57	Farnell, Eva Teressa	102	42	89
Ross, Carrie E.	106	44	57	Findlay, Sadie	105	44	15
Sanders, A. K.	79	33	22	Fisher, Adela B.	93	39	11
Stanislaus, Sr.	106	44	57	Foley, Ethel	107	45	00
Stratton, E.	106	44	57	Fraser, Annie Alice	107	45	00
Sullivan, M.	106	44	57	Gallagher, Mildred	106	44	57
Sullivan, M. T.	106	44	57	Gates, Lena M.	105	44	15
Sullivan, M. T. R.	106	44	57	Goodieck, Jedidah B.	107	45	00
Theakston, S. E.	106	44	57	Hamilton, Mary A.	105	44	15
Travis, A. A.	106	44	57	Hawkins, Viola S.	107	45	00
Walsh, A. M.	106	44	57	Homans, Estella M.	107	45	00
Warner, M. F.	106	44	57	Herman, Edith M.	107	45	00
Wells, C.	106	44	57	Higgins, Emma A.	107	45	00
Wells, M. H.	106	44	57	Higgins, Margaret	107	45	00
Willis, E. J.	106	44	57	Hume, Bessie	105	44	15
Gossip, C. M.	106	29	71	Hume, Florence	107	45	00
Jemmott, M. F.	106	29	71	Hume, Mary E.	105	44	15
Marshall, H. A. B.	10	2	80	Jewers, Beatrice	107	45	00
Patrick, Bro.	106			Laidlaw, Elizabeth	95	39	95
				Langille, Jessie E.	107	45	00
				Little, Flora	107	45	00
				Moore, Jamesina	107	45	00
				Morton, Ella A.	77	32	38
				Mosher, Annie R.	107	45	00
				MacFetridge, Emma J.	107	45	00
				McGill, Frances	94	39	53
				MacGillivray, Flora	107	45	00
				MacKasey, W. P.	104	43	73
				McLean, Annie	24	10	09
				MacKay, Isabel C.	105	44	15
				McKenzie, Margaret A.	105	44	15
				McLeod, Beatrice	105	44	15
				Myers, Lillie A.	107	45	00
				O'Hearn, Flora I.	54	22	71
				Osborne, Melissa	107	45	00
				Palmer, Gladys E.	100	42	05
				Pender, A. M.	105	44	15
				Roche, Mary	107	45	00
				Rockett, Evleen G.	107	45	00
				Rutherford, Mary F.	106	44	57
				Schultz, Sadie E.	107	45	00
				Shaffelburg, Ada L.	107	45	00
				Shute, Jessie T.	105	44	15
				Smith, Anna M.	106	44	57
				Smith, Pearle M.	106	44	57
				Spencer, F. L.	107	45	00
				Strachan, Katherine	102	42	89
				Thomas, Bessie	105	44	15
				Thompson, Roy M.	107	45	00
				Turner, Rebecca E.	107	45	00
				Trivett, Muriel E.	107	45	00

ANNUITANTS.

Hall, Helen McG.	60	00
Torrey, Eleanor C.	45	00

COUNTY.

Robinson, Ernest	104	102	02
Miller, Geo. J. (last year)		133	97
Allen, Christina	105	58	87
Archibald, Jean B.	107	60	00
Bell, Mary F.	105	58	87
Brooks, Ethel G.	83	46	54
Cook, Eva	101½	56	91
Corkum, Ethel	105	58	87
Creighton, Frances	105	58	87
Cruikshank, Jean H.	106	59	43
Demmons, Mona B.	107	60	00
Frye, Beatrice	107	60	00
Gaetz, Ida M.	105	58	87
Grant, Ethel M.	107	60	00
Guild, Lulu J.	62	34	76
Hiltz, Ethel M.	105	58	87
Miller, Florence M.	105	58	87
Prescott, Alice	105	58	87
Auld, Margaret E.	107	45	00
Baker, Carrie M.	107	45	00
Blakeney, Bernice	107	45	00
Browne, Grace Allison	28	11	77
Brahm, Flora M.	107	45	00
Buder, Mamie E.	107	45	00

Tupper, Inez	107	45 00	*Scothorne, Priscilla	105	39 24
Vaughan, Ethel	107	45 00	Sedgewick, Jessie E.	104	29 15
Walker, Eliza C.	43	18 08	Sibley, Florence E.	107	30 00
Wier, Amelia	107	45 00	Sibley, Marguerite	103	28 87
Wolfe, Hattie	107	45 00	*Skerry, Emma	63	23 54
*Alleyn, Miriam	53	19 81	Spinney, Jennie M.	107	30 00
Archibald, Emma	39	10 93	Stewart, John M.	107	30 00
*Balcombe, Lucy W.	107	40 00	Stoddard, Robert H.	107	30 00
*Barkhouse, Jeanette	107	40 00	Stoddard, Sabina B.	107	30 00
*Blois, Harry M.	24	8 96	Sullivan, Rose M.	107	30 00
Brokenshire, Amelia	107	30 00	Townsend, W. T.	107	30 00
Browne, Grace Allison	79	22 14	Warner, Mary B.	107	30 00
Chisholm, Jessie L.	93	26 07	Weldon, Alice G.	107	30 00
Clarke, Catherine B.	107	30 00	Yeadon, Ida M.	107	30 00
Clements, Rolland W.	100	28 03			
Collins, Margaret	106	29 71			
Corner, Anna	107	30 00			
Corner, Bessie	107	30 00			
*Crook, Lillian S.	107	40 00			
Crook, Mabel Sophia	96	26 91			
Curry, Emma A.	107	30 00			
Dauphinee, Elsie M.	107	30 00			
Dauphinee, Lena C.	107	30 00			
Dauphinee, Margaret	107	30 00			
*Fahie, Annie Mae	103	38 50			
*Fox, Alice O.	107	40 00			
Gaetz, Florence E.	103	28 87			
Grant, Edna G.	107	30 00			
Greenough, Charlotte V.	98	27 47			
Guild, Ethel G.	107	30 00			
Hall, Mabel E.	107	30 00			
Hanna, Grace E.	107	30 00			
Harpell, Amanda	106	29 71			
*Harpell, Annie E.	15	5 60			
Hartling, Margaret B.	107	30 00			
*Hartling, Minnie F.	107	40 00			
Hartling, Daisy	105	29 43			
*Henderson, Anna	88	32 88			
Henry, Ethel M.	107	30 00			
Henry, Leah	107	30 00			
Higgins, Josephine	106	29 71			
Higgins, Matilda J.	107	30 00			
*Hilchie, Lillie M.	58	21 67			
Horne, May E.	107	30 00			
Jewers, Gladys P.	107	30 00			
*Joseph, William T.	89	33 26			
Josey, Izetta B.	107	30 00			
Julien, Emma B.	99	27 75			
Kennedy, Winifred	54	15 13			
LaPierre, Matilda	107	30 00			
Melvyn, Wilhelmina	107	30 00			
*Mitchell, Lucy V.	107	40 00			
Mosher, Emma	107	30 00			
Munro, Mary E.	107	30 00			
Murphy, Mary	107	30 00			
*Murray, Mary Isabel	107	40 00			
Ogilvie, Ada Marie	107	30 00			
Ogilvie, Bessie R.	107	30 00			
Ogilvie, Estella M.	107	30 00			
Ogilvie, Phoebe A.	107	30 00			
*Parlee, Alvida M.	107	40 00			
Perry, Eva May	107	30 00			
Prest, Amelia C.	104	29 15			
Prest, Mary Margaret	107	30 00			
Pye, Eva C.	107	30 00			
*Redmond, Jessie A.	107	40 00			
			ANNUITANT.		
			Gibbons, John		30 00
			HANTS		
			WEST.		
			Dill, George W.	107	105 00
			Forbes, Antoinette	107	90 00
			Smith, John A.	107	105 00
			Archibald, Mabel	107	60 00
			Baltzer, Ivy M.	107	60 00
			Brennan, Maude A. M.	107	60 00
			Crossley, Nellie B.	107	60 00
			Faulkner, Harriet C.	107	60 00
			Lavers, Winifred M. G.	106	59 43
			Lockhart, Bessie B.	107	60 00
			Lockhart, Lena M.	107	60 00
			McDonell, Margaret L.	107	60 00
			McLellan, Mary	107	60 00
			Parker, Maie L.	107	60 00
			Pentz, Bertha	107	60 00
			Rines, Maggie L.	107	59 71
			Scott, Agnes B.	106½	60 00
			White, Jennie M.	107	36 16
			Bennett, Hanna	86	41 42
			Bradshaw, Madge	98½	43 31
			Brison, Eliza P.	103	44 57
			Burgoyne, N. A.	106	8 41
			Chipman, Alice	20	45 00
			Dimock, Annie	107	45 00
			Faulkner, M. Jean	107	45 00
			Foster, A. DeW.	107	45 00
			Fraser, Ella J.	107	45 00
			Gates, Gertrude M.	107	45 00
			Goudy, Emily F.	107	45 00
			Graham, Julia	107	45 00
			Harvie, Alice A.	107	44 57
			Hubley, E. Myra	106	45 00
			Kelley, Minnie A.	107	45 00
			Lawrence, Alice K.	107	45 00
			Lawrence, Hattie C.	107	26 07
			Lunn, Ethel May	62	45 00
			Marriette, Emma M.	107	45 00
			McCurdy, Helen	107	45 00
			McKenzie, Florence H.	107	44 57
			McLearn, Gertrude E.	106	44 15
			Miller, A. Blanche	105	

Morse, Evelyn P.	107	45	00
Mosher, Idella P.	92	38	69
Nicholson, E. Mary	106	44	57
Parsons, Hattie A.	103	43	31
Patterson, Collie	107	45	00
Peck, Jessie A.	107	45	00
Salter, Hattie M.	98	41	21
Sanford, Alida R.	107	45	00
Sexton, Verna K.	15	6	30
Simm, Ada	107	45	00
Stevens, Fannie H.	53	22	29
Barron, Margaret	107	30	00
Cochran, Madge Irene	107	30	00
*Johnstone, Annabel B.	83	31	02
Lantz, Mabel E.	107	30	00
Laws, Lillian F.	107	30	00
*Levy, Evelyn M.	107	40	00
*Mahan, Effie E.	107	40	00
*Smith, Eva M.	107	40	00
*Smith, Ida L.	107	40	00
Strople, Stella	107	30	00
Wickwire, Mabel E.	108	30	28
Withrow, Ethel A.	107½	30	14

EAST.

Cossitt, Otto VonB.	107	00	00
Cottle, Pauline D.	107	60	00
Crowe, Louise B.	107	60	00
Dodds, Agnes A.	107	60	00
Gesner, Phoebe Agnes	106½	59	71
Henry, Ella K.	107	60	00
Holesworth, Mabel C.	107	60	00
Marchant, Laura L.	107	60	00
O'Brien, Margaret E.	106½	59	71
Blake, Elizabeth A.	107	45	00
Bradley, Annie E.	107	45	00
Burgess, Bertha L.	108	45	42
Campbell, Lena B.	107	45	00
Campbell, Margaret E. San-			
ford			
Cox, Jane R.	106	44	57
Davison, Laura E.	106	44	57
Dimock, Jessie	107	45	00
Faulkner, Susan O.	107	45	00
Fulmore, A. Maude	87	36	58
Harvey, Arabella	107	45	00
Logan, Jessie B.	106	44	57
MacCabe, V. Pearl	107	45	00
MacCulloch, H. Gertrude	107	45	00
Macdonald, Laura	107	45	00
Macdonald, Edith M.	105	44	15
MacDougall, Lois A.	105½	44	36
MacDougall, Myrna May	66	27	75
Marchant, Abbie J.	82	34	48
Moore, Jennie	107	45	00
Morrison, Maggie M.	22	9	25
Nelson, Annie M.	107	45	00
O'Brien, Ellen J.	106½	44	78
O'Brien, Maggie A.	107	45	00
Pitnam, Mary D.	101	42	47
Rines, Rossie A.	107	45	00
Simm, Ethalyn A.	107	45	00
Smith, Emmaroy M	39	16	39
Thompson, Louella	106	44	57
Wallace, Ellen	102	42	89

*Bowes, Willetta J.	107	40	00
*Courtney, Mary	53	19	81
*Davidson, Rebecca A.	107	40	00
Drysdale, Annie I.	107	30	00
*Etter, A. Gorden	95	35	50
Faulkner, Ellen	102	28	59
Foley, M. Evelyn	104½	29	29
Greenough, Jennie	106½	29	85
Higgins, L. Myrtle	106	29	71
Logan, Jessie M.	106	29	71
Logan, Kate L.	105	29	43
*Mason, Sarah Jane	107	40	00
*MacLean, Jessie R.	105	39	24
MacLellan, Annie	107	30	00
*Nieforth, Edith M.	89½	33	44
*O'Brien, Miles Angus	99	37	00
Pratt, Lena H.	107	30	00
*Reddy, Gertrude E.	95	35	50
*Scott, Mary Alice	105	39	24
*Sim, Jennie P.	104	33	07
Sterns, Geraldine M.	107	30	00
Sutherland, Grace	107	30	00
Weatherhead, Jessie E.	107	30	00
*Withrow, Blanche H.	107	40	00

ANNUITANTS.

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

ASSISTANTS.

Gray, Bessie C. A.	107	20	00
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INVERNESS.

SOUTH.

Macdonald, William A.	44	43	17
Smith, Edmund B.	63	61	83
Creelman, Laura May	107	60	00
McDougall, Jessie Ann	107	60	00
MacMaster, Annie J.	107	60	00
Munro, Ethel M.	107	60	00
Beaton, Margaret	106	44	57
Calder, Allister	42	17	66
Hemmeon, Mrs. Emma T.	107	45	00
*Henderson, Mamie B.	107	45	00
McDonald, Martha	107	45	00
Macdonald, Mary A.	107	45	00
Macdonald, Angus L.	15	6	30
Macdonald, James R.	99	41	63
McDonnell, Christina E.	107	45	00
McEachen, M. Margaret	98	41	21
McIsaac, Mary Agnes	107	45	00
McLean, Edgar H.	107	45	00
McMaster, D. B.	107	45	00
McMillan, Duncan A.	105	44	15
MacRae, Florence C.	106	44	57
Morrison, Edith	107	45	00
O'Brien, Rufus B.	107	45	00
Sister St. Andrew	77	32	38
Sister St. John	107	45	00
Sister St. Marie Dolores	107	45	00

Smyth, Mary Beatrice	107	45	00	Murray, Mildred	105	58	87
Tobin, Gertrude	107	45	00	Arceneau, Minnie A.	107	45	00
Tompkins, Mary E.	107	45	00	Arceneau, Mary B.	107	45	00
Beaton, Mary Belle	106	29	71	AuCoin, James H.	59	24	81
Beaton, Sarah Ann	106	29	71	Boudreau, Joseph C.	107	45	00
Bell, Hugh E.	48	13	45	Boudreau, Placide C.	107	45	00
Chisholm, Cassie	94	26	35	Chiasson, Ephraim	107	45	00
Forbes, Jessie A.	107	30	00	Chisholm, Arch'd A.	69	29	01
Forbes, Jessie May	107	30	00	Coady, Sarah J.	107	45	00
Gillis, Mary Bell	107	30	00	Dimock, Clarence L.	45	13	92
Kennedy, Murdoch D.	103	28	87	Gillis, James D.	33	13	87
Leonard, Eliza May	107	30	00	Kennedy, Angus	107	45	00
Macdonald, Mrs. Mary J.	107	30	00	McDaniel, Annie E.	107	45	00
McDonald, Florence	106	29	71	Maedaniel, Ida	104	43	73
McDonald, Katie	107	30	00	LeBlanc, John P.	107	45	00
Macdonald, Flora Bell	105	29	43	McDougall, Mary Agnes	107	45	00
McDonald, Mary Jane	107	30	00	McKinnon, Mary Cassie	107	45	00
Macdonald, Effie Jane	107	30	00	McLean, L. E.	107	45	00
McDonald, Angus D.	48	13	45	McLellan, A. N.	107	45	00
McEachen, Mrs. Jessie	102	28	59	McLellan, Marjorie A.	107	45	00
McLellan, Agnes A.	107	30	00	Macqueen, Katherine	107	45	00
McLeod, Norman	107	30	00	Matheson, C. Edna	104	43	73
McMaster, John	107	30	00	Morash, Isabel Lawlor	107	45	00
MacMaster, Mamie	107	30	00	Nickerson, Charlotte	107	45	00
McMaster, Rosie	107	30	00	Sister, St. Bernard	107	45	00
MacMillan, Katie	81	22	71	Sister, St. Genevieve	107	45	00
MacMillan, Victoria K.	39	10	93	Arsenault, Nellie	107	30	00
MacNeil, Mary Ella	107	30	00	Bourgeois, Henry	107	30	00
MacNeill, Mary A.	107	30	00	Deagle, Annie	107	30	00
MacPhail, Cassie Mae	105	29	43	DesVaux, Adele	107	30	00
McRitchie, Dan J.	107	30	00	Ferguson, Rachel	107	30	00
Matheson, Katie Sophia	106	29	71	Gray, Jennie Vivien	107	30	00
Murray, Winnifred	107	30	00	Hawley, Maude	107	30	00
Porter, A. Murray	42	11	77	McDaniel, Nellie J.	107	30	00
Rose, Janet F.	107	30	00	McDonald, Angus A.	107	30	00
Rose, John Lewis	107	30	00	Macdonald, Mary L.	107	30	00
Sister St. John	107	30	00	Macdonald, Mary S.	106	29	71
Urquhart, Chas. Fred	105	29	43	McDougall, Katherine	107	30	00
*Bell, Elizabeth	104	38	87	McGillivray, Margaret	107	30	00
*Davis, Mrs. Mary	44	16	44	McInnis, Jessie A.	107	30	00
*Jameson, Roberta	107	40	00	*McKay, Dan P.	107	30	00
*McDonald, Jessie	101	37	75	McKay, John Grant	107	35	50
*MacFayden, Sarah M.	107	40	00	*McLean, Daniel	95	30	00
*McInnis, Mary Margaret	107	40	00	McLean, Elizabeth D.	107	30	00
*McLean, Charles A.	87	32	51	McLean, Duncan	107	29	71
*Quigley, Mary E.	107	40	00	McLennan, Katie B.	106	30	00
McLean, John Grant	53	14	85	McLennan, Mary Ann	107	30	00
*McDonald, Florence	25	9	34	McLellan, Florence C.	107	30	00

ANNUITANTS.

McIntyre, Peter	45	00
Chisholm, Duncan	60	00

NORTH.

Boudreau, Anselm C.	107	60	00
Cormier, Wm. E.	107	60	00
Gillis, Malcolm H.	106	59	43
Herdman, William C.	107	60	00
McDermid, Donald	45	25	23
(a) McDonald, Duncan, H.	108	60	00
1st half year	107	60	00
McDonald, Duncan H.	107	60	00
McLean, Hector K.	107	60	00
McKinnon, John Y.	107	60	00
McRae, Agnes	107	60	00

Murray, Mildred	105	58	87
Arceneau, Minnie A.	107	45	00
Arceneau, Mary B.	107	45	00
AuCoin, James H.	59	24	81
Boudreau, Joseph C.	107	45	00
Boudreau, Placide C.	107	45	00
Chiasson, Ephraim	107	45	00
Chisholm, Arch'd A.	69	29	01
Coady, Sarah J.	107	45	00
Dimock, Clarence L.	45	13	92
Gillis, James D.	33	13	87
Kennedy, Angus	107	45	00
McDaniel, Annie E.	107	45	00
Maedaniel, Ida	104	43	73
LeBlanc, John P.	107	45	00
McDougall, Mary Agnes	107	45	00
McKinnon, Mary Cassie	107	45	00
McLean, L. E.	107	45	00
McLellan, A. N.	107	45	00
McLellan, Marjorie A.	107	45	00
Macqueen, Katherine	107	45	00
Matheson, C. Edna	104	43	73
Morash, Isabel Lawlor	107	45	00
Nickerson, Charlotte	107	45	00
Sister, St. Bernard	107	45	00
Sister, St. Genevieve	107	45	00
Arsenault, Nellie	107	30	00
Bourgeois, Henry	107	30	00
Deagle, Annie	107	30	00
DesVaux, Adele	107	30	00
Ferguson, Rachel	107	30	00
Gray, Jennie Vivien	107	30	00
Hawley, Maude	107	30	00
McDaniel, Nellie J.	107	30	00
McDonald, Angus A.	107	30	00
Macdonald, Mary L.	107	30	00
Macdonald, Mary S.	106	29	71
McDougall, Katherine	107	30	00
McGillivray, Margaret	107	30	00
McInnis, Jessie A.	107	30	00
*McKay, Dan P.	107	30	00
McKay, John Grant	107	35	50
*McLean, Daniel	95	30	00
McLean, Elizabeth D.	107	30	00
McLean, Duncan	107	29	71
McLennan, Katie B.	106	30	00
McLennan, Mary Ann	107	30	00
McLellan, Florence C.	107	30	00
McLellan, Maggie M.	107	30	00
McLeod, Mary Ann	77	21	58
McLeod, Maggie C.	106	29	71
*McMillan, Murdoch R.	54	20	18
McMillan, Daniel	107	30	00
McPhail, John A.	107	30	00
*Murphy, Mary R.	107	30	00
Sister Mary St. Stephen	107	30	00
Sister Margaret Mary	107	30	00
Smith, Lorena	107	30	00

ANNUITANTS.

MacLean, Donald E.	45	00
MacDougall, Arch. S.	45	00
MacKinnon, Malcolm	45	00
Gillis, John A.	45	00
Nicholson, A. G.	30	00
MacMillan, Peter	30	00

KINGS.

Fairweather, Ernest E.	107	105	00
Kaulbach, Leonore	105	73	57
Oxner, Bertha G.	107	90	00
Webster, Winnifred	107	90	00
Andrews, Etta B.	107	60	00
Andrews, Lillian	107	60	00
Armstrong, Mildred	107	60	00
Bligh, Alice	107	60	00
Brenton, Effie S.	107	60	00
Cassidy, Bessie M.	107	60	00
Chipman, Mary L.	107	60	00
Clute, Hettie M.	107	60	00
Cochrane, S. Ethel	106	59	43
Dow, Jessie M.	107	60	00
Eaton, Ethel M.	107	60	00
Eaton, Lucie H.	107	60	00
Elliott, S. E. Primrose	107	60	00
Foote, Elida Worth.	107	60	00
Foote, Reca Kinsman	107	60	00
Ford, Robie W.	105	58	87
Gesner, C. Leonard	107	60	00
Gilliat, Ruth E.	107	60	00
Healy, Lidy E.	107	60	00
Illsley, Nellie E.	106½	59	71
Lee, Minnie M.	107	60	00
Loomer, Estella J.	107	60	00
McGregor, Ruperta	59	33	08
Margeson, Susie M.	107	60	00
Martin, Clara M.	106	59	43
McMahon, Nellie B.	107	60	00
McMurtery, Haidee P.	106½	59	71
McWilliam, Jessie	107	60	00
Miner, Bertha C.	105	58	87
Morse, Elizabeth G.	107	60	00
Munroe, Lizzie B.	107	60	00
Newcombe, Mary E.	72	40	37
Robinson, Winnifred	107	60	00
Seaboyer, Mabel O.	107	60	00
Spurr, Alice M.	107	60	00
Thorpe, Rose B.	107	60	00
Woodward, Grace	107	60	00
Adams, Floretta M.	107	45	00
Annis, Bessie M.	107	45	00
Bishop, Hattie L.	107	45	00
Brinson, Maude L.	107	45	00
Brown, Bessie M.	105	44	15
Burgess, Barry H.	107	45	00
Cahill, Cassie L.	107	45	00
Challen, Bessie	107	45	00
Chase, Millicent S.	107	45	00
Chase, Minnie C.	107	45	00
Clarke, Jennie	107	45	00
Chesley, Sadie B.	107	45	00
Chute, Nellie V.	107	45	00
Coldwell, Lewis H.	107½	45	21
Corkham, David A.	107	45	00
Cox, Alice A.	107	45	00
Cox, Mariam J.	107	45	00
Finlay, Eva L.	107	45	00
Fraser, Daisy Reid	107	45	00
Harrison, Erma M.	107	45	00
Illsley, Ethel Maud	107	45	00
Jenkins, Giralda H.	107	45	00
Jenkins, Victor W.	107	45	00

Lamont, M. Gertrude	107	45	00
Lee, Ena	107	45	00
Lewis, Sadie R.	107	45	00
Lydiard, Frances M.	107	45	00
Margeson, Hannah L.	107	45	00
Marshall, Gertrude L.	107	45	00
McDonald, Gertrude L.	106	44	57
McDonald, John A.	107	45	00
McFadden, E. Kathleen	107	45	00
Miner, Mildred E.	107	45	00
Moore, Elizabeth J.	107	45	00
Morse, Florence	102	42	89
Mosher, Margaret E.	107	45	00
Nichols, Lola M.	107	45	00
Nicholson, M. Vance	107	45	00
North, Marjorie	104	43	73
Parker, Grace B.	107	45	00
Parker, Iva E.	105	44	15
Parker, Lucia M.	62	26	07
Parker, Pruiie E.	104	43	73
Patterson, Florence S.	105½	44	36
Phinney, Jessie D.	107	45	00
Pentz, Edith M.	107	45	00
Robinson, Harold C.	106½	44	78
Robinson, Mabel L.	107	45	00
Rockwell, Lila I.	108	45	42
Smith, B. Evelyn	107	45	00
Spinney, Edith A.	107	45	00
Spurr, Hortense	106	44	57
Stevens, Maude A.	107	45	00
Strong, Mary S.	107½	45	21
Swindell, Charlotte S.	48	20	18
Taylor, Sadie E.	107	45	00
Turner, Beatrice M.	107	45	00
Weaver, Beatrice	107	45	00
West, Mildred	107	45	00
Withrow, Mary L.	107	45	00
Wood, Apha Maie	107	45	00
Woodman, Edith	107	45	00
Wright, Ethel L.	107	45	00
*Amirault, Clara B.	105	39	24
*Bell, Emma Lucy	107	40	00
*DeLong, Vera M.	106½	39	81
*Dorey, Hattie Bell	106	39	62
*Frances, Hildred O.	107	40	00
Gates, Margaret Wilkins	48	13	45
*Hale, Sadie	105	39	24
*Hazel, Eliza	53	19	81
*Hiltz, Lavinia May	64½	24	10
Illsley, Lucy A.	107	30	00
*Keddy, Sophia Faith	107	40	00
*Lightizer, Jennie M.	107	40	00
*Long, Gertrude	35	13	07
*MacKeen, Ethel	107	40	00
Moses, Minnie J.	67	18	78
*Parker, Bertha M.	107	40	00
Parrish, Cora B.	107	30	00
Pineo, Ida B.	107	30	00
Sanford, Celia A.	107	30	00
Shaw, Mildred L.	107	30	00
*Vaughan, Cora A.	107	40	00
Weatherby, Stella May	103	28	87
*West, Margaret O.	107	40	00
Yould, Evangeline	107	30	00

ANNUITANTS.

John F. Godfrey	75	00
Henry W. Andrews	60	00
A. D. Foster	60	00
J. Alonzo Banks	60	00
James Craig	45	00

ASSISTANTS

Eaton, Alice A.	2	8 96
Hubley, Etta M.	15	3 55

LUNENBURG AND NEW DUBLIN.

Crombie, Isaac	106	104 02
Hewitt, M. C.	106	89 13
McKittrick, B.	106	104 02
Smeltzer, H. R.	107	105 00
Balcom, Lewis	106	59 43
Bruhm, Muriel	107	60 00
Getson, Grace	107	60 00
Harlow, Lottie	106	59 43
Joudrey, Edith	107	60 00
Mader, Annie	107	60 00
Mader, Flora	107	60 00
Maxner, Morris	106	59 43
Morton, Beatrice	107	60 00
Mullock, Florence	107	60 00
McMillan, Margaret	106	59 43
McLaughlin, Lilla	106	59 43
McWhinnie, Lizzie	107	60 00
Prince, Ina	106	59 43
Rudolf, Mary	86	48 22
Silver, Lottie	107	60 00
Smith, Sophia	107	60 00
Veinotte, Alice	107	60 00
Wentzel, Hattie	106	59 43
Young, Helen	106	59 43
Young, Mary	106	59 43
Zinck, Etta	107	60 00
Bailly, Leta	106	44 57
Bell, Marie	20	8 41
Bolivar, Alma	107	45 00
Bowers, Mary	107	45 00
Brooks, Blanche	107	45 00
Corkum, Helen	86	36 16
Cox, Sadie	107	45 00
Crawford, Florence	106	44 57
Dauphinee, Tessie	106	44 57
Dickson, Margaret	107	45 00
Duncan, Jessie	107	45 00
Eisenhauer, Alice	107	45 00
Eisenhauer, Harvey	107	45 00
Ernst, Jessie M.	53	22 29
Ernst, Phoebe	107	45 00
Falkenham, Emma	105	44 15
Fancy, Jennie	107	45 00
Fralic, Elva	106	44 57
Greenlaw, Marion	107	45 00
Hamm, Erema	40	16 82
Hammond, Helen G.	107	45 00
Hawksworth, Eva	106	44 57
Hebb, Elsie	107	45 00

Hebb, Florence	102	42 89
Heisler, Arthur	54	22 71
Herman, Bertha	107	45 00
Hirtle, Ethel	107	45 00
Hirtle, Mary	107	45 00
Jackson, Annie	105	44 15
Johnson, May	105	44 15
Keddy, Bessie	107	45 00
Knickle, Kathleen	106½	44 78
Langille, Edith	92	38 69
Lantz, Hannah	107	45 00
Lohnes, Minnie A.	107	45 00
Mader, Bessie	107	45 00
Manning, Myra	106	44 57
Manthorne, Maud	107	45 00
Mason, Jessie	107	45 00
Mason, Leaman	107	45 00
Millet, Sadie	107	45 00
McLachlan, Ethel	106	44 57
McLachlan, Lelia	106	44 57
McLannan, Etta	107	45 00
Naugler, Agnes	107	45 00
Newcomb, Mabel	66	27 75
Parker, Carrie	104	43 73
Reinhardt, Grace	107	45 00
Richard, Edith	107	45 00
Silver, Florence	107	45 00
Silver, Susie	107	45 00
Smeltzer, Lillian	107	45 00
Smith, Eva	106½	44 78
Smith, Idella	107	45 00
Smith, Lola	107	45 00
Smith, Mary	107	45 00
Taylor, Edith	107	45 00
Thompson, Florian	106	44 57
Thompson, Mary	106	44 57
Tobin, Ellen M.	106	44 57
Tobin, Mary E.	106	44 57
Tretheway, Jessie	107	45 00
Wamback, Vera	107	45 00
Warner, Emma	107	45 00
Webber, Debbie	107	45 00
Wentzel, Lois	107	45 00
West, Ella	107	30 00
Adams, Lillian	107	30 00
Bell, Gertrude	107	30 00
Bell, Minnie	107	30 00
Brooke, Jessie	107	30 00
Brooks, Lena	97	27 19
Charlton, Elvida	107	30 00
Chesley, Isabel	107	30 00
Chesley, Jessie	107	30 00
Cook, Nellie	107	29 11
Corkum, Beatrice	106	29 15
*Corkum, Gladys	78	29 00
*Corkum, Minnie	107	30 00
Crouse, Cynthia	107	40 00
*Dauphinee, Lee	107	27 19
Deal, Bernice	97	30 00
Durland, Nina	107	30 00
Eisenhauer, Beulah	107	20 18
*Eisnor, Idella	54	22 14
Ernst, Mary	79	30 00
Forbes, Annie	107	30 00
Getson, Mary	107	28 59
Glawson, Josie	102	

Hall, Bessie	107	30 00
Hanna, Ellen	107	30 00
Hebb, Lavinia	106	29 71
Heisler, Nellie	107	30 00
Himmelman, Viola	107	30 00
Hirtle, Etta	107	30 00
Hirtle, Jessen	107	30 00
*Inglis, Etta	56	20 93
Inglis, Flora	106	29 71
*Jefferson, Minnie	107	40 00
Jodrey, Lida	100	28 03
Kaulback, Laura	106	29 71
Kennedy, Lois	107	30 00
Langille, Aileene	107	30 00
Langille, Rebecca	105	29 43
Lohnes, Flossie	107	30 00
Morash, Carrie	107	30 00
Mullock, Adelaide	107	30 00
*Myra, Gladys	106	39 62
Oickle, Sadie	105½	29 57
Parnell, Alma	55	15 41
Rafuse, Maggie	107	30 00
Ritcey, Mary L.	51	14 29
Sarty, Eva L.	107	30 00
*Shields, Dorinda	82	30 64
Silver, Clara	105	29 43
*Slauenwhite, Florence	107	40 00
Smith, Ada A	107	30 00
Spidel, Jennie	107	30 00
Tufts, Edna	107	30 00
Veinot, Clarence	107	30 00
*Veinot, Lillian	59	16 53
Vogler, Ethel	107	40 00
Vogler, Jessie	107	30 00
Wentzel, Edith	107	30 00
Wentzel, Jemima	102	28 59
Wentzel, Mary	103	28 87
Wessell, Laura	104	29 15
Westhaver, Jennie	107	30 00
*Wynot, Agnes	107	40 00
Zwicker, Bessie	107	30 00

ANNUITANTS.

Daniel Rieser		
James Faulkner	60	00
Marie Stoddart	45	00
Albert Heckman	45	00
	30	00

CHESTER.

Osborne, N. A.		
Zinck, Austin	106	104 02
Zinck, Minnie	107	60 00
Atkinson, Jennie	107	60 00
Countway, Blanche	107	45 00
Hatt, Ellie M.	106	44 57
Hennigar, Nina	107	45 00
Hirtz, Adelaide	107	45 00
Hirtle, Roy	107	45 00
Hirtle, Seward	107	45 00
Houghton, Mary	107	45 00
Nauss, Ola G.	107	45 00
Reeves, Ella M.	107	45 00
Shatford, Flora	107	45 00
Webber, Olie B.	107	45 00

Burgoyne, Mildred	107	30 00
Corkum, Annie	106	29 71
Cox, Bessie	107	30 00
Dickie, Bessie	107	30 00
Hawboldt, Ida	107	30 00
Hennigar, Grace	107	30 00
Hyson, A. E.	106	29 71
*Kaulback, James	106	39 62
Marryatt, Ethel	107	30 00
Meisner, Gladys	106	29 71
*Meisner, Hilda	96	35 88
*Strum, Emma	107	40 00
*Vaughn, Alice	107	40 00
*Vaughn, Mary	107	40 00

PICTOU.

NORTH.

Fraser, W. P.	102	85 77
MacIellan, Robt.	106	104 02
MacLeod, R. A.	106	89 13
Munro, H. F.	106	89 13
Fraser, Annie D.	107	60 00
Maxwell, Lizzie	48	26 91
MacKay, Annie	106	59 43
McArthur, Olive E.	106	59 43
Murdoch, Louisa M.	107	60 00
Stewart, Martha	107	60 00
Sutherland, Augustina	107	60 00
Tanch, Jos. W.	106	59 43
Archibald, Caroline	107	45 00
Baillie, A. G.	106	44 57
Boutilier, Eunice	24	10 09
Cameron, Bessie	107	45 00
Clark, Warren F.	107	45 00
Grant, W. A.	107	45 00
Haley, Mary	106	44 57
Kennedy, Lizzie	107	45 00
Lawrence, Gladys	106	44 57
MacBain, Ellen E.	107	45 00
MacIntosh, Jennie	107	45 00
MacIntosh, D. S.	104	43 73
MacDonald, Mabel	106	44 57
MacLanders, Jennie	106	44 57
MacKay, Beatrice	105	44 15
MacKenzie, Barbara	107	45 00
MacKenzie, Martha	107	45 00
Maxwell, Janie	107	45 00
MacKinnon, Ada K.	106	44 57
MacKay, Janie	106	44 57
McCunn, Isabel	106	44 57
McCara, Katherine	107	45 00
McGirr, Gertrude	90	37 85
McMillan, Anabelle	107	45 00
Munro, Margaret A.	107	45 00
Murray, Elizabeth	107	45 00
Patriquin, Bertha M.	106	44 57
Reid, Edna E.	107	45 00
Reid, M. Olive	107	45 00
Rae, Cora S.	107	45 00
Rogers, Marion	107	45 00
Rose, Jessie F.	106	44 57
Ross, Bessie B.	106	44 57

Sutherland, Georgianna	107	45 00
Sylvester, Mary	106	44 57
Tattrie, Mabel	106	44 57
Adamson, Mary E.	107	30 00
Ballantyne, Agnes	107	30 00
Bryson, Ethel	107	30 00
Brown, Isabelle	20	5 60
Johnson, Lillian	107	30 00
Macleod, Mabel	66	18 50
Macdonald, Essie J.	107	30 00
MacQuarrie, Jessie	107	30 00
MacKnight, Jessie	102	28 59
MacKay, Christena B.	106	29 71
*MacKay, Annie C.	107	40 00
MacKay, George H.	107	30 00
MacKay, Ella M.	67	18 78
MacKay, Ethel J.	64	17 94
*MacKenzie, Jessie M.	107	40 00
Matheson, Maud	107	30 00
*Murray, Grace A.	62	23 17
Rettie, Annie I.	107	30 00
Ross, Annie J.	67	18 78
Stramberg, Johnina	106	29 71
Sutherland, Jennie W.	107	30 00
*Sutherland, Mina	107	40 00
Sutherland, William	107	30 00
Thomas, Hilda	105	29 43

ANNUITANTS.

McArthur, A.	60 00
McKay, John	60 00
Fraser Wm.	60 00
Gollan, John	60 00
McDonald, D. W.	60 00
Ross, Marion	45 00

SOUTH.

Herdman, W. W.	36	25 22
MacLeod, Jeannette	107	90 00
McLeod, J. T.	106	104 02
Swanson, Peter	97	81 57
Brunt, Gertrude	106	59 43
Ellis, Russell	106	59 43
Faulkner, Alden	107	60 00
Fraser, Mabel O.	106	59 43
Fraser, Winnifred	106	59 43
Fraser, M. Louise	106	59 43
Fraser, Attie A.	107	60 00
Harvey, Alice B.	107	60 00
Hicks, Blanche G.	106	59 43
Kerr, Estella	107	60 00
Laurie, Elizabeth	106	59 43
MacGlashan, Isabel	106	59 43
MacPherson, Eliza	106	59 43
Miller, Lola D.	106	59 43
MacLean, Cassie E.	106	59 43
MacKenzie, A. S.	106	59 43
MacLeod, F. T.	107	60 00
MacBean, Jennie	107	60 00
MacInnes, Katherine	107	60 00
Murray, Sadie A.	106	59 43
Patterson, H. S.	106	59 43
Reeves, Annie W.	107	60 00

Sargeant, Walter	48	26 91
Thompson, Elizabeth	106	59 43
Weir, Isabel D.	106	59 43
Archibald, Ann	107	45 00
Astbury, Lizzie	83	34 90
Ballantyne, Jean	107	45 00
Boutillier, Mary	53	22 29
Bryden, Almira	106	44 57
Bryden, Margaret	107	45 00
Cameron, Mary M.	107	45 00
Chisholm, Mary M.	107	45 00
Chisholm, Marianne	107	45 00
Crockett, Annie C.	107	44 57
Cunningham, Dolina	106	45 00
Cunningham, Leah	107	45 00
Dimock, Imogene	107	45 00
Ferguson, Janie	107	45 00
Fraser, Ida J.	107	45 00
Fraser, Margaret C.	107	45 00
Gunn, Mary A.	107	45 00
Grant, Katherine	107	45 00
Grant, Julia	107	45 00
Jordan, Catherine J.	107	45 00
MacDonald, Agnes C.	107	45 00
Macdonald, Margaret A.	107	44 57
MacDonald, Dolena	106	44 15
MacDonald, Ada S.	105	44 00
Macleod, Isabel J.	107	43 31
Macgillivray, Jennie R.	103	43 73
MacKenzie, Marjorie	104	45 00
MacKenzie, Charlotte	107	9 67
MacKenzie, Annie C.	23	45 00
MacLellan, Elizabeth	107	45 00
Maxwell, Bessie B.	107	45 00
McIntosh, Margaret S.	107	45 00
McIntosh, Miranda	107	45 15
MacIntosh, Annie	107	44 57
MacGillivray, A. J.	105	44 57
McQuarrie, Martha	106	44 00
MacEwen, Mary C.	106	45 00
Meikle, Margaret J.	107	45 00
Munro, Alberta	107	10 00
O'Neil, Annie H.	24	44 00
Patterson, Margaret B.	106	45 00
Robertson, Edith	107	45 00
Robertson, Susie	107	45 00
Russell, Martha C.	107	45 15
Reid, Marian J.	107	44 00
Smith, Isabel C.	105	45 32
Smith, Christy A.	107	33 53
Schultz, Sadie J.	79	27 00
Sinclair, Alexander	65	45 30
Sutherland, Lexie	107	6 15
Stalker, Elizabeth	15	44 00
Titus, Lizzie	105	45 28
Thompson, Marget	107	20 00
Wagner, Georgina	48	45 00
Wilson, Zella B.	107	40 00
*Allan, Ethel M.	107	36 01
Boutillier, Eliza	96	30 00
Bruce, Bessie M.	107	30 00
Cameron, Barbara	107	17 00
Cameron, Hannah	62	30 00
Craigie, John H.	72	26 90
*Fraser, Laura S.		

*Fraser, Margaret C.	107	40 00
*Fraser, Letitia	107	40 00
*Gardner, Laura	77	28 77
Graham, W. J.	107	30 00
Grant, Jessie M.	107	30 00
Jackson, Annie F.	106	29 71
Keith, Sylvia	107	30 00
MacArthur, Annie M.	107	30 00
MacDonald, Catherine	107	30 00
MacDonald, Marcella	105	29 43
MacLean, Neil A.	107	30 00
*MacLanders, Minnie C.	107	30 00
*MacKay, Robetta J.	53	19 81
Marshall, Margaret	107	40 00
McKenzie, Christena	106	29 71
Miller, Margaret	107	30 00
Mills, Martha	107	30 00
*Rector, Annie M.	107	30 00
Ross, Isabella C.	107	40 00
*Ross, Bella J.	107	30 00
*Ross, Margaret M.	107	40 00
Thompson, Daisy	54	20 18
Thompson, W. Irene	107	30 00

ANNUITANT.

Cameron, Jessie		45 00
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QUEENS.

SOUTH.

Richardson, R. P.	107	105 00
Mulins, Jennie	107	90 00
Clements, Mary	107	60 00
Fiske, Cora	107	60 00
Greig, Gladys	103	57 75
Harrington, E. B.	107	60 00
Hemeon, Elizabeth	107	60 00
Hennigar, Mabel	107	60 00
Lantz, Theresa	107	60 00
McLeod, A. J.	107	60 00
McNutt, Annie	107	60 00
Walker, Jean	107	60 00
Freeman, Allene	107	60 00
Freeman, Blanche	107	45 00
Giffin, Grace McD.	107	45 00
Godfrey, Selena	107	45 00
Hagan, Jedidah	107	45 00
Hartlen, Ida	107	45 00
Hirtle, Bertha	107	45 00
Huskins, Pearl	107	45 00
Manthorne, Muriel	107	45 00
MacKay, Maud	103	43 31
McLeod, Mabel	105	44 15
Park, Nellie	107	45 00
Wyde, Mary	106	44 57
*Boliver, Elsie	106	44 57
*Burgess, Elsie	106	39 62
Corkum, Grace	97	36 25
Downie, Eula	107	30 00
Feindell, Flora	107	30 00
Feindell, Theresa	107	30 00
Frith, Alice	107	30 00
Forbes, Gertie	106	29 71

Freeman, Verta	107	30 00
Hagan, Matilda	107	30 00
Harding, Wilhelmina	105	29 43
Mack, Theresa	107	30 00
*Smith, David	106	39 62
Taylor, Bessie	107	30 00
*Thompson, Grace	107	40 00
*Rowter, Emily	25	9 34

NORTH.

Freeman, Jessie E.	107	60 00
Croft, Margaret	105	44 15
Cushing, Alice	107	45 00
Cushing, Hilda	107	45 00
Cushing, Nina	107	45 00
Freeman, Grace	107	45 00
Hanley, Ruth	107	45 00
Kempton, Susie	103	43 31
Murley, Ethelyn	102	42 89
McGinty, Katherine	107	45 00
Ramey, Rebecca	107	45 00
Remby, Lottie	107	45 00
Crouse, Georgina	102	28 59
Devine, Harriet	106	29 71
Freeman, Maud	107	30 00
Froude, Gertrude	107	30 00
*Holdright, Caro	107	40 00
Lewis, Beatrice	63	17 66
*Millett, Phyllis	72	26 90
*Mott, Lina M.	62	23 17
McGuire, Mary	107	30 00
*Purney, Helen	107	40 00

RICHMOND.

Roy, Frances Brown	107	105 00
Stranberg, Chas. W.	45	25 23
Boyd, Christina	107	60 00
Campbell, Daniel H.	107	60 00
Ferguson, William N.	44	24 67
Hennesey, Margaret	103	57 75
McInnis, Duncan	107	60 00
Malzard, M. Lelia E.	107	60 00
Tompkins, Ida	107	60 00
Beranger, Alvina	107	45 00
Beranger, Alvina, (Last half year)		45 00
Brown, Mary E.	107	45 00
Coady, Moses J.	57	23 97
Douglas, Havelock G.	107	45 00
Finlayson, Duncan K.	107	45 00
Foret, Charles J.	106	44 57
Gagnon, Henry Leo	107	45 00
Grady, Alice Maud	107	45 00
Johnstone, Mary C.	107	45 00
Kemp, Hector Frank	48	20 18
Leslie, Alfreda M.	107	45 00
McAulay, Eben K.	38	15 97
Macdonald, Mary C.	105	44 15
MacKay, John F.	107	45 00
McKillop, Anderson B. B.	107	45 00
McKillop, Ewen D.	105	44 15
McLeod, Peter A	107	45 00

MacLeod, Tena H.	107	45 00	Hirtle, Arthur G.	105½	59 15
McLeod, Christina A.	107	45 00	Nickerson, M. A.	13	7 06
McLeod, John R.	48	20 18	Allen, Mary V.	107	45 00
Macneil, Minnie A.	107	45 00	Batton, Viola M.	106	44 50
Macneil, Minnie V.	107	45 00	Brannen, Lennie M.	104½	43 00
Macneil, Margaret A.	107	45 00	Bruce, Arthur C.	106½	44 00
Major, William	107	45 00	Chivers, Gladys P.	107	45 00
Morrison, Annie	107	45 00	Doleman, Tryphene W.	104	43 06
Murphy, Margaret A.	107	45 00	Dorrie, Gladys A.	107	45 00
Nelson, J. Scott	107	45 00	Etherington, Lillian C.	88	37 00
Power, Mary Gertrude	107	45 00	Hardy, Ruby A.	104	43 06
Sampson, Mary E.	107	45 00	Holden, Annie P.	107	45 00
Sr. M. Ste Firmine	107	45 00	Kempton, Jessie M.	107	45 00
Sr. M. Ste Firmine, last half year		45 00	Lyle, Emily R.	107	44 50
Spurr, Annie	107	45 00	MacKay, Max B.	106	45 00
White, Minnie M.	107	45 00	Manthorne, Jennie M.	107	44 15
Amy, Mary	88	24 67	Mills, Mary E.	105	44 15
Boudrot, Anna L.	107	30 00	Rawlings, Mary A.	106½	44 50
Brinck, Raoul A.	107	30 00	Smith, Isabella	106	30 00
Brinck, Stephane H.	107	30 00	Bower, Edna G.	107	16 25
Burke, Mabel H.	88	24 67	Cameron, J. Bertha	58	28 11
Deagle, Joseph	107	30 00	Doane, Ada G.	101	29 11
Doucet, Alvena E.	107	30 00	Doane, Estella S.	106	30 00
Finlayson, Tena Jessie	107	30 00	Firth, E. Louise	107	30 00
Jackson, Henrietta E.	107	30 00	Giffin, Brenda M.	107	30 00
King, Leo Joseph	107	30 00	Giffin, Florence M.	107	30 00
Langley, Susan P.	35	9 81	Harding, Muriel A.	107	30 00
Langley, Harriet E.	107	30 00	Harris, Emily B.	107	30 00
LeBlanc, Alma	107	30 00	Hogg, Alfred C.	107	30 00
McDonald, Mary A.	97	27 19	Hogg, Jennie A.	107	5 11
MacKay, Philip	102	28 59	Hood, Blanche	19	30 00
McLean, Rebecca B.	106	29 71	Jones, Sadie B.	107	29 00
Macleod, Marie S.	107	30 00	Locke, Louise M.	106½	30 00
Macneil, Florence A.	107	30 00	MacKay, Gertrude A.	107	28 50
Monbourquette, Annie J.	107	30 00	MacKay, Hattie H.	107	28 50
Monbourquette, May	107	30 00	Matthews, Annie L.	103	29 00
Nelson, Gustave A.	107	30 00	McKenne, Lulu M.	106½	29 00
Patterson, George J.	102	28 59	*Munro, Effie R.	106	29 00
Sampson, Florence	107	30 00	Page, Emily E.	106	40 00
Sampson, Mary L.	107	30 00	*Perry, Berlina E.	107	12 00
Sutherland, Daniel J.	106	29 71	Perry, Ora E.	45	11 00
*Ferguson, Kenneth R. J.	99	37 00	Spanks, Carrie	106	30 00
*Jackson, Annie J.	106	39 62	*Swim, C. Maude	30	30 00
*MacIntyre, Margaret L.	105	39 24	*Thomas, Genevieve B.	107	30 00
*McKenzie, Teresa	107	40 00	Thomas, Helen L.	107	30 00
*McPherson, Murdoch A.	107	40 00			
*Murphy, Minnie E.	107	40 00			
*Sutherland, Donald A.	107	40 00			
*Thibreau, Peter	107	40 00			
*King, Lewis J.	49	18 31			

ANNUITANTS.

McDougall, Peter	45 00
McKay, John	45 00

SHELBURNE.

Spinney, Fred H.	107	105 00
Allen, Janie R.	106	59 43
Bower, Ethel H.	107	60 00
Capstick, Grace	93½	52 42

ANNUITANT.

Goodick, J. D.	
MacMillan, Elizabeth	

BARRINGTON.

Black, Pearle M.	106	59 43
Doane, Edith	107	60 00
Doane, Jennie A.	107	59 00
Fox, Arthur D.	106	60 00
MacKay, Nettie L.	107	60 00
Martin, Oscar M.	107	60 00
Oulton, Millage	107	45 00
Smith, Annie S.	107	45 00
Atwood, Maud L.	107	45 00
Brannen, Wallace E.	107	45 00
Christie, Katherine E.	107	45 00

Doleman, G. Harry	107	45 00	Gwinn, May G.	102	28 50
Freeman, Nellie B.	107	45 00	Kelly, Teresa J.	103	28 87
Hopkins, Alice M.	13	5 46	McCharles, Malcolm D.	107	30 00
Hopkins, Bella L.	98	41 21	McCurdy, Lily A.	9	2 52
Knowles, Ina	107	45 00	*McDermid, Rachel F.	102	38 12
MacKay, Nettie M.	107	45 00	McDermid, Eunice S. A.	107	30 00
McAlpine, Felicia D.	93	39 11	*McGregor, Mary A.	107	40 00
Nickerson, Nellie G.	102	42 89	McIntosh, Jessie A.	105	29 43
Nickerson, Nettie M.	107	45 00	McIver, Lizzie	107	30 00
Nickerson, C. Netta	107	45 00	*McIver, Mary Anne	107	40 00
Nickerson, L. Isora	107	45 00	McIver, Almena	100	37 38
Nickerson, Sadie B.	107	45 00	MacKenzie, Emeline L.	97	27 19
Porter, Florence H.	107	45 00	*MacKenzie, Minnie E.	107	40 00
Reynolds, Avis E.	107	45 00	*McKenzie, Eliza A.	107	40 00
Sutherland, Bessie	107	45 00	McLean, William B.	43	12 05
Thomson, C. Helena	8	3 36	*McLellan, Mary A.	105	39 24
Trefry, Katie C.	107	45 00	McLennan, Hannah	100	28 03
Walker, Bertie E.	107	45 00	McLeod, T. Harriet	105	29 43
*Atkinson, Muriel E.	102	28 59	*McLeod, Dan A.	101	37 75
*Bethune, Annie B.	66	24 66	McNeil, Annie Laurie	104	29 15
Brannen, Pearl V.	106	29 71	McNeil, Mary E.	107	30 00
*Harding, Laura M.	107	40 00	Matheson, John Roderick	107	30 00
*Hopkins, Eva B.	107	40 00	Mattatall, Florence	107	30 00
Lloyd, Florence V.	107	30 00	Montgomery, Christine	106	29 71
McLean, Mary M.	107	30 00	Morrison, Annie M.	106	29 71
McGinnis, Annie H.	107	30 00	Morrison, Joanna B.	105	29 43
McGray, Fannie E.	95	26 63	Rice, Gertrude L.	54	15 13
*McGuire, Maggie I.	107	40 00	Smith, Lizzie	107	30 00
Sparks, Margaret E.	106	29 71	Smith, Mary A.	107	30 00
Swayne, Adelena O.	105½	29 57	Stewart, Florence MacG.	52	14 57
			Stewart, Robert A.	105	29 43
			Sutherland, Annie M.	98	27 47
			Kempt Head consolidation	215	60 00

ANNUITANT.

Matheson, W. H.	45 00
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VICTORIA.

Gallant, Thos.	107	105 00
*McDonald, M. B.	107	60 00
Anderson, Minerva B.	107	45 00
Macaskill, Flora B.	107	45 00
Macdonald, Louise	107	45 00
Macdonald, Catherine	106	44 57
McInnis, Dan F.	107	45 00
*McInnis, W. C.	107	45 00
McIntosh, Jessie	101	42 47
McKenzie, Margaret	107	45 00
McKinnon, Robert H.	107	45 00
McLennan, Tina O.	107	45 00
McLeod, Dan A.	107	45 00
McLeod, Alexandrina	107	45 00
McLeod, Mary	107	45 00
McLeod, John D.	107	45 00
Montgomery, Sadie	107	45 00
Robinson, Emma C.	107	45 00
Ross, Annie J.	105	44 15
Smith, M. Lawson	107	45 00
Watson, Ella May	48	20 18
Withrow, Helena H.	107	45 00
Bethune, Roderick Owen	106	44 57
*Boyle, Cecilia M.	48	13 45
Brown, Cecilia M.	104	38 87
Campbell, Jean E.	59	16 53
Doyle, Sarah J.	107	30 00
	107	30 00

YARMOUTH.

Bingay, James	104½	87 87
Bingay, Norma B.	105	73 57
Blackadar, Geo. D.	86½	72 75
Horner, A. W.	105	73 57
Kempton, W. F.	100	98 10
McGray, Margaret W.	105	73 57
Tooker, Beatrice	31	17 38
Trask, J. Logan	105	73 57
Wyman, H. J.	102	85 77
Allen, Georgie W.	105	58 87
Allen, E. Chesley	101	56 63
Allen, Shenton B.	102	57 19
Bond, Mary G.	105	58 87
Burrill, Fred T.	5	2 80
Churchill, Nelson	107	60 00
Cleland, Jane E.	102½	57 47
D'Entremont, Louis A.	104	58 31
Ellenwood, Margaret H.	105	58 87
Fleet, Sarah J.	103½	58 03
Frost, Isabel F.	107	60 00
Fuller, Annie A.	107	60 00
Goodwin, Effie B.	104	58 31
Goudey, Alice A.	107	60 00
Grierson, Jane E.	73	40 93
Hall, Florence B.	104	58 31
Hines, Nora G.	93	52 14
Hopkins, Marion J.	105	58 87
Huestis, Hannah	104	58 31

Jenkins, Emma J.	105	58 87	D'Eon, Stillman L.	107	60 00
Kinney, Laura	105	58 87	Killam, Flora	107	58 87
McGray, Jean D.	105	58 87	Mack, Robt. T.	107	60 00
Moses, Etta F.	107	60 00	Scott, Anna	107	53 87
Patten, Mabel E.	107	60 00	Sister F. Xavier	96	45 00
Phillips, Elizabeth R.	105	58 87	Amirault, Alfred A.	107	45 00
Raymond, Luella	48	26 91	Amirault, Eva A.	107	45 00
Skinner, Louis R.	107	60 00	Amirault, Lena B.	107	45 00
Smith, Charlotte G.	105	58 87	Amirault, Simon A.	107	44 11
Spinney, Mary E.	105	58 87	Babin, Eugenie L.	105	45 00
Wyman, Elizabeth B.	107	60 00	Black, Rosie C.	107	45 00
Allan, Frances L.	97	40 79	Bourque, Elizabeth	107	44 11
Allen, Clarice B.]	54	22 71	Brannen, Gertrude E.	105	45 00
Bond, Anna B.	57	23 97	Churchill, Gordon H.	107	45 00
Brown, Alice D.	107	45 00	D'Entremont, Mary A.	107	45 00
Brown, Mary McL.	107	45 00	D'Eon, Laura F.	107	45 00
Bryant, Arletta	105	44 15	Doane, Lora H.	107	45 00
Chipman, Agnes J.	102	42 89	Francy, Bertha M.	107	45 00
Crosby, Mildred	107	45 00	Frost, Charlotte W.	107	38 66
Crosby, Mary E.	87	36 58	Gavel, Margaret A.	92	45 00
Crosby, Jessie H.	12	5 04	Goodwin, Genesta E.	107	44 11
Delamere, Susan P.	105	44 15	Melanson, Bertha E.	107	45 00
Durland, Addie W.	106	44 57	Ricker, Charlotte E.	105	45 00
Goudey, L. Ada	105	44 15	Robichau, Minnie T.	107	45 00
Hamilton, Jessie W.	107	45 00	Scott, Martha	107	45 00
Kent, Bessie W.	106	44 57	Shand, Carrie E.	107	45 00
McKay, Janet McP.	105	44 15	Sister Anthony	107	45 00
Moses, Agnes	107	45 00	Sister Eugenie	107	45 00
Moses, Della B.	107	45 00	Sister Seraphia	107	44 11
Newcombe, Bertha E.	107	45 00	Wilson, Myrtle C.	103	38 66
Palfrey, Olive B.	107	45 00	Amirault, Jeanne L.	107	38 66
Pennington, J. Ginevra	107	45 00	Amirault, Rose I.	107	38 66
Platt, Ada M.	105	44 15	Amirault, Teresa M.	107	38 66
Platt, Bessie H.	106	44 57	Amirault, Muriel A.	107	38 66
Purdy, Lennie S.	107	45 00	Belliveau, Genevieve A.	107	38 66
Roach, Florence L.	107	45 00	Belliveau, Mary S.	107	38 66
Smith, Elsie B.	105	44 15	*Bourque, Constance	104	38 66
Wyman, C. Winifred	105	44 15	Bourque, Philomene	107	40 00
*Armstrong, Georgie E.	18	6 72	*Bourque, Rosie	107	38 66
Baker, Genie A.	107	30 00	D'Entremont, Clara M.	107	38 66
Bleakney, Edw. M.	105	29 43	Duncanson, Linda	100	37 00
Churchill, Addie M.	106	29 71	*Gavel, Joseph J.	107	38 66
Crosby, Marion G.	106½	29 85	Goodwin, Rosa P.	107	38 66
*Lonergan, Margaret L.	72	26 90	Hatfield, Emma M.	101	39 00
MacGray, Annie E.	106½	29 85	*Kavanagh, Elinor A.	100	38 66
*Melanson, Nellie M.	107	40 00	Knowles, Meda L.	107	38 66
Purney, Maria I.	107	30 00	LeBlanc, John B.	107	38 66
*Smith, Marjorie, C.	107	40 00	Pothier, Annie	107	38 66
Spinney, Amy L.	106	29 71	Surette, Nemerise	107	38 66
			Thorburn, Margaret A.	106	38 66
			*Waite, Edith M.	102	38 66
ANNUITANTS.					
Hilton, Mary M.		45 00			
Munro, J. H.		75 00			
ARGYLE.					
D'Eon, Octave J.	107	60 00	Homer, Agnes W.		
					ANNUITANT.

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

Three distinct terms seem to be needed:

- (1) *Program of studies*, which includes *all the studies* offered in a given school;
- (2) *Curriculum*, which means the *group* of studies schematically arranged for *any pupil or set of pupils*;
- (3) *Course of study*, which means the quantity, quality and method of the work in *any given subject* of instruction.

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

PUBLIC SCHOOL PROGRAM.

(The numbered paragraphs indicate the Regulations of the Manual of School Law of 1901, which are given here in the latest amended form.)

152. The public school program may be considered under its sub-divisions of the common school program and the high school program. They furnish a basis for the classification of pupils by the teachers and for the examination of schools by the inspectors; while they also secure a definite co-ordination of all the grades of work attempted in the public schools, thus fostering the harmonious interaction of the various educational forces of the province.

These programs are to be followed in all schools, particularly with reference to (1) the order of succession of the subjects and (2) the simultaneity of their study. The fulness of detail with which they can be mastered in each school must depend upon local conditions, such as the size of the school, the number of grades assigned to the teacher, etc. As suggestive to teachers with little experience, contracted forms of the detailed common

school program for miscellaneous and partially graded schools are appended.

The public school program developed originally from the traditional systems of Great Britain and the earlier Eastern States of America, is the result of the observation and experience of representative leading teachers of the province, under the suggestion of the experiments of other countries, and the criticism of our teachers in provincial conventions assembled for many years in succession. A system developed in such a manner must necessarily in some points be a compromise, and presumably therefore at least, a little behind what we might expect from the few most advanced teachers. But it is also very likely to be a better guide than the practice of a majority mechanically following methods which do not adapt themselves to changing conditions, and which vary merely according to the accident of local and unco-ordinated caprice. The successive progression of studies is intended to be adapted to the order of development of the powers of the child's mind, while their simultaneous progression is designed to prevent monotony and one-sidedness, to render possible the orderly and systematic organization of knowledge, and to produce a harmonious and healthy development of the physical, mental and moral powers of the pupil. The apparent multiplicity of the subjects is due to their sub-division for the purpose of emphasizing leading features of the main subjects which might otherwise be overlooked by inexperienced teachers. The courses have been demonstrated to be adapted to the average pupil under a teacher of average skill. The teacher is, however, cautioned to take special care that pupils (more especially any prematurely promoted or in feeble health) should not run any risk of "over-pressure" in attempting to follow the average class-work.

Changes in these courses of study must always be expected from year to year, but to a very small extent, it is hoped, except in the prescription of certain texts in the high school course. These will be published from time to time in the bulletin of the Department, the JOURNAL OF EDUCATION, published in April and October of each year.

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GENERAL PRESCRIPTIONS.

These general regulations, on account of their paramount importance and their less changeable character, are printed on page 10 of the School Register, so that they may be always before the eyes of the teacher.

Physical Exercise and Military Drill.—Physical exercise should be given for a few minutes in the middle of every session over one hour in length. At such times it is beneficial even to the pupils who have walked a long distance to school and who are accustomed to active work at home. The younger the pupils the more often such exercise should be given, in order to maintain physical restfulness and mental activity during the time for study. These exercises should always be made the occasion of training the pupils to maintain the most healthful and graceful position of the body in sitting, standing and moving. This training is as much the duty of the teacher as the other work of the school.

Military Drill is the latest result of the experience of generations of practical men in devising the most effective manner of training numbers of men to move in the most convenient order and under the fullest control. It is, therefore particularly adapted to the movement of pupils in all schools, for girls as well as boys. Apart from other considerations, the fact that the children from various schools are often likely to be massed together, makes it desirable that the same system should be followed exactly everywhere. The best system, and that which is most likely to be useful in the widest extent, is the standard modern military drill. All teachers are required to make as practical an acquaintance as possible with the system of mili-

tary drill, at least as far as "squad drill," and to have their pupils drilled to stand and move smartly. Inspectors are directed to mark no school work under this head, no matter how good, higher than "fair," unless they have had an opportunity of observing the *Military* drill.

Vocal Music.—All pupils (excepting, of course, those known to be organically defective as respects music) should be able to pass an examination in vocal music before promotion to a higher grade. For the present the following minimum is prescribed for each grade: At least one simple song with its tonic-sol-fa (or other) notation for Grade 1. An additional melody and its notation for each succeeding grade, with a correspondingly increased general knowledge of music. Vocal music may be combined with some form of "physical exercise," as in marching and light movements. Recommended: "*National and Vacation Songs*," "*Day-School Melodies*" or "*Young Voices*," for Common or High Schools. Teachers musically defective may comply with the law by having these lessons given by any one qualified.

Hygiene and Temperance.—Orally in all grades, and as incidents or occasions Hygiene suggest: Text books for pupil's use as follows: Grades V and VI, Health Reader No. 1; Grades VII and VIII, Health Reader No. 2; High School grades, as in prescribed Physiology text. The statutes make it imperative under penalty on both teachers and trustees that such instruction be given in all grades. It is, therefore, the duty of all educational officers to see that the spirit as well as the letter of the law is inculcated both by precept and example—by every means which can influence the sentiment and character of the pupils.

Moral and Patriotic Duties.—As enjoined by the School Law and when found most convenient and effective. Some lessons in readers, in history, in biography, etc., may be utilized incidentally. Certain anniversary days, such as "Empire Day," "Dominion Day," etc., should be systematically utilized for patriotic inspiration.

The school room and grounds is an elementary miniature world in which the pupil has an opportunity of developing nearly all of the moral points of character required for useful living in the great world of mature human activity. The crown and sum total of all the other parts of the teacher's work is the development of the best possible character in each pupil, so that in every lesson and in every exercise the ultimate purpose should preside over and direct the course of the instruction.

Good Manners is a subordinate but too often neglected department of character building. It is, however, a very simple as well as useful department; and therefore one, the observance of which Inspectors are instructed specially to study in each school, and the neglect of which should subject the teacher to censure and the school to a lowering of its rating. Every teacher should be an example of true politeness, which is not only compatible with the greatest power and firmness, but enhances them. In a short time such an influence should materially improve the most rude class of pupils.

Nature Study.—The noting, examination and study of the common and more important natural objects and laws of nature, as they are exemplified within the range of the school section or of the pupils' observation. Under this head pupils should not be required to memorize notes or facts which they have not, at least, to some extent actually observed or verified for themselves. Many books on the list recommended for school libraries (October Journal, 1903) are useful guides to the teacher for portions of the work prescribed in some of the grades. There should be a short "Nature Lesson" given every day on the daily collections and observations of the pupils themselves—not on the statements of teachers or books—the lesson always being based on the objects or observations. These guide books are to be used only to show the teacher how to give such lessons. They are entirely prohibited as text books for either pupil or teacher, for under no circumstances should "notes" from the books be given to pupils. All such studies must be from the objects. Observations under this head form some of the best subjects for English Composition and Drawing exercises in all grades. In schools with pupils of several grades under one teacher (as in most rural schools), many of these lessons may profitably engage the school. In nearly all either the whole senior or whole junior divisions of the several grades of scholars at once; at one time giving a Grade V lesson, at another time a Grade VI or Grade VII or Grade VIII lesson, which will also contain enough for the observation and interest of Grade I, Grade II, Grade III, and Grade IV pupils. An object lesson given to the highest class can thus to a certain extent be made a good object lesson for all the lower classes. The older pupils will see more and think more. It must be remembered that the memorizing of notes or facts merely stated to pupils is strictly forbidden under this head. Such memorizing is pure cram, injurious instead

of being useful. The teacher may not have time to take up in *class* every object indicated in the Nature Lessons of the Program. In such cases the pupils should be given two or three objects nearly related to the typical specimen examined in school with directions to search for and examine them at home as illustrated in the specimen class lesson. Without much expenditure of time the teacher can note that this work has been honestly attempted to be done by each pupil. The lessons must be direct from nature itself, but under the guidance of the teacher who can save time in bringing the pupils to the point desired by his more mature experience. They are intended to train the observing and inductive faculties, to show the true way of discovering something of the nature of the world which immediately surrounds us, and which is and will continue to be reacting upon us in one manner or another. This knowledge is so much power over nature, from which we have to win our material existence. It is also essential as an element in any true and useful system of philosophy.

More stress has been laid here on the natural history of each section than on elementary physics and chemistry. Not because physical phenomena are less important, but because the elements of these sciences are the same all the world over, and there is no end to the cheap and well illustrated guides to practical work in them which will suit a section in Nova Scotia as well as one in England or in the United States. But there are no such simple guides to the biology of each section, and many of its other scientific characters. The teacher must become a student and master them himself; for such exercises have special power in developing the habit of accurate observation (which is the soundest basis for any career ranging from that of the poet and professional man to the tiller and lord of the soil, the tradesman, the manufacturer and inventor), and in developing in connection with history and civics, an intelligent attachment to both the material and ideal features of our country.

Spelling and Dictation.—It should be strictly insisted upon, that from the very commencement in the first grade, the pupil should spell every word (and be able to spell every word) read in the lessons, and common words of similar difficulty used in his conversation; for if this is not done, the pupil is all the time being simultaneously trained to tolerate wrong mental images of the forms of the words which can seldom be corrected by ordinary efforts in the higher grades. Writing words in the lower grades, transcription and dictation in the higher grades should be utilized more and more as facility in writing increase.

Reading and Elocution.—1. Pupils must be enabled to clearly understand the portion to be read, then to read it with proper expression. 2. Faults of enunciation, pronunciation, etc., of tone, of posture, and manner, etc., must be carefully noted and corrected. 3. Choice passages should be memorized occasionally for recitation with the proper expression. Ten lines a year, at least, for Grade I, twenty lines, at least, for Grade II, and a similar increase for each succeeding Grade is prescribed. In the High School Grades, the memorizing and effective recitation of choice extracts in every language studied (Greek, Latin, French or German, as well as English), is also imperative on each pupil. Reading should be taught at first, partly at least, by word building from the phonic elements, occasional drills of this kind being continued in all the grades to obtain clear enunciation.

English.—In all grades, practice should constantly be given in expressing the substance of stories, lessons or observations orally in correct language, and in the higher grades in writing also. Discussion of subject matter of lesson. Attention to the use of capitals, punctuation marks, paragraphing, etc., should be introduced gradually and regularly; so that at the end of the common school course, language in correct form can be fluently used in description or business letters, orally and in writing. The practical rather than the theoretical knowledge of English is what is specially required in the common school, and a large portion of the school time should be given to it. Pupils should be continually exercised in finding synonyms or substituting "their own meanings" for difficult words in their reading lessons, instead of merely memorizing definitions of words arranged in lists. The teacher should be careful to use always the most correct language; while the errors of speech in class or on the play ground, or in conversation, should never be allowed to pass without correction.

Writing.—Styles most easy to read should be cultivated. Simple vertical writing is generally preferable to the sloping styles. No exercise in writing should be accepted by the teacher from the pupil unless its form shows evidence of care, otherwise the more the pupil writes the worse the writing becomes. Writing should begin in the first grade with letters formed from the simple elements properly classified and should be taught in the order of difficulty.

Drawing.—Thompson's "Manual Training, No. 1," is recommended to the teacher as covering to some extent the *Drawings and Lessons on Nature* as they may be taught

to pupils of the first five grades; and No. 2 as they may be taught to the next five grades; or McFaul's "Public School Drawing Manual"; thus covering generally the work of the Common and High Schools. Our Provincial Normal School Course will, however, be nearer the ideal. Before leaving Grade VIII, all pupils should be able to plot lines and angles accurately, so as to be able to solve all ordinary Practical Mathematical problems by "construction." An accurate knowledge of the use of the "Universal Scale" (wood) with the "Eagle" compass and dividers is sufficient for this purpose. Drawing of objects studied under the head of Nature Study should be constantly practised and carried on, even in the High School.

Arithmetic.—It is of the highest importance to secure the habit of obtaining accurate answers at the first attempt from the first grade and onward. Every slip in mental or written arithmetical work is not only unnecessary, but is a positive education in a habit which will tend to render useless the most strenuous efforts afterwards to become accurate or even to make satisfactory progress in mathematics. Accuracy is of supreme importance from the first. Rapidity should follow as the secondary consideration. Appropriate exercises in *Mental Arithmetic* should be given in every grade, and proficiency in it should be required for all promotions. "Absolute Accuracy" must commence in Grade 1. The habit is very rarely acquired later.

Geography and History.—The verbal memorizing of these lessons at home by the pupil is for the most part injurious to the character of the memory and useless as practical knowledge. For in spite of all cautions and instructions to the contrary, most pupils, when left to themselves, mentally associate the facts memorized with the word, the paragraph and the page of a book, instead of with the proper locus on the map, or with the proper system of related facts. These lessons should therefore be prepared under the careful and philosophical direction of the teacher in the school at least until the pupils are trained how to study aright. The home work would then be only the review and perfecting of the lessons by the pupils in the proper manner by reference to the several items in the text. Local or current events, historical, economic or scientific, should be skilfully used to interpret the remote in time and place.

Manual Training.—(Optional).—This may often be introduced as an alternative or recreation, and without therefore materially increasing the real labor of the pupil. Clay modelling, wood work, metal work, needlework, cookery, shorthand (Sir Isaac Pitman's system *only*—the British and modern American system—the most scientific, the one with the most extensive literature and the most promising of becoming the universal system for general correspondence as well as reporting), school plot farming or gardening, etc., as most appropriate or expedient, may be introduced with the consent of the Trustees. Teachers should at all times encourage the pupils in the production of specimens of home-made handiwork or apparatus, in scientific experiments at home, and in the formation of collections of plants, minerals and other natural productions of their own part of the country. It is legal for Trustees to expend school funds in teaching these optional as well as the imperative subjects, either for school equipment or the engagement of special teachers.

156.

SPECIAL PRESCRIPTIONS FOR COMMON SCHOOLS.

GRADE I.

- Reading*—Blackboard drill on words and interesting sentences. Reader No. 1.
- Language*—Objects and events described conversationally by pupil. Writing easy vertical letters, words and sentences.
- Writing and Drawing*—Writing on blackboard, slate or paper. Simple drawings selected by the teacher from the old texts or *Augsburg*, Book I., (or as in alternative Drawing Course recommended).
- Arithmetic*—All fundamental arithmetical operations with numbers, the results of which do not exceed 20, to be done with concrete or abstract numbers, accurately and rapidly. See *general prescriptions*.
- Lessons on Nature*—Power of accurate observation developed by exercising each of the senses on simple or appropriate objects. Estimation of direction, distance, magnitude, weight, etc., begun. Common colors, simple, regular solids, surface and lines. Simple observations on a few common minerals, stones, plants and animals.
- Music, &c.*—As under *general prescriptions*.

GRADE II.

Reading—Reader No. II. Phonetic exercises.
Language—As in Grade I, but more advanced. See general prescriptions.
Writing and Drawing—As in Grade I, but more advanced. Angles, triangles, squares, rectangles, plans of platform and school room (or more difficult drawings selected by the teacher from *Augsburg*, Book I); with *Public School Drawing Course* No. I (or as in alternative Drawing Course recommended).
Arithmetic—Numbers up to 100 on the same plan as in Grade I.
Lessons on Nature—As in Grade I, but more extended. See general prescriptions.
Music, &c.—As under general prescriptions.

GRADE III.

Reading—Reader No. III. See general prescriptions.
Language—As in II, but more advanced. Distinguishing proper nouns from common nouns, etc.
Writing and Drawing—Vertical letters on slate and in copy books. Freehand outlines on slate, blackboard, etc. Common geometrical lines and figures with their names. Map of school grounds and surroundings. As in the old texts or *Augsburg*, Book I, completed; with *Public School Drawing Course*, No. 2 (or as in alternative Drawing Course recommended).
Arithmetic—As in Common School Arithmetic, Part I., first half. General prescriptions.
Lessons on Nature—Geography of neighborhood, use of local or county maps. Estimation of distances, measures, weights, etc., continued. Color. Study extended to three or four each of common metals, stones, earths, flowers, shrubs, trees, insects, birds and mammals. See general prescriptions.
Music, &c.—As under general prescriptions.

GRADE IV.

Reading—Reader No. IV. See general prescriptions.
Language—Oral statements of matter of lessons, observations, etc. Written sentences with punctuation, etc.
Writing and Drawing—Copy Book. Drawing easy selections by the teacher from the old texts or *Augsburg*, Books II and III, with *Public School Drawing Course*, No. 3 (or as in alternative Drawing Course recommended).
Geography—Oral lessons on Physiography as on pages 85 to 99. Introductory Geography, with the general geography of the Province begun on the school map. See general prescriptions.
Arithmetic—As in Common School Arithmetic, Part I, completed. See general prescriptions.
Lessons on Nature—As in Grade III, but extended so as to include four or five objects of each kind, as in general prescriptions.
Music, &c.—As under general prescriptions.

GRADE V.

Reading—Reader No. V. See general prescriptions.
Language—Oral as in IV., and general prescriptions. Subject, predicate, noun and verb,—orally. Composition practice on "nature lessons," etc., increasing by use of dictionary.
Writing and Drawing—Copy Book. Drawing: More advanced selections by teacher from *Augsburg*, Books II and III, with *Public School Drawing Course*, No. 4, etc., and drawing from objects (or as in alternative Drawing Course recommended).
Geography and History—Ideas of latitude and longitude, physiography, etc., developed. Oral geography of Nova Scotia on map in fuller detail. General geography of the Provinces of Canada and the Continent, as on the Hemisphere maps. Oral lessons on leading incidents of Nova Scotia history.
Arithmetic—As in Common School Arithmetic, Part II., first half.
Lessons on Nature—From mineral and rock to soil, as shown in neighborhood, and extended to five or six each of the common plants, trees, insects, other invertebrates, fish, reptiles, birds, mammals; and natural phenomena, such as ventilation, evaporation, freezing, closely examined. Health Reader No. I begun.
Music, &c.—As under general prescriptions.

GRADE VI.

- Reading.*—Reader No. VI. *See general prescriptions.*
Language.—Oral, as in V., extended. Formal composition (simple essays) weekly. Principal parts of speech and sentence. Short descriptive sketches of observation, etc., etc., and letters, from oral instruction, as in ‘Lessons in English.’
Writing and Drawing.—Copy Book. Drawing as in previous grade, but more advanced, with *Public School Drawing Course*, No. 5, &c. Increasing practice in representing common objects in outline (or as in alternative Drawing Course recommended).
Geography.—Introductory Geography text to end of Canada. Thorough drill in outlines of Hemisphere, with map drawings.
History.—Leading features of History of Nova Scotia (oral).
Arithmetic.—As in Common School Arithmetic, Part II, completed, metric system “problems” optional.
Lessons on Nature.—As in Grade V., but extended to at least six or seven objects of each class specified. Distribution and values of all natural products of the Province. Health Reader No. I completed.
Music, &c.—As under *general prescriptions.*

GRADE VII.

- Reading.*—Prescribed Selections (No. I for 1908-9). Character of metre and figures of speech to be observed. *See general prescriptions.*
Language.—Leading principles of Etymology with paradigms. Parsing and analysis of simple sentences and application of rules of syntax (oral). Written abstracts of oral or reading lessons. Simple description of “nature” observations, etc., narrative and business forms, punctuation and paragraphing. All from oral instruction as in “Lessons in English.”
Writing and Drawing.—Copy Book. Drawing as in previous grade, but still more advanced, with *Public School Drawing Course* No. 6, &c. Plotting of lines, triangle, rectangles, &c., according to scale, as in *Morton's Mechanical Drawing* Chaps. I and II. Simple object drawing extended (or as in alternative Drawing Course recommended).
Geography.—Introductory Geography to end of Europe, with thorough map drill, and map drawing. *See general prescriptions.*
History.—Leading features of History of Canada (Hay). *See general prescriptions.*
Arithmetic.—As in Common School Arithmetic, Part III., first half. Units of metric system explained and illustrated.
Lessons on Nature.—As in Grade VI., and with the study of specimens illustrating the stones, minerals, &c.; each class, sub-class, and division of plants; and each class of animals found in the locality. All common and easily observed physical phenomena. (Much of this course will be covered by a series of object lessons on the subject matter of any twenty of the easier chapters of *James' Agriculture*, and on the *Introductory Science Primer.*
Music, &c.—As under *general prescriptions.*

GRADE VIII.

- Reading.*—Prescribed selections (No. I for 1908-9). Elements of prosody and plain figures of speech, as illustrated in reading, to be observed and studied. *See general prescriptions.*
Spelling.—Prescribed Speller in addition to *general prescriptions.*
Language.—Parsing, including important rules of Syntax. Analysis of simple and easy complex sentences. Correction of false Syntax and composition exercises, etc., as in “Lessons in English” completed. Pupils at this stage should be able to express themselves fluently and with fair accuracy in writing, for all ordinary business purposes. *See general prescriptions.*
Writing and Drawing.—Copy Book. Model and object drawing. Drawing as in *Augustburg*, Books II. and III., complete, with review of *Public School Drawing Course*, Nos. 5 and 6, &c. Construction of angles, mathematical figures, maps, plans, etc., to scale and their measurement, neatly and accurately, as in *Morton's Mechanical Drawing*, Chapters III. and IV., or alternative Drawing Course recommended).
Geography.—Introductory Geography completed and reviewed, with latest corrections and map drill, and map drawing. *See general prescriptions.*

History.—Outline history of British Empire (Taught orally). See general prescriptions.

Arithmetic.—Common School Arithmetic completed. The difficult problems in metric system optional.

Algebra.—Fundamental rules, with special drill on the evolution of algebraic expressions.

Bookkeeping.—A simple set, as in Kaulbach and Schurman or an equivalent.

Lessons on Nature.—As in Grade VII., extended to bear on Health, Agriculture, Horticulture, and any local industry of the School Section. Local "Nature Observations." (Much of this course will be covered by a series of oral lessons completing the subject matter of *James' Agriculture* and of the *Science Primer*). *Health Reader*, No. 2, completed. See general prescriptions.

Music, &c.—As under general prescriptions.

157.

CONDENSED COMMON SCHOOL PROGRAMS.

(The following condensations of the Common School Program of Study are given merely as suggestions for the benefit of untrained teachers who may require such aid. In connection with the *special prescriptions* given hereunder, the teacher should study thoroughly the meaning of the *general prescriptions* given elsewhere, and in the *School Register*. These *general* combined with the following *special prescriptions* from the *prescribed Programs of Study*.)

158.

FOR A COMMON SCHOOL WITH FOUR TEACHERS.

PRIMARY.

Reading.—Readers No. I and II., with blackboard drill on words and interesting sentences.

Language.—Objects and events to be described conversationally by pupil. Easy vertical letters, words and sentences.

Writing and Drawing.—Writing on slate, paper or blackboard. Drawing of easy interesting figures, plans of platform and school room, etc. Simple drawings selected by the teacher from the old texts or *Augsburg's Book I.*, (or as in alternative Drawing Course recommended).

Arithmetic.—All fundamental arithmetical operations with numbers, the results of which do not exceed 100, to be done with concrete and abstract numbers, accurately and rapidly.

Lessons on Nature, &c.—Power of accurate observation developed by exercising each of the senses on simple and appropriate objects. Estimation of direction, distance, magnitude, weight, etc., begun. Common colors, simple, regular solids, surface and lines. Simple observations on a few common minerals, stones, plants and animals. Simple songs, Hygiene and Temperance.

ADVANCED PRIMARY.

Reading.—Readers Nos. III. and IV., with spelling, etc.

Language.—Oral statements of matter of lessons, observations, etc. Written sentences with punctuation, etc. Subject, predicate, noun, verb, and their modifiers.

Writing and Drawing.—On slate and blackboard. Common geometrical lines and figures with their names, map of school grounds. Copy books. Drawing as in the old texts or easy selections by the teacher from *Augsburg, Books II. and III.*, or representative selections from them, with outline drawings of common objects (or as in alternative Drawing Course recommended).

Arithmetic.—As in Common School Arithmetic, Part I.

Lessons on Nature, &c.—Geography of neighborhood and the use of map of province with easy geographical terms, explanation of the change of seasons, etc. Estimation of distance, measure, weight, etc., continued. Color. Study of four or five each of the common metals, stones, earths, flowers, shrubs, trees, insects, birds and mammals. Simple songs.

INTERMEDIATE.

Reading.—Reader Nos. V. and VI., *Health Reader* No. I.

Language.—Formal composition (simple essays often), short description

"Nature lesson" observations, etc., and letters as well as oral abstracts. Simple parsing and analysis begun, with the application of the more important rules of syntax, exercises selected from reading lessons. (No text book in the hands of pupils).

Writing and Drawing.—Copy books. Drawing as in old texts or more advanced selections from *Augsburg*, Book, II. and III., (or as in alternative Drawing Course recommended). Model and object drawing.

Arithmetic.—As in Common School Arithmetic, Part II.

Geography.—Introductory Geography to end of Canada. Thorough drill in outlines of Hemisphere maps.

History.—Leading features of history of Nova Scotia (oral).

Lessons on Nature.—From minerals and rock to soil, as shown in neighborhood and six or seven each of the common plants, trees, insects, other invertebrates, fish, reptiles, birds, mammals, and natural phenomena, such as ventilation, evaporation, freezing, closely examined. Distribution and values of the natural products of the province. Music, at least half a dozen songs (tonic sol-fa notation).

PREPARATORY.

Reading.—Prescribed Selections, No. I for 1908-9. Health Reader No. 2. Elements of prosody and plain figures of speech as illustrated in readings to be observed and studied.

Spelling.—Readers and prescribed Spelling Book, etc.

Language.—Leading principles of Etymology and Syntax. Parsing. Analysis of simple and easy complex sentences. Correction of false syntax. Written abstracts of oral and reading lessons. Simple description of "Nature lesson" observations, etc., narrative and business forms. Punctuation and paragraphing. All oral, including matter of "Lessons in English."

Writing and Drawing.—Copy Books. Drawing as in *Augsburg*, Books I., II. and III., or the old texts. Model and Object drawing with simple drawing from nature (or as in alternative Drawing Course recommended). Construction of angles and simple geometrical figures to scale and their measurement as in *Morton's Mechanical Drawing*, Part I.

Geography.—Introductory text book with latest corrections and thorough map drill.

History.—Outlines of British and Canadian History.

Arithmetic and Algebra.—Common School Arithmetic. Fundamental rules of Algebra, and evaluation of algebraic expressions.

Bookkeeping.—A simple set as in Kaulbach and Schurman or an equivalent.

Music.—At least eight songs and the tonic sol-fa notation.

Lessons on Nature.—The study by examination of the minerals, stones, earths, etc., of specimens of each class, sub-class and division of plants; and of each class of animals, as found in the locality, with particular reference to the bearing of knowledge of any useful industry, as agriculture, horticulture, etc. All common and easily observed physical phenomena. Oral lessons with experiments on subject matter of Introductory Science Primer and *James' Agriculture*.

159.

FOR A COMMON SCHOOL WITH THREE TEACHERS.

LOWER.

Reading.—Readers Nos. I., II. and III, with spelling.

Language.—Story-telling by pupil. Printing or writing simple words and thoughts.

Writing and Drawing.—Vertical letters, etc., on slate, paper or blackboard and copy book. Drawing from objects and of easy interesting figures, plans of school grounds, or as in old texts or as in *Augsburg*, Book I., (or as in alternative Drawing Course recommended).

Arithmetic.—As in Common School Arithmetic, Part I., first half.

Lessons on Nature.—Power of accurate observation developed by exercising each of the senses on simple and appropriate objects, geography of neighborhood and local map. Estimation of direction, magnitude, distance, weight, measure, etc., begun. Colors. Objective study of at least a few of each class of the natural history objects in the locality.

Music.—At least three simple songs (tonic sol-fa notation).

MIDDLE.

Reading.—Readers, Nos. IV., V. and VI., with spelling. Health Reader, No. I. *Language.*—Oral statement of matter of reading lessons and oral lessons. Simple description of "Nature lesson" observations, etc., narrative and letter writing. Parts of speech and sentences with the easier inflections and rules of Syntax. Parsing and analysis of simple passages in reading lessons begun.

Writing and Drawing.—Copy books. Drawing as in old texts or *Augsburg*, Book I., and selections from II. and III., and outline drawing from objects (or as in alternative Drawing Course recommended).

Arithmetic.—As in Common School Arithmetic, Parts I. and II.

Geography and History.—Drill in Hemisphere maps and Introductory text book to end of Canada. Oral lessons on the leading incidents of the history of Nova Scotia.

Music.—Five or six songs (tonic sol-fa notation).

Lessons on Nature.—Estimation of weights, measures, distances, etc., in connection with reduction exercises; six or seven each of every class of natural history objects (mineral, vegetable and animal), in the neighborhood, examined and classified. Common physical phenomena observed and studied.

HIGHER.

Reading.—Prescribed selections, No. I. for 1908-9, and Health Reader, No. 2, with spelling and prescribed spelling book, elements of prosody and plain figures of speech in passages read, observed.

Language.—Leading principles of Etymology and Syntax. Parsing, analysis of simple and easy complex sentences, correction of false syntax, oral and written abstracts of interesting lessons. Essays, including narrative description of "nature lesson" observations, etc., and general letter writing, with special attention to punctuation, paragraphing, and good form generally. All oral, including matter of "Lessons in English."

Writing and Drawing.—Copy books. Drawing as in old texts or *Augsburg*, I., II. and III. Model and Object Drawing, with simple drawing from nature (or as in the Alternative Drawing Course recommended). The construction and measurements of angles and mathematical figures as in *Morton's Mechanical Drawing*, Part I.

Geography.—Introductory Geography, complete with latest corrections, and general map drill on Hemisphere maps.

History.—Outlines of British and Canadian History.

Arithmetic and Algebra.—Common School Arithmetic, and evaluation of algebraic expressions and four fundamental rules.

Bookkeeping.—One simple set with commercial forms.

Music.—At least eight songs and the tonic sol-fa notation.

Lessons on Nature. The study objectively of a number of the typical natural history objects of the locality, their distribution, value and bearing on native industries in the province. The observation and explanation of common physical phenomena. Oral lessons and experiments as in introductory Science Primer and *James Agriculture*.

160.

FOR A COMMON SCHOOL WITH TWO TEACHERS.

JUNIOR (at least two divisions).

Reading.—Primers and Readers, Nos. I., II., III. and IV., with spelling, and oral abstracts of interesting lessons; nouns, verbs, subjects, predicates, etc., in lessons of higher classes; writing sentences, and descriptions of "nature" observations.

Writing and Drawing.—Letters, words, geometrical figures, etc., on slate, paper and blackboard. Copying from cards. Copy books and drawing as in old texts or *Augsburg*, I., with selections from II. and III., (or as in Alternative Drawing Course recommended), and drawing from common objects.

Arithmetic.—As in Common School Arithmetic, Part I.

Music.—Four or five songs, with tonic sol-fa notation.

Lessons on Nature.—Practice in the estimation, by guessing and testing of weights, measures, distances, etc., referred to in reduction tables. Study of regular solids, surfaces, lines and colors. Observation of simple physical phenomena. Examination and classification of representative specimens of minerals, stones, etc., plants

and animals, to be found in the locality. Training the eyes to see everything around and the mind to understand explanations and relations.

SENIOR (at least two divisions).

Reading.—Readers, Nos. V., VI., and Prescribed Selections, No. I. for 1908-9, Elementary Readers, Nos. 1 and 2, Spelling and definition. Oral abstracts of lessons. Elementary grammar and analysis drill on sentences in reading lessons. Observation of figures of speech and the character of metre in poetical passages read in the advanced division.

Language.—Leading principles in Etymology, Syntax, etc. Written and oral abstracts, narratives and description of "nature lesson" observations, etc., with attention to punctuation, paragraphing and form. All as in "Lessons in English," taught orally.

Writing and Drawing.—Copy books. Drawing as in old texts of *Augsburg*, I, II and III., Model and Object Drawing. (Or condensation of Alternative Drawing Course recommended). Lessons in mathematical construction of figures in advanced division as in *Morton's Mechanical Drawing*, Part I. The use of the "Universal Scale."

Geography.—Text books (introductory) in advanced division. For all, thorough drill in the general geography of the Hemisphere maps.

History.—Outlines of British and Canadian History, in alternative divisions.

Arithmetic.—Common School Arithmetic, Parts II. and III., with evaluation and fundamental rules of Algebra for advanced division.

Bookkeeping.—Simple set for advanced division.

Music.—At least eight songs and the tonic sol-fa notation.

Lessons on Nature.—One daily to all pupils on such subjects as: estimation of weights, measures, distances, etc.; properties of bodies, common physical phenomena, local representative specimens or species of the mineral, vegetable and animal world in the locality, the natural resources of the province—and the bearing of these on our industrial development, etc., etc. Experiments, etc., as in the Introductory Science Primer and *James' Agriculture*.

161.

FOR A COMMON SCHOOL WITH ONE TEACHER.

(UNGRADED, "MISCELLANEOUS," OR "RURAL" SCHOOL.)

As a general rule there should be at least four classes or divisions in such a school; (a) those in Reading Selections (b) Readers No. VI. or V., (c) Readers No. IV. or III., and (d) Readers No. II. or I. The pupils in such a school must be drilled to move without the loss of an instant of time, if the teacher is to be successful. There cannot be here the leisure of a graded school.

Reading.—(d) Four lessons a day, very short, with spelling, grammar and composition questions on them; (e) three short lessons in like manner; (b) two short lessons, one from Health Reader No. 1, with the full range of questions to them; (a) one lesson (Health Reader No. 2 on alternate days), with questions covering spelling, definitions, grammar, analysis, prosody and composition, more or less partially.

Writing and Drawing.—(d) On slate or paper from blackboard or cards during specified times of the day; (e) same, more advanced; (b) copy books and drawing books once each day; (a) the same once each day. The use of the "Universal Scale," as in *Morton*.

Language.—Text book only in (a) and once a day or every other day, with written composition in (a) and (b) as indicated in the other courses. Class instruction or essay criticism once or twice a week. All as in "Lessons in English," taught orally.

Geography.—Oral lessons once or twice a week to (d) and (c) and (b). Text books twice a week (b) and (a).

History.—Oral lessons once or twice a week to (c) and (b). Text book twice a week for (a).

Arithmetic.—Each class to receive attention twice a day as a class from the teacher; (d) a very few minutes at a time; (a) more time, which might vary with the difficulty of points to be reasoned out. This will form the main subject for "seat work," while the teacher is engaged with other classes.

Music.—At least twice a day for a few minutes. Exercises short and often given are more useful for many purposes than exercises long and seldom.

Lessons on Nature.—Once every day so as to select during the year the most important points specified in the uncontracted course. Oral lessons on local objects

of Nature Study as in *James' Agriculture*. A specimen time table is given below for such schools.

162.

SUGGESTIVE TIME TABLE.

(DESIGNED TO AID INEXPERIENCED TEACHERS AND TRUSTEES).

This specimen is given here for a rural school in which it is assumed there is only common school work to be done—the work of the first eight "Provincial Grades." *Every teacher should have a time table, giving all these details, posted up in the school room, so that the pupils could be guided by it to even their "desk" work. Inspectors are required to insist on this in every school.*

TIME TABLE.

[For a "rural" or "miscellaneous" common school of eight grades grouped in four classes (a), (b), (c) and (d), as directed on the previous page, with about 44 pupils, 2 in 8th, 3 in 7th, 4 in 6th, 5 in 5th, 6 in 4th, 7 in 3rd, 8 in 2nd, 9 in 1st].

TIME WHEN BEGUN	Duration (Minutes.)	RECITATION TO TEACHER.		SILENT WORK OF THE FOUR CLASSES AT DESKS.			
		Monday, Wednesday, Friday,	Tuesday Thursday.	(a)	(b)	(c)	(d)†
9:00	15	Opening song, and Roll-call.					
9:15	15	(d) Reading, Spelling, etc.		Arith.	Arith.	Spelling.	Spelling.
9:30	15	(c) Reading, Spelling, etc.		Arith.	Spelling.		Drawing.
9:45	15	(b) Reading, Spelling, etc.		Spelling.	Spelling.	Spelling.	Arith.
10:00	15	(a) Reading, Spelling, etc.			Spelling.	Drawing	
10:15	5	Song and Calisthenics.					
10:20	30	(a), (b), (c) and (d), Arithmetic, etc.		*	*	*	*
10:50	10	RECESS.					
11:00	15	(a) Gram. and Anal.	(a) Language.		Arith.	Arith.	Arith.
11:15	15	(d) Reading, Spelling, etc.		Arith.	Arith.	Arith.	*
11:30	5		Mental Arithmetic.		*	*	*
11:35	25	Writing.	Drawing.				
12:00	60	NOON INTERMISSION.					
1:00	5	Song and Roll-call.					
1:05	15	Geog., etc., (oral).	Hist., etc., (oral)	Map draw			Arith.
1:20	15	(a +) Geog.	(a +) Hist.		Arith.	Arith.	Language.
1:35	15	(c) Language.	(d) Language.	Language	Language	Language	Spelling.
1:50	15	(b) Language.	(a) Tues. Health (b) Thurs. Reader.	Arith.			
2:05	5	Song and Calisthenics.			*	*	*
2:10	20	Arith., Alg., B. K., or Math., Drawing.					
2:30	10	RECESS.					
2:40	15	"Nature" and Science lesson from objects.					
2:55	10	Writing or Drawing notes on lessons.					
3:05	15	(d) Read., Spell., etc.	(a), (b), (c) and (d)	Math.	Math.	Arith.	Spelling.
3:20	15	(c) " " "	Recitations, (Elocutionary on Fridays).	Math.	Spelling.	Spelling.	Arith.
3:35	15	(b) " " "		Math.			
3:50	10	Announcements, etc., and Song.					

NOTES ON THE TIME TABLE.

*Desk work, Mathematics, when teacher is not engaged with the class.

†Desk work, description in writing (and drawing when necessary) of natural objects or observations, when the teacher does not require the attention of the class to the "Lesson" of the day. Some lessons may be adapted to all classes, others to the senior or junior. When an elementary lesson is given classes (c) and (d) the classes (a) and (b) should be working on a written description of a plant, an insect, or other phenomena observed, or experiments in physics, etc., with drawings. And *vice versa*. †Class (d) may be necessarily made up of two or three, if not more sub-classes, each of which must be rapidly taken in turn.—some in their letters, some in their primer, etc., but all must receive attention in these subjects three or four times a day, for they can do but very little at a time.

Reading.—Should include spelling, definition of words, grammatical notes, derivations, prosody, etc., as the matter suggests; and the literary and other ideas involved should be made clear to the pupils. There is a saving of time and effort in considering as many related things as possible together. See *general prescriptions*.

Language.—The "desk" work should require every day, if possible, the expression of the pupil's thoughts about something on which he can have clear ideas. To read a short story, or choice description once to the class, giving all, say, exactly five or ten minutes to write rapidly their remembrance of it substantially, is a good exercise; especially if the errors are corrected before the class or otherwise shortly after; or to give them an object or a picture to "write up" in a limited time. This will develop facility in composition. Some grammar and analysis, of course, will be necessary in order to enable the pupils to understand the reasons why some methods of expression are better than others.

Mathematics.—Several subjects need to be taken up only for a month or two, such as the elementary rules of algebra, accounts, the use of the mathematical scales, as on the universal Scale (engraved on wood) and the compass in mathematical drawing. Some of these might be taken instead of arithmetic, say on the afternoon of alternate days.

High School Work.—Where work of this kind has to be done, those studying the high school subjects might aid the teacher with some of the classes so as to obtain time for the high school studies which might otherwise cut down too much of the time given to the common school grades, which are of paramount importance in ungraded schools. When high school work is being done, the teacher's time, in case of a difference of view by those interested, might be fairly decided to be distributed to each grade in proportion to the number of grades and pupils in each.

Nature Lessons, &c.—See *general prescriptions* in the School Register.

ALTERNATIVE COMMON SCHOOL COURSE OF DRAWING.

163. The following is the Alternative Course of Drawing for the common school grades, which is referred to in the preceding prescriptions. For partially graded, and for ungraded schools, it can be condensed as illustrated in the preceding condensations of the regular course for fully graded schools. The sub-divisions (a), (b), (c) and (d), serve to call and keep attention to lines which should be followed through all the grades, even in the condensed courses which teachers are expected to form and adapt to the conditions existing in rural schools.

GRADE I.

(a) *Drawing as an aid to Language*.—Free illustrative sketching from copy, memory and imagination. Show pupils good outline pictures of simple objects, of scenes and of scenery. Teach them to tell what such pictures express. Make on blackboard in presence of pupils, outline pictures of familiar objects, such as a kitten, a boy with a flag, a house on hill-top and a boy running after his hat. Let the pupils copy these pictures and combine them to form original ones. Encourage all honest effort and criticise mildly even the poorest. When the drawing is not satisfactory ask the pupil to re-examine the object and try again, perhaps next day. This will be particularly valuable when he is drawing from memory. Occasionally use colored crayons and have the pupils use colored pencils.

(b) *Drawing as an aid to Nature Lessons.*—Let every nature lesson end, when possible, with an illustrative drawing of the object studied.

This will lead the pupils to observe and examine with greater care, and render the impressions more lasting. Outline drawings of animals, trees, leaves and fruits, most interesting to children, are appropriate for this grade. Sometimes this work may be done in color with the brush, using diamond dyes.

(c) *Formal Drawing Lessons.*—A half-hour lesson once or twice a week.

Make the pupils draw from objects such as apples, half apples, oranges, leaves, tubers, roots, etc.,—from any single object not involving perspective. They should frequently make models of objects in clay or other material and then make drawings of them. Some attention should be given to the primary colors with their tints and shades.

For manual drill let the pupils draw circles and curves on the blackboard.

They should occasionally, in symmetrical exercises, use both hands at the same time, and sometimes the left instead of the right hand.

All the drawings should be large. Much injury is done to children and time is wasted in striving for minuteness of detail and accuracy of finish, before the hand and eye are sufficiently developed.

In small country sections, or in schools where the teacher has but one grade and not too many pupils, stick and tablet laying, also paper cutting and folding should be practiced. A series of such exercises will develop the idea of symmetry and be the best preparation for original designing.

Good teachers will, at this stage, be sparing in the use of technical terms.

Young children should always draw from interesting objects. Type forms represent abstractions which should not be used until the pupil has reached them by his own generalization.

Colored crayons may be used to advantage in all the grades, when water colors cannot be obtained or effectively used.

GRADE II.

(a) *As an aid to Language.*—Encourage and help the pupils to illustrate simple scenes and events by pencil sketches.

Excellent selections in literature suited to this grade are now attainable, such as fairy tales, etc. Pupils generally take much pleasure in pictorial representations of them. Their attempts at first will be crude, but experience has shown that the great majority of pupils will improve rapidly, that their conceptions will be made more vivid, and consequently that the constructive imagination so useful in the study of history and geography will receive proper development.

(b) *As an aid to Nature Lessons.*—As in Grade I. More difficult objects and some detail; simple grasses and flowers, occasionally using water colors. The leaf in the various stages of its growth. The cow or horse and the dog from memory.

Let the pupil be asked to observe these animals carefully whenever he can and then make a memory drawing of them in school. Point out mistakes and let the pupil correct them by renewed observation until the work is fairly good.

Trees.—Characteristic foliage in mass of spruce, oak or beech, poplar or elm. Apple on branch with leaves.

(c) *As an aid to Mathematics.*—Teach the pupils to draw accurately from one point to another, using a ruler. Draw parallel lines.

Number work may be made more interesting by having the pupils make pictures of a given number of birds, apples, etc., by making them divide a line or any regular surface into equal parts to illustrate the nature of fractions, halves, fourths and eighths.

(d) *Formal Drawing Lessons.*—Two half hours a week. Continue same work as in Grade I, introducing the grouping of two or more simple objects. The manual drill on the blackboard should include ornamental curves.

Construct with colored paper an historic border. Represent it by a drawing. Vary the pattern.

GRADE III.

(a) *As an aid to Language.*—As in Grade II. (a). Excellent copies of masterpieces of art may now be obtained at so small a cost as to place them within reach of the poorest school.

Before studying and discussing the pictures appropriate for this (or any other) grade, the pupils should see and examine as many as possible of the objects mainly

represented, clouds, forests, mountains, rivers, lakes, ravines, animals, churches, etc.
 (b) *As an aid to Nature Lessons.*—As in Grade II. (b), but somewhat more difficult.

Cat, rabbit, hen, duck, herring, trout, the parts of a flower, turnip and potato, leaves, etc.

(c) *As an aid to Mathematics and Geography.*—Drawing squares and rectangles of given dimensions. Dividing them into square inches. Measuring distances in the classroom and representing them by lines one quarter of an inch to a foot.

Drawing correct plan of the schoolroom and of the play-ground.

Division of lines and surfaces into thirds, sixths and twelfths.

(d) *Formal Drawing Lessons.*—As in Grade II., but more advanced. Ornamental curves more complex, copied and original, on blackboard.
 Borders formed by repetition of flower form.

GRADE IV.

(a) *As an aid to Language.*—Continued as Grade III. (a).

(b) *As an aid to Nature Lessons.*—Common plants, shrubs, trees (of each three or four), so as to be readily recognized by their characteristic branching and foliage. Fruits. A few of the larger bones of the human body. The frog and the butterfly in the various stages of development. The sparrow and the robin.

Natural colors to be used when convenient. As it will generally be impossible to obtain human bones, corresponding ones from other large animals may be used instead.

(c) *As an aid to Mathematics and Geography.*—Fifths and tenths illustrated. The use of the compass in drawing circles. Right angles, triangles and squares geometrically constructed. Map drawing. Plans to scale. Working drawings of a few simple objects.

(d) *Formal Drawing Lessons.*—As in Grade III. (d). Study of good pictures. Principles of repetition and alternation in exercise on borders and rosettes. Study of color in objects. Pleasing combinations of color in design.

GRADE V.

(a) *As an aid to Language.*—Continued as in Grades II. and III.

The reading lessons will afford abundant material for pictorial drawings and illustrative sketches. Besides, there are incidents in child life, his games, etc.—“playing ball,” “fishing for trout,” “snowballing,” “what I saw on my way to school,” “the hay makers.” Drawings in mass of animals and children in interesting attitudes. Here appropriate colors will greatly improve the effect.

(b) *As an aid to Nature Lessons.*—Plants, thistle, horsetail, iris, woodsorrel. Animals—sheep and goat, turkey and goose, salamander, beetles, butterfly. Analysis of leaves and flowers of color schemes.

(c) *As an aid to Mathematics and Geography.*—Accurate drawings of polygons with compasses and ruler. Development of surface of pyramid in cardboard. Paper cutting to produce forms of regular solids. Plan of the school section. Map of province. Working drawings for a bracket.

(d) *Formal Drawing Lessons.*—Studies of good copies of famous paintings. Exercises in complete curves on blackboard—occasionally with both hands. The most elementary principles of freehand perspective as applied to simple objects,—the circle and the cube in different positions. The study and reproduction of historic ornament. Color lessons—tints and studies in objects, and pleasing combinations of color in design.

GRADE VI.

(a) *As an aid to Language.*—As in Grade V. (a).

(b) *As an aid to Nature Lessons.*—Organs of the human body—hands, feet, ears. Plants—lady’s slipper, red maple. Animals—bear and fox, hawk and owl, insects in various stages of development. Study of color in natural objects.

(c) *As an aid to Mathematics and Geography.*—The measurement of angles and lines. Plotting geometrical figures and simple geometrical problems. Map drawing—North America, showing Canada somewhat in detail. Working drawings of simple rectangular objects.

(d) *Formal Drawing Lessons.*—As in Grade V. (d), but more advanced. The idea of type forms, cubes, pyramids, ovoids, etc., developed from the drawing of simple objects.

GRADE VII.

- (a) *As an aid to Language.*—As in Grade V. (a). Special attention to the drawing of the best buildings and landscapes of the section.
- (b) *As an aid to Nature Lessons.*—Structure of bones, muscles and eyes. Plants, Animals—spider and web, kingfisher, quirel. Analysis of beautifully colored natural objects.
- (c) *As an aid to Mathematics and Geography.*—Plotting. More difficult geometrical problems. Map drawing—Europe. Working drawings.
- (d) *Formal Drawing Lessons.*—Object drawing. Freehand perspective. Decorative design. Study of tints and shades. Pleasing arrangement of groups of fruit, vegetables, or other objects; vase forms, etc.; arrangements of objects to express some complex thought, as bottle of ink, a pen and a sheet of paper.

GRADE VIII.

- (a) *As an aid to Language.*—Occasional practice in pictorial sketching.
- (b) *As an aid to Nature Lessons.*—Plants and animals. Heart and lungs of a sheep or an ox. Apparatus used in science lessons, etc.
- (c) *As an aid to Mathematics and Geography.*—Accurate plotting and measurement by mathematical instruments. Working drawings of common objects to scale. Geometrical problems. Map of the British Isles.
- (d) *Formal Drawing Lessons.*—The study of good drawings from master artists. Drawing of groups of models, flowers, fruit, etc. Historic ornament. Adaptation of natural forms to purposes of decorative designs. Color harmony applied in design.

154. HIGH SCHOOL PROGRAM FOR 1908-09.

- (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). The "High School Pass" in all grades shall be an average of 50% with no mark below 30% on a group of six subjects for Grades IX, X and XI; and a group of nine papers for Grade XII.
- (3). The "Teachers' Pass" shall be an average of 60% on a group of six subjects in Grades IX, X and XI, and on a group of nine papers for Grade XII with no mark below 40%. 50% however must be made on *English* in all grades.
- (4). Candidates may write on more than the six subjects or nine papers indicated in (2) and (3). In such cases the "pass" shall be determined by the group including the highest six subjects or the highest nine papers, as the case may be, providing *English* is one of the group.
- (5). Two hours shall be given at examination for each paper which shall contain only eight questions.
- (6). When a candidate wishes to raise a "High School Pass" to a "Teachers' Pass," he shall be required to make a mark of at least 60 on each subject not previously up to this standard.

This can be necessary only when a candidate is not writing for a higher grade, and therefore all such supplementaries can be taken on the papers of the regular examination.

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

(8). Candidates for Grade XII certificates (High School Pass) who fail on account of being too low in Foreign Languages, but who have made the High School average pass on the other subjects, shall have the privilege of completing the pass at a subsequent examination by making at least 50% on each of the nine papers not previously up to this standard.

(9). Candidates for Grade XII certificates (Teachers' Pass) who fail on account of being too low in Foreign languages, but who have made a Teachers' average pass on the other subjects, shall have the privilege of completing the pass at a subsequent examination by making at least 60% on each of the nine papers not previously up to this standard.

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

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

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

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

GRADE IX.

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

I. ENGLISH:—

(a) LITERATURE—Kingsley's Heroes and Macaulay's Lays, with critical study, word analysis, prosody and recita-

tions. English Composition as in *Sykes*, to page 101, or an equivalent in the hands of the teacher, with essays, abstracts and general correspondence so as to develop the power of fluent and correct expression in writing.

(b) As in GRAMMAR—(except notes and appendix) with easy exercises in parsing and analysis.

2. LATIN:—As in *Collar and Daniell's First Latin Book*, to end of Chapter L., or any equivalent grammar, with easy translation and composition exercises. [The *Roman* (phonetic) pronunciation of Latin to be used in all grades].

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

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

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

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

7. DRAWING:—

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

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

8. SCIENCE: Botany—(5 Q.). *Spotton* (except Chap. XIX) and the study of the Wild Plants of the Phenological observations, with *Pteris*, *Aspidium*, *Asplenium*, *Onoclea*, *Osmunda*.

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

GRADE X.

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

1. ENGLISH:—

(a) Same subjects as in previous grade but more advanced scholarship required. Composition as in *Sykes*, or an

equivalent in the hands of the teacher, with special attention to the development of readiness and accuracy in written narrative, description, exposition and general correspondence. For outside reading and theme writing; Conan Doyle's "The White Company,"

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

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

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

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

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

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

5. CHEMISTRY:—Inorganic, as in *Williams except Chapter XIII*; or the corresponding matter in *Waddell*.

6. ARITHMETIC:—Text book complete.

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

8. GEOMETRY:—*Hall & Steven's Euclid*, Book I, with all included exercises to the end of Proposition 48.

GRADE XI.

[*Junior Leaving Examination.*]

(English and any other five subjects imperative.)

1. ENGLISH:—Milton's *L'Allegro, Il Penseroso, Comus* and *Lycidas* (or Shakespeare's *Julius Cæsar*); *Macaulay's Essay on Milton* (or on *Johnson*). History of English literature as in *Meiklejohn*. For outside reading and theme writing: *Mrs. Gaskell's Cranford*.

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

(a) *Cæsar's De Bell. Gall.*, Books II and III, and (b) *Vergil's Æneid*, Book III, with grammatical and critical questions.

3. GREEK:—Grammar and easy composition based partly on author read and *White's First Greek Book* completed. *Xenophon's Anabasis*, Book III, with grammatical and critical questions.

or FRENCH:—*Berthon's Specimens of Modern French Prose* omitting IV, VI and X, and *Enault's Le Chien du Capitaine*.

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

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

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

5. PHYSICS:—As in *Gage's Introduction to Physical Science*, excepting the chapters on Electricity for the year 1908-09.

6. PRACTICAL MATHEMATICS:—As in *Murray's Practical Mathematics*, except Chapter XI. Mensuration of surfaces and solids to be studied also as in *Eaton* or an equivalent.

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

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

GRADE XII.

[Senior Leaving Examination.]

(Nine papers out of the 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).

1. ENGLISH (Two Papers) : (a) Lounsbury's *English Language*. History of English Literature as in Gwynn's *Masters of English Literature* (published by Macmillan Company, Toronto).
 - (b) Shakespeare's *Julius Cæsar* and *Hamlet*; Milton's *Paradise Lost*, Books I and II; Chaucer's *Canterbury Tales*, *The Prologue*, *The Knight's Tale* and *Nonne Prestre's Tale*, (Skeat 216 edition); with the following books for outside reading and theme writing:—Pope's *Rape of the Lock*, Ruskin's *Sesame and Lilies*, Thackeray's *Henry Esmond*, Blackmore's *Lorna Doone*.
2. LATIN (Two Papers): (a) Bennett's *Latin Grammar* or equivalent; Bradley's *Arnold's Latin Prose Composition* to end of exercise XXV; Sight Translation.
 - (b) Cicero's *Pro Milone* and *De Senectute*; Vergil's *Æneid*, Books IV and V.
3. GREEK (Two Papers) : (a) Goodwin's *Greek Grammar*; Sight Translation; *Easy Composition* partly based on the prose author read.
 - (b) Xenophon's *Hellenica*, Books I and II; Homer's *Iliad*, Books I and II (omitting catalogue of ships).
4. FRENCH:—Corneille's *Le Cid*; La Bruyere's *Les Caracteres*; Berthon's *Specimens of Modern French Verse*, Part I, with questions upon grammar and composition as in Fraser and Squair's *Grammar*, sections 345 to 461, with the *Composition* exercises from page 371 to page 394.
5. GERMAN:—Buchheim's *Modern German Reader*, Part II, *Grammar and Composition* as in Joynes-Meissner.
6. ALGEBRA:—Hall and Knight's *Higher Algebra*, Chapters 1-23 inclusive, chapter 32 to section 467, chapter 35, omitting (*) paragraphs throughout the prescribed work.
7. GEOMETRY:—As in Hall and Stevens, Books V and VI; and Solid geometry; *Analytical geometry*, as in Wentworth's chapters 1, 2 and 3.
8. TRIGONOMETRY:—*Plane and Spherical* as in Murray's.

9. PHYSICS:—As in Goodspeed's, Gage's *Principles of Physics*.
10. BOTANY:—As in Bergen and Davis' *Principles of Botany*.
11. CHEMISTRY:—As in Storer and Lindsay's, or after 1909, Smith's "General Chemistry for Colleges.
12. HISTORY:—Myers' Ancient History (revised edition), Parts I, II and III.

(SCHEDULE B.)

PRESCRIBED FORM FOR PROVINCIAL HIGH SCHOOL EXAMINATION.

AT STATION.

To Inspector of Schools:

..... May, 190

I,, a duly licensed teacher of Class, do hereby certify that the candidates whose names are given below from No. 1 to No. inclusive, will, to the best of my knowledge, have completed, before the date of next examination, the Prescribed Course of Study up to and including the Grade for which each hereby applies; and furthermore, according to my judgment, both the *reading* and *writing** of each candidate is up to the standard desirable to be maintained for promotion in the High Schools of the Province.

I also forward herewith on behalf of these candidates dollars, being the amount of fees required under sub-section (b) of Regulation 85, "Provincial Examination of High School Students," as specified in the list below.

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

Signed

Principal School Co.

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

THE NOVA SCOTIA TECHNICAL COLLEGE.

The first two years of the four year's Engineering course are to be taken in the various universities within the Province of Nova Scotia, and Mount Allison University in New Brunswick. The Board of Governors constituted of representatives from these institutions in association with the Director of the Technical College, meeting on the 15th and 16th of June, 1908, approved the following syllabus for matriculation and the various courses in the first and second years, to be taken in the universities. The third and fourth year courses will be taken in the Nova Scotia Technical College.

BOARD OF GOVERNORS.

PRIN. F. H. SEXTON, Director of Technical Education.

PROF. F. R. HALEY, Acadia University.

PRIN. C. J. BOULDEN, King's University.

DR. W. W. ANDREWS, Mt. Allison University.

PROF. E. MACKAY, Dalhousie University.

PROF. H. MCPHERSON, St. Francis Xavier University.

MATRICULATION INTO THE TECHNICAL COLLEGE COURSES.

Candidates shall pass examinations for entrance upon the first year course on the following subjects;

1. ARITHMETIC and ALGEBRA, as in Hall and Knight's Elementary Algebra, excepting chapter XLI.
2. GEOMETRY, as in Euclid to end of Book VI, TRIGONOMETRY, as in Murray's Plane Trigonometry, chapters I to VIII, or an equivalent; or Practical Mathematics, as in Grade XI.
3. ENGLISH, as in Grade XI, or equivalent.
4. FRENCH or GERMAN, as in Grade XI or equivalent.
5. HISTORY, as in Grade XI, or English and Canadian History.
6. One of the following:—
 - (a) LATIN, as in Grade XI, or equivalent.
 - (b) GREEK, as in Grade XI, or equivalent.
 - (c) Additional FRENCH or GERMAN, as in Grade XII, or equivalent.

(d) MECHANICAL DRAWING: Projection of points, lines, plane figures, and simple solids; dimension sketches of simple machine parts; lettering, and dimensioning or drawings, neatly and accurately done.

FIRST AND SECOND YEAR COURSES IN ENGINEERING.

I. MATHEMATICS, (*First and Second years*):—

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|--|-----------|
| 1. <i>Algebra</i> : Higher Algebra including graphs . . . | 72 hours. |
| 2. <i>Trigonometry</i> : As in Murray's Plane Trigonometry | 18 hours. |
| 3. <i>Solid Geometry</i> : | 24 hours. |
| 4. <i>Analytical Geometry</i> : | 60 hours. |
| 5. <i>Calculus</i> : Differential and Integral | 90 hours. |

II. CHEMISTRY, (*First year*):—

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|--|-----------|
| 1. <i>General Chemistry</i> : Lectures | 72 hours. |
| 2. <i>General Chemistry</i> : Laboratory | 90 hours. |

III. ENGLISH: 72 hours.

IV. FRENCH or GERMAN: (One third of time to be devoted to Technical Literature) 72 hours.

V. DRAWING: *Mechanical and Freehand* 192 hours.

VI. WORKSHOP: 144 hours.

(*Second Year*).

II. PHYSICS, (including *Mechanics, Electricity, Light and Sound*):—

- | | |
|---------------------------------------|-----------|
| 1. Lectures and Recitations | 96 hours. |
| 2. Laboratory | 72 hours. |

III. CHEMISTRY, (*Qualitative Analysis*):—

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|-----------------------|-----------|
| 1. Lectures | 24 hours. |
|-----------------------|-----------|

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2. Laboratory 96 hours.
- IV. SURVEYING:—
1. Lectures..... 24 hours.
2. Field and Laboratory work..... 48 hours.
3. Engineering Field-work (Camp) for three weeks of eight hours per day in *First* and *Second* years 144 hours.
- V. SHOP WORK:..... 96 hours.
- VI. ENGLISH, (Literature and Composition):..... 48 hours.
- VII. Either (a), (b), or c in addition according to the course.
- (a) [FOR CIVIL ENGINEERING].
1. *Descriptive Geometry*: Lectures, Recitation and Drawing..... 72 hours.
2. *Geology*: Lectures..... 48 hours.
3. *Geology*: Laboratory work and Field excursion..... 48 hours.
- (b) [FOR MINING ENGINEERING].
1. *Geology*: General Geology as in (a)..... 96 hours.
2. *Mineralogy*: Recitation and Laboratory. 72 hours.
- (c) [FOR MECHANICAL AND ELECTRICAL ENGINEERING].
1. *Descriptive Geometry*: Lectures, Recitation and Drawing..... 72 hours.
2. *Machine Drawing and Design*: Drawing.. 72 hours.

LOCAL TECHNICAL SCHOOLS.

CLASSES.

Classes will be offered in —

Practical Arithmetic.
 Business English,
 Practical Algebra, Geometry and Trigonometry.
 Mechanical Drawing,
 Machine Drawing,
 Machine Design,
 Architectural Drawing,
 Building Construction,
 Architectural Design and Estimating,
 Elements of Electricity,
 Elements of Electrical Engineering,
 Power Plants, and Electric Transmission,
 Electrical Laboratory,
 Electrical Engineering,
 Elements of Chemistry,
 Technical Chemical Analysis,
 Elements of Surveying,
 Surveying and Plotting,
 Elements of Civil Engineering.

ADMISSION TO CLASSES.

A person entering a class must satisfy the teacher that he is qualified to benefit by the instruction or possess a pass certificate from the class below it.

FEES.

Any person entering a class must deposit from \$2 to \$4.50 (according to the class). At the end of the session this deposit will be returned on the basis of the student's attendance, as follows: The whole for 100% attendance; four-fifths for 90-99%; two-thirds for 80-90%; three-fifths for 70-80%; and two-fifths for 60-70%. Thus a student in a \$4.50 course, who has made say 91%, will get a refund at the end of the course of \$3.60, making the whole year's instruction cost only 90c.

OUTLINE OF COURSES.

A brief description of the courses and their aims is outlined below:—

BUSINESS ENGLISH.

There is no surer mark of being uneducated than to use bad

English. The aim of the course is to correct the common mistakes in pronunciation, spelling and use of words, to teach men to know how to handle the ordinary business forms, such as bills, receipts, money orders, cheques, drafts, notes, etc., and to teach the forms and methods of writing modern personal and business letters.

PRACTICAL ARITHMETIC.

This course covers the usual ground of ordinary arithmetic but is especially adapted for men engaged in the industries and trades. Wherever it is possible practical examples have been introduced which are similar to those met every day by the craftsman. A special arithmetic is now in the course of preparation for these classes and is expected to be published soon after the classes start.

PRACTICAL MATHEMATICS.

This is a step, in advance of the arithmetic. Only certain parts of geometry, algebra, and trigonometry as would be found useful in practical life have been selected, and these are treated in a clear and simple manner. The greatest attention is given to mensuration, the handling of ordinary formulæ, logarithms, and the properties of angles and triangles. This course prepares a man for the advanced courses of machine design and estimating, elements of electrical engineering, surveying and plotting, etc. In fact, none of these more advanced courses can be taken until the student has a fair knowledge of algebra, geometry and trigonometry.

MECHANICAL DRAWING.

This course is one of the most popular and most useful. Most men in the trades should know how to read drawings, and the best way to learn to do this is to be able to make a good drawing oneself. A lesson or two is spent in getting accustomed to the use of the instruments and geometrical drawing and lettering, when the student is plunged right into the drawing of real objects such as he meets every day and the principles of draughting. At the end of the first year's course a man should have learned how to make and understand ordinary drawings.

MACHINE DRAWING.

This course is a step in advance of mechanical drawing. The time is spent in making detail drawings of more complex machine parts and also to make assembly drawings of these parts as the finished machines. At the end of this course the student should be able to read and make any drawing that he would come across in his practical work.

MACHINE DESIGN.

This course is a step in advance of machine drawing. It is a combination of drawing and calculations, with a view of training the man to design mechanical combinations into machines to do a certain desired special kind of work.

ARCHITECTURAL DRAWING.

This is an elementary course for carpenters, cabinet makers, pattern makers, bricklayers and building constructors, corresponding to mechanical drawing for machinists. It deals with the details of construction, such as moldings, cornices, bonds in bricklaying, doors, sashes, window frames, and even the plans of simple houses.

BUILDING CONSTRUCTION.

This is the course next in advance to the architectural drawing. It treats of the more difficult details of construction of buildings, stair building, laying out of templates from drawings, different forms of columns and trusses, dwellings, etc.

ARCHITECTURAL DESIGN AND ESTIMATING.

This course is the one next in advance of Building Construction. It deals with the strength and disposition of building materials, the planning and design of all sorts of structures and the estimation of costs of construction.

ELEMENTS OF ELECTRICITY AND MAGNETISM.

This course treats of the principles of the electric current and its application. The purpose of the course is to cover in a general way the whole ground, including electric current and its effects, measurement of currents, Ohms' law, batteries, accumulators, direct current dynamos and motors, alternating current generators and various kinds of A. C. motors, electric lighting, telephony and telegraphy.

ELEMENTS OF ELECTRICAL ENGINEERING.

This is an advanced course based on the work of elements of electricity and magnetism. The work covers the whole ground as outlined in the preliminary course, but goes more deeply into the special application of electricity for lighting, power, telephony and telegraphy.

POWER PLANT AND ELECTRICAL TRANSMISSION.

This is the course next in advance of elements of electrical engineering. It treats especially of electrical power plants with steam engine, steam turbine, water turbine, or gas-engine power, together with the construction and layout of the plant. Under Electrical Transmission are grouped high voltage and electrical power lines, wireless telegraphy, telephone switchboard, and like installations of electrical apparatus.

ELECTRICAL LABORATORY.

This is a first year's course run in connection with Elements of Electricity and Magnetism. It consists in experiments in measuring voltage, current, resistance, series and parallel circuits, Wheatstone bridge, behavior of batteries and accumulators, electrical wiring and testing of motors and generators.

ELECTRICAL ENGINEERING LABORATORY.

This laboratory course is run in connection with the Elements of Electrical Engineering. It consists of experiments with the switchboard connections and efficiency tests of various forms of direct and alternating current generators and motors, transformers, construction of measuring instruments, wireless telegraphy.

ELEMENTS OF CHEMISTRY.

This is the first course in chemistry adapted to the needs of men who have to deal with chemical laws or those who are employed in an industry where a knowledge of chemistry would add to a man's efficiency and value. The subject is based on qualitative analysis, and the student begins immediately to analyze substances to find out what is in them. From his analysis he branches out in each direction to cover the elementary principles of inorganic chemistry.

TECHNICAL CHEMICAL ANALYSIS.

This is an advanced course covering two years and treating of qualitative and quantitative commercial analysis. Such portions as sugar analysis, iron and steel analysis, ore and slag analysis, the composition and the detection of adulterations in foods, commercial products and compounds, etc., will be taken up and the stress laid upon such departments of chemistry as the individual student needs.

ELEMENTS OF SURVEYING.

This preliminary course acquaints the student with the adjustment and use of instruments employed in surveying, the method of making simple surveys of country lands or town or city lots, levelling and the methods of calculating the areas and plotting the same.

SURVEYING AND PLOTTING.

This is an advanced course along the same lines as Elements of Surveying. It goes more fully into the more special branches of the work, such as methods of precision in surveying, mining surveying, hydrographic surveying, topographic surveying, railroad location, etc.

ELEMENTS OF CIVIL ENGINEERING.

This course is more advanced than the preceding one, and treats of the strength of materials, the planning of various structures, as docks, bridges, etc.

CERTIFICATE.

Whosoever obtains a pass in any class under the supervision of the Department of Technical Education will receive a certificate signed by the Director and enabling the student to enter any advanced class dependent on the one he has taken.

DIPLOMA.

Whosoever takes three years work in some special line, such as architectural drawing and design or machine drawing and design, etc., and has taken and passed the examinations in English, Arithmetic and Practical Mathematics, will receive a full Diploma which is the highest honor the Technical Schools have to offer at present.

GOVERNMENT MINING SCHOOLS.

OPENING.

Classes in Coal Mining will open on Monday evening, October 4th, or on the Tuesday or Wednesday evening following. The session will continue up to within a week or two of the examinations in 1909. There will be a vacation of two weeks at Christmas.

ADMISSION TO CLASSES.

In order that the student may understand and profit by the work given in the Coal Mining Classes, it is necessary that he should satisfy the instructor (by passing a simple examination, or otherwise), on the opening evening that he has a good basis in his ordinary school education. The student must show the instructor that he has a good working knowledge of arithmetic through decimals and fractions; that he knows how to handle simple formulæ as used in coal mining and that he can express himself clearly and correctly in good simple English.

FEES.

All classes are free. Students are required to furnish their own paper, pencils, books, draughting instruments, etc.

PREPARATORY CLASSES.

Classes in arithmetic and English are held in every locality where mining classes are conducted, so that every one may prepare himself to enter the work in coal mining. Any other person who has to enter the work in the daytime and who does not wish to enter the mining or engineering classes may attend the preparatory classes in his locality free of charge. Therefore any worker whose chances for a good education as a boy were limited or neglected or any one who wishes to "brush up" on the things he learned at school may get a free thorough training in the English and arithmetic that will help him in his daily life.

A short outline of the nature of the classes is given below so that one may get a fair idea of the kind of work taken up.

PREPARATORY ENGLISH.

Words commonly misspelled, words commonly mispronounced, simple grammar, words commonly used wrongly; how to express oneself in writing, how to write a business letter, forms of letters applying for a position, or a raise in wages, how to keep a pay roll; how to make out various business forms, such as cheques, promissory notes, money orders, receipts, bills, etc; useful hints in writing examinations.

PREPARATORY ARITHMETIC AND ALGEBRA.

Addition, subtraction, multiplication, division, commercial methods and shortcuts, fractions, decimals, averages, proportion,

percentage, partnership, making up time, figuring of wages, square and cube root, mensuration; calculation of the areas of triangles, rectangles, circles and other plane figures, calculation of the volume of cylinders, spheres, prisms and other solids; addition, subtraction, multiplication and division in Algebra, solving of simple equations; handling of simple formulæ such as are used in ventilation and mechanics.

All the problems in the preparatory arithmetic and algebra are of a practical nature and like those that the coal miner comes up against in his daily life.

CLASSES IN COAL MINING.

In these classes the science and art of coal mining are taught in a thoroughly practical manner. The theoretical part of the subject is connected to the experience of the miner gained in his everyday work so as to make the instruction as easy as possible and of the greatest advantage to the practical man.

SPECIAL CLASSES.

In connection with the Engineering Schools in the larger colliery districts, special classes are held in electricity and mechanical drawing. Any persons who wish to attend these classes—even if they are not students in either of the coal mining or engineering schools—may do so free of charge if they show the instructor that they are qualified to take up the work.

MECHANICAL DRAWING.

The mechanical drawing is of a practical nature and aims to make the student able to read blue prints and drawings and to make simple working drawings and sketches after taking fifty lessons.

ELECTRICITY.

The class in electricity aims to teach men the first principles of electrical engineering. In connection with the book instruction, practice is carried on with various types of electrical apparatus. The laboratory in each place in which electricity is taught is well equipped with batteries, measuring instruments, dynamos and motors, so that every man may become expert in the wiring up and in testing the operation of various types of electrical machines.

GOVERNMENT ENGINEERING SCHOOLS.

OPENING.

Classes in Steam and Mechanical Engineering will open on Monday evening, October 4th, or on either the one of the next two following nights. The classes will be held twice a week for six months, two weeks vacation being allowed at Christmas.

Admission to classes: In order that the student may understand and profit by the work given in the Coal Mining Classes, it is necessary that he should satisfy the instructor by passing an examination, or otherwise, that he has a good basis in ordinary school education. The student must show the instructor that he has a good working knowledge of Arithmetic through decimals and fractions; that he knows how to handle the simple formulæ as used in steam and mechanical engineering and that he can express himself clearly and correctly in simple English.

FEES.

All classes are free. Students are asked to furnish their own paper, pencils, books, etc.

PREPARATORY CLASSES.

Classes in Arithmetic and English are held in every place where engineering classes are conducted so that every one may prepare himself to enter the work in the engineering class. This is to the advantage of the man himself because he could not get much benefit from the instruction on the steam engine and mechanics unless he has a good basis in Arithmetic at least. Any other person who has to work in the daytime may attend the evening preparatory classes free of charge even if he does not intend to go to the coal mining or engineering classes afterward. Any ambitious man who did not have a good chance to get a thorough education when he was young or anyone who wishes to brush up on the things he learned at school may get a good training in English and Arithmetic free of cost.

OUTLINE OF COURSES.

A short outline of the work taken up in the different classes so that anyone may get a fair idea of the nature of the teaching is given below:—

PREPARATORY ENGLISH.

Words commonly misspelled, words commonly mispronounced, simple grammar, words commonly used wrongly, how to

express oneself in writing, how to write business letters, forms of letters applying for a position or a raise in wages, how to keep a payroll, how to make out various business forms such as cheques, promissory notes, money orders, receipts, bills, etc., useful hints in writing examinations.

Preparatory Mathematics: Addition, subtraction, multiplication and division, commercial methods and shortcuts, fractions, decimals, averages, proportion, percentage, partnership, making up time, figuring of wages, square and cube root, mensuration, calculation of the areas of triangles, rectangles, circles and other plane figures, calculation of the volume of cylinders, spheres, prisms, and other solids; addition, subtraction, multiplication and division in Algebra, solving of simple formulæ such as those for horsepower of an engine, discharge from pipes, and others that are often used in mechanics and steam engineering. As far as possible the problems in preparatory Arithmetic are of a practical nature and like those that the engineer comes up against in daily life.

CLASSES IN ENGINEERING.

In the first place the students take up general information that would be of use in mechanics and steam engineering. This consists mostly of problems on mensuration, heating surface and horsepower of boilers, specific gravity and weights of castings, strength of beams, stays, rivetted joints, etc. Other general matter, such as the properties of steam, latent heat, saturated and superheated steam, expansion of steam, work diagrams, combustion of fuels, etc., is taken up as an introduction. Then the principles and management of the different mechanical contrivances to convert energy into work are taken up under the heads of Steam Engine, Boilers and Pumps.

A very condensed outline of these sections is given below.

Steam Engine: Different valve gears and how to set them; steam indicators and calculation of the power of an engine; compound engines; accessories to engines such as injectors, condensers, air pumps, feed water heaters and governors; practical hints and precautions around engines; emergency repairs in case of breakdowns; special adjustments of steam engine for mine hoists; first, second, and third motion hoisting engines; brakes; strength and care of ropes; single and duplex air compressors; receivers and intercoolers.

Boilers: Fire tube and water tube types; different forms of boiler construction; accessories of boilers such as safety valves, steam gauges cocks, gauge glasses, fusible plugs, blow-offs, whistles;

general principles of firing boilers; overfeed and underfeed stokers; chimneys, forced draught; economizers, installation of boilers; general care and management of boilers; starting up a new boiler; prevention of scale and corrosion; repairing of tubes; testing of boilers.

Pumps: Elementary principles of static head of water and flow through pipes; Cornish pumps; piston and plunger direct acting pumps; duplex pumps; compound and triple-expansion station pumps; sinking pumps; centrifugal pumps; pulsometers; horse-power and efficiency of pumps; installation and management of mine pumping plant; common troubles and defects in pumps and how to remedy them.

SPECIAL CLASSES.

In connection with the Engineering Schools in the larger colliery districts, special classes are held in electricity and mechanical drawing. Any persons who wish to attend these classes—even if they are not students in either the coal mining or engineering schools,—may do so free of charge if they show the instructor that they are qualified to take up the work.

The mechanical drawing is of a practical nature and aims to make the student able to read blue prints and drawings and to make simple working drawings and sketches after fifty lessons.

The class in electricity aims to teach men the first principles in electrical engineering. In connection with the book instruction, practice is carried on with various types of electrical apparatus. The laboratory in each place in which electricity is taught is well equipped with batteries, measuring instruments, dynamos and motors, so that every man may become expert in the wiring up and operation of various types of machines.

Session started October 5th. For further information about any of the schools, write to

F. H. SEXTON,
Director of Technical Education.
Halifax, N. S.

SUBJECTS REQUIRED FOR A COMMERCIAL DIPLOMA IN THE
HALIFAX ACADEMY.

Before beginning the Commercial Course students are expected to have a good general education especially in English.

1. General Scholarship—Prov. Grade XI Certificate or its equivalent.
 2. Arithmetic 60% Minimum pass mark.
 3. Bookkeeping 60%—(MacLean's High School).
 4. Commercial Correspondence 60%.
 5. Geography.
 6. Political Economy 60%—(Fawcett's Political Economy for Beginners).
 7. English.
 8. Commercial Law 60%—(Flemming's Laws of Business).
 9. Penmanship 75%.
 10. Stenography 75% (100 words per minute—Isaac Pitman).
 11. Typewriting 60%—(Van Sant and Barnes).
 - (a) Speed, 35 words per minute.
 - (b) Tabular
- Optional Subjects: French and Science.

166.

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.

LIST OF TEXT BOOKS PRESCRIBED FOR USE IN SCHOOLS.

167.

COMMON SCHOOL GRADES.

The *Nova Scotia Readers*, I, II and III (Morang & Co., at 15, 20 and 25 cents); IV, V and VI (Nelson's, at 25, 30 and 30 cents); Selected Readings, Nos. I, II and III for Grades VII and VIII (Mackinlay's, and Allen's at 25 cents). In qualified French sections, *Livres de Lecture* I, II, III and IV at 20, 30, 35 and 40 cents respectively.

Spelling book superseded.—*English Edition*. (Sullivan Bros.) 25 cents.

Health Readers, Nos. 1 and 2. (T. C. Allen & Co., Halifax.) 20 and 30 cents.

Calkin's Introductory Geography. (A. & W. Mackinlay, Halifax, 60 cents.

Hay's History of Canada, 30 cents. Calkin's Brief, 25 cents.

Lessons in English. Revised. (A. & W. Mackinlay, Halifax.) 30 cents.

Common School Arithmetic. (T. C. Allen & Co., Halifax.) 15 cents each part; 40 cents *three parts* bound in one.

Tonic sol-fa. *School-day Melodies*, by Ada F. Ryan. Parts I and II. 10 cents each.

Writing: Copy Books—*Vertical*, as in Jackson's New Style, 5 cents each; or *medium Sloping Royal Crown*, 4 cents each; or *Royal*, 7 cents each.

Drawing Books: Public School Drawing Course, (Canada Pub. Co., Toronto), 5 cents each; or Langdon S. Thompson's, 10 cents each; or Augsburg's Drawing Course 12 cents each; or home-made books of cheap paper, under direction of each teacher for alternate course recommended.

168.

HIGH SCHOOL GRADES.

English Grammar (Mackinlay). 30 cents.

Academic Arithmetic (T. C. Allen & Co.). 40 cents.

Calkin's Geography of the World (Mackinlay). \$1.25. Calkin's History of Canada. 50 cents.

Calkin's Brief History of Great Britain. 35 cents.

Hall & Steven's Euclid. (I. 25 cents; I to IV, 55 cents; I to XI, 80 cents.

Hall & Knight's *Elementary Algebra*. 75 cents.

NOTE.—The character of the High School work in its various subjects is further indicated by the books referred to in the High School Course of Study from year to year.

169.

MAPS, CHARTS AND APPARATUS.

The Council has not deemed it necessary to prescribe maps and charts of particular authorship for use in the Public Schools. In such well-known series as those of Phillips, Johnston, or Mackinlay, trustees will find an abundance of excellent material from which to select. Church's Mineral Map, and Mackinlay's new "Geological and Mineral Map" at one dollar, will be useful in all schools.

Birds and Nature-Study Chart with manual by Schneider, as supplied by G. W. Hastings, Park Hill, Ontario, (47 charts with stand, and over 400 photogravures in nature's colors).

The "Standard Dictionary" (Funk & Wagnall's New York and London), is recommended.

Trustees are authorized to procure the "School Equipment," described as *necessary* in the Manual of School Law, from any workers or publishers, satisfactory to themselves and the Inspector.

170. RECOMMENDED FOR THE USE OF TEACHERS, M. P. Q., EXAMINATIONS, ETC.

Manual of School Law, Nova Scotia, 1901. (All Booksellers).
15 cents.

Journal of Education, (Education Office). 10 cents.
The *Educational Review* for the Atlantic Provinces of Canada. Important on account of its reference to local and current educational progress, and for urgent or special official notices to teachers between the semi-annual issues of the JOURNAL. Therefore it is also recommended to all Boards of School Trustees. \$1.00 per annum.

Nature-Study Review, a new bi-monthly, \$1.00 per annum.
Editor-in-Chief, Professor M. A. Bigelow, Teachers' College, Columbia University, New York City.

School Science and Mathematics (Secondary or High Schools,) monthly. \$2.00 per annum. 440 Kenwood Terrace, Chicago.

Notes on Education, by J. B. Calkin, \$1.00.

The Nature-Study Course, by J. Dearness, (Copp, Clark Co., Toronto). 60 cents.

Talks to Teachers, by James, \$1.50.

Lectures on Teaching, by Sir Joseph Fitch (Cambridge Univ. Press). \$1.25.

The Educative Process, by Bagley (MacMillan Co.). \$1.35.

Educational Reformers, by Quick. \$1.00.

Munroe's Brief History of Education (MacMillan). \$1.25.

Education, by Herbert Spencer. 75 cents.

Mechanical Drawing for Grades VII to IX, by S. A. Morton.
50 cents.

Wood's Primer of Political Economy (Copp, Clark Co.). 50 cents.

- Political Economy for Beginners*, by Fawcett. 75 cents.
School Hygiene, by Lyster (Univ. Tut. Press). \$1.10.
Maritime Single Entry Bookkeeping, by Kaulbach & Schurman, Halifax. 25 cents.
The Laws of Business (last edition), by C. A. Fleming (Owen Sound Fleming Printing House), \$1.50.
Song Teacher's Guide, by Miss Ryan, 30 cents. (T. C. Allen & Co).
Augsburg's Drawing, Book I, for grades 1, 2 and 3, Ed. Pub. Co. 75 cents.
Augsburg's Drawing, Book II, for grades 4 to 8, Ed. Pub. Co. 75 cents.
Augsburg's Drawing, Book III. Brush, Wash, Water-Color, Pen Drawing, etc. Ed Pub. Co. 75 cents.
Art Instruction in Primary Schools. A Manual for Teachers (second year), by Mary Dana Hicks. (The Prang Elementary Course).
Blackboard Drawing, by A. W. Seaby, 135 pp., 11½ x 7 inches, \$1.25. (Nelson & Sons).
Shorthand Books, Isaac Pitman's. (Sole Agents in Canada, Copp, Clark Co., Toronto). Full list upon application. The Phonographic Teacher, 20 cts.; Key to the Phonographic Teacher, 20 cts.; Pitman's Shorthand Instructor \$1.50; A Manual of Phonography, 50 cts. Key to Exercises in Manual, 20 cents.
 Other books for teachers on numerous subjects will be found in the School Library Catalogue—171. See October JOURNAL, 1903.

NEW GOOD BOOKS FOR TEACHERS AND SCHOOL LIBRARIES.

- Life of Joseph Howe* by the late Principal Grant (second edition) to which is added Howe's essay on the organization of the Empire, and a carefully prepared chronological list of his speeches and writings. (A. & W. Mackinlay, Cloth, \$1.00. Half-calf, \$1.50. Postage, 6 cents.)
Botany All the Year Round, by E. F. Andrews. (Am. Book Co., 5½ x 8½ in., 302 pp.).
First Course in Biology [Part I, Plant Biology by Bailey; Parts II and III, Animal and Human Biology, by Coleman] A good elementary public school course. (MacMillan Co., 1908, 5½ x 8 inches, pp xxv +204 +224 + 164, splendidly illustrated, \$1.25)
Gray's New Manual of Botany [Seventh edition, entirely rearranged, rewritten and largely illustrated—by Robinson and Fernald]. The best *Manual* of Botany for North Eastern America yet published. (Am. Book Co., 1908, 5½ x 8 inches, pp. 926, \$2.50).
Mineral Resources of Canada, with 32 colored illustrations of Canadian minerals and statistics of minerals and mining in each Province (The Canadian Mining Journal, Toronto, 1908, paper 7 x 10 inches, 136 pp. with mineral folding map of Canada).

The story and origin of the Union Jack, by Lieutenant-Colonel E. T. Sturdee, pamphlet, 8 pp., with colored Jack. (Saint John Globe Publishing Co., 1908, five cents).

A chart of the "Birds of Canada in relation to Agriculture," showing in colors about one hundred birds, common in Ontario, most of them common in Nova Scotia, is published at THREE dollars by Geo. M. Hendry Co., Ltd., Toronto. This is the best bird chart for the price which we have seen.

RURAL SCIENCE SCHOOL AT THE AFFILIATED COLLEGE OF AGRICULTURE AND PROVINCIAL NORMAL SCHOOL.

Held each year from the middle of July to the middle of August.

Courses will be offered in the Principles and Applications of Nature Study, General Biology, Botany, School Gardening, and Horticulture, Agriculture, Physics, Chemistry, Bird and Insect Study, Geology, Mechanic Science, and Physical Drill.

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

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

During the term, as a rule, the time in the forenoons—six days in the week—will be devoted to class work. The afternoons—five days in the week—to field excursions and individual work in the laboratories.

The tests required for the Rural Science Diploma will be regular attendance at the class instruction and in the laboratories; a satisfactory report by the instructors on the laboratory and field work of the student, and the passing of an examination at the close of the term upon the topics of the following syllabus. Due allowance will be made for reading and study along the lines of the course, which a student may prove that he has done, between terms. In this connection books of reference are mentioned under each subject.

SYLLABUS.

NATURE STUDY.

Aims and purposes of Nature Study.

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

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

Observation in the limited sense distinguished from experiment.

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

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

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

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

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

The place of Nature Study in the Time Table.

Tests of the results.

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

The use and abuse of collections.

Text Book:—*Nature Study*, Dearness, (Copp, Clarke Co.), Toronto.

GENERAL BIOLOGY.

Organization as a product of life.

Organic versus inorganic matter.

Protoplasm.

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

Chief distinctions between plants and animals.

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

Parasitism.

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

Text Book:—See under Botany.

BOTANY.

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

Nature and significance of plant societies and associations.

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

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

Pollination, fertilization, germination.

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

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

Sufficient acquaintance with the following to recognize them:—

common weeds, useful plants and trees of the gardens, fields, orchards and woodlands of the neighborhood.

Phenology of common native plants.

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

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

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

SCHOOL GARDENING AND HORTICULTURE.

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

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

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

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

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

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

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

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

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

INSECTS.

The economic phases of insect life will receive special attention.

Mutual relations of insects and plants.

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

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

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

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

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

BIRDS.

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

Methods of bird-study in the field.

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

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

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

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

Recognition of our common birds.

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

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

AGRICULTURE.

The types of farming suited to Nova Scotia with a consideration of the underlying principles. Comparison of the methods pur-

sued by farmers in the various parts of the Province. Observation of the methods practised at the College Farm.

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

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

Implements and labor-saving machinery.

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

Text Books:—*Agriculture, Vol. I, II*, Brooks. (King-Richardson, Springfield, Mass.)

Types and Breeds of Farm Animals, Plumb. (Ginn & Co.)

GEOLOGY.

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

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

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

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

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

Text Book:—*Introduction to Geology*, Scott. (MacMillan & Co., N. Y.)

PHYSICS.

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

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

Practice in making deductions from the various records kept.

The causes and movements of storms.

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

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

Text Books:—*Practical Physics*, Chute. (D. C. Heath & Co.)
The Story of the Atmosphere, Douglas. (Appleton & Co.)

Any good Elementary Treatise on Mechanics.

SOIL PHYSICS.

The methods of taking samples of soil.

Mechanical analysis of three typical soils.

Determination of the percentage of air and water in soil.

Temperature of soil and its modifying factors.

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

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

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

Soil solutions.

Text Book:—*The Soil*, King. (MacMillan & Co.)

CHEMISTRY.

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

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

The chemistry of carbon; combustion; comparison of fuels.

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

Soap-making.

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

Fermentation.

Ultimate and proximate composition of soil.

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

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

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

BACTERIOLOGY.

An introductory study of bacteria.

Relation to health and disease.

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

Bacteria in relation to dairying.

Methods of disinfection.

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

MECHANIC SCIENCE.

Brush Drawing:—Materials, their preparation and use. A

short course in impression work and brush drawing proper. Applications to nature work in the other courses.

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

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

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

SYLLABUS OF PHYSICAL EXERCISES FOR USE IN PUBLIC ELEMENTARY SCHOOLS, 1905.

The above heading is the title of the book prescribed for Physical Training in the schools of Nova Scotia. It is printed for His Majesty's Stationery Office, by Wyman & Sons, Limited, Fetter Lane, E. C. London, and is sold in England at ninepence.

In some respects it is not the ideal for mixed schools, and teachers are expected to use their judgment in omitting exercises, which they cannot conduct without exciting a sense of ungracefulness. Some of these movements are, however, among the most valuable for the development of health and strength, and those who understand the principles of physical training will understand.

The edition appears at present to be exhausted, so that untrained teachers who cannot obtain a copy will have a sufficient excuse for not using the system until it or an improved edition is forthcoming. The new edition is expected by January next.

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

LOCAL "NATURE" OBSERVATIONS.

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

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

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

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

These schedules should be sent in to the Inspector with the annual school returns in July, containing the observations made during the whole school year and back as far as the preceding July (if possible) when the schedule of the previous school year was necessarily completed and sent in.

A duplicate copy of the schedule of observations should be securely attached to the school register for the year, so that the series of annual observations may be preserved in each locality. The new register has a page for such records.

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

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

PHENOLOGICAL OBSERVATIONS, CANADA

(1908 SCHEDULE.)

For the year ending July, 190 .

Province County District
 locality or School Section No.

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

NAME AND ADDRESS OF THE TEACHER OR OTHER COMPILER OF THE OBSERVATIONS RESPONSIBLE FOR THEIR ACCURACY.

.....

When First Seen.

When Becoming Common

(WILD PLANTS, ETC.—NOMENCLATURE as in "Spotton" or "Gray's Manual").

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

PHENOLOGICAL OBSERVATIONS—(Continued).

[Day of year corresponding to the last day of each month.]				When First Seen	When become in g Common.
Jan. 31.	April 120.	July 212.	Oct. 304.		
Feb. 59.	May 151.	Aug. 243.	Nov. 334.		
March 90.	June 181.	Sept. 273.	Dec. 365.		
For LEAP years increase each number except that for January by 1.)					
28.	Pigeon Berry (<i>Cornus Canadensis</i>), fruit ripe				
29.	Star Flower (<i>Trientalis Americana</i>), flowering				
30.	Clintonia (<i>Clintonia borealis</i>), flowering				
31.	Marsh Calla (<i>Calla palustris</i>), flowering				
32.	Lady's Slipper (<i>Cypripedium acaule</i>), flowering				
33.	Blue-eyed Grass (<i>Sisyrinchium ang.</i>), flowering				
34.	Twinflower (<i>Linnaea borealis</i>),				
35.	Pale Laurel (<i>Kalmia glauca</i>), flowering				
36.	Lambkill (<i>Kalmia angustifolia</i>),				
37.	English Hawthorn (<i>Crataegus oxyacantha</i>), flowering				
38.	Scarlet-fruited Thorn (<i>Crataegus coccinea</i>),				
39.	Blue Flag (<i>Iris versicolor</i>), flowering				
40.	Ox-eye Daisy (<i>Chrysanthemum Leucanthemum</i>), flowering				
41.	Yellow Pond Lily (<i>Nuphar advena</i>), flowering				
42.	Raspberry (<i>Rubus strigosus</i>), flowering				
43.	" " " fruit ripe				
44.	Yellow Rattle (<i>Rhinanthus Crista-galli</i>), flowering				
45.	High Blackberry (<i>Rubus villosus</i>), flowering				
46.	" " " fruit ripe				
47.	Pitcher Plant (<i>Sarracenia purpurea</i>), flowering				
48.	Heal-All (<i>Brunella vulgaris</i>),				
49.	Common Wild Rose (<i>Rosa lucida</i>),				
50.	Fall Dandelion (<i>Leontodon autumnale</i>),				
51.	Butter-and-Eggs (<i>Linaria vulgaris</i>),				
52.	Expanding leaves in spring made trees appear green— (a) first tree, (b) leafing trees generally.				
(CULTIVATED PLANTS, ETC.)					
53.	Red Currant (<i>Ribes rubrum</i>), flowering				
54.	" " " fruit ripe				
55.	Black Currant (<i>Ribes nigrum</i>), flowering				
56.	" " " fruit ripe				
57.	Cherry (<i>Prunus Cerasus</i>), flowering				
58.	" " " fruit ripe				
59.	Plum (<i>Prunus domestica</i>) flowering				
60.	Apple (<i>Pyrus Malus</i>), flowering				
61.	Lilac (<i>Syringa vulgaris</i>), flowering				
62.	White Clover (<i>Trifolium repens</i>), flowering				
63.	Red Clover (<i>Trifolium pratense</i>),				
64.	Timothy (<i>Phleum pratense</i>),				
65.	Potato (<i>Solanum tuberosum</i>),				
(FARMING OPERATIONS, ETC.)					
66.	Flowing begun				
67.	Sowing				
68.	Planting				
69.	Planting of Potatoes begun				

PHENOLOGICAL OBSERVATIONS — (Continued).

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

[Day of year corresponding to the last day of each month.]				
Jan. 31.	April 120.	July 212.	Oct. 304.	
Feb. 59.	May 151.	Aug. 243.	Nov. 334.	
March 90.	June 181.	Sept. 273.	Dec. 365.	
(For LEAP years increase each number except that for January by 1.				

(MIGRATION OF BIRDS, ETC.)		Going North or coming in Spring.	Going South or leaving in Fall.
81. Wild Duck migrating.....			
82. Wild Geese migrating.....			
83. Song Sparrow (<i>Melospiza fasciata</i>).....			
84. American Robin (<i>Turdus migratorius</i>).....			
85. Slate coloured Snow Bird (<i>Junco hiemalis</i>).....			
86. Spotted Sand Piper (<i>Actitis macularia</i>).....			
87. Meadow Lark (<i>Sturnella magna</i>).....			
88. Kingfisher (<i>Ceryle Alcyon</i>).....			
89. Yellow Crowned Warbler (<i>Dendroica coronata</i>).....			
90. Summer Yellow Bird (<i>Dendroica aestiva</i>).....			
91. White Throated Sparrow (<i>Zonotrichia alba</i>).....			
92. Humming Bird (<i>Trochilus Colubris</i>).....			
93. King Bird (<i>Tyrannus Carolinensis</i>).....			
94. Bobolink (<i>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 AND REMARKS.)

PHENOLOGICAL OBSERVATIONS.

LIST OF SCHOOLS SENDING IN SCHEDULES OF LOCAL OBSERVATIONS
FOR THE SCHOOL YEAR ENDED JULY, 1907.

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

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

The compilers' criticisms on the observations, will, as usual, appear in the April JOURNAL. The three columns give respectively, (1) the names of the teachers, (2) the names of the school sections, and (3) the numbers of observations recorded.

REGION I.

YARMOUTH AND DIGBY COUNTIES.

I (a) Coast.

Nellie Mary Melanson	Pinkey's Point	74
C. Winifred Wyman	Yarmouth	98
Edna MacGray	Overton	88
Alice A. Goudey	Port Maitland	114
Charlotte W. Frost	Argyle Harbour	90
Lora Doane	Glenwood	179
Stillman d'Eon	Lower Wedge	73
Bertha M. Hines	Cross Road	116
Maude Mussels	Weymouth	146
Leonice Belliveau	Saulnierville	32
Lulu deB. Zwicker	Mount Pleasant	57

I (b) Low Inland.

Marion Crosby	Lake Annis	108
Sarah J. Fleet	Brooklyn	118
Elinor Kavanagh	Springhaven	115
Marjorie C. Smith	Forest Glen	112
Rosie Collins Black	Argyle	73
Joseph J. Gavel	Bell Neck	137
Charlotte Ricker	Argyle Head	129

Mary Balcom	Marshalltown	99
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I (c) High Inland.

Maria J. G. Purney	Bloomfield	275
Mabel Patten	Wellington	85
Edith M. Waite	E. Kemptville	77

Nina Belle Hutchison	Southville	41
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REGION II.

LUNENBURG, QUEENS AND SHELBURNE.

II (a) Coast.

Ella West	2nd Peninsula	80
Flora Inglis	Black Rocks	108
Harvey Eisenhauer	Feltzen South	106
Beulah Eisenhauer	Bell's Island	67
Margaret Dickson	Broad Cove	78

A. E. Hyson	Blandford	105
Flora Shatford	Mill Cove	135
Adelaide Hiitz	Pine Plain	81
Muriel G. Manthorne	Western Head	136
Blanche J. Freeman	Beach Meadow	116
Flora E. Feindel	Eagle Head	79
Theresa I. Feindel	West Berlin	78
Mary Clements	Port Medway	115
Bertha I. Hirtle	E. Pt. Medway	12
Grace M. Thompson	P. M'ton Isld.	79
Alice Firth	White Point	96
Grace Corkum	Dock Cove	81
Matilda Hagan	Sum'rv'lle.	146
D. W. Smith	E. P. Herbert.	89
S. B. Jones	Sable River	89
Gladys Pearl Chivers	W. Mid. Sable	109
Ada G. Doane	West Head	71
Janie R. Allen	Shelburne	63
Ora Perry	N. E. Harbor	60
Berlina Perry	McNutt's Isld.	52
Avis Reynolds	Cape Negro	77
Pearle McK. Black	Baccaro	78
Edith Doane	Hibbard Brook	78
Bessie Sutherland	Doctor's Cove	60
Nellie B. Freeman	Shag Harbor	111
Muriel Atkinson	Bear Point	31
Ina Knowles	Newelton	26

II (b) Low Inland.

Effie Robena Munroe	E. Sable River	135
Jennie A. Hogg	Lower Ohio	108
Gertrude A. MacKay	Middle Ohio	99
Gladys Dorrie	Birchtown	87
Annie Belle Bethune	Middle Clyde	106

II (c) High Inland.

Bessie Mader	Fauxbourg	166
Sadie Oickle	L'r Cornwall	66
Bessie Zwicker	Up. N. Cornwall	110
Annie Spidell	Newburn	76
Isabel Chesley	Stanbourne	71
Marion Greenlaw	S'th Rosedale	71
Elvida Charlton	Meisner's	98
Lallie Smeltzer	North River	141
Annie Johnson	Cooksville	124
Blanche Brooks	Maitland	118
C. W. Veinot	Sweetland	82
Nina Durland	L. Northfield	88
Jessen Hirtle	Branch Laha ve	70
Jessie Chesley	Up'r Branch	84

Adelaide Mulock	Penny's	92
Minnie Bell	New Cum'b'rd	121
Josie Glawson	Crousetown	120
Lavinia Hebb	Conquerall M.	74
Agnes Wynot	Fancy's	160
Alfaretta McLannan	Baker Set'nt	150
Florence Hebb	Newcombville	82
Bessie Keddy	Up. Chelsea	81
Cynthia Crouse	Chelsea	112
Bernice Deal	Lapland	133
Edna Tufts	Nineveh	94
Mary Bowers	W. Cornwall	222
Emma Strum	Lewiston	117
Mildred Burgoyne	Aldersville	36
Ida Wambolt	Chester Grant	119
Lily Veinot	MicMac Mines	103
Debbie Webber	Union	126

III. (b).

Roy I Balcom	Clarence East.	70
Annie G. Longley	Inglewood	49
Vivian A. Annis	N. Williamston	66
A. Josephine Berteaux	Moschelle	99
Irene C. Balcom	Up. Clements	96
Hattie L. Bishop	Dempsey Cor.	39
Bessie M. Annis	St. Mary's	138
Minnie M. Lee	Bloomfield	99
Edith May Pentz	Aylesford	110

III. (c)

R. K. Foote	Welsford	117
Susie M. Margeson	S. Berwick	97
Mabel Robinson	Lower Pereaux	116
Ethel Maud Hilsley	Avonport	114

III. (d)

Margaret Stevenson	Mt. Hanley	89
Ethel L. Wright	Harborville	140
Hattie B. Dorey	Aylesford Mt.	84

Maud Freeman	N. Br'k'ld M's	79
Susie Kenpton	Kempt	105
Katherine McGinty	W. Caledonia	100
Margaret Croft	Devonshire	65
Harriet Devine	C. Caledonia	110
Grace D. Freeman	Caledonia	144
Jessie E. Freeman	S. Brookfield	133
Lina Maud Mott	Hibernia	92
Rebecca Ramey	Greenfield	161
Ruth Holmes Hanley	LaBelle	131
Georgina M. Crouse	Buckfield	84
E. L. Doane	Allendale	26
Emily Roper Harriss	Upper Ohio	119

REGION III.

ANNAPOLIS AND KINGS COUNTIES.

III. (a) Coast.

Odessa Craven	E. Torbrook	68
Amy Ethel Barteaux	Durling's Lake	93
Linda Rowler	Inglesville	46
Alma F. Harrison	Albany Cross	92
Leon Nichols	Dalhousie E.	106
J. Howard Jefferson	Cherryfield	172
Florence L. Ruggles	Greenland	80
E. R. Wotton	Clementsvalle	82
Flora R. Dondale	Wright	64
Vernon E. Browne	Victory	105
Etta M. Gehue	Springhill	45

Sophia F. Keddy	Lakeview	53
Maud L. Brison	Lake Mills	99
Lucia M. Parker	Prospect	143
Edith Woodman	Rockland	126
Mrs. Daisy Fraser	Hants Border	73
Mildred Oneta Frances	West Brooklyn	76
Margaret O. West	S. Waterville	113

REGION IV.

HANTS AND SOUTH COLCHESTER.

IV. (a) Coast.

V. Pearl McCabe	L'r. Selmah	109
Jennie Moore	East Noel	91
Maude A. M. Brennan	Summerville	125
Aveline Faulkner	Lower Onslow	66
Ruth McCurdy	Old Barns	36
Anna M. Putnam	Clifton	79
Hattie N. Archibald	Princeport	50

IV. (b) Low Inland.

Willetta J. Bower	New Dublin	143
Annie E. Bradley	Urbania	57
Rachel A. Lawrence	Fal'th Village	169
Eliza P. Brison	McKay	61
Alice A. Harvey	Union Corner	64
Eva M. Smith	Mills	146

Ida Barbara Gunn...	Crowe's Mills..	91
Adelaide Lynds....	McCallum S't't	107
Marion A. MacKay..	Nuttby.....	81
Mattie Terry Harris..	South Branch..	152
D. A. Creelman.....	Up. Pictou R'd	42
Jessie May MacDonald	Hilden.....	117
Janie L. O'Brien.....	Riverside.....	157
Ethel Tully.....	W. St And'ws.	126
Emma J. Hawkins....	Lanesville....	143
Blanche Archibald...	S'th Branch...	119
Ina Louise Smith....	Meadowvale..	114
Sadie J. Spares.....	Pembroke....	80
Margaret Smith.....	Otter Brook...	195
J. Blanche Boyd.....	Smithfield....	87

IV. (c) High Inland.

Lena B. Campbell....	Rawdon C'reh	101
Annie M. Nelson....	Five Mile R'vr.	83
Miles Angus O'Brien.	Georgefield...	93
Jennie P. Sim.....	Gore.....	153
Evelyn Levy.....	Waterville....	56
Ida L. Smith.....	W. Br. Fal'mth.	103

Gertrude Barnhill....	Alton.....	140
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REGION V.

HALIFAX AND GUYSBORO COUNTIES.

V. (a) Coast.

Emma B. Julien....	E. Petpeswick	126
Gladys E. Palmer....	L. Ship Har'r.	71
Nellie F. Crocker...	Spry Bay, Hen	99
Ethel M. Henry....	Harrigan Cove	85
Marg't B. Hartling..	Ecum SecumW	63
Flora May Bruhm...	Ingram River.	120
Elsie M. Dauphinee.	St. James....	114
Florence Hume.....	Albert.....	100
Mamie Butler.....	Hackett's Cove	304
Gladys Jewers.....	W. Petpeswick	139
Ethel Corkum.....	S'th Dartm'th	149
May E. Horne.....	Oakfield....	102
Mildred Gallagher..	Cole Harbor..	90
Lillian B. Crooks...	Mid. Porter'sL	75
Florence E. Gaetz...	Seaforth....	68
Ada Shaffelburg...	Lr. E. Chezzek	106
Amanda N. Harpell..	Ostrea Lake..	42

A. G. Ross.....	Riverside.....	67
Jennetta May Grant..	Half Is. Cove	102
Katie A. Boyle.....	Lr. Wh. Hav'n	50
R. E. Inglis.....	Pirate Harb'r.	109
Muriel J. Barss....	Steep Creek..	118
Maude E. Ashton....	Fish'm'ns Hr.	38
A. McPherson.....	Charlo's Cove.	42
Martha Hewitt.....	Port Hilford..	109
John A. Cameron....	Chegoggon...	169
Nettie J. Hartling..	Spanish Sh.B'y	109

V. (b) Low Inland.

Alwilda M. Parlee...	Lochaber.....	70
Emma Mosher.....	Lewiston.....	31
Ida May Yeadon....	Spryfield....	126
Bessie R. Ogilvie...	Porter's Lake.	119
Sadie Schultz.....	S. Beav'r B'nk	111
Edna Grant.....	Dutch Settle't	111
Marg't E. Auld.....	Lamdell's....	129
Phebe A. Ogilvie...	Lake Egmont..	51
Eva Teresa Farnell..	Sibley.....	134
Jamesina Moore....	Sedgwick....	164
Matilda Higgins....	Deane.....	134
Ruth Ferguson.....	E. Roman Vall	183
E. Laura Suttis....	Still Water...	149
Georgena C. Jenkins.	Glenelg.....	80

V. (c) High Inland.

Rosie Fraser.....	Smithfield....	128
Gertrude B. Kirk....	Cameron S't't	164
Alex. D. Archibald..	Aspen.....	144

REGION VI A.

COBEQUID SLOPE.

VI. A (a) Coast.

Caroline S. Dench..	Black Rock...	81
Winifred Jenks....	Diligent River	75
Alice E. Graham....	L'r. Economy..	95
Elva Pearl Soley....	Masstown....	187

(a and b).

Adelia M. Clarke....	Moose River...	100
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VI A. (b) Low Inland.

Nettie D. Regan et al	Cross Roads..	104
Maud Cottle.....	Lynn.....	84
Susie R. Collins....	Montrose....	83
Annie M. Langille..	Lornevale....	52
Gertie Withrow....	DeBert Station	54

(b and c).

Gertrude Beebe....	New Prospect..	132
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VI A. (c) High Inlands.

Ruth A. Gamble....	Castlereagh...	168
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J. Violet Craig	Lon'derry Sta.	74
Anna Erna Hamilton	Hardwood Hl.	119
Christine Macdonald	Fraserville	104
S. Anna Grant	Rushton's	114

REGION VI B.

CHIGNECTO SLOPE.

VI B. (a) Coast.

Bessie LaReta Bent	Amherst P't	78
Kath. P. McLaughlin	Two Rivers	89
Alice L. Thompson	Sand River	79
Minnie C. Canning	W. Apple R'vr	75

VI B. (b) Low Inland.

Jean E. Craig	Warren	53
Lottie L. Sproule	W. Leicester	49
Helen L. Atkinson	Ft. Lawrence	95
F. Ethel Gibson	South Athol	75
Annie Mitchell	Truemanville	96
Jessie M. Graham	Harrison Sett.	141

VI B. (c) High Inland.

M. E. Woodland	Leamington	147
Jessie Katherine Kirk	Spring H. Jun.	114
Nellie McLaughlin	Mapleton	112
Mamie B. Nuttall	New Salem	118

REGION VII.

NORTHUMBERLAND STRAITS SLOPE.

VII. (a) Coast.

Sarah A. Purdy	Malagash Pt.	97
Eliza G. Charman	Wallace	249
Ethel J. McIvor	Lr. Gulf Shore	115
Pamela M. MacLean	Up. Gulf Shore	73
Edna M. Stiles	West Pugwash	128
Lillian M. Burns	Port Howe	49
Alda C. Baird	Northport	108
Isabella MacDonald	Lorneville	121

Lottie Mattatall	Tarbet	114
Jean M. Craig	French River	130
Mamie Ann Gunn	Point Brule	144

Janie Maxwell	Seafoam	99
Ada K. MacKinnon	Pictou L'ding.	104
Mabel MacLeod	Three Brooks	79
L. T. Titus	Trenton	99
Charlotte McKenzie	King's Head	108
Mary M. Cameron	Sutherlands R.	134

Dolena MacDonald	W. Merigo'sh.	62
Isabel McGlashen	Merigomish	50
Neil Arch'd MacLean	Big Island	67

VII. (b) Low Inland.

Fannie Slade	E. Wentworth	94
E. L. McDonald	Wallace Bay	77
Margaret Chapman	N. Middleboro	130
Almira Slade	Pugwash Junc.	77
Margaret Robertson	Eel Creek	98
Etta W. Grant	S. Pugwash	112
Marjorie VanBusk'k.	Pugwash R., E/	113
Janie McEachern	Pugwash R. W/	104
Agnes L. Purdy	Henderson Set.	37
Agnes M. Miller	Conn's Mills	86
Florence L. Tuttle	Wentworth	105
Elva M. Dixon	S. Victoria	139
Mary Patton	Roslin	132
Hattie E. Woodland	Linden	123
Jessie Helen Shipley	Lake Killarney	86
Annie M. Robertson	L. Shinimicas	143
Mary Terrie	Little River	76
Evelyn Gordon	Clifton	74
Winnifred Dickson	S. Valley Rd.	126
Ermina G. Landells	River Philip	108
Ardessi May Mills	Wyvern	127
Georgane Macleod	N. Greenville	87
Maude M. Harrison	Shinimicas Bg.	121

Florence B. Dwyer	Waugh's	67
Susan W. Langille	Middleton	81
Carrie M. Drysdale	Murphy's	154
Janet R. Drysdale	Oliver	143
Clare Beatrice Nelson	Truro Road	119
Olive E. Cameron	Denmark	83

Mabel Tattrie	Poplar Hill	103
Lillian Johnson	Hodson	123
Georg'na Sutherland	Welsford	160
Christena MacKay	W. Br. R. John.	165
Margaret A. Munro	Plainfield	79
Elizabeth Murray	Meadowville	69
Martha Stewart	Durham	71
Mina E. Sutherland	Sundridge	119
Ellen E. McBain	Lr. Scotch Hill	109
Annie F. Jackson	McLellan's Br.	147
Marianne Chisholm	Pine Tree	194
Bessie M. Bruce	Wentworth G't	146

Margaret J. Macdonald	Glassburn	61
Bessie McNaughton	Up. Glen Rd.	151

VII. (c) High Inland.

Jennie Bell Cameron	Lr. Greenville	106
Lottie Lav'a Shipley	Mt. Pleasant	159
Gladys Irene Locke	West'ch'r Va'y	109
Agnes M. Fulton	Greenv'le Sta.	81
Gladys Strophe	Rodney	67
Mary Ella Dwyer	Westchester	87
Jennie Thompson	Mielvale	105

Margaret McNeill	Byers	127	Dan A. Macadam	Meadows	91
Eliz'th MacLanders	Conkey's	130	Katherine J. Ross	M'vie Boul'r'e	76
			D. J. Currie	Up. Gr. Mira	63
			Rose A. Gillis	Grand Mira	72
			Jessie McGillivray	Lewis Bay	80
			Eurella Fulton	Portage	96
Warren Ful'rtn Clarke	Millsville	159			
George H. MacKay	Brookland	124	VIII. (c) High Inland.		
Annie C. Crockett	Riverton	70			
Ada S. MacDonald	Hopewell	335			
Isabel J. MacLeod	Moose River	126			
Letitia Ann Fraser	Rocky M'tain	99			
Mary Ann Gunn	E. R. S. Marys	69	A. B. B. McKillop	L'Archeveque	96
Ethel M. Allan	Kirkmount	169			
Edith Robertson	Churchville	72			
Zella B. Wilson	Avondale	98			
A. M. Rector	Marshy Hope	86	Annie Fife	N. Dominion	68
May Boutillier	Smithfield	84	Martha Alma Sullivan	Big Ridge	73
Jean Ballantyne	Marsh	107	Michael D. Currie	French Road	147
Katherine Grant	French River	105	Jessie Ann Morrison	Loch L'm'd N.	60
Ida J. Fraser	East Branch	82			
W. Irene Thompson	Mieklefield	118	REGIONS IX AND X.		
Margaret J. Marshall	Roeklin	110	INVERNESS AND VICTORIA.		
M. M. Ross	Black Brook	82			

REGION VIII.
RICHMOND AND CAPE BRETON COUNTIES

VIII. (a) Coast.

H. G. Douglas	Pt. Malcolm	129			
Marg'rt Macneil	L'Ardoise	59			
Helena Beatrice Burke	Lingan	5			
Katie J. McNeil	Mitchell	87			
Daisy Mattatall	Homeville	72			
M. Teresa Arsenaault	Alder Point	64			
Margaret Ann Coady	Lg. P'sld Main	128			
Edith I Fox	Grove's Point	64			
Annie Kerr	Big Lorraine	41			
Leo J. LeBlanc	East Bay	103			
Mary J. McDonald	Brack's Brook	71			
Agnes McLellan	Big Pond	83			
Edgar Young	N. S'de E. Bay	119			
Teresa McPhee	Big Beach	45			
Annie R. McPhee	Shenacadie	25			
Sutter C. Vance	Beaver Cove	77			
Sara Buckles	Barrachois Hr.	97			

VIII. (b) Low Inland.

Mary C. MacDonald	Birch Grove	68			
Mary S. Baillie	Hillside Mira	89			
Pr. MacDonald et al	Caribou Marsh	88			
Annie Gunn	Marion B'dge	78			

Mary Agnes Melsaac	Low Point	55
Sara M. M. Fayden	Big Hr. Island	52
Florence Mattatall	W. Ingonish	87
Jessie A. McIntosh	Big Bras d'Or	47
Emma C. Robinson	Boulardarie E.	71
John R. Matheson	Boulardarie C.	88

(b) Low Inland.

Helena H. Withrow	Baddeck B'dge	73
Emeline L. McKenzie	W. Mid. R' ver	138
Dan F. McInnis	Up. Middle R.	72
Robert L. Stewart	S. Ingonish	75
W. C. McInnes	Big Intervale	250
Joanna B. Manson	Goose	62

(c) High Inland.

Walter Davis	Up. S'th W'st.	1
Rufus B. O'Brien	Mabou	66
Agnes McRae	Big Brook	93

SENECIO JACOBÆA.

About a score of the schedules make reference to the presence of *Senecio Jacobæa*. At Pine Tree, Pictou County 38000 stalks were pulled up by pupils of the school. At Hopewell it was found first in flower 27th of June. At Sibley, Halifax County, it was reported blooming on the 10th of June, in new fields. It is reported at the following other points in Pictou County, where it is being neglected, or sometimes cut when in flower:—Scotch Hill East, Meadowville, Meiklefield, East River St. Mary's. In Colchester it is reported at Crowe's Mills along the railroad; in Cumberland at East Wentworth; in Antigonish at Glen Alpin; in South Inverness at Upper South West near Judique; and in Victoria at West Middle River. It is mentioned as not being found at Point Brule in Colchester; at Greenville in Cumberland; at Big Intervale at Victoria; and at Cape Negro in Shelburne. The references are too few to test the accuracy of these reports, and to indicate the actual range of the species. It has, however, very probably insinuated itself into every quarter of the province in straggling, inoculating lines, from which it may soon appear everywhere with the violence of a plague. New Glasgow appears to be the only centre from which a vigorous and intelligent movement is being made to exterminate the weed. But the blind, sheeplike unconcern, of the fools surrounding, who are waiting until the stray invader becomes a countless host, filling every corner, is an awful illustration of the value of human reason.

VERY HIGH COMPLIMENTS.

Those interested in this phenological work will be pleased to learn, that last spring in a treatise on Agricultural education in the public schools of America, published by the Bureau of Education of the United States at Washington, the Nova Scotian system is described and very highly praised; and in the Appendix our Schedule with its directions are reprinted and recommended to the schools of the United States.

This fall the English Board of Education in London issued "for official use" *Educational Pamphlet No. 13*, on "The Problem of Rural Schools and Teachers in North America" in which Nova Scotia receives perhaps more notice than any other state or province on the continent. In the Appendix are also reprinted (1) the schedule of Local "Nature Observations," and the heading of the Phenological tables; (2) the regulations for the Rural School Libraries of Nova Scotia; and (3) the Macdonald Consolidated Schools—10 or 12 pages out of 32 in the Appendix referring to work in this province. A large part of this pamphlet was published in a series of articles in the London Times.

Agricultural Education, Bulletin No. 368, a very able document of 148 pages, is by Dr. James Ralph Jewell. The English pamphlet is by one of the ablest educationists in England, Miss Ethel Spalding of a Teachers' Training College in London, who visited America for the purpose.

PASSED BY HOUSE OF COMMONS, 1908.

AN ACT

to Restrain the Use of Tobacco by Young Persons.

HIS MAJESTY, by and with the advice and consent of the Senate and House of Commons of Canada, enacts as follows:—

Penalty on furnishing tobacco to young persons.

1. Every one is guilty of an offence and liable on summary conviction in the case of a first offence to a penalty not exceeding ten dollars, and in the case of a second offence to a penalty not exceeding twenty-five dollars, and in the case of a third or subsequent offence to a penalty not exceeding one hundred dollars, who, directly or indirectly, sells or gives or furnishes to a person under the age of sixteen years any cigarettes or cigarette papers, whether for his own use or not, or sells or gives or furnishes to such a person tobacco, in any form other than cigarettes, which tobacco he knows or has reason to believe is for the use of that person.

Forfeiture of tobacco.

2. It shall be the duty of any constable or person having the powers of a constable, or person authorized so to do by any by-law in that behalf made by any authority or person having power to make such by-law, to seize any cigarettes, cigarette papers or tobacco in any form other than cigarettes in the possession of any person apparently under the age of sixteen years whom he finds smoking or chewing tobacco or about to smoke or chew tobacco in any street or public place.

Penalty on juvenile smoking.

3. Every one is guilty of an offence and liable on summary conviction in the case of a first offence to be reprimanded, in the case of a second offence to a penalty not exceeding one dollar, and in the case of a third or subsequent offence to a penalty not exceeding four dollars, who, being under the age of sixteen years, smokes or chews tobacco in a street or public place, or purchases or has in his possession, whether for his own use or not, any cigarettes or cigarette paper, or purchases or has in his possession for his own use tobacco in any form other than cigarettes, and it shall be the duty of the Justice to examine, upon oath or affirmation, all persons brought before him who are found guilty of violation of this section, as to where or from whom such persons purchased or

obtained the cigarettes or cigarette paper or tobacco found in his possession and the refusal to give such information to the satisfaction of the Justice shall be deemed a contempt of Court.

4.—1. If, on complaint to a justice, it is established to his satisfaction that an automatic machine, for the sale of cigarettes, cigars or tobacco in any form, kept on any premises, is being used by persons under the age of sixteen years, the justice may order the person on whose premises the machine is kept to take such precautions to prevent its being so used as are specified in the order, or, if necessary, to remove the machine within any specified time.

Provisions as to automatic machines for the sale of Tobacco.

2. Every person is guilty of an offence and liable on summary conviction to a penalty not exceeding twenty-five dollars, and to a further penalty not exceeding five dollars for each day during which the offence continues, who refuses, fails or neglects to carry out the directions of any such order.

3. Any person upon whose premises there is any such machine may himself or by his agent seize any cigarettes, cigars or tobacco obtained from such machine and in the possession of any person apparently under the age of sixteen years using such machine or smoking or about to smoke such cigarettes, cigars or tobacco.

5. The provisions of this Act, other than those which make it an offence for a person under the age of sixteen years to smoke or use cigarettes or cigarette papers, or tobacco in any form, shall not apply to any case where the minor is employed for the purposes of his business, by a dealer in tobacco, either wholesale or retail.

Exemption as to young persons employed in trade.

6. For the purposes of this Act the word "cigarette" includes any small cigar made of tobacco rolled up in paper, tobacco leaf or any other material.

Meaning of cigarette.

7. For the purposes of this Act any person who appears to the justice dealing with an information or complaint hereunder to be under that age unless it is shown by evidence that he is in fact over that age, and the provisions of section 984 of *The Criminal Code* shall apply to offences under this section.

Presumption as to age.

GRADE A, PHYSICAL AND MILITARY DRILL CERTIFICATES.

The following, after attending six or seven weeks at the Military School, opened on the 14th of July at Halifax, have been awarded, through the Military Department at Ottawa, Grade A Certificates of Military Instruction, and are therefore qualified to instruct cadet companies in the public schools.

No. 15403	J. E. Barteaux, M. A., Principal, Academy, Truro.
No. 4	J. Logan Trask, Principal, Public School, Yarmouth.
No. 5	W. K. Tibert, Principal, Public School, Londonderry.
No. 6	Charles E. Reid, Principal, Public School, Advocate.
No. 7	Lenfest Ruggles, Principal, Public School, Bear River.
No. 8	Geo. N. MacKenzie, B. A., Academy, Truro.
No. 9	R. T. Mack, Principal, Public School, Tusket.
No. 15410	Geo. M. Huggins, Principal, Richmond School, Halifax.
No. 1	C. L. Gesner, Principal, Public School, Canning.
No. 2	H. E. England, B. A., Academy, Truro.
No. 3	F. A. Douglas, Normal School, Truro.
No. 4	H. G. Douglas, Principal, Public School, Port Malcolm.
No. 5	O. Von B. Cossitt, Principal, Public School, Maitland.
No. 6	G. D. Blackadar, B. A., Academy, Yarmouth.

GRADE B. PHYSICAL TRAINING CERTIFICATES.

Courses of Physical Drill for teachers in the public schools were offered by the Military Department for three weeks in July and August at the Rural Science School in Truro and the Summer Science School at Sackville, New Brunswick. The following were successful in winning their certificates. The Truro candidates can obtain their certificates from the Education Office, Halifax, on sending in their present addresses. The Sackville candidates may find their certificates at the Education Office, Fredericton, whither they are intimated to have been sent. Owing to a defect in the form of these certificates they are returned for modification. When received they will be sent to the addresses reported.

GRADE B CERTIFICATES AT TRURO.

- 1 W. C. Stapleton, Principal, Dartmouth School.
- 2 W. E. Banks, Bear River.
- 4 Florence Roach, Wellington.
- 5 Gwendolyn Parker, Truro.
- 6 Edith Morgan, Truro.

- 7 Laura Marchant, Principal, Selma Schools.
- 8 Jessie McWilliam, Onslow Schools.
- 9 G. A. McKenzie, Truro.
- 10 Ruth McCurdy, Clifton.
- 11 Ethel Bower, Shelburne.

AT SACKVILLE.

- No. 12 Miss F. A. Crawford, Bridgewater.

The following were awarded a Grade C certificate in Physical Drill, having attended the full course, but not passing the Grade B standard.

AT TRURO

- No. 1. Eva Amirault, Lower Pubnico.
- No. 2. Muriel Amirault, Lower Pubnico.
- No. 3. A. A. Bruce, Truro.
- No. 4. Harriet Bruce, Glace Bay.
- No. 5. Barry H. Burgess, Sheffield Mills.
- No. 6. Nellie Crosby, Cheverie.
- No. 7. Annie Daigle, East Margaree.
- No. 8. Carrie Drysdale, Tatamagouche.
- No. 9. Leo J. LeBlanc, Margaree Forks.
- No. 10. Evelyn Foley, Truro.
- No. 11. Dora McGill, Middleton.
- No. 12. Annie Nelson, Truro.
- No. 13. Elsie Porter, Truro.
- No. 14. Georgie Stevens, Truro.
- No. 15. May Wallace, Shubenacadie.

AT SACKVILLE, N. B.

- No. 16. C. E. Read, Advocate Harbor.
- No. 17. B. McKittrick, Lunenburg.
- No. 18. B. M. Turner, Berwick.
- No. 19. M. M. Manning, Bridgewater.
- No. 20. E. E. Hawkesworth, Bridgewater.
- No. 21. H. C. Robinson, Wolfville.
- No. 22. M. E. Tobin, Bridgewater.
- No. 23. J. McBean, Westville.
- No. 24. E. B. Harrington, Liverpool.
- No. 25. F. E. Blackwood, Halifax.
- No. 26. M. W. McGray, Yarmouth.
- No. 27. J. B. Logan, Shubenacadie.
- No. 28. B. Morton, New Germany.
- No. 29. M. Hewitt, Lunenburg.
- No. 30. G. Settle, Dartmouth.

The Physical Training of all teachers above *third class* henceforward to be passed upon by experts trained for the requirements of the Army. It is going to be maintained at an efficient standard, to judge from the examinations so far.

All licenses above third class, issued after the 31st December, 1908, will require in addition to the usual conditions, the Grade B. certificate of Physical Training, issued from the Militia Headquarters. As these certificates may not be issued promptly until the officers in charge have some experience, it will be provided that during the calendar year 1909, Grade C certificates, or a certificate of attendance at a regular Physical Training class may be accepted in lieu of the regular Grade B "pass" in Physical Training.

Teachers now holding Class A, B or C shall have three years to qualify,—until the 31st December, 1911. Old teachers in schools where other teachers take charge of the physical training of the pupils, may be specially exempted on the recommendation of the Inspector.

The Militia Department will provide instructors at the following centres, provided a class of at least about twenty arranged for a course of instruction:—Halifax, Sydney, Truro, Yarmouth and possibly at Pictou, New Glasgow and Antigonish.

VACATION PHYSICAL TRAINING SCHOOL AT TRURO

The most convenient and economical course for teachers would be to take the Physical Training classes in Truro during the vacation session of the Rural Science School. They can then take other courses free in addition to the physical training, and their actual necessary travelling expenses to and from Truro will be paid by the government. This virtually brings the Physical Training Course to the door of the most distant communities in the Province. The day may soon come when this training may be given in all our better schools. But it is absolutely impossible to do so now. It would be a farce to try it; for even the specially expert trainers of the Provincial Normal School could not come up to the thorough standard set by the Militia Department.

THE GRADE A CERTIFICATE.

This is not imperative on any teacher. It can be obtained only by a severe course of at least six weeks in a Military School. For teachers a course is arranged at Halifax in July and August, and will be practically a course for a lieutenantcy in the Militia.

It will, of course, cover the B certificate. Those taking this course will receive the transportation, pay and training of lieutenants attending a military school.

Those who are successful will be qualified to drill cadet companies in schools; and if they are members of the local militia force, and satisfy the inspecting officers with their work according to the conditions demanded by the Militia Department, they will be entitled to a military grant not exceeding \$100.

SCHOOL SANITATION.

As the teacher has henceforward to be capable of giving proper physical training in school, it follows that to secure the health of the pupils, due precautions must also be taken to prevent defective heating and ventilation, poisoning by school room dust, impure water, or exposure to infection from spitting, filth, or disease. In past JOURNALS, detailed directions issued or approved by the public health authorities were published. The teacher must be for ever watchful, and promptly call in the aid of the trustees when necessary, to preserve the health and promote the physical and moral development of his pupils, as well as their intellectual growth. If reasonable attention is not given to each and all of these points, the Inspector should report teacher or trustees for consideration under Sections 106, 107, 108 and 109 of the Education Act—for the cutting down of the public grants otherwise due. [See instructions, pages 177 to 181, October Journal of Education, 1905.]

MEDICAL AND DENTAL EXAMINATION OF PUPILS.

In Chapter 38 of the Statutes of 1907, authority is given to school Trustees to have the school children examined medically.

In Halifax Drs. Cunningham and Woodbury have been appointed for the general medical examination, about 4,000 pupils for each. One of those doctors last year visited England, Germany and Austria to note how the work was being done there. It has already been demonstrated to be one of the most useful services for which the city pays. The dentists are in the meantime making free examinations of the teeth. Their advice will save hundreds of pupils from the destruction of teeth and of health beyond repair. When the dentist does work, himself as well as the patient will be

good if the teeth are sound enough to benefit for years from repairs. Towns and even rural school sections would do incalculable good at a small expense, if they arranged for the medical and dental examination of pupils every spring and fall. Lives would be saved, and many wrecked physical systems prevented in the future.

LORD ROBERT'S TROPHY.

FOR RIFLE SHOOTING BY SCHOOL CADETS.

To be competed for annually by representative teams of schoolboys of the Empire, not over 16 years of age, on the 1st July in the year of the match. For regulations, etc., write the *Hon. Secretary, R. J. E. Hanson, M. A., R. N. V. R., Schoolboys' Head quarters.*

Bisley,

Surrey, England.

A NELSON VICTORY SHIELD,

containing some of the copper from the old famous battleship "Victory," of Admiral Lord Nelson, to which Lord Strathcona contributed £1,000, to enable them to be offered to schools as prizes, can be obtained through *Mr. Edward W. Matthews, Secretary, Passmore Edwards Sailors' Palace, London E., England.* This institution was originated to aid the British (Canadian) and Foreign Sailors' Society. It is mentioned here because the smallest school can obtain this beautiful burnished Copper shield for no more than one dollar, which will be accepted as a contribution to the Society. Copper charms of "Victory" medal can be had for a quarter.

PUPILS' SCHOOL CORRESPONDENCE.

Teachers who wish to have their pupils linked in correspondence with pupils in other parts of the Empire, can be put in the way of doing so by communicating with

MRS. E. M. ORD MARSHALL, Hon. Secretary "League of the Empire,"
Caxton Hall, Victoria St., Westminster, S. W.,
London, England.

The League of the Empire is the most convenient institution through which to get into touch with other schools for general school correspondence, nature study correspondence, etc., as intimated in previous JOURNALS.

The FEDERAL MAGAZINE is published monthly by the League, and makes a specialty of communication with the schools of all parts of the Empire. The League has been appointed the agent of the Department of Education of Nova Scotia, in London for educational purposes, where it is in touch with the Imperial Educational authorities.



JOURNAL OF EDUCATION.

OCTOBER, 1908.

OFFICIAL NOTICES.

The full number of legal teaching days in the half school year ending 5th February, is 103 ; in the second half year ending 30th June next, 101 days. Total teaching days for the school year is 204.

CALENDAR, 1908-09.

- | | | |
|-------|-----|---|
| 1908. | 31. | Regular opening of Schools. First Quarter began. |
| Aug. | 7. | Labor Day (holiday). |
| Sept. | 2. | Prov. Ed. Association opened at Truro. |
| Sept. | 1. | Provincial Normal School opened. |
| Oct. | 9. | First Monday of second Quarter. |
| Nov. | 9. | (Thanksgiving Day—holiday). |
| Nov. | 19. | Christmas Vacation begins. |
| Dec. | | |
| 1909. | | |
| Jan. | 4. | Public Schools reopen. |
| Jan. | 7. | Normal School reopens. |
| Jan. | | Normal Junior Class (D) completes Course. |
| Feb. | | Intermediate Class (c) admitted to Normal School. |
| Feb. | 5. | First half School year ends. |
| Feb. | 8. | Third Quarter begins. |
| Mar. | 1. | March Annual Meetings of School Sections. |
| Mar. | 3. | Candidate admitted to Normal School under Reg. VII. (c) and VIII. |
| | | Good Friday (holiday). |
| April | 26. | Fourth Quarter begins. |
| May | 7. | Arbor Day. |
| May | 21. | Empire Day. |
| May | 24. | Victoria Day (holiday). |
| June | 28. | Regular Annual Meetings of School Sections. |
| June | 29. | County Academy Entrance Examination begins. |
| June | 30. | Public Schools close for Summer Vacation. |
| July | 1. | Dominion Day. |
| | 15 | |

NOTES AND COMMENTS.

SEMI-ANNUAL ADVANCE OF CLASS OF LICENSE.

The semi-annual payment of Provincial Aid to teachers shall be paid on the basis of the class of license held at the opening of the school each half year.

MID-SUMMER AND WINTER VACATION.

Hereafter the regular midsummer vacation in all schools may be eight weeks. In rural sections, on previous arrangement with the Inspector, this vacation time may be taken wholly or partially in winter. In such cases there may be authorized teaching within the regular midsummer vacation time after the regular close of the schools near the first of July, the returns of which shall be sent in for the half year ending near the first of February following.

SCHOOL LIBRARIES (RURAL).

It should be remembered that notice of the intention to compete for a rural school library grant should be given the Inspector in the regular notice of the opening of the school. If overlooked then it should be given as soon after as possible, for the Inspector should not recommend any grant unless he has had an opportunity to see that the card catalogue, accession book, and accounts, etc, are kept according to regulations.

For the *Five* dollar grant this year, the value of the books must be at least *Forty-five* dollars. Next year it will be *Fifty* dollars, which will remain constant henceforward, as well as the number of issues during the year, which must be at least *one hundred and fifty*.

For the *Ten* dollar grant henceforward, the value of the books must be at least *One Hundred* dollars, and the issues for the year at least *Three Hundred*.

SCHOOL LIBRARIES (SUPERIOR).

Every school in which the teacher is qualified otherwise for a Provincial grant greater than that of Class B (whether Academy, High School or Superior Common School) must have a Library (or access to a library) worth at least *One Hundred* dollars, fulfilling the requirements of regulation 53. This Library should be furnished with a card catalogue and accession books, etc, as required for rural school libraries; but for the present detailed annual reports, and statistics, are not necessary unless called for specially.

NOVA SCOTIAN SCHOOL LIBRARY REGULATIONS.

These regulations published in the JOURNAL OF EDUCATION, October, 1903, pages 152 to 158, were prepared under the advice of Mr. Wm. A. Hepburn, M. A., (Dal.), at one time one of our High School teachers, then a graduate of the Library Department of the University of New York. This State developed an admirable system of rural school libraries. Mr. Hepburn's acquaintance with rural conditions in Nova Scotia, and the administration of the New York system enabled him to suggest an admirably simple and effective form of catalogue and classification which are part of our present regulations. See also April JOURNAL, 1908, Page 48.

So highly do these regulations seem to suit the conditions of public schools everywhere, that the English Board of Education has this year published for official use in "Educational Pamphlet" No. 13, on "The Problem of Rural Schools and Teachers in North America," the whole set of regulations, taking up more space than was given to any rural library system of the rest of America. Our Inspectors can feel justified, therefore, in not "passing" any library where the teacher does not appreciate the necessity of accurately and neatly carrying out the regulations in detail.

WHAT CAN THE TEACHER TEACH?

Under the new regulations school trustees are justified in asking teachers applying for a school, to show (or describe) her scholarship certificate as well as her license. A teacher may not have a knowledge of some subjects desired to be taught in the school. English is now the only imperative subject. A license does not show whether the teacher knows Latin, or Chemistry, or Geography, or even Arithmetic, for instance. Hence the importance of stating when applying for a school, the subjects on which the teacher has passed, so that no misunderstanding may arise later, if desired subjects cannot be taught in the school.

SUMMER VACATION.

The vacation is being gradually lengthened in response to the unanimous voice of the press. It is known that this does not represent even a majority of the people, who are not public writers, and who are constantly complaining that town and city people who have too much leisure on their hands, affect to speak for those whose interests and feelings they do not understand.

Our summer vacation is now double as long as in European countries. Our school term now approximates the minimum term fixed by a state so far south of us as Massachusetts for its high schools.

When fine weather comes on in June, town and city parents and pupils of means begin to think of leaving for the country house or the camp at the sea, lake or brookside. To close the schools in June would suit these people very well.

But in every school in the country and in the great majority of schools in the towns, June is the best time in the year for school attendance. In winter and even in spring and fall when the roads are wet and the air is cold, the boots and shoes of pupils are wet and the feet are often cold. In the schoolroom with primitive means of warming and ventilating, those near the hot stove are too hot, those near the window too cold, and all are breathing impure air so long as the windows have to be kept closed.

In June all can attend school with the maximum conditions of health and of comfort, both on the road and in the school. Berry picking and haymaking commence in July; but up to the end of June the biggest pupils needed for help at home occasionally, are free even from this general distraction. It now appears to be definitely decided that June is one of the best months of the year for attendance at school, even for those in the towns, and especially so for those in the country; and therefore vacation time should not encroach on June.

JULY EXAMINATIONS.

The high school examinations in July are not set for the purpose of grading the high school (see Regulation 68), not even for grading the Academies. In many schools in town and city it appears that something of this kind is being done, and as a consequence pupils who wish to grade are forced to attend the Provincial Examination. This is wrong. No one need attend the Examination except those intending to become teachers. The grading of the school should be done by the teachers on any effective plan approved by their trustees. The grading of the school tends to boast of the number of pupils passed. The school work rather than to be a preparation for the duties of life. And at the same time many weak students subject to the class pressure, and threatened with loss of grading if unsuccessful, are made unhappy if not unhealthy by overwork and anxiety. To minimize this strong competitive tendency, it has been decided that the marks of candidates shall not be published in the JOURNAL.

Teachers are therefore recommended not to press their students to take the Provincial examinations when they are not desirous of preparing for teaching or other professions where the examination certificate may be an advantage. Especially should it be seen that no one so badly conditioned as to be unable to write a couple of papers a day in hot weather, be sent up to examination.

VACATION SCHOOLS.

The longer vacation is henceforward to be utilized for volunteer educational work, and in Nova Scotia it is on the whole the most healthful and pleasant time of the year for certain studies.

Even in the States to the south of us, where the heat generally becomes severe, July and August are utilized, by teachers especially, for study, generally out of doors, or in the shade of College or University buildings with the fresh air passing freely through open doors and windows. The great, and progressive smaller, Universities are now generally at work all the year round, special courses and special teachers being provided for the vacation season. The Chautauquas and other summer schools also draw crowds increasing in the aggregate every year.

But this movement is not confined to the older students. The great majority of school children in towns and cities cannot afford to go to the country in the holidays. They used to pass the sultry season within the heated haunts of the city without any genius to direct their play—and play is a great educational factor for good or for evil.

Taking one example—New York—far south of this latitude. In 1898 the city took over the 10 vacation schools started 2 or 3 years before by the Society for Improving the Condition of the Poor. In July and August of 1901 1000 teachers were employed in these schools and playgrounds. In 1903 there were 1,400 teachers employed. The estimates for 1904 asked for an increase of \$183,000 over the expenditure of 1903. The later statistics are not at hand. But every great city in the union as far as New Orleans in the torrid south have public schools running in July and August for the children remaining in the city; and the kind of instruction as well as the places of instruction are adapted to the season; educational work is done as playwork, or in excursion studies, making the season more of an enjoyment to the pupils than if they were left to themselves and their preoccupied parents. For two years philanthropic individuals have been organizing a few vacation schools in the city of Halifax, but the school board has not yet taken them over as a part of the public school system as New York did in 1898.

HEAT HORROR.

Examination week last July had a few warm days in it. In the city boys and girls were running around, or standing around counters all day, men and women in close offices were busily attending to business as usual, the drays were noisily rattling over the stone paved streets, the firemen at the furnaces driving the street

cars and factories and making the light in every house, were shoveling coal; and all over the country thousands of small boys and girls were filling and lugging home baskets and pails of berries under the unshaded sun, all day long.

At the same time, boys and girls of high school age, were writing answers to some eight questions, protected from the sun by a roof, with open windows flooded with fresh air, and watered floors giving off a pleasant coolness, for only a short two hours in the forenoon and perhaps another two in the afternoon.

Some individuals whose sympathies were entirely absorbed in the real or imaginary distress of only the latter highly favored class, apparently never gave a thought to the difficulty of determining a year or even three months in advance whether examination week is to contain a very warm, a very wet or a very cold day, so as to avoid them in the dates which have necessarily to be fixed in advance. And if the educational authorities had this miraculous prevision, they did not consider any arrangement presumed to suit provincial conditions, except the closing of the schools in the month of June, and the dismissing of 100,000 pupils from school in the best teaching month of the year. Not only is June the school time for the rural regions of Nova Scotia, but it is school time in the whole northern hemisphere around the world, in Europe and in America up to and beyond the tropics.

But some of these advisers were so good as to offer an option. If not in June, why not hold the examination in the Christmas Vacation? Apart altogether from the doubtful popularity of such a celebration of the season, let us consider the temperature probabilities over the province. The critic no doubt was thinking of the pleasure of going out of a steam heated city house into the fresh winter air, stepping into a tram, and entering a well heated and ventilated examination room. But the fifty examination stations throughout the province are not so charmingly pleasant in winter weather. Thousands of candidates might have to plough their way through banks of snow for miles, to reach the examination room, or through a winter rain storm, in a condition unfit to work even were the rooms properly warmed everywhere by the solitary stoves. It would not only be dangerous to health, disastrous to examination success, but often impossible on account of the conditions of travel. Then, July is a free month. It is from every point of view the safest time for examination, as well as the most convenient for all purposes. No one likely to be seriously affected by heat should attend the examination under any circumstances. It is not only not required by the law; but it is not legal for local school boards to enforce such a rule for local gradings. The examination originated for teachers, solely and it is necessary only

teachers. And no one is fit to be admitted to the teaching profession who cannot write two or four hours a day in such weather as we are likely to have in Nova Scotia in the first week of July. The horror of July warmth can be propagated by mental suggestion among neurasthenics, sometimes to an alarming extent. It is therefore in the public interests that such people should betake themselves to a fan instead of to the pen, when they feel the mania coming on.

THE SHORTENING OF THE SCHOOL YEAR.

The shortening of the school year will not be a disadvantage to the rural schools under the new regulations which permit the Christmas vacation to be extended through January and February if desired, the time to be made up in July and August. The regulations allow the most suitable portion of the year for each section to be chosen by the trustees with the consent of the Inspector who should be consulted in any deviation from the regular and usual order.

As the shortening applies to every grade, it will amount to nearly a year in a twelve years course. It is therefore being urged that the old grades IX, X, and XI should be redivided into four grades IX, X, XI and XII, the high school examination to be confined to the last three grades. The new arrangement would then make grades X, XI and XII the equivalent of the scholarship of the old IX, X and XI. If this should be done the present grade XII might be reduced somewhat. The Carnegie Foundation in America recognises as Universities, only those whose matriculation involves a *four* years high school course after an *eight* years Elementary Course. Grade XII would then correspond to the old B, slightly advanced and become the college matriculation standard.

OVERLAPPING UNECONOMICAL.

At present some high schools and academies are doing in grade XII what our numerous colleges are doing in their first year; and in these and hundreds of other schools teachers give professional instruction for the M. P. Q. teachers' examination. It is the growing opinion in this province, and it has long been the settled policy of advanced educational countries, that the public schools should not be playing at Normal School work, nor the high schools at university work. It will be better for each to attend to its own grade of work, and to do that work thoroughly.

We are now articulating the Provincial Technical College with the Colleges and with the high school system. Grade XI of the latter, for instance, has not enough mathematics for the technical matriculation, and therefore not enough for the Colleges affi-

liated with it, since the Advisory Board reduced the prescription. This reduction means that the Advisory Board thought no more could be well done in the time. We therefore look naturally to grade XII which contains more mathematics than necessary at present for the matriculation standard, as possibly becoming by a slight reduction the future regular matriculation standard from which a student's work would be regarded as of university grade.

A difficulty here is, that it would not be right under these circumstances to value the grade XII scholarship certificate as worth more than the old grade XI for a basis of the provincial grant to teachers. It would be somewhat higher undoubtedly. It would mean at least a little more maturity and thoroughness; but under any circumstances the standard should rise instead of fall for any fixed grant.

Teachers are not required by law to give minimum professional qualification in the schools. That should be distinctly understood. Such instruction is Normal School work, not public school work.

In like manner, the principles of economy teach us that high school work should not overlap University work; and conversely the Universities should not be systematically doing high school work. If they do, the line of distinction must be kept clear from the moment the Education Department has to recognise University work. These notes and comments are made to call the attention of all interested to the trend of opinion brought to the attention of the Education Department, and the views of the public interested will be gladly heard and considered.

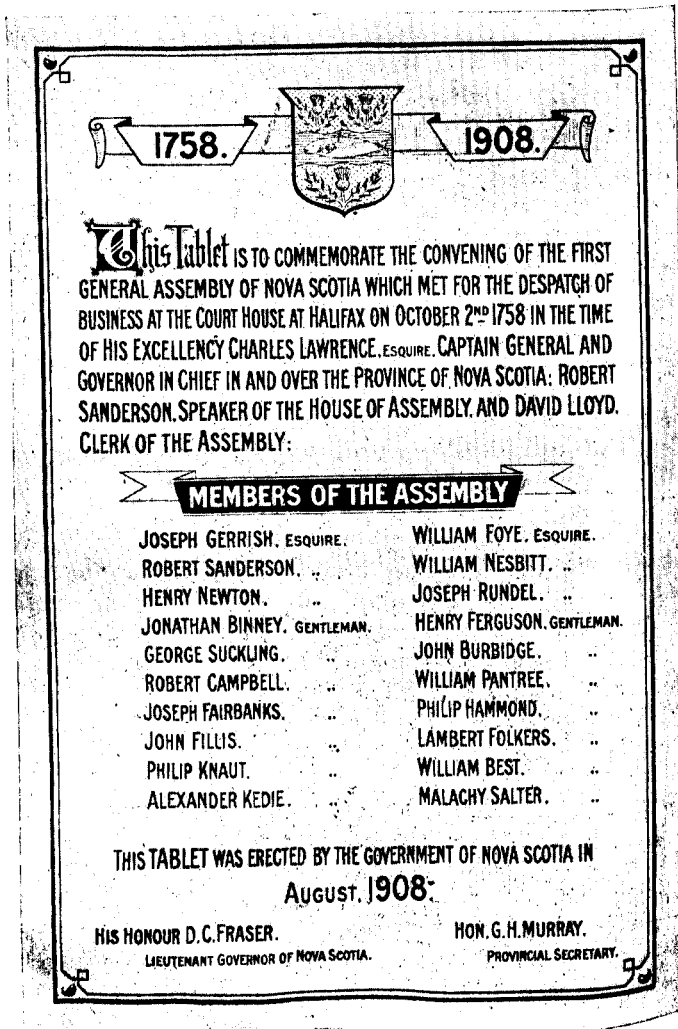
EXAMINATION QUESTIONS.

It is a very injurious notion, if prevalent in our high schools that examination questions are to be taken out of the texts recommended in such subjects as Arithmetic and Algebra, for instance. It has the effect of stimulating the solution of every question; but it does not prepare the student for the application of the principles mastered to the business of life. What is the use of knowing how to sum an arithmetical or geometrical progression, if a pupil has been taught so mechanically that he does not know what kind of progression he is dealing with or whether the problem is a progressional at all? The correspondence elicited by two or three typographical errors in the printing of a thousand questions, revealed the fact that many teachers are so absorbed in the anxiety to "pass" their pupils, that "passing" and not education for their life duties fills the atmosphere of the school room. The better way to prepare for examination, is to train the pupil to feel that everything taught in the school room is for use—every principle is for practical

application. What is the use of knowing how to solve a quadratic equation, if the pupil does not know when an equation is quadratic? When one gets a problem to solve in business, there is no mentor supposed to be at hand to say, this is a question to be worked under such or such a rule. The man must be able to know what rule will apply. The boy who could not figure out how much $6\frac{1}{2}$ yards would cost at $7\frac{1}{2}$ cents a yard, because the question wasn't in his book, is a type of the book teaching complained of. Just like the objection to a question in grade XI Practical Mathematics because it wasn't in the text, although it was so simple that it made a fair question on the mechanical drawing of grade IX.

At the Provincial Examination it should be understood that no questions should be taken formally out of the book, except as to the facts of geography and history, propositions of Euclid and the like. The questions should in every case possible be new questions but fair tests of the principles which the student is expected to master. The pressure of work in the Department has contributed to the custom of giving questions from the texts, as it is comparatively easy to select from the text. The selection of questions from other texts, and the construction of original questions require time to demonstrate their fairness. But arrangements must be made to give more of such questions in the future.

Thanks are tendered to all who communicated their observations directly to the Education Office. But as all questions are first worked out by the examiners on the same printed papers, any irregularity will be fully known before any papers are marked, and candidates receive such consideration for any accidental difficulty as any one could fairly desire. Examiners desire to see candidates pass, and anything which can be placed to their credit on any fair principle is always done. However, it is often very useful to have attention directed to even slight errors in the *JOURNAL* or in examination papers; for in the pressure of work, and the haste with which printing has to be done when it can be done, errors might be overlooked. All questions or criticisms sent to the Superintendent are therefore welcome. And even when not necessary they are welcome as indicating a friendly desire to aid the department.



THE FIRST PERMANENT PARLIAMENT OF THE BRITISH DOMINIONS BEYOND THE SEAS.

At the old Province Building in Halifax, on the 19th of August last, His Honor the Lieutenant-Governor of Nova Scotia, before a large assemblage of citizens and representatives from the other Provinces of the Dominion, unveiled a brass tablet of the origin of Parliamentary Government in the Province, a century and a half ago.

"The recent Tercentenary celebration at Quebec, with its exceedingly interesting pageants, has carried our minds back to the

time of Champlain, and the first settlements on the shores of the St. Lawrence, from 1608 to 1759. It is well that we should have the historical associations of those early days revived, and be impressed with the events portrayed with such excellent unity of spirit, sympathetic good taste, and genuine patriotism, that all Canadians of whatever origin should now feel a new pride in the history of French Canada as a most important part of the early history of their own land."

The following statement of facts goes far to show that while historic Quebec has undoubted claims to be regarded as the birthplace of Canada, the great Motherland has placed Nova Scotia in a position to be regarded as the cradle of the Empire and Halifax as its constitutional birthplace.

ELECTIVE LEGISLATURES AND THE DATE OF THE FIRST ASSEMBLY IN EACH CASE.

	DATE	MEMBERS.
Nova Scotia	on Oct. 2, 1758	at Halifax 19
Prince Edward Island	July 7, 1773	" Charlottetown.
New Brunswick	Jan. 3, 1786	" St. John 26
Upper Canada	Sep. 18, 1792	" Niagara 16
Lower Canada	Dec. 17, 1792	" Quebec 50
Newfoundland	Jan. 1, 1833	" St. John's 15
Up. and Lr. Canada	June 14, 1841	" Kingston 84
" " "	Nov. 2, 1844	" Montreal 84
" " "	May 14, 1850	" Toronto 84
" " "	Aug. 29, 1852	" Quebec 84
Cape Colony	May 1, 1853	" Cape Town
New Zealand	May 27, 1854	" Auckland
N. S. Wales	1855	" Sydney
Victoria	1855	" Melbourne
Tasmania	1856	" Hobart
South Australia	1856	" Adelaide
Queensland	1859	" Brisbane
Up. and Lr. Canada	June 8, 1866	" Ottawa 84
Prov. of Quebec	Sep. 24, 1867	" Quebec 65
Dominion of Canada	Nov. 6, 1867	" Ottawa 181
" Ontario	Dec. 27, 1867	" Toronto 81
" Nova Scotia	Jan. 30, 1868	" Halifax 38
" N. Brunswick	Feb. 13, 1868	" Fredericton 41
" Manitoba	Mar. 15, 1871	" Winnipeg 28
" B. Columbia	Feb. 16, 1872	" Victoria 25
" P. E. Island	Mar. 5, 1874	" Charlottetown 31
West Australia	1890	" Perth
Natal	1893	" P'trm'tzburg 43

Com'nw'lth Australia	May	9, 1901	" Melbourne
Prov. of Alberta	Mar.	15, 1906	" Regina
" Saskatchewan	Mar.	29, 1906	" Edmonton
Orange River	July	1, 1907	" Bloomfont'n 38
Transvaal	July	1, 1907	" Pretoria 69

William Pitt "the great commoner" of England was one hundred and fifty years ago guiding the destinies of what has since grown into the great British Empire; and the inauguration of his policy of extending free civil government to the colonials was as essential to the permanency of the Empire as the brilliant exploits of its glorious colonizers were to its original conquest.

"As arranged, elections were held among the settlers in Nova Scotia in the summer of 1758, and nineteen of twenty elected representatives met in Halifax in General Assembly, for the first time on October 2nd of that year.

"In the development of history it occasionally turns out that a matter which at the time may be regarded of no great moment, will in the course of years prove to be of imperishable importance. The meeting of an assembly of nineteen representative Nova Scotians in 1758 has so proved. Similar general assemblies have met in the same locality each year for a century and a half, and as will be seen from the statement which follows, the same policy has been adopted wherever applicable throughout the Empire, in both hemispheres.

"It is impossible to regard this occurrence as merely an incident in history. We must regard it in association with a great policy—a policy which has increased the power and broadened the influence of the British people. We must judge it by results, and we find results in every country over which floats that flag which is the emblem of liberty, of justice, of peace, and of patriotism—that flag which for so many generations has given us freedom to flourish in the highest degree.

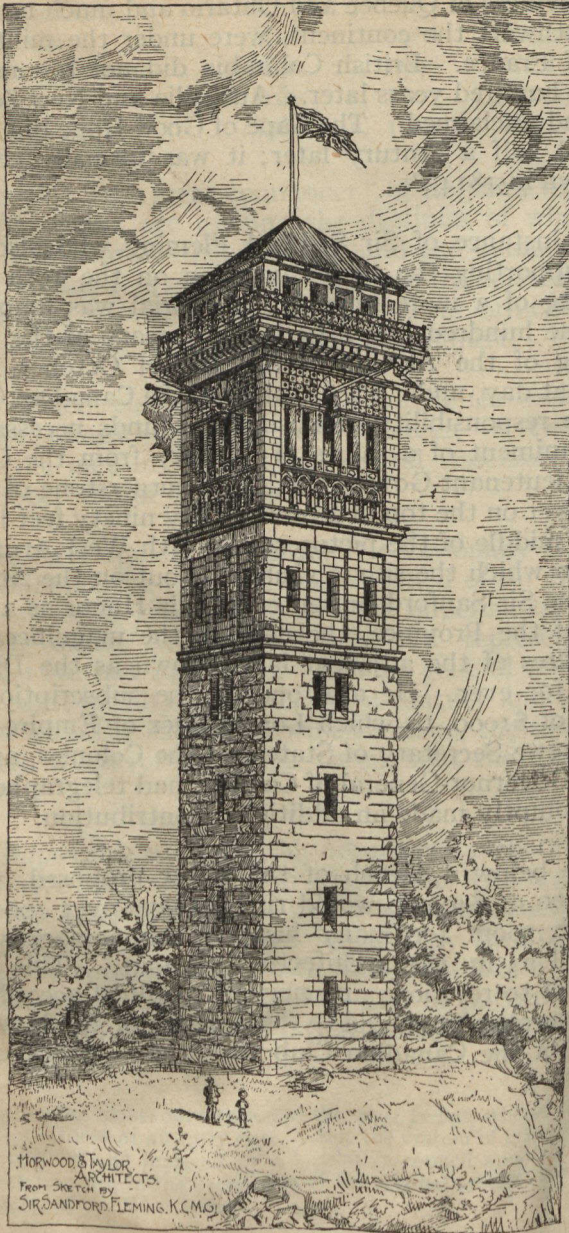
The foregoing list makes no mention of the West Indies, where representative government was introduced at an early date. But the system of government in Jamaica was changed in 1866 and replaced by a legislative council appointed by the Crown. The example of Jamaica, in the abrogation of the original system, has been followed in the other colonies of the West Indies.

"It is therefore plain that Nova Scotia stands at the head of the long list of self-governing countries within the present British Empire, with free constitutions established by authority of the British parliament. Nova Scotia takes her place as the elder sister in the British Constitutional family, and the pioneer meeting of her Assembly was held at Halifax on October 2nd, 1758. At that

date the Provinces of Quebec and Ontario and much more territory stretching athwart the continent, were under the military rule of the King of France. British Columbia did not become a British colony for a hundred years later. Australia and New Zealand were unsettled and unclaimed. The Cape of Good Hope did not become British until half a century later; it was formally ceded to the British Crown in 1814."

At the instance of Sir Sanford Fleming who also was most active in supporting the tablet function on the 19th of August, the beginning of a more imposing memorial was inaugurated on the exact one hundred and fiftieth anniversary of the date of the first meeting of the Assembly—the 2nd of October last. At 4 o'clock of that day, under the auspices of the Canadian Club, which assumed the responsibility of raising the funds necessary, and to the accompaniment of a salute of artillery from the Citadel, His Honor the Lieutenant-Governor laid the cornerstone of a proposed memorial tower on the top of a promontory ninety feet high jutting out into the middle of the picturesque North West Arm of Halifax Harbor, from which the site is visible far out on the Atlantic. At the same time Sir Sanford presented to His Honor as a trustee for the people of the Province, the deed of the magnificent site and about 100 acres of the adjacent land known as the Dingle, for a public park for ever. He also opened the subscription list with the promise of \$1000, to which Lord Milner of Empire fame, who with Lord Crewe Secretary of State and the Colonies, and His Excellency the Governor-General of Canada, had telegraphed patriotic messages, promptly made an additional contribution.

We give below a sketch of the tower proposed, which at a cost of \$30,000 or \$40,000 would rise perhaps over 100 feet above its site, with room for many historic commemorative features within as well as in the architecture without. This plan is, of course, subject to revision; and may be modified according to any improved ideas suggested, and to the amount of funds raised under the auspices of the Canadian Club with the patriotic coöperation of the people.



THE PROPOSED FIRST ASSEMBLY MEMORIAL TOWER.

The edifice is designed to be of noble proportions, and the first course of masonry laid on the bed rock of native Nova Scotia granite would typify the beginning of representative government in the

year 1758, associated, as has been shown, so closely with the foundation of the Empire. Each course of massive masonry upwards would have its meaning, and would be adorned by references to the names and deeds of distinguished men who have served their country.

"The historical purpose of the building should always be held in view. It was many years before representative government developed into responsible government; not indeed until 1841-48. Accordingly for a space above the foundation of over eighty years, the tower would be characterized by massive simplicity of outline. Again in 1867 Nova Scotia federated with the other provinces to form the Canadian Dominion, and from the natal day (July 1st) in that year onwards, the pioneer province by the sea has done its full share in promoting the general progress. It should be the aim of the design to denote all such matters in the architectural features of the tower, so that it would strike the beholder as, even in external appearance, appropriately fulfilling the purpose of its erection. The structure itself should be able to tell its tale to the spectator in after years, when present actors may be forgotten. It should practically and unmistakably proclaim the spirit of these words: "This is a birthday tower, erected by a grateful people to inform the world that a new principle was born, which enabled the old empire family to become larger without limit, nobler and more perfect than before."

This sketch is based on documents published by the Canadian Club of Halifax, and it is intended to stimulate the historic interest and patriotic sentiment of the pupils in the public schools. In virtue of the inauguration of representative government in 1758, naturally followed later by responsible government, they are now preparing themselves to govern this country within a few short years.

The Council of Public Instruction has never authorized the taking of collections in schools from pupils, no matter how appropriate the object might appear to many people. Such a system, even were it not liable to abuse, in the character of the objects which might be brought before the pupils locally or through the action of the public press, would probably in many schools develop undesirable situations or incidents.

But patriotic children can inspire patriotic parents at present, and in a few years they become patriotic men and women themselves. Under these conditions the public spirited leaders of the Canadian Club should be likely to receive many suggestions from the province as to the design and memorial functions of such a tower, and more especially the means wherewithal the whole may be effectively carried out. Thus may we honor our fathers, and prove ourselves their worthy sons, proud of their virtue and our own history.

OFFICIAL NOTICES.

DISTRICT SCHOOL COMMISSIONERS.

(Appointed June 13th, 1908.)

Parrsboro: William Sterling, Port Greville.
James W. Kirkpatrick, Diligent River.

MANUAL TRAINING LICENSES.

ISSUED SINCE THE PUBLICATION OF JOURNAL, APRIL 1908.

- Mechanic Science—29. Geo. Wm. Lee Blackadar, Yarmouth Co.
30. Dexter Scott McCurdy, Old Barns, Colchester Co.
31. Wm. Edmund Tomes, Rugby, England.
Domestic Science—42. Sara Etta Hall, Sackville, N. B.
43. Norma A. Smith, Up. Wood's Hr. Shelburne Co.
44. Bessie LaRita Bent, Springhill, Cumberland Co.

GRADE XII EXAMINATIONS, 1909.

There will be no grade "A, Preliminary" examination in 1909. There will be (1) the new grade XII examination, (2) the old "A Final" and (3) the old "A." The following regulations 98 (c), (d), (e), and (f) are republished from the April, 1908, *JOURNAL*. 98 (g) is a new regulation, passed October, 1908.

98 (c) Candidates completing their old "A" examinations may do so according to the regulation 98 (c), September, 1907. The program of examination shall be the same as in 1908.

98 (d) Candidates who have passed grade XII "Preliminary," may complete their course in July, 1909, under the regulations of September, 1907, by taking the "Final" on the program of that year.

98 (e) Candidates entitled according to the foregoing Regulations to complete their old "A", or take their "Final" grade XII, must report their purpose, the subjects of examination, and the station desired, to the Superintendent of Education, on or before the 15th of January, so that provision may be made for the examinations. Regular application must also be made before the 24th of May to the Inspector.

98 (f) Candidates who made a "partial" pass, or a pass on the "preliminary" of Grade XII, who elect to take the new regular examination of Grade XII in 1909, (and for 1909 only), can have placed to their credit, any marks, 50 or above, made previously on subjects corresponding to those of the new regular Grade XII, in order to complete the course.

Also, candidates may complete their old "A" or Grade XII course, by making the required pass on the corresponding subjects or papers of the new (regular) grade XII, so far as they are on the new program.

98 (g) Teachers of at least five years service who have written for the "A Preliminary", or who have been employed in doing high school work, may take the "Old A" examination in 1909, the pass to be 1000 on twenty papers, none to be lower than 25. It is not proposed to give any further opportunity for passing the "old A" or the "A Final."

ACADEMIC OR HEADMASTER'S LICENSE.

[Regulations 110 (a), (b) and (c), as published on page 137 of the JOURNAL OF EDUCATION, April, 1908, are repealed and the following substituted.]

110 (a). For an Academic or Headmaster's License, the following are the requirements:—

1. A certificate of moral character signed by a Minister of Religion or two Justices of the Peace, as in the prescribed form, to the effect that the candidate is of the full age of twenty-two years, and presumably likely to perform the duties required by law.
2. A recognized degree from a recognized University (no degree or University shall be recognized unless the course is proven to be one of at least four years following a Provincial High School Pass of Grade XI., or a matriculation standard shown to be its virtual equivalent); and a pass on a testing post-graduate examination of University grade.
3. A certificate of Academic rank from the Provincial Normal School. (In the awarding of this certificate, the Faculty of the Provincial Normal School may accept at their true value the certificates of 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 "Grade B" 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 School Faculty by whom the candidate shall also be examined *viva voce*.)

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

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

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

4. SYLLABUS OF THE HIGHER STANDARD

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

I. ENGLISH.

(A) History of the English Language as in Lounsbury's "English Language" or Emerson's "History of the English Language."

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

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

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

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

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

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

II. AND III.—FOREIGN LANGUAGES.

Translation at sight, from any ordinary authors, with Grammar (including Prosody), Composition, and a fair knowledge of the na-

tional, social, institutional and literary history of the people whose language is dealt with, in any two of the following languages:— Latin, Greek, French, German.

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

IV.—MATHEMATICS.

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

V.—SCIENCES.

Any one of the following:

PHYSICS.

- (A) A knowledge of *General Physics*, as in "A Textbook of Physics" by Watson (unstarred sections), or any equivalent.
- (B) The presentation of note-books describing the *laboratory experimental work* of the candidate, duly certified by the Instructor, the work to consist of at least 50 experiments of recognized University grade (e. g. as in Ames and Bliss' "Manual of Experiments in Physics"). In cases where the candidate cannot present note-books satisfactory to the examiner, the test may be made by a practical laboratory examination.
- (C) *Elementary Mathematical Physics*. A knowledge of the results obtained by the application of elementary mathematics to physical problems; such as might be obtained during a course of lectures of two or three hours per week running through two years. The grade of work such as is given in Preston's "Theory of Heat," Preston's "Theory of Light," and J. J. Thomson's "Elements of Electricity and Magnetism", or their equivalents.

CHEMISTRY.

- (A) *Inorganic Chemistry* as in Smith's "General Inorganic Chemistry", or an equivalent, with laboratory work in General Chemistry, which should include the preparation of some typical

gases, acids, and salts, and at least five or six quantitative experiments in illustration of the fundamental laws of Chemistry. The laboratory work may be partially tested by requiring the candidate to produce a properly certified record of his experimental work.

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

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

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

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

BIOLOGY.

(A) *Botany* as in *Principles of Botany* and *Laboratory and Field Manual* by Bergen and Davis. A practical knowledge of the system of classification and the use of manuals, as Gray's. An acquaintance with (a) the common Spermatophytes and Pteridophytes of Nova Scotia, and (b) type species of native Bryophytes and Thallophytes representing the more common classes or orders. The exhibition of, and examination upon, a collection of one hundred species correctly determined and well mounted by the candidate under (a), and of another hundred (counting by the *microscopic slides*) also mounted and determined under (b).

(B) *Zoology as in Zoology Descriptive and Practical* by Colton, and *Hand-Book of Instructions for Collectors* issued by the British Museum (Natural History). A practical knowledge of the system of classification and the use of manuals, as Jordan's. An acquaintance with (a) the more common vertebrate fauna of Nova Scotia, and (b) typical species of the more common classes or orders of the native invertebrates. The exhibition of at least fifty specimens under (a), and at least fifty microscopic or macroscopic specimens under (b), all correctly determined and neatly mounted or prepared.

(C) *Outline History of Biology* as in "Science of Life" by Thompson, with latest theories. *Bacteria in Relation to Country Life* by Lipman.

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

GEOLOGY AND MINERALOGY.

As in *Introduction to Geology* by Scott, *Physiography* by Salisbury, and *Mineralogy as in Minerals and How they Occur* by Miller. A laboratory knowledge of the rocks and minerals of the province, and field knowledge of the results of forces changing the surface of the earth.

5. SYLLABUS OF THE LOWER STANDARD.

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

I.—ENGLISH.

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

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

II. AND III.—FOREIGN LANGUAGES.

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

IV.—MATHEMATICS.

As in (A) of the higher standard.

V. AND VI.—SCIENCES.

Any *two* of the following:—

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

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

Biology: As in "First Course in Biology" by Bailey and Coleman, "Practical Botany for Beginners" by Bower, "Animal Life" by Jordan and Kellog, and a knowledge of the use of manuals in the classification of the more common species of the Nova Scotia *Flora* and *Fauna* as in Gray and Jordan respectively or equivalents.

[For the foreign species worked out in the Practical Botany text the nearest native species obtainable shall be studied the in same way, practically. The same principle holds in zoological practical studies.]

Geology: As in the first xxiv chapters of Scott's "Introduction to Geology," and Miller's "Minerals and How They Occur."

6.—NON-GRADUATE CANDIDATES.

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

7.—GENERAL RULES OF EXAMINATION.

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

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

(c) If a candidate fails in not more than two subjects, he may take a supplementary on the subjects failed in, but will make a pass only when *no* subject is below fifty per cent.

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

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

- (1) of having matriculated into a University on a standard practically as high as the pass of Grade XI of the Provincial High School,
- (2) of having taken thereafter a full course of four academic years, three of which must have been the second, third and fourth years of the University course, and (3) of graduation as recognized in Regulation 110 (a) 2, preceding.

(f) The fee for examination, which must accompany the formal application, shall be ten dollars; and, for a supplementary examination shall be five dollars. The fee will be returned if the candidate is not qualified for admission to the examination.

PUBLISHERS OF TEXTS MENTIONED.

Emerson's "History of the English Language" (Macmillan).
 Herford's "The Age of Wordsworth" (Bell & Sons).
 Walker's "The Age of Tennyson" (Bell & Sons).
 Dowden's "Selections from Wordsworth" (Ginn & Co).
 Baker's Browning's Shorter Poems (Macmillan).
 Nutter's Tennyson's Shorter Poems (Macmillan).
 Palgrave's Golden Treasury (Macmillan).
 Hancock's "Standard English Prose" (Holt & Co.)
 Ten Brink's History of English Literature (Bell & Sons).
 Ten Brink's Anglo Saxon Reader (Holt & Co).
 Bright's Specimens of Early English, Part I (Clarendon Press).

Murray's Infinitesimal Calculus.....	(Longman's).
Watson's Text Book of Physics.....	(Longman's).
Preston's "Theory of Heat".....	(Macmillan).
Preston's "Theory of Light".....	(Macmillan).
J. J. Thomson's "Elements of the mathematical theory of Electricity and magnetism".....	(Cam. U. Press).
Smith's "General Chemistry".....	(Century Co.).
Smith's "General Inorganic Chemistry".....	(Century Co.).
Remsen's "Compounds of Carbon".....	D. C. Heath Co.
Talbot and Blanchard's "Electrolytic Dissociation Theory".....	(Macmillan).
Walker's "Introduction to Physical Chemistry".....	(Macmillan).
Tilden's "Short History of the Progress of Scientific Chem- istry".....	(Longmans).
Thorpe's "Essays in Historical Chemistry".....	(Macmillan).
Shenstone's "Justin von Liebig" in Century Science Series.....	(Macmillan).
Sir H. E. Roscoe's "John Dalton" in Century Science Series.....	(Macmillan).
Bergen and Davis, Botany and Laboratory Manual.....	(Ginn & Co.).
Gray's Manual of Botany (Seventh Edition).....	(A. M. Book Co.).
Jordan's "Manual of Vertebrates".....	(McClurg & Co.).
"Bacteria in Relation to Country Life" by Lipman.....	(Macmillan).
Colton's "Zoology Descriptive and Practical".....	(D. C. Heath & Co.).
Bailey and Coleman's Biology.....	(Macmillan).
Thomson's "Science of Life".....	(Blackie & Son).
Jordan & Kellogg's "Animal Life".....	(D. Appleton).
Bower's "Practical Botany for Beginners".....	(Macmillan).
Hand Book of Instructions for Collectors.....	(British Museum).
Scott's "Introduction to Geology".....	(Macmillan).
Salisbury's "Physiography".....	(H. Holt & Co.).
Miller's "Minerals and How They Occur".....	(Toronto).

110 (c). For a Class A. or High School Master's License (ranking as the equivalent of Class A3 of the regulations of the Council in 1908) the following are the requirements: (1) A certificate of the full age of twenty years, and moral character as in the foregoing regulation. (2) A pass certificate of Grade XII. (3) A certificate of Academic rank professional qualification from the Provincial Normal School.

The publication of the JOURNAL was delayed in order to contain the regulations for the new Headmaster's License and the University Post-graduate examinations on which it is mainly based. Members of the Advisory Board were engaged upon it until the last form went to press.

JOURNAL OF EDUCATION.

PUBLISHED AT HALIFAX, NOVA SCOTIA, ON THE 27TH DAY OF NOVEMBER, 1908.

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

LOCAL "NATURE" OBSERVATIONS.

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

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

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

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

These schedules should be sent in to the Inspector with the annual school returns in July, containing the observations made during the whole school year and back as far as the preceding July (if possible) when the schedule of the previous school year was necessarily completed and sent in.

A duplicate copy of the schedule of observations should be securely attached to the school register for the year, so that the series of annual observations may be preserved in each locality. The new register has a page for such records.

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

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

PHENOLOGICAL OBSERVATIONS, CANADA
(1908 SCHEDULE.)

For the year ending July, 190

Province..... County..... District..... No.
Locality or School Section

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

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

NAME AND ADDRESS OF THE TEACHER OR OTHER COMPILER OF THE OBSERVATIONS RESPONSIBLE FOR THEIR ACCURACY.
.....

When First Seen.

When Becoming Common

(WILD PLANTS, ETC.— NOMENCLATURE as in “Spotton” or “Gray’s Manual”).

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

PHENOLOGICAL OBSERVATIONS—(Continued).

[Day of year corresponding to the last day of each month]					When First Seen	When becoming Common.
Jan. 31.	April 120.	July 212.	Oct. 304.			
Feb. 59.	May 151.	Aug. 243.	Nov. 334.			
March 90.	June 181.	Sept. 273.	Dec. 365.			
For LEAP years increase each number except that for January by 1.						
28.	Pigeon Berry (<i>Cornus Canadensis</i>), fruit ripe					
29.	Star Flower (<i>Trientalis Americana</i>), flowering					
30.	Clintonia (<i>Clintonia borealis</i>), flowering					
31.	Marsh Calla (<i>Calla palustris</i>), flowering					
32.	Lady's Slipper (<i>Cypripedium acaule</i>), flowering					
33.	Blue-eyed Grass (<i>Sisyrinchium ang.</i>), flowering					
34.	Twinflower (<i>Linnaea borealis</i>),					
35.	Pale Laurel (<i>Kalmia glauca</i>), flowering					
36.	Lambkill (<i>Kalmia angustifolia</i>),					
37.	English Hawthorn (<i>Crataegus oxyacantha</i>), flowering					
38.	Scarlet-fruited Thorn (<i>Crataegus coccinea</i>),					
39.	Blue Flag (<i>Iris versicolor</i>), flowering					
40.	Ox-eye Daisy (<i>Chrysanthemum Leucanthemum</i>), flowering					
41.	Yellow Pond Lily (<i>Nuphar advena</i>), flowering					
42.	Raspberry (<i>Rubus strigosus</i>), flowering					
43.	" " " fruit ripe					
44.	Yellow Rattle (<i>Rhinanthus Crista-galli</i>), flowering					
45.	High Blackberry (<i>Rubus villosus</i>), flowering					
46.	" " " fruit ripe					
47.	Pitcher Plant (<i>Sarracenia purpurea</i>), flowering					
48.	Heal-All (<i>Brunella vulgaris</i>),					
49.	Common Wild Rose (<i>Rosa lucida</i>),					
50.	Fall Dandelion (<i>Leontodon autumnale</i>),					
51.	Butter-and-Eggs (<i>Linaria vulgaris</i>),					
52.	Expanding leaves in spring made trees appear green— (a) first tree, (b) leafing trees generally.					
	(CULTIVATED PLANTS, ETC.)					
53.	Red Currant (<i>Ribes rubrum</i>), flowering					
54.	" " " fruit ripe					
55.	Black Currant (<i>Ribes nigrum</i>), flowering					
56.	" " " fruit ripe					
57.	Cherry (<i>Prunus Cerasus</i>), flowering					
58.	" " " fruit ripe					
59.	Plum (<i>Prunus domestica</i>) flowering					
60.	Apple (<i>Pyrus Malus</i>), flowering					
61.	Lilac (<i>Syringa vulgaris</i>), flowering					
62.	White Clover (<i>Trifolium repens</i>), flowering					
63.	Red Clover (<i>Trifolium pratense</i>),					
64.	Timothy (<i>Phleum pratense</i>),					
65.	Potato (<i>Solanum tuberosum</i>),					
	(FARMING OPERATIONS, ETC.)					
66.	Plowing begun					
67.	Sowing					
68.	Planting of Potatoes begun					

PHENOLOGICAL OBSERVATIONS —(Continued).

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

(METEOROLOGICAL PHENOMENA.)

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

Jan....., Feb....., Mar....., Apr....., May....., June....., July....., Aug....., Sept....., Oct....., Nov....., Dec.....

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

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

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

(MIGRATION OF BIRDS, ETC.)

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

(a)

(b)

Going North
or coming
in Spring.

Going South
or leaving
in Fall.

(OTHER OBSERVATIONS AND REMARKS.