

JOURNAL
OF
EDUCATION,

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

NOVA SCOTIA.

APRIL, 1908.



Published by Order of the Legislature of Nova Scotia.

HALIFAX, N. S. :
COMMISSIONER PUBLIC WORKS AND MINES,
KING'S PRINTER,
1908.

PRINTED BY WM. MAGNAB, 7-9-11 BEDFORD ROW, HALIFAX, N. S.

JOURNAL OF EDUCATION.



THIRD SERIES, Vol. VI.....No. I.—(Total No. 132.)

SECOND SERIES: OCTOBER, 1878, TO AUGUST, 1892; XII. VOLS., 29 NOS.

FIRST SERIES: SEPTEMBER, 1866, TO AUGUST, 1877; 73 NOS.

HALIFAX, NOVA SCOTIA, APRIL, 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.

COUNCIL OF PUBLIC INSTRUCTION.

HON. G. H. MURRAY, K. C., LL. D., *Premier and Provincial Secretary.*

HON. W. T. PIPES, K. C., M. P. P., *Attorney-General.*

HON. C. P. CHISHOLM, M. P. P., *Commissioner of Public Works and Mines.*

HON. DAVID MCPHERSON, M. P. P.

HON. B. F. PEARSON, M. P. P.

HON. JASON M. MACK, M. L. C.

HON. O. T. DANIELS, K. C., M. P. P.

HON. JAMES MACDONALD, M. P. P.

HON. H. S. LEBLANC, M. P. P.

EDUCATION OFFICE.

A. H. MACKAY, B. A., B. Sc., LL. D., F. R. S. C., *Superintendent of Education and Secretary of Council of Public Instruction.*

FREDERIC H. SEXTON, S. B., *Director of Technical Education, and Principal of the Nova Scotia Technical College.*

GEO. W. T. IRVING, *Chief Clerk.*

INSPECTORIAL DIVISIONS, WITH NAMES AND ADDRESSES OF INSPECTORS.

Division No. 1, the City and County of Halifax—Graham Creighton, B. A., Halifax.

Division No. 2, the Counties of Lunenburg and Queens—H. H. MacIntosh, Lunenburg.

Division No. 3, the Counties of Shelburne and Yarmouth—C. Stanley Bruce, Shelburne.

Division No. 4, the Counties of Digby and Annapolis—Leander S. Morse, A. M., Digby.

Division No. 5, the Counties of Kings and Hants—Colin W. Roscoe, A. M., Wolfville.

Division No. 6, the Counties of Antigonish and Guysboro—A. G. Macdonald, A. M., Antigonish.

Division No. 7, the County of Richmond and the District of South Inverness—M. J. T. Macneil, B. A., River Bourgeois, C. B.

Division No. 8, the County of Victoria and the District of North Inverness—James MacKinnon, Whycomagh, C. B.

Division No. 9, the County of Pictou—E. L. Armstrong, Pictou.

Division No. 10, the County of Cumberland—Inglis C. Craig, A. M., Amherst.

Division No. 11, the County of Cape Breton—T. M. Phelan, A. M., LL. B., North Sydney.

Division No. 12, the County of Colchester—W. R. Campbell, M. A., Truro.

PROVINCIAL AID

To Teachers employed in the Public Schools
for the half year ended, Jan. 31st, 1908.

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

	Number of Teaching Days employed.	Am't paid to Teach- ers from Provincial Treasury.		
ANNAPOLIS.				
Bishop, Mabel E.	103	85 83	Annis, Vivian A.	106 44 16
Magee, Wm. H.	103	100 13	Armstrong, Flora B.	108 45 00
Ruggles, Lenfest	108	105 00	Baker, Ermina M.	108 45 00
Armstrong, Laura M.	108	60 00	Balcom, Roy I.	108 45 00
Atwood, Alice J.	108	60 00	Banks, Almada M.	108 45 00
Balcom, Irene C.	107	59 44	Bent, Lillian B.	108 45 00
Banks, Beriah S.	102	56 66	Berringer, Minnie B.	108 45 00
Bent, Reginald W.:	51	28 33	Berteaux, A. Josephine	108 45 00
Bent, Sarah R.	108	60 00	Bishop, Annetta C.	103 42 91
Bentley, Mary B.	107	59 44	Buckler, Emily J.	103 42 91
Bustin, Harry L.	103	57 22	Chesley, Ella M.	107 44 58
Chesley, Carrie E.	50	27 77	Crowe, Bessie H.	102 42 49
Clarke, Hattie B.	107	59 44	Dantels, Clara A.	108 45 00
Crisp, Wm. K.	108	60 00	Denton, Curtis L.	108 45 00
Durling, Ina	107	59 44	Durling, Edna	105 43 77
Evans, Laura F.:	108	60 00	Ellis, Florence M.	93 38 75
Fancy, Lydia A.	106	58 88	Foster, Laurie E.	10 4 16
Fellows, Annie K.	103	57 22	Hardwicke, Helen McA.	108 45 00
FitzRandolph, Mary F	103	57 22	Harris, Ethel M.	108 45 00
Graves, Eva M.	52	28 88	Harris, Mary H.	108 45 00
Harris, C. Louise	103	57 22	Healy, Bertha A.	108 45 00
Harris, Cora M.	108	60 00	Hoyt, F. Winnifred	103 42 91
Hockin, Elsie N.	51	28 33	Hunt, G. Edgar	107 44 58
Longley, Mabel F:	106	58 88	Hutchinson, Lilah O.	108 45 00
MacInnis, A. D.	108	60 00	Longley, Annie G.	53 22 08
MacMillan, Nellie	103	57 22	Longmire, Rosa T.	108 45 00
McGill, Geo. B.	102	99 15	Mathews, Margaret S.	20 8 33
Moore, E. Blanche	108	60 00	McCormick, Albert E.	108 45 00
Morrison, Alex B.	108	60 00	McNeily, Wm. H.	45 18 74
Moses, Winnifred	101	56 11	Nichols, Morley P.	108 45 00
Parker, Eugene T.	107	59 44	Oakes, Cynthia L.	100 41 66
Parker, Millie V.	106½	59 16	Perry, Lydee S.	19 7 91
Rice, Ina M.	108	60 00	Porter, A. Maude	108 45 00
Spinney, Hattie S.	108	60 00	Ritcey, Mae T.	108 45 00
Spinney, Theo. H.	103	57 22	Roop, Eva L.	100 41 66
Spurr, E. Blanche	108	60 00	Rowter, Melinda	107 44 58
Sutherland, Lillian M.	108	60 00	Roy, Maude E.	107 44 50
Vanbuskirk, John L.	107	59 44	Ruggles, Florence L.	88 36 66
Walker, Charlotte E.	108	60 00	Rumsey, Clara I.	103 42 91
Whitman, Cassie S.	101	56 11	Sanford, S. Beryl	106 44 16
Whitman, Laura M.	103	57 22	Snow, Etta M.	104 43 32
Woodworth, Bertha M.	108	60 00	Starrat, Beatrice	62 25 83
Wotton, Eunice R.	108	60 00	Stevenson, Margaret B.	108 45 00
Anderson, Eunice M.	108	45 00	Tanch, Hannah E.	108 45 00
			Teed, A. Genevra	93 38 75
			Troop, Alice M.	108 45 00
			Wade, Edna M.	108 45 00
			Whitman, Jean E.	108 45 00
			Wilkins, Hattie E.	107 44 58
			Woodbury, Reginald C.	108 45 00
			Young, A Maude	108 45 00
			Young, Isabelle H.	107 44 58
			Baltzer, Nellie L.	102 28 33
			*Bent, Blanche J.	89 32 96
			*Berry, Ella M.	108 40 00
			*Berteaux, Amy E.	88 32 59
			*Brannen, Nellie R.	23 8 51
			Brooks, Grace D.	98 27 22
			*Brown, Vernon E.	54 20 00
			Cumming, Bessie M.	83 23 06
			*Dondale, Flora R.	69 25 55
			*Eisenhour, Winnie F.	52 19 26
			*Freeman, E. Pearl	88 32 59
			*Freeman, Lulu T.	108 40 00
			*Gehue, Etta M.	107 39 63
			*Gehue, Loretta	24 8 88

Gesner, Annie I.	107	29 72
Gibson, Ethel W.	45	12 50
*Gibson, H. Irene	107	39 63
Harris, Lucy E.	92	25 55
Jacques, Giles V.	103	28 61
*Jefferson, J. Howard	50	18 52
Jones, Estella A.	108	30 00
*Marshall, Ida M.	107	39 63
MacMillan, Eva M.	108	30 00
McKay, Josephine H.	100½	27 91
McLean, Minnie B.	108	30 00
*McNayr, Verna	55	20 37
McNeily, Wm. H.	63	17 50
*Ruggles, Walter T.	68½	25 36
Saunders, Emelie A.	54½	15 14
Schaffner, Etta L.	94	26 11
*Simpson, E. Maude	88	32 59
*Simpson, Lulu A.	89	32 96
Spurr, Josephine L.	86	23 89
Stark, Hattie L.	66	18 33
*Troop, Bessie L.	108	40 00
VanTassel, Bertha S.	108	30 00
Wheelock, Mildred E.	108	30 00
*Wilkins, Margaret	88	32 59
Winchester, Ruth H.	108	30 00
Young, Flossie C.	106	29 44
ANNUITANTS.		
Shaffner, Samuel C.		75 00
Brown, Alfred D.		60 00
Vidito, Helen A.		60 00

ANTIGONISH.

Boyd, Donald D.	90	75 00
McGillivray, Andrew	90	75 00
McLeod, Anna E.	103	71 52
Sister St. Thomas	98	68 05
Tompkins, James J.	89	86 52
Boyd, Angus J.	108	60 00
Chisholm, Janie A.	95	52 77
Gillis, D. McK.	102	56 66
Keating, Florence M.	103	57 22
McLean, William	108	60 00
Newcomb, L. A.	103	57 22
Somers, Alexander M.	103	57 22
Sister St. Leonard	98	54 44
Sister M. Victoria	108	60 00
Courteen, Violet	107	44 58
Chisholm, Christina	108	45 00
Chisholm, Bessie C.	108	45 00
Cameron, Christina	108	45 00
Cameron, Mary	18	7 49
Condon, Josephine M.	106	44 16
Gillis, Mary	98	40 83
Kennedy, Janie	103	42 91
Leydon, Katherine	108	45 00
Macdonald, Theresa	98	40 83
McGillivray, Theresa	108	45 00
McIntosh, Margaret E.	104	43 32
McKeough, Anna:	107	44 58
McKenzie, Gertrude	99	41 24
McLean, Maggie	107	44 58
McNeil, Margaret	108	45 00

McPherson, John A.	106	44 16
O'Brien, Agnes	104	43 32
Rogers, William J.	108	45 00
Sutton, Catherine E.	107	44 58
Sister Mary	108	45 00
Sister St. Camillus	98	40 83
Sister M. Dionysia	108	45 00
Sister St. Hugh	98	40 83
Walsh, Mary	108	45 00
Campbell, Libbie	106	29 44
Cameron, Jennie	105	29 16
Chisholm, Margaret	88	32 59
Chisholm, Janie A.	9	2 50
De Levandier, Vincent	106	29 44
Fitzgerald, Annie	35	9 72
Fitzgerald, Annie	58	16 11
Forbes, Florence	84	23 33
Gillis, Mary Ann	82	22 78
Gillis, Sarah B.	108	30 00
Gillis, Margaret	106	29 44
Hurst, Essie	108	30 00
Leydon, Sarah B.	108	30 00
*Martin, Ellen	108	40 00
McArthur, Janet	77	21 39
*Macdonald, Mary C.	80	29 63
Macdonald, Mary J.	108	30 00
Macdonald, Katherine	106	29 44
*Macdonald, Margaret J.	107	39 63
Macdonald, Annie	98	27 22
Macdougall, Florence M.	102	28 33
Macdougall, Annie	107	29 72
McGillivray, Mary	107	29 72
McGillivray, Bessie A.	106	29 44
McGillivray, Mary	108	30 00
McGillivray, Mary A.	104	28 88
McGillivray, Mary A.	107	29 72
*McGillivray, Marcella	84	31 11
McInnis, Fred W.	105	29 16
*McInnis, Cassie, M.	108	40 00
McIntosh, Sophie M	103	28 61
McKinnon, Mary A.	102	28 33
McKeough, Wilfred A.	85	23 61
*McLean, Mary B.	61	22 59
*McNaughton, Bessie	103	38 14
*McPherson, Lauretta	100	37 03
Sutherland, Gertrude J.	103	28 61
Smith Christina,	106	29 44
Sister St. Helen	98	27 22
Sister St. Thomas de S. C.	98	27 22
Consolidated section	108	30 00
"	108	30 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
:ASSISTANTS.		
McPherson, Hugh	89	32 96
Beaton, Ronald	90	25 00

CAPE BRETON.

Armstrong, J. Arthur	103	85 83	Thurber, Ronald E.	108	60 00
Brodie, William S.	102	99 15	Woodhill, Arthur W.	103	57 22
Davidson, Milton D.	103	100 13	Arsenault, M. Teresa	105	43 74
England, Harry E.	103	100 13	Baillie, Mary A.	59	24 58
McKenzie, George W.	108	105 00	Barrington, Harriet H.	108	45 00
Matheson, Duncan M.	97	80 82	Buckles, Sarah	107	44 58
Moore, Clarence I.	103	100 13	Burke, Helena B.	107	44 58
Stewart, Frank I.	103	85 83	Calder, Allister	39	16 25
Bates, Mark	33½	18 60	Cameron, Annie	93	38 75
Beaton, A. Laura	5	2 77	Cameron, Annie M.	108	45 00
Bishop, Emma E.	103	57 22	Cameron, Laura	108	45 00
Boss, Maud O.	102	56 66	Cameron, Mary C.	69	28 74
Brown, Eleanor F.	103	57 22	Currie, Donald J.	105	43 74
Bruce, Harriet S.	103	57 22	Currie, Michael D.	82	34 16
Cameron, Lorrie J.	103	57 22	Curry, Delila Pearl	102	42 49
Campbell, Lizzie	108	60 00	Desmond, Mary M.	103	42 91
Chisholm, Jennie	20	11 10	DeVoe, Mary A.	107	44 58
Chisholm, Nellie	15	8 32	Downing, Florence C.	98	40 83
Corkum, Clara	100	55 55	Doyle, Agnes C.	108	45 00
Dean, Bertha F.	103	57 22	Fife, Annie May	106	44 16
Edgecombe, Ethel	103	57 22	Finn, Violet A. C.	103	42 91
Fraser, Susie M.	83	46 10	Flynn, Sadie	108	45 00
Fulton, Edith Irene	103	57 22	Fox, Edith I.	106	44 16
Fulton, Mary Eureka	104½	58 05	Fraser, Lulu F.	103	42 91
Gillis, Simon P.	93	51 66	Gillis, Margaret	103	42 91
Goode, Myrtle M.	64	35 55	Gillis, Mary	14	5 83
Grant, Lina	93	51 66	Grattan, A. Myrtle	103	42 91
Gray, Gracie L.	103	57 22	Hamilton, Agnes E.	103	42 91
Gunn, Annie	108	60 00	Hanrahan, Mary	103	42 91
Hall, Carrie M.	103	57 22	Harrington, Annie E.	103	42 91
Hall, Henry E.	105	58 33	Harris, Gladys E.	103	42 91
Haverstock, William E.	103	57 22	Hartigan, Katherine L.	108	45 00
Lawley, James H.	107	59 44	Kelley, Amy R.	86	35 83
McDaniel, Bernard J.	103	57 22	Kennedy, Christie B.	107	44 58
McDougall, John	93	51 66	Kilpatrick, Hattie	108	45 00
McDougall, Margaret F.	103	57 22	Knowlton, Edith	103	42 91
Macintosh, Anna B.	103	57 22	LeBlanc, Leo J.	103	42 91
MacKenzie, Anna B.	108	60 00	East Bay Consolidation, 3 D, 103 days		85 83
MacKenzie, Kate A.	103	57 22	MacAulay, Jessie	108	45 00
MacKinnon, Mary	108	60 00	McCabe, Georgie	103	42 91
McLean, Christena	108	60 00	McCabe, Grace M.	102	42 49
MacLennan, Florence	103	57 22	McCarthy, Mary E.	103	42 91
MacPhee, Loretta I.	108	60 00	McDonald, Annie C.	103	42 91
MacRae, Mary I.	102½	56 94	MacDonald, Jean F.	103	42 91
MacRury, Sadie M.	108	60 00	McDonald, Mary B.	108	45 00
Marshall, Lena H.	20	11 10	Macdonald, Nellie	103	42 91
Morrison, Eva J.	103	57 22	Macdonnell, Theresa	101	42 07
Robson, Norman	103	57 22	MacDougall, Daniel J.	103	42 91
Sister M. Amabilis	103	57 22	McInnes, Dorothea J.	105	43 74
" " Ambrosia	103	57 22	McIntyre, Matilda	103	42 91
" " Annette	103	57 22	MacIsaac, Mary J.	103	42 91
" " Clarissa	103	57 22	MacKay, John Daniel	91	37 91
" " Cleophas	103	57 22	McKenzie, Archibald J.	99	41 24
" " Gerard	103	57 22	McKeough, William T.	103	42 91
" " Josita	102	56 66	McKinnon, John J.	108	45 00
" " Lawrence	103	57 22	McKinnon, Katie	103	42 91
" " Leonora	103	57 22	McLean, James	108	45 00
" " Vincentine	103	57 22	McLean, S. Agnes	102	42 49
" St. Clarissa	103	57 22	McLeod, Cecilia I.	103	42 91
" " Margaret	29	16 10	McMillan, Sadie N.	103	42 91
" " Mary (Asc.)	108	60 00	Macneil, Alexandra	103	42 91
" Teresa Joseph	102	56 66	MacNeil, Katie	108	45 00
Smith, Mamie K.	108	60 00	MacNeil, Maria A.	103	42 91
Sutherland, Mary	93	51 66	McNeil, Mary Jane	108	45 00
			MacPhee, Teresa	98½	41 04

MacRae, Luella	97	40	41	Macdonald, Mary C.	108	30	00
Mattatall, Daisy	101	42	07	*MacDonald, Peter	108	40	00
Morrison, Adelaide S.	34	14	17	*McDougall, Duncan	97½	36	10
Morrison, Margaret	107	44	58	MacIver, Lizzie	5	1	39
Mosher, Blanche	108	45	00	Mackenzie, Katherine	104	28	88
Moynagh, Bernardine	103	42	91	Mackenzie, Lottie	98	27	22
Muggah, Margaret	103	42	91	Mackenzie, Margaret	102	28	33
Murphy, John	5	2	08	MacKinnon, Eva	67	18	61
Ormiston, Eliza E.	108	45	00	MacKinnon, Katherine	108	30	00
Patterson, Edith C.	93	38	75	MacKinnon, Mary Ann	101	28	05
Phillips, Katie E.	101	42	07	MacLean, Annie	103	28	61
Phoran, Alice	103	42	91	MacLean, Christine V.	76	21	11
Robinson, Hattie L.	103	42	91	MacLean, Grace C.	102	28	33
Rose, Lenora	103	42	91	McLean, Rachael	78	21	67
Ross, Katherine J.	106	44	16	McLellan, Mary A.	106	29	44
Ross, Maggie	20	8	33	McLeod, Janie E.	53	14	72
Simpson, Margaret J.	108	45	00	*McLeod, Jessie W.	48	17	77
Sister Francis Leon	80	33	33	McLeod, Margaret	85	23	61
" M. Ambrose	103	42	91	MacLeod, Sadie	108	30	00
" " Andrea	103	42	91	McLeod, Sarah	108	30	00
" " Angelorum	103	42	91	MacMillan, Katherine	108	30	00
" " Annina	103	42	91	McNeil, James	108	30	00
" " Bernardine	103	42	91	McNeil, Kate J.	105	29	16
" " Eulalia	103	42	91	*MacPhee, Anna R.	99	36	66
" " Josephine	99	41	24	*Matheson, Flora C.	69	25	55
" " Leonard	103	42	91	Miller, Mary E.	86	23	89
" " Louise	103	42	91	*Morrison, Granville	84	31	11
" " Oswald	103	42	91	Morrison, Jessie A.	98	27	22
" " Stephen	103	42	91	Morrison, Lottie	108	30	00
" " Wilfred	103	42	91	Munro, Martha	103	28	61
" St Aldrich	50	20	83	Murphy, Roderick F.	99	27	50
" " Alexander	108	45	00	Nickerson, Margaret	93	25	83
" " Casilda	103	42	91	O'Handley, Joanna	103	28	61
" " Henedine	108	45	00	Pearson, Mary G.	107	29	72
" " John C.	108	45	00	Reynolds, Helen M.	108	30	00
" " Marcella	103	42	91	Simpson, Ruth B.	108	30	00
" " M. Aloysius	103	42	91	Sister M. Imelda	18	4	99
" " Reginald	53	22	08	" " Lucilla	101	28	05
" " Roseline	103	42	91	" St. Ann	103	28	61
Skinner, Henrietta	103	42	91	Smith, John	108	30	00
Barrigan, Lila M.	107	29	72	Stramberg, Johnina	19	5	27
Bates, Blanche	84	23	33	*Sullivan, Martha	103	38	14
Broderick, Annie	84	23	33	Townsend, Matilda	103	28	61
Carmichael, Jessie	108	30	00	Wallace, Jean	103	28	61
Crewe, Myra A.	84	23	33	Young, N. Edgar	17	4	71
Currie, Teresa	87	24	16	ANNUITANTS.			
Dillon, Agnes W.	103	28	61	Dowling, Thomas C.		60	00
Downing, L. Minnie	103	28	61	McDonald Joseph		60	00
Edwards, Agnes M.	62	17	22	McNeil, John D.		60	00
Fielding, Clara	108	30	00	Garrett, Charles V.		45	00
Fife, Magdalen M.	108	30	00	McDougall, Philip		45	00
*Fraser, Esther C.	86	31	85				
Gillis, Margaret M.	103	30	00				
*Gillis, Rose A.	80	29	63				
Kerr, Annie	108	30	00				
Kerr, Annie F.	103	28	61				
Knox, Sarah E.	108	30	00				
MacAdam, Dan A.	91	25	28				
The Meadows Consolidation							
1 D. 91 days	91	25	28				
McAdam, John J.	85	23	61	Creelman, W. A.	104	86	64
McArthur, Sadie C.	96	26	67	DeWolfe, L. A.	108	90	00
Macaulay, Christie	103	28	61	McKimmie, A. A.	108	90	00
McCormick, Annie	107	29	72	Richardson, L. A.	104	86	64
McDonald, Anna F.	88	24	44	Mackay, Katherine	107	74	30
Macdonald, Elizabeth	107	29	72	Barteaux, J. E.	104	57	77
				Coleman, Edna F.	107	59	44
				Creelman, Martha	107	59	44

COLCHESTER.

SOUTH COLCHESTER.

Dickson, Janet	106	58 88	Grant, Christina	103	28 61
Dickson, Hattie	104	57 77	Harris, Mattie T.	86	23 89
Edwards, Elizabeth	107	59 44	*Hawkins, Emma Jane	102	37 77
Faulkner, Aveline	108	60 00	*Lynds, Addie	74	27 40
Hunter, Jennie	107	59 44	Morgan, Lizzie	107	29 72
Lank, Annie C.	107	59 44	*O'Brien, Janie	108	40 00
Linton, Edith	107	59 44	Parker, Laura B.	108	30 00
Logan, Margaret	107	59 44	Putnam, Anna May	87	24 16
Lynds, Lennie	105	58 33	Spares, Sadie J.	76½	21 25
Mosher, Amy	108	60 00	Stropole, Florence	108	30 00
McCully, Mary	26	14 43	Stevens, Annie	55	15 27
McCurdy, Mary Ruth	108	60 00	Tulley, Ethel	87	24 16
McInnis, Leonora	107	59 44	*Vance, Sadie E.	87	32 22
McIntosh, Mary G.	107	59 44	Wright, Johanna	108	30 00
McKenzie, Minnie	107	59 44			
McLennan, Jennie	107	59 44		ANNUITANT,	
McPherson, Margaret	107	59 44			
Nelson, Eda	107	59 44	Calkin, J. B.		75 00
Shaw, Fenwick L.	108	60 00			
Smith, Grace	108	60 00		STIRLING.	
Archibald, Janet	107	44 58			
Archibald, Blanche	108	45 00	Bruce, Alice A.	104	43 32
Archibald, Jessie D.	108	45 00	Cameron, Olive	106	44 16
Archibald, Gertrude J.	98	40 83	Clarke, Elizabeth	108	45 00
Brenton, Mary A.	98	40 83	Deemings, Emma	108	45 00
Clarke, Bessie J.	93	38 75	Drysdale, Carrie M.	108	45 00
Colter, Susan E.	24	9 99	Drysdale, Janet R.	108	32 77
Crowe, Susan A.	108	45 00	Mackay, Norman	108	45 00
Dalrymple, Lucy M.	107	44 58	McKay, Olivia	107	44 58
Davis, D. G.	104	43 32	McLandress, Elizabeth	108	45 00
Fiske, Mabel	108	45 00	McLeod, Jessie	108	45 00
Foley, Minnie G.	108	45 00	Roache, Bessie H.	108	45 00
Fulton, Lillian M.	107	44 58	Sutherland, Bessie	89	37 08
Gunn, Ida B.	107	44 58	Craig, Jean M.	106	29 44
Hamilton, Janet	108	45 00	Dwyer, Florence	106	29 44
Harvey, Jessie	106	44 16	Ferguson, Bessie	89	24 72
Hutchinson, Esther	106	44 16	Gunn, Mamie A.	108	30 00
Hutchinson, Grace	105	43 74	Langille, Susan	107½	29 86
Jobb, Irene	99	41 24	Langille, Jennie	104	28 88
Little, Ada C.	108	45 00	Lynds, Bessie	107	29 72
Lightbody, Ina B.	108	45 00	Mattatal, Lottie	108	30 00
McCurdy, Mary	107	44 58	McEachern, Margaret	108	30 00
McDonald, Jessie	108	36 24	McEachern, Lydia	108	30 00
McHefey, Mary	83	34 58	*McIntosh, Agnes	108	40 00
McKay, Marion	108	45 00	McLeod, Christina	108	30 00
McLellan, Margaret	106	44 16	McNeil, Margaret	107	29 72
Parker, Essie	81	33 74	*Nelson, Clara B.	104½	38 69
Patterson, Sarah B.	107	44 58	*Sutherland, Christina	87	32 22
Rogers, Sadie	107½	44 79	Sutherland, Tena	108	30 00
Ross, Mary L.	107	44 58	*Thompson, Sarah H.	88	32 59
Smith, Margaret J.	107	44 58	Weatherby, Hattie	98	27 22
Stevens, Georgie	108	45 00			
Sutherland, Matilda	108	45 00		WEST COLCHESTER.	
Sutherland, Catherine	105	43 74			
Wallace, Mary D.	108	45 00	Carson, Teresa B.	108	60 00
Archibald, Hattie N.	108	30 00	Cox, Otis Stanleigh	105	50 13
Bates, Edwina	106	29 44	Creelman, Minnie	108	60 00
*Boyd, Jessie B.	71½	26 47	Dawson, J. Arthur	108	53 87
Callaghan, Lena	103	28 61	Doyle, Mabel S.	107	59 44
Colter, Wm. D.	108	30 00	Fulton, Marion	108	60 00
Cottle, Hannah	108	30 00	Fulton, Edna M.	102	56 66
Creelman, Deane A.	97	26 94	Hill, Annie L.	103	57 22
Crowe, Tessie M.	108	30 00	Peppard, Ruth R.	108	60 00
Crowe, Jennie D.	108	30 00	Spencer, Agnes	108	99 00
*Dickie, Laura	103	38 14	Starritt, Linda	107	59 44
Gates, Plesah	108	30 00	Atwater, E. May	108	45 00

Boomer, Ethel G.	108	45 00	Paul, Carrie M.	103	57 22
Boyd, Grace	108	45 00	Pugh, Ethel M.	103	57 22
Chisholm, Annie L.	108	45 00	Rooney, Effie	103	57 22
Clarke, Agnes A.	108	45 00	Shortcliffe, D. L.	108	60 00
Collins, Susan R.	108	45 00	Swift, Alice	103	57 22
Cooke, Agnes Blanche	108	45 00	Thompson, Alice	103	57 22
Fulton, Sarah Jane	108	45 00	Astbury, Minnie F.	103	42 91
Graham, Addie	108	45 00	Atkinson, Helen L.	108	45 00
Graham, Alice	108	45 00	Bent, Bessie L.	107	44 58
Graham, Ida May	108	45 00	Blanche, Julia A.	105	43 74
Hamilton, Anna	108	45 00	Baird, Hazel F.	103	42 91
Morrison, Ida M.	108	45 00	Baird, Maud	108	45 00
Murdock, Jennie	106	44 16	Beaton, Mary	108	45 00
Reid, Emma	108	45 00	Benjamin, Mary	108	45 00
Scott, Catherine	108	45 00	Bigney, Bessie	107	44 58
Smith, Ada E.	108	45 00	Brown, Laura A.	108	45 00
Tibert, W. K.	108	45 00	Brundage, Kate	100	41 66
Totten, Bertha E.	107	44 58	Burden, Isabel H.	103	42 91
Berry, Ethel	108	30 00	Cameron, Blanche C.	107	44 58
Brown, Bertha M.	108	30 00	Challen, Minnie V.	101	42 07
Corbett, Manie	20	5 55	Chapman, Myra C.	98	40 83
Craig, J. Violet	105	29 16	Charman, Eliza G.	108	45 00
*Gamble, Ruth A.	88	32 59	Clay, Madeline	108	45 00
McLean, E. Pearle	108	30 00	Coates, Clara	101	42 07
Robertson, Susie	108	30 00	Craig, Muriel E.	101	42 07
Sutherland, Katherine	20	5 55	Craig, Jean E.	108	45 00
Wilson, Cassie	108	30 00	Creelman, Jean	89	37 08
Withrow, Annie G.	108	30 00	Currie, Mary M.	107	44 58
Great Village Consolidation		30 00	Donkin, Gertrude	101	42 07
			Elliott, Ida W.	108	45 00
			Embree, Sara	101	42 07
			Flemming, Bessie M.	9	3 74
			Flemming, Effie P.	107	44 58
			Fulton, Elsie L.	98	40 83
			Fulton, Mildred	107	44 58
			Frame, Annie	107	44 58
			Gibson, Florence E.	107	44 58
			Goodwin, O. M.	107	44 58
			Grant, Lena J.	103	42 91
			Grant, Ella W.	97	40 41
			Grant, Margaret A.	103	42 91
			Gray, Alice E.	108	45 00
			Hall, Georgie	103	42 91
			Harrison, Kate	107	44 58
			Harrison, Edna C.	103	42 91
			Henley, Teresa	101	42 07
			Hunter, Augusta	107	44 58
			Johnson, Annie L.	108	45 00
			Johnson, Lucy McL.	107	44 58
			Jones, A. W.	106½	44 37
			Kent, Lillian	107	44 58
			Landels, Ermina G.	49	20 41
			Lent, Georgie A.	107	44 58
			Lindsay, Cora	100	41 66
			Logan, Alice	92	38 33
			Mattinson, Flora A.	108	45 00
			McDonald, Hilda	14	5 83
			McIntosh, Jessie	92	38 33
			McIvor, Ethel J.	108	45 00
			McLaughlin, Margaret	108	45 00
			McLeod, Bessie J.	107	44 58
			McLeod, Georgina	61	25 41
			McVicar, J. E.	50	20 83
			Miller, Agnes M.	96	40 00
			Mills, Ardessia M.	101	42 00
			Mitchell, Annie	108	45 07

CUMBERLAND.

Lay, E. J.	100	97 21			
Morehouse, F. G.	103	100 13			
Patterson, Grace	100	83 33			
Smith, Lizzie	94	52 22			
Stapleton, W.	103	100 13			
Stevens, Josephine H.	107	104 02			
Atkinson, Blanche	106	58 88			
Barnes, Blanche B.	104	57 77			
Beaton, Katherine	103	57 22			
Bigney, Anna L.	106	58 88			
Brennan, D. S.	103	57 22			
Chapman, Courtney C.	100	55 55			
Charman, Mary E.	100	55 55			
Cooper, Ina M.	103	57 22			
Crawford, Ray D.	106	58 88			
D'Entremont, L. A.	68	37 77			
Dickie, Annie K.	105	58 33			
Elliott, Jane	103	57 22			
Fitchett, Annie	102	56 66			
Gillmore, Annie E.	103	57 22			
Glennie, Emma	108	60 00			
Gordon, Sadie J.	95	52 77			
Lawrence, Jennie	15	8 32			
Lay, Jean B.	100	55 55			
Lent, F. I.	108	60 00			
Lockhart, Lillian M.	108	60 00			
McDowell, Mabel	68	37 77			
McKenzie, Annie	103	57 22			
McKim, Mina M.	102	56 66			
Mitchell, Jennie	88	48 88			
Murray, Annie G.	103	57 22			
Outhit, Wm. E.	48	26 66			

DIGBY.

Morton, Rupert F.	108	105 00
Pothier, Andre. G.	108	60 00
Banks, Wilford E.	108	60 00
Belliveau, Catherine	108	60 00
Belliveau, John E.	108	60 00
Best, Ella M.	108	60 00
Churchill, H. W.	108	60 00
Frost, Myrtle B.	108	60 00
Gilliat, Mary L.	108	60 00
Hainey, Annie M.	102	56 66
Hogg, Augusta A.	108	60 00
Hogg, Nathaniel W.	108	75 00
Langille, Antoine	107	59 44
Lent, N. Irene	107	59 44
Melancon, Frank E.	106	58 88
Morse, Egbert P.	108	60 00
Parker, Helen G.	108	60 00
Parker, Lillie C.	107	59 44
Pettit, Annie M.	108	60 00
Sister M. Alexius	108	60 00
" Baptista Maria	89	49 44
Starrett, Hattie B.	105	58 33
Turnbull, Bessie B.	108	60 00
Woodbury, Mabel M.	108	60 00
Bain, Ethel M.	107	44 58
Baker, Kate A.	108	45 00
Belliveau, Mathilda R.	108	45 00
Bourneuf, M. Emma	101	42 07
Corning, Nellie R.	108	45 00
Doucet, M. Adele	108	45 00
Doucet, M. Elizabeth	102	42 49
Dugas, M. Aggie	107	44 58
Goodwin, Emma M.	98	40 83
Hainey, Mary C.	102	42 49
Hamilton, Mildred	106	44 16
Hiltz, Josie A.	107	44 58
Hutchinson, Nina B.	103	42 91
Lambertson, Nora M.	108	45 00
Letteney, Edith P.	108	45 00
Lombard, M. Elizabeth	108	45 00
Long, Alma C.	107	44 58
Melancon, Rose A.	107	44 58
Mussels, Dora R.	108	45 00
Mussels, Maude A.	108	45 00
Nicholson, Malcolm	107	44 58
Peters, E. Gertrude	105	43 74
Pothier, Adeline C.	105	43 74
Raymond, Vera M.	105	43 74
Sabine, G. Maude	55	22 91
Sister M. Virginia	108	45 00
" Elise	108	45 00
" Lucina	108	45 00
" Modesta	108	45 00
Stevens, Eudora M.	103	42 91
Thibault, M. Alma	103	42 91
Thibodeau, Beatrice	108	45 00
Varnier, Disa M.	108	45 00
Bailey, Edna E.	107	29 72
Belliveau, Leonice	108	30 00
Belliveau, M. Antoinette	106	29 44
Brinton, Susan	89	24 72
*Brown, Helen M.	88	32 59
*Cameron, J. Bertha	83	30 74
Comeau, Marie Ann	108	30 00

*Comeau, Marie Rose	108	40 00
Croscup, Jennie A.	107	29 72
Dakin, Ellery G.	103	28 61
*Denton, H. Augusta	89	32 96
Deveau, Louise	108	30 00
*Doty, Floris G.	108	40 00
Doty, Lytha M.	108	30 00
Doucet, M. Nellie	107	29 72
Dugas, Beatrice	108	30 00
Dugas, Francoise	107	29 72
Dunn, Beatrice A.	106	29 44
Durland, Bessie R.	107	29 72
Gower, Ina L.	108	30 00
*Hayden, Viola C.	83	30 74
*Hill, Dorcas A.	22	8 14
Hines, Bertha M.	108	30 00
*Hutchinson, Maude D.	89	32 96
Johnson, Ethel M.	105	29 16
Kinney, Rowena J.	104½	29 02
*Lambertson, Myrtle F.	89½	33 14
LeBlanc, Symphorien	108	30 00
Manzar, Gladys R.	76	21 11
*McCullough, Nettie L.	84	31 11
Porter, Kate I.	108	30 00
Prime, Lenetta	106	29 44
Ridley, Grace L.	107	29 72
Ring, Viva M.	106	29 44
Robbins, Myrtle J.	108	30 00
Robicheau, Isabella	108	30 00
Robicheau, Loretta	108	30 00
Saulnier, Kate	104	28 88
*Seeley, Janet M.	69	25 55
Shortliffe, Nina M.	107	29 72
Sister M. Gonzaga	108	30 00
Taylor, Addie D.	108	30 00
Taylor, Sophia M.	107	29 72
*Thibault, M. Monique	88	32 59
*Thibodeau, Laura	104	38 51
Thurber, Bessie G.	107	29 72
*Tuthill, John T.	14	5 18
Urquhart, Margaret P.	106	29 44
Wilson, Flora E.	107	29 72
Zwicker, Lulu deB.	108	30 00

ANNUITANTS.

Sanders, Arthur W.	45 00
Smallie, Mary I.	30 00
Sister M. Ursula	45 00

GUYSBORO.

Matheson, Donald J.	103	100 13
McLeod, Angus N.	107	89 16
Barss, Clementine A.	108	60 00
Dillon, Eva	99	55 00
Fultz, Emily	103	57 22
Giffin, Annie H.	108	60 00
Kinley, Florence	107	59 44
Macdonald, Mary C.	107	59 44
Macdougall, Jean	107	59 44
McGillivray, Angus	108	60 00
McGillivray, Amelia	103	57 22
Amos, Rena Maud	105	43 74

Bruce, J.	64	35 35	Christina, Sr.	103	42 91
Cameron, E.	103	57 22	Clark, E. M.	88	36 66
Cecilia, Sr.	103	57 22	Clement, Sr.	103	42 91
Chapman, E. L.	103	57 22	Concepta, Sr. Marion	103	42 91
Chisholm, E. A.	103	57 22	Cunningham, E. S.	103	42 91
Concepta, Sr. Maria	103	57 22	Curren, E. M.	55	22 91
Creighton, I. M.	100	55 55	DePazzi, Sr.	103	42 91
Cunningham, A. M.	103	57 22	Delphine, Sr.	103	42 91
Delahanty, K.	103	57 22	Devine, M. E.	103	42 91
Dempsey, I. B.	103	57 22	Ead, M. J.	103	42 91
Dolorita, Sr.	103	57 22	Evangelista, Sr.	93	38 75
Dolorosa, Sr.	103	57 22	Felix, Sr.	103	42 91
Dwyer, M. E.	103	57 22	Finn, Mme.	103	42 91
Ernestine, Sr.	103	57 22	Grierson, F.	103	42 91
Eucharia, Sr.	103	57 22	Grierson, M. H.	103	42 91
Florence, Sr.	103	57 22	Gualbert, Sr.	103	42 91
Flowers, E. M.	103	57 22	Hamilton, H. H.	103	42 91
Flowers, H. L.	103	57 22	Hartigan, Sr.	103	42 91
Gaul, R. E.	103	57 22	Healy, K. E.	103	42 91
Genevieve, Sr.	98	54 44	Henrion, Sr.	103	42 91
Grant, M. L.	103	57 22	James, C. A.	100	41 66
Harlow, A. C.	103	57 22	Jamieson, H. J.	103	42 91
Haverstock, A. M.	103	57 22	J. Baptist, Sr.	103	42 91
Hazle, E. M.	103	57 22	Johns, M. A.	100	41 66
Huggins, G. M.	103	57 22	Johnson, I. J.	103	42 91
Kelly, J. M.	103	57 22	Joseph, Sr.	103	42 91
Kelly, Mme.	103	57 22	Keirstead, F. M.	103	42 91
Laracy, A. X.	103	57 22	Kennedy, M. C.	103	42 91
Leontine, Sr.	103	57 22	Leo, Sr.	103	42 91
Madeline, Sr.	103	57 22	Leocadia, Sr.	103	42 91
Marshall, L. E.	100	55 55	Logan, A.	100	41 66
Mason, E.	15	8 32	Lyall, B. H.	103	42 91
Mason, H. E. M.	103	57 22	McArthur, J. R.	103	42 91
Moseley, M. I.	103	57 22	McDonell, Mme.	103	42 91
Outhit, M. C.	19	10 54	McGregor, A.	83	34 58
Phelan, M. F.	103	57 22	Maria, Sr.	103	42 91
Pius, Sr.	103	57 22	Mary, Sr.	102	42 49
Rankine, A. B.	103	57 22	Mitchell, L. E. J.	103	42 91
Richardson, R.	103	57 22	Mooney, M. E.	103	42 91
Ross, E. D.	103	57 22	O'Brien, M. A.	103	42 91
Ross, E. J.	103	57 22	O'Donoghue, M. T. T.	103	42 91
Sanders, K. C.	103	57 22	Perpetua, Sr.	103	42 91
Sanders, A. C.	103	57 22	Publicover, L. D.	81	33 74
Shields, E. G.	103	57 22	Putnam, A. F.	100	41 66
Shields, S. W.	103	57 22	Raphael, Sr.	103	42 91
Sims, S. A.	100	55 55	Remigius, Bro.	103	42 91
Spencer, E. M.	103	57 22	Rita, Sr.	103	42 91
Sullivan, Mme.	103	57 22	Rockett, M. M.	103	42 91
Theakston, H. S. F.	103	57 22	Ross, Carrie E.	103	42 91
Tulloch, M. E.	100	55 55	Sanders, A. K.	84	35 00
Thompson, F. M.	100	55 55	Stanislaus, Sr	103	42 91
Tynan, J. C.	103	57 22	Stratton, E.	103	42 91
Wakely, A. C.	103	57 22	Sullivan, M.	103	42 91
Walsh, J. L.	103	57 22	Sullivan, M. T.	103	42 91
Whalen, A. T.	103	57 22	Sullivan, M. T. R.	103	42 91
Wiswell, I. M.	103	57 22	Theakston, S. E.	103	42 91
Woolrich, M. E.	103	57 22	Travis, A. A.	103	42 91
Ackhurst, M. L.	100	41 66	Walsh, A. M.	103	42 91
Ancient, F. S.	103	42 91	Warner, M. F.	103	42 91
Baker, G. H.	103	42 91	Wells, C.	103	42 91
Bayer, A. L.	103	42 91	Wells, M. H.	103	42 91
Bayer, H. M.	103	42 91	Willis, E. J.	103	42 91
Blois, E. H.	95	39 58	Gossip, C. M.	103	28 61
Broadhurst, M. E.	103	42 91	Jemmott, M. F.	103	28 61
Butler, E. R.	103	42 91	Patrick, Bro.	103	
Catherine, Sr.	103	42 91			

EVENING SCHOOLS.

Barss, W. R.	16½	9 16
Doherty, D. P.	16	8 88
Huggins, G. M.	12	6 66
Ross, E. J.	16½	9 16
Titus, R. L.	16½	9 16

PENSIONERS.

McGregor, (Hall) Helen Mrs.	60 00
Torrey, E. C.	45 00

COUNTY.

Robinson, Ernest	103	100 13
Allen, Christina	103	57 22
Archibald, Jean B.	108	60 00
Bell, Mary F.	103	57 22
Brooks, Ethel G.	97	53 88
Cook, Eva	108	60 00
Corkum, Ethel	103	57 22
Creighton, Frances G.	103	57 22
Cruikshank, Jean H.	108	60 00
Demmons, Mona B.	97	53 88
Frye, Beatrice	108	60 00
Gaetz, Ida M.	103	57 22
Grant, Ethel M.	108	60 00
Hiltz, Ethel M.	103	57 22
Miller, Florence M.	103	57 22
Prescott, Alice	103	57 22
Auld, Maggie E.	108	45 00
Baker, Carrie N.	108	45 00
Blakeney, Bernice	103	42 91
Bruhm, Flora	108	45 00
Butler, Mamie E.	108	45 00
Cameron, Sadie	103	42 91
Chisholm, Isabel	103	42 91
Clark, Ina J.	102	42 49
Clark, Janet G.	49	20 41
Coleman, Hannah E.	108	45 00
Conrad, Ethel N.	107	44 58
Crocker, Nellie F.	108	45 00
Cruikshank, Edna	108	45 00
Dechman, Edith	107	44 58
Dickie, Gertrude	84	35 00
Dickie, Lillie A.	107½	44 79
Dickie, Olive B.	107	44 58
Ellis, Nina N.	108	45 00
Erskine, Jennie B.	108	45 00
Fahie, Annie Marie	97	40 41
Farnell, Eva T.	94	39 16
Findlay, Sadie	103	42 91
Foley, Ethel	89	37 08
Fraser, Annie A.	96	40 00
Gallagher, Mildred	106	44 16
Gates, Lena M.	103	42 91
Goodick, Jedidah B.	108	45 00
Hamilton, Mary A.	103	42 91
Hawkins, Viola S.	105	43 74
Herman, Edith M.	108	45 00
Higgins, Emma A.	108	45 00
Higgins, Margaret	107	44 58
Homans, Estella M.	108	45 00
Hume, Bessie	103	42 91
Hume, Florence	106	44 16

Hume, Mary Emma	103	42 91
Langille, Jessie Ethel	108	45 00
Laidlaw, Elizabeth	103	42 91
Little, Flora	107	44 58
MacKasey, W. P.	107	44 58
Myers, Tillie A.	108	45 00
Moore, Jamesina	107½	44 79
Morton, Ella A.	99	41 24
Mosher, Annie R.	108	45 00
McKay, Isabel	103	42 91
McFatrige, Emma J.	108	45 00
McGillivray, Flora	108	45 00
McGill, Frances	88	36 66
McKenzie, Margaret	103	42 91
McLeod, Beatrice	103	42 91
Osborne, Melissa A.	108	45 00
Palmer, Gladys E.	108	45 00
Pender, A. M.	103	42 91
Roche, Mary	55	22 91
Rockett, Evleen G.	108	45 00
Rutherford, Margaret F.	106½	44 37
Shaffelburg, Ada L.	108	45 00
Smith, Anna M. E.	55	22 91
Smith, Pearle M.	108	45 00
Schultz, Sadie E.	107	44 58
Shute, Jessie T.	103	42 91
Spencer, F. C.	105½	43 95
Thomas, Bessie	103	42 91
Thompson, Ray M.	104	43 32
Trivett, Muriel E.	103	42 91
Tupper, Edith I.	108	45 00
Turner, Rebecca E.	108	45 00
Vaughan, Ethel	107	44 58
Vaughan, Kathleen	107	44 58
Wier, Amelia	102	42 49
Wolfe, Hattie F.	102	42 49
*Alleyne, Miriam	108	40 00
Archibald, Emma	106	29 44
Brokenshire, Amelia	97	26 94
Browne, Grace Allison	108	30 00
*Balcombe, Lucy W.	108	40 00
*Barkhouse, Mary J.	108	40 00
Chisholm, Jessie L.	98	27 22
Collins, Margaret	107	29 72
Corner, Anna,	108	30 00
Corner, Bessie B.	107	29 72
Clarke, Catherine B.	107	29 72
Curry, Emma A.	108	30 00
Curry, Emma A.	10	2 77
*Crook, Lillian S.	50	18 52
Crook, Mabel	105	29 16
Dauphinee, Margaret	102	28 33
Dauphinee, Elsie M.,	108	30 00
Dauphinee, Lena L.	108	30 00
*Fahie, Annie Mae	81	30 00
*Fisher, Adela B.	106	39 26
*Fox, Alice O.	73	27 03
Greenough, Charlotte V.	67	18 61
Gaetz, Florence E.	108	30 00
Grant, Edna G.	108	30 00
Guild, Ethel G.	108	30 00
Hall, Mabel E.	108	30 00
Hanna, Grace	89	24 72
Harpell, Amanda N.	108	30 00
*Harpell, Annie E.	78	28 88
Hartling, Daisy	97	26 94

Hartling, Margaret B.	108	30 00	Shields, W. J.	87	84 56
*Hartling, Minnie F.	33	12 22	Smith, John A.	103	100 13
*Henderson, Anna M.	87	32 22	Archibald, Mabel	107	59 44
Henry, Ethel M.	101	28 05	Baltzer, Ivy M.	108	60 00
Henry, Leah	108	30 00	Brennan, Maud A. N.	107	59 44
Higgins, Josephine	105	29 16	Crossley, Nellie B.	108	60 00
Higgins, Matilda	108	30 00	Faulkner, Harriet C.	106	58 88
*Hilchie, Lilie May	64	23 70	Lavers, Winnifred M. G.	107	59 44
Horne, May E.	108	30 00	Lockhart, Bessie B.	106	58 88
*Jewers, Beatrice	108	40 00	Lockhart, Lena M.	108	60 00
Jewers, Gladys B.	100	27 77	McDougall, Margaret	107	59 44
Josey, Izetta B.	108	30 00	McLellan, Mary	103	57 22
Kennedy, Winnifred M.	93	25 83	Parker, Maie I.	103	57 22
LaPierre, Matilda A.	99	27 50	Pentz, Bertha	105	58 33
Melvyn, Wilhelmina	103	28 61	Rines, Maggie L.	107	59 44
*Mitchell, Lucy V.	108	40 00	Scott, Agnes B.	95	52 77
Mosher, Emma	74	20 55	White, Jennie M.	103	57 22
Munro, Mary E.	108	30 00	Bennet, Hanna	102½	42 70
Murphy, Mary	108	30 00	Bissett, Amy R.	108	45 00
*Murray, Mary Isabel	89	32 96	Brison, Eliza P.	108	45 00
Myers, Jeanette A.	108	30 00	Burgoyne, N. A.	103	42 91
Ogilvie, Ada M.	93	25 83	Card, Elizabeth J.	15	6 24
Ogilvie, Bessie R.	105	29 16	Dimock, Annie	103	42 91
Ogilvie, Estella M.	104½	29 02	Faulkner, M. Jean	108	45 00
Ogilvie, Phoebe, A.	108	30 00	Foster, A. DeW.	108	45 00
*Parlee, Alwida M.	106	39 26	Fraser, Ella J.	35	14 58
Perry, Eva M.	107	29 72	Gates, Gertrude W.	76	31 66
Priest, Mary M.	108	30 00	Goudey, Emily F.	103	42 91
Priest, Amelia C.	43	11 94	Graham, Julia	108	45 00
Pye, Eva C.	108	30 00	Harvey, Alice A.	107	44 58
*Redmond, Jessie A.	65	24 07	Hubley, E. Myra	107½	44 79
*Roberts, Olive	88	32 59	Kelley, Minnie M.	103	42 91
*Roberts, Olive	34	12 59	Lawrence, Alice K.	108	45 00
*Scothorne, Priscilla	103	38 14	Lawrence, Hattie C.	94	39 16
Sedgewick, Jessie M.	100	27 77	Lunn, Ethel May	88	36 66
Sibley, Florence E.	108	30 00	Lunn, Rachael N.	44	18 32
Sibley, Hattie M.	103	28 61	Mariette, Emma M.	107	44 58
*Skerry, Emma	87	32 22	McCurdy, Helen	103	42 91
Spinney, Jennie M.	108	30 00	McKenzie, Florence H.	108	45 00
Stewart, John M.	108	30 00	McLearn, Gertrude E.	108	45 00
Stoddard, Robert H.	108	30 00	Millar, A. Blanche	105	43 74
Stoddard, Sabina B.	108	30 00	Morse, Evelyn P.	108	45 00
Sullivan, Rose M.	100	27 77	Nicholson, E. Mary	105	43 74
Townsend, W. F.	89	24 72	Parsons, Hattie A.	102	42 49
Warner, Mary B.	108	30 00	Patterson, Collie	108	45 00
Weldon, Alice G.	108	30 00	Peck, Jessie A.	96	40 00
Yeadon, Ida M.	108	30 00	Salter, Hattie M.	108	45 00
			Sanford, Alida R.	108	45 00
			Sexton, Verna	12	5 00
			Simm, Ada	107	44 58
			Barron, Margaret	108	30 00
			Cochrane, Madge Irene	107	29 72
			*Johnstone, Annabel	105	38 88
			Lantz, Mabel E.	108	30 00
			Laws, Lillian	103	28 61
			*Levy, Evelyn M.	83	30 74
			*Mahan, Effie E.	108	40 00
			*Sim, Jennie P.	7	2 59
			*Smith, Eva M	108	40 00
			*Smith, Ida L.	108	40 00
			Stevens, Fannie H.	87½	24 30
			Stropole, Stella	52	14 44
			Wickwire, Mabel E.	102	28 33
			Withrow, Ethel A.	105	29 16
ASSISTANTS.					
NIGHT SCHOOL.					
Robinson, Ernest	12	6 66			
Hewitt, H. W.	12	6 66			
Findlay, Sadie	12	5 00			
ANNUITANT.					
Gibbons, John		30 00			
HANTS.					
WEST.					
Dill, Geo. W.	17	16 48			
Forbes, Antoinette	98	81 66			

EAST.			ANNUITANTS.		
Cossitt, Otto Von B.	108	60 00	Letson, M. Smith		60 00
Cottle, Pauline D.	107	59 44	Lily A. Scott		60 00
Crowe, Louisa B.	107	59 44			
Dodds, Agnes A.	108	60 00	ASSISTANT.		
Gesner, Phoebe Agnes	107½	59 72	Gray, Bessie C. A.	53	9 81
Guild, Lulu J.	88	48 88			
Henry, Ella K.	108	60 00			
Holesworth, Mabel C.	108	60 00			
Marchant, Laura L.	20	11 10	INVERNESS.		
O'Brien, Margaret E.	108	60 00			
Blake, Elizabeth A.	108	45 00	SOUTH.		
Bradley, Annie E.	108	45 00	Smith, Edmund B.	107	104 02
Burgess, Bertha L.	107	44 58	Creelman, Laura M.	108	60 00
Campbell, Lena B.	98	40 83	McDougall, Jessie A.	108	60 00
Campbell, Margaret E.	107	44 58	McMaster, Annie J.	107	59 44
Cox, Jane R.	103	42 91	Munro, Ethel	108	60 00
Davison, Laura E.	108	45 00	Sr. St. Dymrna	98	54 44
Grant, Rebekah G.	94	39 16	Beaton, Margaret	102	42 29
Faulkner, Susan O.	108	45 00	Hemmeon, Emma T.	108	45 00
Fulmore, A. Maude	108	45 00	Henderson, Mamie B.	106	44 16
Harvey, Arabella	107	44 58	McDonald, Martha	106	44 16
Logan, Jessie B.	108	45 00	Macdonald, Mary A.	107	44 58
McCabe, V. Pearle	106	44 16	Macdonald, Angus L.	98	40 83
McCulloch, H. Gertrude	108	45 00	Macdonald, James R.	72	30 00
Macdonald, Laura	108	45 00	Macdonnell, Christina E.	108	45 00
Macdougald, Edith M.	108	45 00	McEachren, Mary Margaret	98	40 83
McDougall, Lois	15	6 24	McIsaac, Mary Agnes	108	45 00
Moore, Jennie	108	45 00	McLean, Edgar H.	108	45 00
Morrison, M. M.	108	45 00	McMaster, D. B.	55	22 91
Nelson, Annie M.	106	44 16	McMillan, Duncan A.	108	45 00
O'Brien, Ellen J.	108	45 00	Macrae, Florence C.	108	45 00
O'Brien, Maggie A.	108	45 00	Morrison, Edith	108	45 00
Putnam, Mary D.	101	42 07	O'Brien, Rufus B.	98	40 83
Rines, Rossie A.	108	45 00	Quigley, Mary E.	88	36 66
Simm, Ethelyn A.	107½	44 79	Sister St. John	98	40 83
Smith, Emmaroy M.	107	44 58	" " Marie Dolores	108	45 00
Thompson, Louella	108	45 00	Smyth, Mary B.	105	43 74
Wallace, Ellen	107	44 58	Tobin, Gertrude	48	20 00
*Bowes, Willetta J.	108	40 00	Tompkins, Mary E.	107	44 85
*Davidson, Rebecca A.	101	37 40	Beaton, Mary Belle	77	21 39
Dimock, Jessie	107	29 72	Beaton, Sarah Ann	34	9 44
Drysdale, Annie I.	108	30 00	Forbes, Jessie A.	107	29 72
*Etter, A. Gordon	59	21 85	Forbes, Jessie May	102	28 33
Faulkner, Ellen	101	28 05	Gillis, Mary Bell	28	7 77
Foley, M. Evelyn	96	26 67	Kennedy, Murdoch D.	65	18 05
Greenough, Jennie	107½	29 86	Langley, Susan P.	73	20 28
Higgins, L. Myrtle	107	29 72	Leonard, Eliza May	18	4 99
Logan, Jessie M.	102½	28 47	Macdonald, Mrs. Mary J.	74	20 55
Logan, Kate L.	63	17 50	McDonald, Florence	107	29 72
*Mason, Sarah Jane	106	39 26	Macdonald, Katie	100	27 77
*McLean, Jessie R.	103	38 14	Macdonald, Flora Bell	12	3 33
MacLellan, Annie	108	30 00	McDonald, Mary Jane	103	28 61
*Nieforth, Edith M.	106	39 26	Macdonald, Effie Jane	106	29 44
*O'Brien, Miles Angus	84	31 11	McEachren, Mrs. Jessie	33	9 16
*Pratt, Lena H.	108	30 00	McLellan, Agnes	108	30 00
*Reddy, Gertrude E.	69	25 55	MacLeod, Norman	107	29 72
*Scott, Mary Alice	108	40 00	McMaster, John	42	11 66
Sim, Jennie P.	87	24 16	McMaster, Mamie	55	15 27
Sterns, Geraldine M.	98	27 22	McMaster, Margaret Rose	107	29 72
Sutherland, Grace	108	30 00	MacNeil, Mary Ella	69	19 16
Weatherhead, Jessie E.	108	30 00	McPhail, Cassie Mae	63	17 50
*Withrow, Blanche H.	94	34 81			

MacRitchie, Dan J.	108	30 00
Martin, Jennie	108	30 00
Matheson, Katie S.	89	24 72
Murray, Winnifred	98	27 22
Rose, Janet Forbes	105	29 16
Rose, John Lewis	78	21 67
Sister St. John	108	30 00
Urquhart, C. Fred.	108	30 00
*Bell, Elizabeth	88	32 59
*Jameson, Roberta	108	40 00
*McFayden, Sarah M.	61	22 59
*McInnes, Mary Margaret	93	34 44
*McLean, Charles A.	20	7 40

ANNUITANTS.

Chisholm, Duncan	60 00
MacIntyre, Peter	45 00

NORTH.

Boudreau, A. C.	108	60 00
Chiasson, Moses	20	11 10
Chisholm, Nellie	184	10 26
Cormier, Wm. E.	108	60 00
Gillis, Malcolm H.	30	16 66
Gillis, Malcolm H.	53	29 44
Herdman, Wm. C.	71	39 44
McDermid, Donald	9	4 99
MacInnis, Chas. J.	53	29 44
McLean, Hector K.	98	54 44
McKinnon, John Y.	108	60 00
McRae, Agnes	84	46 66
Murray, Mildred	108	60 00
Arceneau, Mary B.	108	45 00
Arcenau, Minnie A.	108	45 00
AuCoin, James H.	108	45 00
Boudreau, Joseph C.	108	45 00
Boudreau, Placide C.	98	40 83
Chiasson, Ephraim	108	45 00
Chisholm, Arch A.	108	45 00
Coady, Sarah J.	108	45 00
LeBlanc, John P.	108	45 00
Macdaniel, Ida	108	45 00
McDaniel, Annie E.	88	36 66
MacDougall, Mary A.	108	45 00
MacKinnon, Mary C.	94	39 16
McLean, L. E.	91	37 91
MacLellan, A. N.	108	45 00
MacLellan, Marjorie A.	108	45 00
Macqueen, Katherine	74	30 83
Matheson, C. Edna	106	44 16
Morash, Isabel L.	103	42 91
Nickerson, Charlotte	97	40 41
Sister St. Bernard	108	45 00
Sister St. Genevieve	108	45 00
Arsenault, Nellie	108	30 00
Bourgeois, Henry	108	30 00
DesVaux, Adele D.	108	30 00
Deagle, Annie	105	29 16
Ferguson, Rachael	79	21 94
Gray, Jennie Vivien	98	27 22
Hawley, Maude	93	25 83
Macdaniel, Nellie	107	29 72
MacDonald, Mary S.	84	23 38

Macdonald, Mary L.	105	29 16
Macdonald, Angus A.	1004	27 91
MacDougall, Catherine	36	10 00
Macgillivray, Margaret	54	15 00
MacInnis, Jessie A.	70	19 44
*Mackay, Dan P.	49	18 14
Mackay, John Grant	20	5 55
*MacLean, J. Hugh	65	24 07
*MacLean, Daniel	18	6 66
MacLean, Duncan	94	26 11
MacLean, Elizabeth	79	21 94
MacLellan, Florence C.	108	30 00
MacLellan, Maggie M.	108	30 00
MacLellan, Katie B.	108	30 00
MacLennan, Mary Ann	8	2 22
MacLeod, Maggie C.	93	25 83
*MacMillan, John A.	34	12 59
MacMillan, Daniel	89	24 72
MacPhail, John Allen	88	24 44
*MacMillan, Murdoch R.	55	20 37
*Murphy, Mary R.	108	40 00
Sister Margaret Mary	106	29 44
Sister Mary St. Stephen	55	15 27
Smith, Lorena	108	30 00

ANNUITANTS.

MacLean, Donald E.	60 00
MacDougall, Arch. S.	45 00
MacKinnon, Malcolm	45 00
Macdonald, James	30 00
MacMillan, Peter	30 00
Nicholson, A. G.	45 00
Gillis, John A.	45 00

KINGS.

Fairweather, Ernest E.	103	100 13
Kaulbach, Lenore	103	71 52
Oxner, Bertha G.	103	85 83
Webster, Winnifred	103	85 83
Andrews, Etta B.	108	60 00
Andrews, Lillian	108	60 00
Armstrong, Mildred J.	108	60 00
Banks, Alonzo J.	50	27 77
Bligh, H. Alice	108	60 00
Brinton, Effie S.	84	46 66
Cassidy, Bessie M.	106	58 88
Chipman, Mary L.	101	56 11
Cochrane, S. Ethel	103	57 22
Chute, Hettie M.	64	35 55
Dow, Jessie M.	103	57 22
Eaton, Lucie H.	94	52 22
Eaton, Ethel M.	20	11 10
Elliott, S. E. Primrose	108	60 00
Foote, Elida W.	107	59 44
Foote, Reca K.	107	59 44
Ford, R. W.	103	57 22
Gesner, C. Leonard	108	60 00
Gilliatt, Ruth E.	108	60 00
Hamilton, Bessie	83	46 10
Healey, Lida A.	108	60 00
Hilsley, Nellie E.	108	60 00

Harlow, Lottie	106	58 88	Richard, Edith	108	45 00
Joudrey, Edith	108	60 00	Silver, Susie	108	45 00
Mader, Annie	108	60 00	Smeltzer, Lillie	108	45 00
Mader, Flora	108	60 00	Smith, Eva	104	43 32
Maxner, Morris	103	57 22	Smith, Idella	108	45 00
Morton, Beatrice	106	58 88	Smith, Lola	108	45 00
Mullock, Florence	108	60 00	Smith, Mary	108	45 00
McLaughlin, Lilla	103	57 22	Taylor, Edith	108	45 00
McMillan, Margaret	103	57 22	Thompson, Florian	103	42 91
McWhinnie, Lizzie	108	60 00	Thompson, Mary	103	42 91
Prince, Ina	103	57 22	Tobin, Ellen	103	42 91
Rudolph, Mary	25	13 88	Tobin, Mary	103	42 91
Silver, Lottie	108	60 00	Trettheway, Jessie	107	44 58
Smith, Sophia	108	60 00	Warren, Emma	108	45 00
Veinotte, Alice	108	60 00	Webber, Debbie	108	45 00
Wentzell, Hattie	103	57 22	Wentzell, Lois	108	45 00
Young, Helen	103	57 22	West, Ella L.	107	44 58
Young, Mary	103	57 22	Wylde, Mary	78	32 49
Zinck, Etta	107	59 44	Adams, Lillian	107	29 72
Bailly, Leta	107	44 58	Bell, Gertrude	108	30 00
Bell, Marie	78	32 49	Bell, Minnie	108	30 00
Bollivar, Alma	107	44 58	Brooks, Jessie.	89	24 72
Bowers, Mary	108	45 00	Brooks, Lena	104	28 88
Brooks, Blanche	108	45 00	Charlton, Elvida	100	27 77
Cox, Sadie	108	45 00	Chesley, Isabel	108	30 00
Crawford, Florence	102	42 49	Chesley, Jessie	108	30 00
Dauphinee, Tessie	108	45 00	Cook, Nellie	93½	25 97
Dickson, Margaret	106	44 16	Corkum, Beatrice	108	30 00
Duncan, Jessie	98	40 83	*Corkum, Gladys	107	39 63
Eisenhauer, Alice	106	44 16	*Corkum, Minnie	104	38 51
Eisenhauer, Harvey	108	45 00	Crouse, Cynthia	98	27 22
Ernst, Jessie M.	94	39 16	*Dauphinee, Lee	108	40 00
Ernst, Phoebe	108	45 00	Deal, Bernice	108	30 00
Fancy, Jennie	106	44 16	Durland, Nina	102	28 33
Falkenham, Emma	108	45 00	Eisenhauer, Beulah	108	30 00
Fralic, Elva	102	42 49	*Eisnor, Idella	54	20 00
Greenlaw, Marion	107	44 58	*Ernst, Florence C.	101	37 40
Ham, Erema	103	42 91	Ernst, Mary	84	23 33
Hammond, Helen	108	45 00	Feener, Nora	96	26 67
Hawksworth, Eva	103	42 94	Forbes, Annie	108	30 00
Hebb, Elsie	107	44 51	Getson, Mary	108	30 00
Hebb, Florence	105	43 78	Glawson, Josie	108	30 00
Herman, Bertha	108	45 00	Hanna, Ellen	106½	29 58
Hirtle, Ethel	108	45 00	Hebb, Jennie	98	27 22
Hirtle, Mary	108	45 00	Hebb, Lavinia	108	30 00
Jackson, Annie	108	45 00	Heisler, Nellie	108	30 00
Johnson, May	98	40 83	Himmelman, Viola	108	30 00
Keddy, Bessie	88	36 66	Hirtle, Etta	108	30 00
Knickle, Kathleen	103	42 91	Hirtle, Jessen	108	30 00
Langille, Edith	108	45 00	*Inglis, Etta	107	39 63
Lantz, Hannah	108	45 00	Inglis, Flora	107	29 72
Lohnes, Minnie	10	4 16	*Jefferson, Minnie	108	40 00
Mader, Bessie	108	45 00	Joudrey, Lida	108	30 00
Manning, Myra	103	42 91	Kaulback, Laura	103	28 61
Manthorne, Maud	103	42 91	Kennedy, Lois	108	30 00
Mason, Jessie	108	45 00	Langille, Aileene	108	30 00
Mason, Leaman	108	45 00	Langille, Rebecca	108	30 00
Millett, Sadie	95	39 58	Lohnes, Flossie	103	28 61
McLachlan, Ethel	103	42 91	*Marryatt, Ethel	63	23 33
McLachlan, Lelia	103	42 91	Morash, Carrie	108	30 00
McLannan, Etta	101	42 07	Mouzar, Laliah	108	30 00
McLeod, Ethel	59	24 58	Mullock, Adelaide	108	30 00
Naugler, Agnes	103	42 91	*Myro, Gladys	82	30 37
Parker, Carrie	108	45 00	Oickle, Sadie	53½	14 86
Reinhardt, Grace	108	45 00	Parnell, Alma	107½	29 86

Publicover, Florence	52	14	44
Rafuse, Maggie	108	30	00
Sarty, Eva	107	29	72
*Shields, Dorinda	71	26	29
Silver, Clara	107½	29	86
Silver, Florence	108	30	00
*Slauenwhite, Florence	88	32	59
Smith, Ada	108	30	00
Spidell, Jennie	107	29	72
Tufts, Edna	108	30	00
Veinot, Clarence	104	28	88
*Veinot, Lillian	107	39	63
Vogler, Ethel	102	28	33
Vogler, Jessie	25	6	94
Wambach, Vera	108	30	00
Westhaver, Jennie	108	30	00
Wentzell, Edith	75	20	83
Wentzell, Jemima	108	30	00
Wentzell, Mary	108	30	00
*Wynot, Agnes	89	32	96
Zwicker, Bessie	108	30	00

ANNUITANTS.

Rieser, Daniel	60	00	
Faulkner, James	45	00	
Stoddart, Marie,	45	00	
Heckman, Albert	30	00	

CHESTER.

Osborne, N. A.	108	105	00
Zinck, Minnie	108	60	00
Atkinson, Jennie	106	44	16
Colp, Beatrice	75	31	24
Countway, Blanche	100	41	66
DeVan, Eileen	106	44	16
Hatt, Ellie M.	108	45	00
Hennigar, Nina	20	8	33
Hiltz, Adelaide	106	44	16
Hirtle, Roy	108	45	00
Houghton, Mary	64	26	67
Nauss, Ola	108	45	00
Reaves, Manetta	107	44	58
Shafford, Flora	108	45	00
Webber, Olie B.	108	45	00
Zinck, Austin	108	45	00
Burgoyne, Mildred	88	24	44
Corkum, Annie	108	30	00
Cox, Bessie	107	29	72
Hawboldt, Ida	108	30	00
Hennigar, Grace	108	30	00
Hirtle, Seward	108	30	00
Hyson, A. E.	107	29	72
Houghton, Mary	44	12	22
*Kaulbach, James	69	25	55
Marryatt, Ethel	35	9	72
Meisener, Gladys	104	28	88
*Skerry, Jessie	108	40	00
*Strumm, Emma	104	38	51
*Vaughan, Alice	108	40	00
*Vaughan, Mary	84	31	11

PICTOU.

NORTH.

Fraser, Wm. P.	97	80	82
Maclellan, Robt	97	94	29
MacLeod, Robt. H.	97	80	82
Munro, Henry F.	97	80	82
Fraser, Annie D.	108	60	00
MacKay, Annie	102	56	66
McArthur, Olive	102	56	66
Murdoch, Louisa	108	60	00
Stewart, Martha	108	60	00
Tanch, Jas. W.	102	56	66
Archibald, Caroline	108	45	00
Baillie, A. G.	102	42	49
Boutillier, Eunice	103	42	91
Cameron, Bessie	107	44	58
Clarke, Warren F.	97	40	41
Grant, W. A.	108	45	00
Gunn, Jessie A	88	36	66
Haley, Mary	102	42	49
Kennedy, Lizzie	108	40	27
Lawrence, Gladys	103	42	91
MacBain, Ellen E.	103	42	91
MacIntosh, Jennie	108	45	00
MacIntosh, D. S.	107	44	58
MacDonald, Mabel	20	8	33
MacKenzie, Barbara	64	26	67
MacKay, Beatrice	107	44	58
MacLanders, Jennie	102	42	49
MacKenzie, Martha	108	45	00
MacKinnon, Ada K.	107	44	58
MacKay, Janie	103	42	91
McCunn, Isabelle	103	42	91
McCarr, Katherine	108	45	00
McGirr, Gertrude	96	40	00
McMillan, Anabelle	108	45	00
Maxwell, Jane P.	108	32	77
Munro, Margaret A.	107	44	58
Murray, Elizabeth	108	45	00
Patriquin, Bertha	108	45	00
Reid, Edna E.	98	40	83
Rae, Cora S.	108	45	00
Rose, Jessie F.	102	42	49
Rogers, Marion	102	42	49
Reid, M. Olive	108	45	00
Ross, Bessie B.	107	44	58
Sutherland, Georgianna	108	45	00
Sylvester, Mary	102	42	49
Tattie, Mabel	107	44	58
Adamson, Mary E.	108	30	00
Ballantyne, Agnes	92	25	55
Brown Isabelle	108	30	00
Bryson, Ethel M.	106	29	44
Dwyer, Mary E.	53	14	72
Johnson, Lillian	106	29	44
Matheson, Maud	74	20	55
MacDonald, Essie	20	5	55
MacKay, Geo. H.	78	21	67
*MacKay, Annie C.	108	40	00
MacKnight, Jessie	108	30	00
MacQuarrie, Jessie	107	29	72
MacKay, Ella M.	67	18	61
MacLanders, Minnie	79	21	94
MacKay, Christina B.	108	30	00

MacKay, Ethel	69	19 16
*MacKenzie, Jessie	92	34 07
*Murray, Grace A.	88	32 59
Rettie, Annie	108	30 00
Ross, Annie J.	107	29 72
Stramberg, Johnina	103	28 61
Sutherland, Jennie	74	20 55
*Sutherland, Mina	88	32 59
Sutherland, Wm. A.	89	24 72
Thomas, Hilda C.	105	29 16

ANNUITANTS.

John McKay	60 00
Alex. McArthur	60 00
D. W. McDonald	60 00
William Fraser	60 00
John Gollan	60 00
Marion Ross	45 00
Mary J. Millar	45 00

SOUTH.

McLeod, J. T.	102	99 15
McLeod, Jeanetta	107	89 16
Swanson, Peter	108	90 00
Brunt, Blanche G.	97	53 88
Ellis, Russell	102	56 66
Fraser, Attie A	103	57 22
Fraser, M. Louise	102	56 66
Fraser, Mabel O	102	56 66
Fraser, Winifred M.	80	44 44
Faulkner, A. W.	103	57 22
Harvey, Alice B.	108	60 00
Hicks, Blanche G.	102	56 66
Kerr, Estella	103	57 22
Laurie, Elizabeth	100	55 55
MacGlashan, Isabel	108	60 00
Miller, Lola D.	97	53 88
McLeod, Frank T.	103	57 22
Murray, Sadie A.	102	56 66
MacKenzie, A. S.	100	55 55
McLean, Cassie E.	102	56 66
Macpherson, Eliza	100	55 55
MacInnis, Katherine	108	60 00
MacBean, Jennie	103	57 22
MacKay, Mary J.	10	5 55
Oxley, Gertrude	102	56 66
Reeves, Annie W.	108	60 00
Thompson, Elizabeth	101	56 11
Weir, Isabel D.	100	55 55
Archibald, Ann	107	44 58
Astbury, Lizzie	103	42 91
Bannerman, Margaret	10	4 16
Ballantyne, Jean V.	79	32 91
Bryden, Myra	108	45 00
Bryden, Margaret	105	43 74
Boutillier, May	92	38 33
Chisholm, Marianne	108	45 00
Crockett, Annie C.	108	45 00
Cameron, Mary M.	103	42 91
Chisholm, Mary M.	103	42 91
Cunningham, Leah	103	42 91
Cunningham, Dolina	103	42 91
Cameron, Anna B.	20	8 33
Dimock, Imogene	108	45 00

Fraser, Ida J.	107	44 58
Ferguson, Janie A.	108	45 00
Fraser, Margaret C.	107	44 58
Gunn, Mary A.	108	45 00
Grant, Katherine	107	44 58
Grant, Julia	108	45 00
Henderson, J. W.	103	42 91
Jordain, Catherine	107	44 58
Macdonald, Agnes C	108	45 00
Macdonald, Margaret A.	108	45 00
MacDonald, Dolina	106	44 16
Macdonald, Ada S.	108	45 00
Macleod, Isabel J.	108	45 00
Macgillivray, Jennie R.	108	45 00
MacKenzie, Charlotte	107	44 58
MacKenzie, Marjorie	92	38 33
Maclellan, Elizabeth	103	42 91
McIntosh, Margaret S.	106	44 16
McIntosh, Annie	105	43 74
MacGillivray, A. J.	106	44 16
McIntosh, Miranda	108	45 00
MacQuarrie, Martha	103	42 91
Maxwell, Bessie B.	103	42 91
MacEwen, Mary C.	108	45 00
Meikle, Maggie J.	108	45 00
Munro, Merdena	108	45 00
Munro, Alberta	103	42 91
Patterson, Margaret	103	42 91
Robertson, Edith	108	45 00
Robertson, Susie M.	108	45 00
Russell, Martha C.	108	45 00
Ross, Maggie	83	34 58
Reid, Marian J.	108	45 00
Smith, Isabel C.	108	45 00
Smith, Christy A.	103	42 91
Stalker, Elizabeth	107	44 58
Sutherland, Lexie	104	43 32
Sutherland, Jessie L.	53	22 08
Titus, Lizzie T.	13	5 41
Thompson, Mary A.	107	44 58
Wilson, Zella B.	108	45 00
*Allan, Ethel M.	106	39 26
Boutillier, Eliza	103	28 61
Bruce, Bessie M.	78	21 67
Cameron, Hannah	103	28 61
Cameron, Barbara	108	30 00
Craigie, John H.	88	24 44
*Fraser, Laura S.	88	32 59
*Fraser, Margaret	101	37 40
*Fraser, Letitia	108	40 00
*Gardner, Laura M.	108	40 00
Grant, Jessie M.	108	30 00
Graham, W. J.	86	23 89
Jackson, Annie F.	108	30 00
Keith, Sylvia	103	28 61
Macdonald, Catherine	108	30 00
MacKenzie, Christina	108	30 00
*MacKay, Roberta	104	38 51
MacArthur, Annie M.	108	30 00
MacDonald, Marcella	108	30 00
Maclean, Neil A.	77	21 39
Marshall, Margaret	106	29 44
Miller, Margaret G.	20	5 55
Mills, Martha	103	28 61
*Rector, Annie M.	92	34 07
*Ross, Bella J.	108	40 00

Ross, Isabella C.	103	28 61
*Ross, Margaret M.	54	20 00
Stewart, Mary D.	35	9 72
Thompson, W. Irene	108	30 00
Thompson, Daisy	108	30 00
Walker, Jennie	98	27 22

QUEENS

SOUTH.

Richardson, R. P.	103	100 13
Mullins, Jennie E.	103	85 83
Clements, Mary	108	60 00
Fiske, Cora	103	57 22
Greig, Gladys	103	57 22
Harrington, E. B.	103	57 22
Harrington, Georgie	19	10 54
Hemeon, Elizabeth	108	60 00
Hennigar, Mabel	103	57 22
Lantz, Theresa	103	57 22
McLeod, A. J.	103	57 22
McNutt, Annie	103	57 22
Walker, Jean	84	46 66
Freeman, Allene	103	42 91
Freeman, Blanche	103	42 91
Giffin, Grace	108	45 00
Godfrey, Selena	108	45 00
Hagan, Jedidah	108	45 00
Hartlen, Ida	103	42 91
Hirtle, Bertha	68	28 33
Huskins, Pearl	103	42 91
Manthorne, Muriel	108	45 00
McKay, Maud	108	45 00
McLeod, Mabel	103	42 91
Parke, Nellie	108	45 00
Wyde, Mary	20	8 33
*Bollivar, Elsie	84	31 11
*Burgess, Annie	87	32 22
Corkum, Grace	87	24 16
Downie, Eula	107	29 72
Feindell, Flora	108	30 00
Feindell, Theresa	108	30 00
Firth, Alice	103	28 61
Forbes, Gertie	108	30 00
Freeman, Verta	103	28 61
Hagan, Matilda	108	30 00
Harding, Wilhelmina	108	30 00
Hirtle, Bertha	40	11 11
Mack, Theresa	108	30 00
Parke, Robina	88	24 44
*Smith, D. W.	79	29 25
Taylor, Bessie	107	29 72
*Thompson, Grace	71	26 29

NORTH.

Freeman, Jessie E.	107	59 44
Crofts, Margaret	105	43 74
Cushing, Alice	108	45 00
Cushing, Hilda	107	44 58
Cushing, Nina	106	44 16
Freeman, Grace	108	45 00
Hanley, Ruth	101	42 07

Hines, Effie G.	108	45 00
Keddy, Beatrice	93	38 75
Kempton, Susie	106	44 16
McGinty, Katherine	107	44 58
Ramey, Rebecca	108	45 00
Devine, Harriet	108	30 00
*Holdright, Caro	107	39 63
Freeman, Maud	106	29 44
Froude, Gertrude	108	30 00
Lewis, Beatrice	20	5 55
*Millett, Phyllis	87	32 22
*Mott, Lina M.	86	31 85
McGuire, Mary	89	24 72
*Purney, Helen	108	40 00

ANNUITANTS.

Smith, Nicholas	75 00
-----------------	-------

RICHMOND.

Roy, Frances Brown	108	105 00
Boyd, Christina	108	60 00
Campbell, Daniel H.	108	60 00
Ferguson, William N.	108	60 00
Hennesey, Margaret	45	24 99
Malzard, M. Leila E.	108	60 00
Tompkins, Ida	108	60 00
Brown, Mary E.	108	45 00
Douglas, Havelock G.	108	45 00
Doucet, Moses C.	36	15 00
Finlayson, Duncan K.	55	22 91
Foret, Charles J.	103	42 91
Gagnon, Henry L.	107	44 58
Grady, Alice Maud	108	45 00
Johnstone, Mary C.	108	45 00
Leslie, Alfreda M.	108	45 00
MacAulay, Eben K.	99	41 24
Macdonald, Mary C.	108	45 00
McKay, John F.	107	44 58
MacKillop, Anderson B. B.	108	45 00
MacKillop, Ewen D.	106	44 16
McLeod, Peter A.	103	42 91
MacLeod, Tena H.	108	45 00
*McLeod, Christina A.	103	42 91
Macneil, Minnie P.	108	45 00
Macneil, Margaret A.	108	45 00
Macneil, Minnie A.	108	45 00
Major, William	108	45 00
Morrison, Annie	108	45 00
Murphy, Margaret A.	107	44 58
Nelson, J. Scott	107	44 58
Power, Mary Gertrude	108	45 00
Sampson, Mary E.	108	45 00
Spurr, Annie	107	44 58
White, Minnie M.	98	40 83
Boudrot, Anna L.	108	30 00
Burke, Mabel H.	106	29 44
Deagle, Joseph	107	29 72
Doucet, Alvina E.	108	30 00
Finlayson, Tena J.	108	30 00
Jackson, Henrietta E.	106	29 44
King, Leo Joseph	97	26 94
Langley, Harriet E.	101	28 05

LeBlanc, Alma	92	25 55
MacKay, Phillip	89	24 72
Macleod, Marie S.	103	28 61
McLean, Rebecca B.	87	24 16
Macneil, Florence	88	24 44
Monbourquette, Annie J.	108	30 00
Monbourquette, May	91	25 28
Nelson, Gustav Adolf	108	30 00
Patterson, George J.	82	22 78
Sampson, Florence	88	24 44
Sampson, Mary L.	98	27 22
Sampson, Mary E.	106	29 44
Sutherland, Daniel J.	104	28 88
*Currie, Charlotte	108	40 00
*Ferguson, Kenneth R. J.	85	31 48
*Jackson, Annie J.	107	39 63
*MacIntyre, Margaret L.	103	38 14
*McKenzie, Teresa	108	40 00
*McPherson, Murdoch A.	82	30 37
*Murphy, Minnie E.	108	40 00
*Sutherland, Donald A.	95	35 18
*Thibeau Peter	54	20 00

ANNUITANTS.

McDougall, Peter	45 00
McKay, John	45 00

SHELBURNE.

Spinney, Fred H.	103	100 13
Allen, Janie R.	103	57 22
Bower, Ethel H.	103	57 22
Hirtle, A. G. G.	107	59 44
Nickerson, Margaret A.	107	59 44
Allen, Mary V.	103	42 91
Batton, Viola M.	108	45 00
Brannen, Lennie M.	53	22 08
Bruce, Arthur C.	103	42 91
Chiyers, Gladys P.	63	26 25
Dexter, Kate G.	33	13 75
Doleman, Tryphene W.	103	42 91
Dorrie, Gladys A.	108	45 00
Etherington, Lily	103	42 91
Hardy, Ruby A.	105	43 74
Holden, Annie P.	108	45 00
Kempton, Jessie M.	108	45 00
Lyle, Emily R.	103	42 91
Mackay, Max B.	107	44 58
Manthorn, Jennie M.	108	45 00
Mills, Mary E.	107	44 58
Rawlings, Mary A.	107	44 58
Smith, Isabella	102	42 49
Barclay, Josephine P.	107	29 72
Bower, Edna G.	107	29 72
Doane, Ada G.	97	26 94
Doane, Estella S.	104	28 88
Firth, E. Louise	108	30 00
Giffin, Brenda M.	108	30 00
Giffin, Florence M.	108	30 00
Harding, Muriel A.	88	24 44
Harris, Emily B.	108	30 00
Hogg, Alfred C.	107	29 72
Hogg, Jennie A.	108	30 00

Jones, Sadie B.	108	30 00
Locke, Louise M.	107	29 72
MacKay, Gertrude A.	108	30 00
MacKay, Hattie H.	98	27 22
Matthews, Annie L.	103	28 61
McKenne, Lulu M.	107	29 72
*Munro, Effie R.	105	38 88
Page, Emily E.	107	29 72
*Perry, Berlina E.	74	27 40
Spanks, Carrie Z.	107	29 72
*Swim, C. Maude	77	28 51
*Thomas, Genevieve B.	97	35 92
Thomas, Helen L.	108	30 00

ANNUITANTS.

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

BARRINGTON.

Black, Pearle M.	108	60 00
Doane, Edith	108	60 00
Doane, Jennie A.	108	60 00
Fox, Arthur D.	108	60 00
MacKay, Nettie L.	108	60 00
Martin, Oscar M.	106	58 88
Oulton, Millage	108	60 00
Smith, Annie S.	108	60 00
Atwood, Maude L.	108	45 00
Brannen, Wallace E.	108	45 00
Christie, Katherine E.	108	45 00
Doleman, G. Harry	108	45 00
Freeman, Nellie B.	107	44 58
Hopkins, Bella L.	108	45 00
Knowles, Ina	108	45 00
MacAlpine, Felicia D.	108	45 00
MacKay, Nettie M.	108	45 00
Nickerson, C. Netta	108	45 00
Nickerson, L. Isora	108	45 00
Nickerson, Nellie G.	108	45 00
Nickerson, Sadie B.	108	45 00
Porter, Florence H.	108	45 00
Reynolds, Avis E.	107	44 58
Sutherland, Bessie	107	44 58
Trefry, Katie C.	20	8 33
Walker, Bertie C.	108	45 00
Atkinson, Muriel E.	108	30 00
*Bethune, Annie B.	69	25 55
Brannen, Pearle V.	97½	27 08
*Harding, Laura M.	40	14 80
*Hopkins, Eva B.	105	38 88
Lloyd, Florence V.	103	28 61
*McGuire, Maggie	64	23 70
McGinnis, Annie H.	108	30 00
McGray, Fannie E.	108	30 00
Nickerson, Nettie M.	108	45 00
Spanks, Maggie E.	106	29 44
Swaine, Mysie M.	108	30 00
Swayne, Adelenia O.	104½	29 02

ANNUITANT.

Matheson, W. H.	45 00
-----------------	-------

VICTORIA.

Gallant, Thos.	103	100	13
Herdman, Wm. C.	22	12	21
MacDonald, M. B.	108	60	00
Anderson, Minerva Blanche	108	45	00
MacAskill, Flora B.	108	45	00
Macdonald, Louise	103	42	91
Macdonald, Catherine A.	108	45	00
MacInnis, Dan F.	108	45	00
MacInnis, W. C.	86	35	83
MacIntosh, Jessie	108	45	00
MacKenzie, Margaret M.	108	45	00
MacKinnon, Robert H.	103	42	91
MacLean, Tena O.	95	39	58
MacLennan, Dan. A.	98	40	83
Macleod, Mary	108	45	00
Macleod, Alexandrina	107	44	58
Macleod, John D.	103	42	91
Montgomery, Sadie	99	41	24
Robinson, Emma C.	11	4	58
Ross, Annie J.	108	45	00
Smith, M. Lawson	94	39	16
Watson, Ella May	103	42	91
Withrow, Helena H.	88	36	66
Brown, Cecilia M.	107	29	72
Campbell, Jean E.	98	27	22
Doyle, Sarah J.	42	11	66
Fox, Frank B.	103	26	34
Gwinn, May C.	64	17	77
MacCharles, M. D.	99	27	50
MacDermid, Eunice S. A.	89	24	72
*MacDermid, Rachael F.	89	32	96
Macdonald, Katie A.	65	18	05
*Macgregor, Mary A.	89	32	96
MacIntosh, Jessie A.	18	4	99
MacIver, Lizzie	63	17	50
*MacIver, Mary Anne	84	31	11
MacKenzie, Emeline L.	89	24	72
*MacKenzie, Minnie E.	15	5	55
*MacKenzie, Eliza A.	108	40	00
*MacLellan, Mary A.	101	37	40
MacLennan, Hannah	82	22	78
MacLeod, T. Harriet	40	11	11
McNeil, Annie Laurie	102	28	33
McNeil, Mary E.	84	23	33
Matheson, John Rodrick	73	20	28
Mattatal, Florence	94	26	11
Montgomery, Christine	32	8	88
*Morrison, Joanna B.	15	5	55
Morrison, Joanna B.	78	21	67
Morrison, Annie M.	35	9	72
Rice, Gertrude L.	105	29	16
Smith, Lizzie	83	23	06
Smith, Mary A.	105	29	16
Stewart, Robert A.	103	28	61
Sutherland, Annie M.	86	23	89

YARMOUTH.

Bingay, James	106	88	32
Bingay, Norma B.	107	74	30
Blackadar, Geo. D.	103	85	83
Horne, A. W.	107	74	30

Kempton, W. F.	96	93	34
McGray, Margaret W	107	74	30
Trask, J. Logan	107	74	30
Wyman, Harry J.	105	87	48
Tooker, Beatrice	48	26	66
Allen, E. Chesley	107	59	44
Allen, Georgie W.	107	59	44
Allen, Shenton B.	107	59	44
Baker, Ethel M.	21	11	65
Bond, Mary G.	106	58	88
Churchill, Nelson	107	59	44
Cleland, Jane E.	107½	59	72
D'Entremont, Louis A.	35	19	43
Ellenwood, Margaret H.	107	59	44
Fleet, Sarah J.	105½	58	61
Frost, Isabel F.	103	57	22
Fuller, Annie	106	58	88
Goodwin, Effie B.	106	58	88
Goudey, Alice A.	108	60	00
Grierson, Jean E.	107	59	44
Hall, Florence B.	106	58	88
Hines, Nora G.	14	7	77
Hopkins, Marion J.	107	59	44
Huestis, Hannah	107	59	44
Jenkins, Emma J.	107	59	44
Kinney, Laura	106	58	88
McGray, Jean D.	102	56	66
Moses, Etta F.	108	60	00
Moses, Judson A.	50	27	77
Patten, Mabel E.	108	60	00
Phillips, Elizabeth R.	93	51	66
Raymond Luella	107	59	44
Skinner, Louis R.	106	58	88
Smith, Charlotte G.	97	53	88
Spinney, Mary E.	107	59	44
Wyman, Elizabeth B.	108	60	00
Allen, Clarice B.	55	22	91
Allan, Frances L.	107	44	58
Bond, Anna B.	10	4	16
Brown, Alice D.	107	44	58
Brown, Mary McL.	106	44	16
Bryant, Arletta	105	43	74
Chipman, Agnes J.	107	44	58
Crosby, Jessie H.	106	44	16
Crosby, Mary E.	99	41	24
Crosby, Mildred	108	45	00
Delamere, Susan P.	107	44	58
Durland, Addie W.	101½	42	28
Goudey, L. Ada	105	43	74
Hamilton, Jessie W.	103	42	91
Hopkins, Kate M.	88	36	66
Kent, Bessie W.	92	38	33
MacKay, Janet MacP.	20	8	33
Moses, Agnes	108	45	00
Moses, Della B.	108	45	00
Newcombe, Bertha E.	106	44	16
Palfrey, Olive B.	107½	44	79
Pennington, J. Genevra	107	44	58
Platt, Ada M.	107	44	58
Platt, Bessie	108	45	00
Purdy, Lennie S.	15	6	24
Roach, Florence H.	108	45	00
Smith, Elsie B.	107½	44	79
Wyman, C. Winnifred	107	44	58
*Armstrong, Georgie E.	83	30	74
Baker, Genie A.	101	28	05

Bleakney, Edw. M.	108	30 00
Churchill, Addie M.	98	27 22
Crosby, Marion	85½	23 75
*Loneragan, Margaret L.	108	40 00
MacGray, Annie E.	108	30 00
*MacKay, Laura H.	89	32 96
*Melanson, Nellie M.	105	38 88
Purney, Maria I.	101	28 05
*Smith, Marjorie C.	108	40 00
Spifney, Amy L.	107½	29 86

ANNUITANTS.

Munro, Jas. H.		75 00
Hilton, Mary M.		45 00

ARGYLE.

D'Eon, Octave J.	108	60 00
D'Eon, Stillman L.	45	24 99
Killam, Flora	108	60 00
Mack, Robert T.	107	59 44
Scott, Anna	108	60 00
Sister, F Xavier	108	60 00
Amirault, Alfred A.	107	44 58
Amirault, Eva A.	107	44 58
Amirault, Lena B.	107	44 58
Amirault, Simon A.	103	42 91
Babin, Eugenie L.	108	45 00
Bourque, Elizabeth	108	45 00
Brannen, Gertrude E.	108	45 00
Churchill, Gordon H.	107½	44 79
D'Entremont, Mary A.	108	45 00
D'Eon, Laura F.	108	45 00
Doane, Lora	108	45 00
Franey, Bertha M.	107	44 58
Frost, Charlotte W.	107	44 58
Gavel, Margaret A.	69	28 74

Goodwin, Genesta E.	107	44 58
Melanson, Bertha E.	108	45 00
Pothier, Marguerite A.	39	16 25
Ricker, Charlotte E.	62	25 83
Robicheau, Minnie T.	108	45 00
Scott, Martha	103	42 91
Shand, Carrie E.	107	44 58
Sister M. Eugenie	108	45 00
Sister M. Seraphia	107	44 58
Sister M. Anthony	108	45 00
Wilson, Myrtle C.	105	43 74
Amirault, Jeanne L.	108	30 00
Amirault, Teresa M.	108	30 00
Amirault, Rose I.	105	29 16
Amirault, Muriel A.	87	24 16
Babin, Theresa	69	19 16
Belliveau, Genevieve A.	105	29 16
Belliveau, Mary	106	29 44
Black, Rosie C.	107	29 72
Bourque, Philomena	108	30 00
*Bourque, Constance	108	39 26
*Bourque, Rosie	108	40 00
D'Entremont, Clara M.	108	30 00
Duncanson, Linda L.	108	30 00
*Gavel, Joseph J.	102	37 77
Goodwin, Rosa	108	30 00
Hatfield, Emma M.	54	15 00
Kavanagh, Elinor A.	20	5 55
Knowles, Meda L.	108	30 00
LeBlanc, John B.	108	30 00
Pothier, Annie	107	29 72
Ricker, Charlotte E.	44	12 22
Surette, Nemerise	89	24 72
Surette, Rose D.	69	19 16
Thorburn, Margaret A.	108	30 00
Waite, Edith M.	106	29 44

ANNUITANT

Homer, Agnes W.		45 00
-----------------	--	-------

THE MORE IMPORTANT AMENDMENTS OF THE SCHOOL LAW SINCE THE CONSOLIDATION OF 1900.

LEGISLATION OF 1901.

CHAPTER 37.

An Act to Amend Chapter 52, Revised Statutes, 1900, "Of Public Instruction."

Be it enacted by the Governor, Council, and Assembly, as follows:—

1. Chapter 52 of the Revised Statutes, entitled, "Of Public Instruction," is hereby amended as follows:—

(1) Section 71 is amended by adding at the end thereof the words following:—

"Except in the cases of any section the schools of which are affiliated with the Provincial Normal School and of City of Halifax, in which two cases the amount shall not in any year exceed twelve hundred dollars."

(2) The following section is added after section 67:—

67A. "The time employed by the principal of the schools of any school section in supervising or grading the schools, the time employed by teachers of his staff who are required to assist in the grading of any of the departments, the time teachers are in attendance at certain educational institutes with the consent of their trustees and the time lost by the necessary closing of a school on account of such conditions as the presence of contagious disease, shall be reckoned as authorized teaching time in lieu of actual teaching on authorized teaching days according to the conditions prescribed by the Council."

LEGISLATION OF 1902.

CHAPTER 39.

An Act to Amend Chapter 52, Revised Statutes, 1900, "The Education Act."

Be it enacted by the Governor, Council, and Assembly, as follows:—

1. Section twenty-one, sub-section, (1), of Chapter fifty-two, Revised Statutes, 1900, is amended by striking out the following words in the last line thereof: "at the hour of eight o'clock in the evening."

2. Sub-section two of said section twenty-one (21) is amended by striking out the words "and another hour" in the second and third lines thereof.

3. Section seventy-seven of said Act is amended by adding to sub-section (b) of said section the following words: "the cost of conveying children to school, and"

LEGISLATION OF 1903.

CHAPTER 4.

An Act to Amend Chapter 52, Revised Statutes, 1900, "The Education Act."

Be it enacted by the Governor, Council, and Assembly, as follows:—

1. Section 80, of Chapter 52 of the Revised Statutes, 1900, is repealed, and the following substituted therefor:

80. (1) Notwithstanding anything contained in the two preceding sections, all the real and personal property assessed according to the municipal assessment roll situated within the boundaries of school sections named in the second schedule to this Act, excepting dyke lands, shall be liable for sectional school rates for the support of schools in such sections without regard to the place where the owners of such property reside, and such property shall not be liable to sectional school rates for the support of any school or schools other than those of such school sections; and property owned by persons residing within any of the said school sections and situate within the county, including cities and incorporated towns within the geographical limits of the county outside of such section, shall be ratable for school purposes in the section in which it is situate.

(2) In all the school sections in the county of Halifax (except the City of Halifax and the town of Dartmouth) all the real and personal property assessed according to the municipal rate roll situated within the boundaries of such school sections, excepting dyke lands, shall be liable for sectional school rates for the support of schools in such sections, without regard to the place where the owners of such reside, and such property shall not be liable to sectional school rates for the support of any school or schools other than those of such school sections; and property owned by persons residing within the limits of the school section and situated within the county of Halifax (including the city of Halifax and any incorporated town within the geographical limits of the county of Halifax) outside of such section, shall be ratable for school purposes in the section in which it is situate.

(3) Between the city of Halifax and any incorporated town located within the geographical limits of Halifax county the provisions of section 79 shall apply.

CHAPTER 6.

An Act to Amend Chapter 52, Revised Statutes, 1900, "The Education Act."

Be it enacted by the Governor, Council, and Assembly, as follows:—

1. Sub-section (b) of section eleven of the Education Act is amended by adding thereto the following words, "and also any existing school section or part of a school section."

2. Section fourteen of said Act is amended by inserting after the word "determine" in the second line thereof the words, "subject to the recommendation of the inspector."

3. Sub-section two of section sixteen of said Act is amended by striking out the word "alteration" in the second line thereof.

4. Sub-section three of section twenty-eight of said Act is amended by inserting after the word "ratepayers" in the second line thereof, the words, "or in case there are less than fourteen ratepayers in the section, on the requisition of the majority of ratepayers."

5. Sub-section two of section thirty-seven of said Act is amended by striking out the words, "as soon as practicable," in the first and second lines thereof, and substituting the words, "if necessary, or if required by the inspector," in lieu thereof.

6. Section sixty-three of said Act is amended by striking out the words "at a rate not exceeding five per cent," in lines five and six thereof.

7. Section seventy-two of said Act is repealed and the following substituted therefor:—

72. (1) The clerk of the municipality of every county or district shall annually add to the amount required for county purposes, but distinct from all other amounts required for such purposes, a sum sufficient, after deducting the estimated cost of collection and probable loss, to yield an amount equal to thirty-five cents for every inhabitant according to the last census of the municipality and of all incorporated towns which before incorporation territorially formed part of such county or district.

(2) The said sum shall be divided between and borne by the municipality and the incorporated towns in the same proportions as the county fund, under the provisions of The Town's Incorporation Act and the Assessment Act and amendments thereto respectively, and shall be collected in the same manner as other rates and taxes.

(3) Notwithstanding the provisions of any statute of Nova Scotia, every incorporated town shall annually, on or before the thirtieth day of June, pay to the treasurer of the municipality of the county or district of which it before incorporation territorially formed part, its proportionate part of the said sum.

(4) The sum so raised by the municipality and incorporated towns shall be paid out annually for the support of schools by the treasurer of the municipality upon the order of the Superintendent, and shall be called the Municipal School Fund.

8. Section ninety-nine of said Act is amended by inserting after the word "section" in the sixth line thereof the words, "or in case of their refusal, the inspector."

CHAPTER 22.

An Act Relating to the Consolidation of School Sections.

Be it enacted by the Governor, Council, and Assembly, as follows:—

1. The Council of Public Instruction is authorized to expend a sum not exceeding thirty-six thousand dollars for the purpose of assisting in consolidating school sections and the schools therein, and in arranging for the conveyance of pupils to and from such consolidated schools.

2. Such sum shall be expended in accordance with regulations to be made by the Council, and shall be paid out of the Provincial Treasury upon the order of the Secretary of the Council.

3. A copy of all regulations made under the provisions of this Act shall be laid before the House of Assembly and Legislative Council within the first ten days of the next session of the Legislature after the regulations are made.

CHAPTER 24.

An Act for the Encouragement of Rural School Libraries.

Be it enacted by the Governor, Council, and Assembly, as follows:—

1. The Council of Public Instruction may pay annually out of the Provincial Treasury to any teacher acting as the librarian of the school library of the school section the sum of five or ten dollars, according as the equipment of the school, the value and use of the library, and the general management of the school and library, attain the standards prescribed by regulations of the Council for the smaller or larger library grant respectively.

2. Nothing in this Act shall apply to the schools in any incorporated town or in any school section employing a Class A teacher drawing a superior school grant, or a teacher drawing an Agricultural or Manual Training grant.

LEGISLATION OF 1903-4.

CHAPTER 8.

An Act to Amend Chapter 52, Revised Statutes, 1900, "The Education Act."

(Passed the 3rd day of March, A. D., 1904.)

Be it enacted by the Governor, Council, and Assembly, as follows:—

2. Section 5 of said Act is amended by adding thereto as sub-section 21 the following:

"On the recommendation of an inspector, supported by evidence, that the union of any two or more sections or parts of sections will effect a saving in the amounts to be paid out of the municipal school fund and the provincial aid grant, the council may, notwithstanding any provision of the Education Act, make regulations for the granting out of the said municipal and provincial grant such amounts as in the opinion of the inspector are necessary to maintain the said union by aiding the conveyance from beyond a distance of two miles from the school house, provided the respective amounts so required are less than the respective amounts which would otherwise be drawn from the same sources."

3. Section 42 of said Act is amended by striking out the words "from other sections" after the word "pupils" in the third line of said section, and substituting therefor the words "whose parents or guardians reside outside the section."

4. Section 72 of the said Act as amended by chapter 6 of the Acts of 1903, is further amended by adding thereto the following sub-section:

(5) The council of any municipality may, by resolution, increase the municipal school fund to any amount not exceeding sixty cents for every inhabitant according to the last census of the municipality and incorporated towns, provided that the council of every incorporated town affected by the increase concurs in such resolution, or if such concurrence cannot be obtained, that the Governor-in-Council upon application by the municipality concurs in such proposed increase.

5. Section 78 of said Education Act is amended by the addition thereto of the following as sub-section 3:

"Sections maintaining an ungraded school with one teacher shall not participate in the distribution of the said municipal school fund in regard to days' attendance made by the enrolled pupils for a greater number of days than eight thousand, except in cases in which an assistant teacher is employed by the trustees."

6. Section 76, sub-section 1, of said Act, is amended by substituting in third line, for the words "one-third" the words "one-half."

CHAPTER 9.

An Act to amend Chapter 52, Revised Statutes, 1900, "The Education Act."

(Passed the 3rd day of March, A. D., 1904.)

Be it enacted by the Governor, Council, and Assembly, as follows:—

1. That the second schedule to Chapter 52 of the Revised Statutes, 1900, the Education Act, is amended by adding at the end of the paragraph referring to Yarmouth: "Plymouth, 35"; at the end of the paragraph referring to Lunenburg and New Dublin: "Stanbourne, 38; East Dublin, 100"; at the end of the paragraph referring to Kings: "Islands, 75; West Black Rock, 86"; at the end of the paragraph referring to Cumberland: "Warren, 39"; at the end of the paragraph referring to South Pictou: "Riverton, 9"; at the end of the paragraph referring to North Pictou: "Scotch Hill, 51"; at the end of the paragraph referring to Richmond: "Sea View, 19."

2. Section 80 of Chapter 52 of said Revised Statutes, is amended by adding thereto the following clause:

"The Council of Public Instruction may, upon the recommendation of the Superintendent, add to said second schedule the name of any school section which applies by petition of a majority of its ratepayers to be added thereto."

(Reg. passed by C. P. I. 8th April, 1905.)

When a school section is placed on the Second Schedule by the C. P. I., the law takes effect on the first day of the next school year following.

LEGISLATION OF 1905.

CHAPTER 19.

An Act to Amend Chapter 52, Revised Statutes, 1900, "The Education Act."

(Passed the 7th day of April, A. D., 1905.)

Be it enacted by the Governor, Council, and Assembly, as follows:—

1. Section 69 of Chapter 52 of the Revised Statutes, 1900, "The Education Act," is amended by striking out the words "Principal of the School of Agriculture," in line twelve and inserting in lieu thereof the words "Inspector of Schools."

2. Sub-section 2 of section 75 of said Act is amended by inserting after the word "employed" in line three thereof the words, "and a sum not exceeding twenty-five dollars, according to the recommendation of the Inspector for each school garden kept up to the standard of form and efficiency prescribed by the Council."

3. Section 85 of said Act is amended by adding thereto the words "Provided however, that the exemption allowed by this section shall not apply in cases where the rate is upon the real estate and there is a male relative capable of managing said pro-

perty, of the age of twenty-one years, residing with the widow, unmarried woman or wife, upon the property so assessed."

4. Section 93 of said Act is amended by adding thereto the words, "And amounts so rated in respect to real property shall constitute a lien upon such property, which may be enforced under the provisions of the Assessment Act."

5. Said Chapter is amended by adding thereto after section 109 the following section:

109A. (1) Subject to the authority of the trustees, the teachers shall have a general oversight over the school premises during school hours, and may exclude therefrom all persons who disturb or attempt to disturb, the school work.

(2) Every person who in or upon any school premises and in the presence of a pupil or pupils attending such school, uses profane, threatening, abusive or improper language towards the teacher, or speaks or acts in such a way as to impair the maintaining of discipline by the teacher in such school, shall be liable to a penalty of not less than five dollars nor more than twenty dollars, and in default of payment to imprisonment for a period not exceeding thirty days.

CHAPTER 20.

An Act to Amend Chapter 54, Revised Statutes, 1900, entitled, "Of the Education of the Blind."

(Passed the 7th day of April, A. D., 1905.)

Be it enacted by the Governor, Council, and Assembly, as follows:—

1. Section 3 of Chapter 54 of the Revised Statutes of Nova Scotia, 1900, is amended by striking out the words "seventy-five" in the seventh line thereof, and inserting in place of said words, the word "ninety," and by striking out the words "same sum" in the ninth line thereof, and inserting in place of said words, the words "sum of ninety dollars."

2. Section 4 of said Chapter is amended by striking out the words "seventy-five" in the twelfth line thereof, and inserting in place of said words, the word "ninety."

CHAPTER 45.

An Act to Amend Chapter 131, Revised Statutes, 1900, entitled, "Of Library Associations and Institutes."

(Passed the 7th day of April, A. D., 1905.)

Be it enacted by the Governor, Council, and Assembly, as follows:—

1. The following sections are hereby added to Chapter 131 of the Revised Statutes of 1900, entitled "Of Library Associations and Institutes."

14. Any Town Council of an Incorporated Town, and any Municipal Council of any Municipality, may vote and appropriate an annual sum, not exceeding Five Hundred Dollars per year, towards the support, purchase of books or other the purposes of any Library Association, incorporated under this Act, and whose Library is within the bounds of the county wherein said incorporated Town or Municipality is situated. Such sum when voted shall be included in the annual appropriations for the town or Municipality for the year, and shall be assessed and collected with other the rates and taxes required to be assessed for Town or Municipal purposes.

15. All property, real and personal, of any Library Association incorporated under this Act, shall be exempt from taxation for Town, School, Road, Poor, Railway, Municipal, Civic, Provincial or other purposes.

LEGISLATION OF 1906.

CHAPTER 5.

An Act to Amend Chapter 52, Revised Statutes, 1900, "The Education Act."

Be it enacted by the Governor, Council, and Assembly, as follows:—

Chapter 52 of the Revised Statutes, 1900, "The Education Act," is amended by adding thereto, after Section 6, the following section:

ADVISORY BOARD OF EDUCATION.

6A. (1) There shall be a Board consisting of seven persons, which shall be known as "The Advisory Board of Education," and shall perform the duties mentioned in this section.

(2) Two members of the Board shall be elected by the licensed teachers engaged in teaching in the public schools in attendance at the Provincial Educational Association and shall be licensed teachers actually engaged in teaching in Nova Scotia; five members of the said Board shall be appointed by the Governor-in-Council.

(3) The duties of said Board shall be to advise the Council and the Superintendent as to the following matters:

- (a) Text books and apparatus for use in the schools, books for school libraries.
- (b) Qualification and examination of teachers.
- (c) Courses of study for the public schools and the standard for admission to County Academies and high schools.

(d) The classification, organization and discipline of the Normal School, County Academies and the public schools.

(e) Such other educational matters as may from time to time be referred to them by the Superintendent or the Council.

(4) Members of the Board shall hold office for two years, but shall be eligible for re-election or re-appointment.

(5) The Board may make regulations for the time, place and conduct of its meetings. Four members of the Board shall constitute a quorum.

(6) The members of the Board shall receive from the Provincial Treasury such sums as will indemnify them for any expense incurred by them respectively by reason of attendance at the meeting of the Board.

CHAPTER 6.

An Act to Amend Chapter 52, Revised Statutes, 1900, "The Education Act."

Be it enacted by the Governor, Council, and Assembly, as follows:—

1. Section 68 of Chapter 52 of the Revised Statutes, 1900, "The Education Act," is repealed and the following substituted therefor:

68. Every legally qualified teacher employed in a public school conducted according to law, shall be entitled to receive annually from the Provincial Treasury, the following sums, or such proportion thereof as the number of days taught by such teacher bears to the prescribed number of teaching days in the school year. Said sum shall be paid in semi-annual instalments:

For class	D, in any public school.....	\$ 60 00
" "	C, " " ".....	90 00
" "	B, " " ".....	120 00
" "	A, in a superior common school of prescribed status	150 00
" "	A, in a high school of prescribed status	180 00
" "	A, when principal of the high school of prescribed status in a section having at least three departments	210 00

2. This Act shall not come into force until proclaimed by the Governor-in-Council.

CHAPTER 7.

An Act to Amend Chapter 52, Revised Statutes, 1900, "The Education Act."

Be it enacted by the Governor, Council, and Assembly, as follows:—

1. Chapter 52 of the Revised Statutes, 1900, "The Education Act," is amended by adding thereto the following sections:

125. Teachers who have taught in the Public Schools of Nova Scotia for thirty-five years or who have attained the age of sixty years after thirty years of service, shall be entitled to retire with an annuity equal to the Provincial Aid granted to teachers of their respective classes of license, provided, however, that no teacher shall receive more than \$150.00 per annum under the provisions of this section.

126. Teachers who, after twenty years service, become totally disabled or incapacitated from any cause may, on satisfactory proof of such total disability or incapacity, retire so long as the total disability or incapacity exists, and shall be entitled to receive the annuity mentioned in the next preceding section.

127. School Boards, Municipal Councils, and Trustees are hereby empowered to supplement such annuities under pension or superannuation systems approved by the Council, or regulations approved by the Council, and may also similarly provide for other teachers or educational officers employed by them who may not be beneficiaries under the next two preceding sections.

2. Moneys payable under the provisions of this Act shall not be transferable and shall not be liable to be taken by legal process to satisfy any debt or judgment.

3. The Council may, from time to time, make regulations for carrying into effect the provisions of this Act. Such regulations shall be published in the JOURNAL OF EDUCATION.

4. This Act shall come into force upon the first day of September, A. D., 1906.

CHAPTER 8.

An Act to Amend Chapter 52, Revised Statutes, 1900, "The Education Act."

Be it enacted by the Governor, Council, and Assembly, as follows:—

1. Sub-section 2, of Section 16, of Chapter 52 of the Revised Statutes, 1900, "The Education Act," is repealed and the following substituted therefor.

"Notice of the next annual school meeting after any such alteration, sub-division or union, or of a special annual school meeting, if the date of the regular annual meeting is past or inconvenient, shall be given by the Inspector; and such meeting shall elect a board of three trustees and transact all the other business of the regular annual school meeting for the ensuing school year, for the new section or sections.

2. Sub-section 1, of Section 24, of said Act is amended by striking out the words "up to the close of the school year, which ended on the thirty-first of July last," in the eighth line thereof.

3. Section 69 of said Act is amended by striking out the words "School of Agriculture" in the second line thereof and substituting therefor the words "rural science course in affiliation with the Provincial Normal School."

4. Clause (g) of Section 77, of said Act is amended by adding thereto the words "and pensions."

5. Section 99 of said Act is amended by adding thereto the following sub-sections:

(2) If in any school section no provision or insufficient provision for the support of a school is made by the ratepayers or by the trustees under the foregoing provisions of this section, before the first day of October in any year, the committee of the District Board appointed under Section 13 of the Education Act, may fix the sum of money necessary to make adequate provision for such school for the current school year, and shall notify the Inspector of the fixing of such sum.

(3) The Inspector shall certify the sum to the Municipal Clerk, who shall levy the said sum so fixed upon the section in the same manner as if it had been voted for school purposes at a regular school meeting called for the purpose, and shall prepare a collectors' roll for the collection of the same. The regular municipal collectors shall collect rates and taxes in the same manner and with the same remedies and for the same remuneration as in the case of other municipal rates and taxes, and shall return the same to the Municipal Treasurer.

(4) The amount so collected shall be paid on the order of the Inspector to meet the necessary expenses for the support of a public school in the said section.

6. Section 120, Sub-section 1 of said Act is hereby amended by substituting for the word "forty" in the third line of clause (b) the words "thirty-five," and in the third line of clause (c) for the word "eighty" the word "seventy", and in the third line of clause (d) for the words "one hundred and twenty" the words "one hundred."

7. Section sixty-seven A, added to Chapter 52 of the Revised Statutes 1900, "The Education Act," by Chapter 37 of the Acts of 1901, is amended by adding after the word "schools" at the end of the first line of said section sixty-seven A, the words "or the supervisor of the schools."

8. Section forty-two of said Act is amended by adding thereto the following sub-section:

(1) The School Board of the City of Halifax may by by-law to be approved by the Council of Public Instruction, fix a fee for the tuition of the children of the permanent militia forces, and such fee must be paid before any such child has the right to attend the public schools in the City of Halifax.

EDUCATIONAL LEGISLATION, 1907.

NOVA SCOTIA TECHNICAL COLLEGE.

CHAPTER I, 1907.

An Act relating to Technical Education.

(Passed the 25th day of April, A. D., 1907.)

SECTION.

1. Citation.
2. Director.
3. Duties of Director.
4. Gov.-in-Council may accept gifts for objects of this Act.
5. When established.
6. Name of institution.
7. Power to borrow.
8. Rules and regulations.
9. Principal of institution.
10. Appointment of professors.
11. Teaching staff.
12. Annual expenditure, how defrayed.
13. Local schools.

SECTION.

14. When established.
15. Rules and Regulations.
16. Instructors.
17. Maintenance.
18. School for miners.
19. Purposes.
20. Supervision.
21. Instructors, how appointed.
22. Instruction free.
23. Examinations free.
24. Expenditure, how provided.
25. Regulations.
26. Act repealed.

Be it enacted by the Governor, Council, and Assembly, as follows:—

1. This Act may be cited as "The Technical Education Act."

DIRECTOR OF TECHNICAL EDUCATION.

2. (1) The Governor-in-Council may appoint a person to be Director of Technical Education, who shall be an officer of the Council of Public Instruction and shall be paid such annual salary (and receive such allowances) as the Governor-in-Council determines.

(2) The Council of Public Instruction shall, upon the recommendation of the Director, provide the Director with such assistants as may be found necessary, and shall define their duties and fix the salaries they shall receive.

3. The duties of the Director of Technical Education shall be as follows:—

(a) To exercise general supervision over the conduct and management of all schools established or carried on under the provisions of this Act;

(b) To report to and advise the Council as to all matters relating to engineering, mining and industrial education;

(c) To promote the establishment and efficiency of local technical schools and other schools under his supervision;

(d) To report annually to the Legislature on the state of technical education in the province, and as to the condition and efficiency of the schools under his supervision, with detailed accounts of the expenditure of the moneys appropriated for the support of the same;

(e) Such other duties as the Council of Public Instruction from time to time prescribes.

4. The Governor-in-Council, on behalf of the province, may accept, take, hold and administer any gifts bequests or devises of real or personal property of every kind which may be made for the furtherance of any of the objects of this Act.

TECHNICAL COLLEGE.

5. There shall be established at Halifax an institution for the purpose of affording facilities for scientific research and instruction and professional training in civil, mining, mechanical, chemical, metallurgical and electrical engineering or any other departments which may from time to time be added.

6. The institution shall be called the Nova Scotia Technical College.

7. The Governor-in-Council is hereby authorized to borrow a sum not exceeding \$100,000, and to expend the same in securing a site, erecting a building and in providing adequate apparatus, plant, books, materials and appliances for the purposes of said institution.

8. The Council of Public Instruction may from time to time make such rules and regulations as it deems expedient for the efficient conduct of the said institution, and may amend or repeal the same.

9. The Director of Technical Education shall be the principal of the said institution.

10. The Council of Public Instruction shall, upon the recommendation of the principal, appoint such professors and instructors as the Council considers requisite for the purposes for which the institution is established.

11. (1) The members of the teaching staff of the institution having the rank of professors, and such representative of any university of the province or elsewhere as the Council may select shall constitute a body corporate, under the name of the Nova Scotia Technical College.

(2) The said corporation shall have power to grant such degrees as it may determine, to prescribe the several qualifications therefor, the course of study to be pursued in the several departments, and in respect to all matters of discipline and all matters connected with the educational work of the institution shall have the control thereof.

(3) In the event of any part or parts of the course of study prescribed for the said institution for the first and second years being included in the educational work done in the universities recognized by the Council in this province or elsewhere, the Council of Public Instruction shall exclude such part or parts from the course of study of the said institution.

(4) The principal shall report from time to time the proceedings of the corporation to the Council of Public Instruction, and the Council may modify or reverse any action or ruling taken or made by the corporation.

12. The annual expenditure incurred in connection with the institution shall be defrayed out of the provincial treasury.

LOCAL TECHNICAL SCHOOLS.

13. The Governor-in-Council may from time to time establish, in such places as it may be deemed advisable, local technical schools to furnish industrial education of such character and extent as will most effectively meet the requirements of the population and industries of the locality.

14. No such local technical school shall be established until the necessity or desirability thereof, the amount of local aid to be furnished, the facilities which can be afforded and the advantages to be derived have been reported upon by the Director of Technical Education, and he has recommended the establishment of such school.

15. (1) The Council of Public Instruction may make such rules and regulations as they deem advisable for the support, conduct and management of the school.

(2) Subject to such regulations the Council may associate the Board of School Commissioners of the place in which the school is established, or a committee thereof, or any other person or persons with the Director in the management of any local technical school.

16. The Council of Public Instruction shall, upon the recommendation of the Director appoint such instructors as may be required for the carrying on of such schools and shall fix their salaries.

17. Such sums as may be required in addition to the local aid provided, for the establishment and maintenance of the local technical schools shall be paid out of the provincial treasury.

SCHOOLS FOR MINERS.

18. The schools of instruction for miners established under the provisions of chapter 22 of the Revised Statutes, 1900, "Of Schools of Instruction for Miners," are hereby continued and hereafter the establishment and maintenance of such schools shall be under the direction of the Council of Public Instruction.

19. Such schools shall be for the purpose of instructing persons who wish to prepare themselves to undergo

examination by the board of examiners for the purpose of obtaining certificates of competency as underground managers or overmen or stationary engineers, under the provisions of "The Coal Mines' Regulation Act," and amendments thereto.

20. All such schools shall be under the supervision and control of the Director of Technical Education.

21. (1) The instructors in such schools shall be appointed by the Council of Public Instruction upon the recommendation of the Director.

(2) Such instructors shall be paid such salaries as the Council determines.

22. No teacher in any such school shall take from any intending candidate any fee for the instruction given by him; provided, however, that this provision shall not apply in the case of any person desiring instruction but not contemplating examination for a certificate.

23. No fee shall be charged by the board of examiners to candidates who have been prepared at any school established or continued under the authority of this Act.

24. All expenditure necessary for the establishment and maintenance of said schools, including buildings, rent, apparatus, instruments, instruction, fuel, light and incidental expenses shall be defrayed out of the provincial treasury on the certificate of the Director of Technical Education.

25. The Council of Public Instruction may from time to time make such regulations as are necessary or expedient for the conduct and management of said schools, and may amend or repeal the same.

26. Chapter 22 of the Revised Statutes, 1900, "Of Schools of Instruction for Miners," is repealed.

EDUCATIONAL AMENDMENTS, 1907.

CHAPTER 38.

An Act to amend Chapter 52, Revised Statutes, 1900,
"The Education Act."

(Passed the 25th day of April, A. D., 1907.)

SECTION.

1. Sub-section 1, section 23 amended.
2. Sub-section 2, section 23 amended.
3. Sub-section 1, section 24 amended.
4. Sub-section (b) section 55 amended.

SECTION.

5. Section 77 amended.
6. Section 99 amended.
7. Chapter 7, acts of 1907 amended

Be it enacted by the Governor, Council, and Assembly,
as follows:—

1. Sub-section one of section twenty-three of chapter 52 of the Revised Statutes, 1900, "The Education Act," is amended by inserting the word "resident" before the word "ratepayers" in the first line.

2. Sub-section two of said section twenty-three is amended by inserting the word "resident" before the word "ratepayers" in the second line.

3. Sub-section one of section twenty-four is amended by striking out the word "of" in the fifth line and inserting in the place thereof the words "residing in."

4. Sub-section (b) of section fifty-five is amended by striking out of the third line the words "or unlicensed" with the brackets enclosing the same.

5. Section seventy-seven is amended by adding the following sub-section (gg):—

(gg) "Any necessary expense for the periodical dental and general medical examinations of the pupils attending school."

6. Section ninety-nine of chapter fifty-two of the Revised Statutes, 1900, "The Education Act," and all Acts and parts of Acts in amendment thereof, are repealed and the following substituted therefor:—

99. (1) If, in any school section where sectional assessment is required to support a free public school, no provision is made at the annual meeting for the

support of a school for the ensuing year, or if no annual meeting has been held, or if the provision made at said annual meeting proves to be insufficient to have a school provided and opened before the twentieth day of September in any year, the committee of the District Board appointed under section thirteen of the Education Act shall, when notified by the Inspector that any section is without a school for any of the above reasons, appoint not more than three trustees in the said section interested in the keeping school open, and they shall thereupon be and become the trustees of the said school section with all power and authorities vested in trustees under the Education Act in the place of the trustees, if any, elected by the ratepayers, whose duties will, during the remainder of said school year, be suspended.

(2) The said trustees or trustee so appointed, shall forthwith estimate and name the sum of money which they deem sufficient for the support of a school for the remainder of the current year, and shall submit their estimate to said committee for its approval, and when so approved of, the amount thereof shall be communicated to the Inspector by the said committee in writing.

Provided, however, that if the committee of the District Board is unable to secure desirable trustees or trustee, they shall notify the Inspector of that fact, in which case the Inspector shall have all the powers of trustees for the school section as provided in this section, and shall forthwith estimate and name the sum of money which he deems sufficient for the support of a school for the remainder of the current school year, and shall submit his estimate to the said committee for its approval as above provided for, which approval shall be communicated to the Inspector by the said committee in writing.

(3) The Inspector shall certify the said sum to the municipal clerk who shall levy the said sum so fixed on the section in the same manner as if it had been voted for school purposes at a regular school meeting called for the purpose, and shall prepare a collectors' roll for the collection of the same. The regular municipal collectors shall collect such rates and taxes in the same manner and with the same remedies and for the same remuneration as in the case of other municipal rates and taxes and shall return the same to the municipal treasurer.

(4) The amount so collected shall be paid on the order of the Inspector to meet the necessary expenses for the support of a public school in the said section.

7. Section one of chapter seven of the Acts of 1906, entitled an Act to amend chapter fifty-two, Revised Statutes, 1900, "The Education Act," is amended by adding thereto the following section:—

128. "Such school boards, municipal councils and trustees are hereby empowered to enter into any agreement with any annuity company to undertake the payment of such annuities under such agreements as may be approved by the Council."

COMPLETE LIST OF SCHOOL SECTIONS NAMED IN SECOND SCHEDULE.

INSPECTORIAL DIVISION, No. 1.

All sections in the Municipal District of Halifax.

INSPECTORIAL DIVISION, No. 2.

LUNENBURG AND NEW DUBLIN.

No. 2.....	First Peninsula.	No. 40.....	Meisner's.
No. 31.....	Centre Range.	No. 44.....	Oakhill..
No. 4.....	Garden Lots.	No. 57.....	Lr. Secd. Peninsula
No. 7.....	Heckman's Island.	No. 60.....	Clearland.
No. 16.....	Lower La Have.	No. 80.....	Hebb's Mills.
No. 22.....	North West.	No. 86.....	Wileville.
No. 25.....	Mader's Cove.	No. 97.....	Pine Grove..
No. 26.....	Mahone Bay.	No. 100.....	East Dublin.
No. 27.....	Oakland.	No. 107.....	Upper Woodstock
No. 30.....	Block House.	No. 109.....	Rosebud.
No. 35.....	Parkdale.	No. 111.....	Lower Woodstock.
No. 38.....	Stanbourne.		

SOUTH QUEENS.

No. 9.....Milton.

INSPECTORIAL DIVISION, No. 3.

YARMOUTH.

No. 2.....	Little River.
No. 3.....	Arcadia.
No. 8.....	Overton.
No. 10.....	South Chegoggin.
No. 12.....	North Chegoggin.
No. 13.....	Sanford.
No. 14.....	Port Maitland.
No. 15.....	Richmond.
No. 16.....	Norwood.
No. 17.....	Lake Annis.
No. 20.....	Brenton.
No. 21.....	Ohio.

No. 23.....	Hebron.
No. 24.....	Dayton.
No. 34.....	Carleton.

ARGYLE

No. 35.....	Plymouth.
-------------	-----------

SHELBURNE.

No. 17.....	East Jordan.
No. 18.....	Jordan Falls.
No. 19.....	Upper West Jordan.

INSPECTORIAL DIVISION, No. 4.

ANNAPOLIS, WEST.

No. 45.....	Allen River.
-------------	--------------

DIGBY.

No. 18.....	Weymouth Bridge.
No. 19.....	Weymouth Mills.
No. 22.....	Sissiboo Falls.
No. 28.....	Digby.

INSPECTORIAL DIVISION, No. 5

KINGS.

No. 24.....	Waterville (C)	No. 79.....	Grand Prè.
No. 37.....	Cold Brook.	No. 82.....	Middle Pereaux

No. 41	.....Canaan.
No. 45	.....Sheffield's Mills.
No. 49	.....Scott's Bay.
No. 52	.....Upper Pereaux.
No. 54	.....Habitant.
No. 56	.....Woodside.
No. 60	.....Town Plot.
No. 64	.....New Minas
No. 73	.....Avonport.
No. 75	.....Islands.
No. 77	.....Prospect.

HANTS, WEST

No. 2	.....Wentworth.
No. 11	.....Mt. Denson.
No. 14	.....Belmont.
No. 15	.....Poplar Grove.
No. 17	.....Kennetcook Dyke.
No. 19	.....Summerville.
No. 20	.....Cheverie.
No. 23	.....Pembroke.
No. 35	.....St. Croix.
No. 38	.....Ellershouse.
No. 39 and 24	.....Walton.
No. 45	.....Mills.

No. 83 and 39	.....Halfway River.
No. 86	.....West Black Rock.
No. 88	.....Pleasant View.
No. 91	.....White Rock.
No. 92	.....Rockland.
No. 96	.....South Tremont
No. 99	.....Highbury.
No. 102	.....Kingsport.
No. 104	.....Garland.
No. 109	.....West Brooklyn.
No. 110	.....South Waterville

HANTS, EAST.

No. 6	.....West Gore.
No. 14	.....East Indian Road
No. 27	.....Urbania.
No. 31	.....Upper Selma.
No. 33	.....Noel Shore.
No. 37	.....Moose Brook.
No. 42	.....Kennetcook Church
No. 50	.....Gore.

INSPECTORIAL DIVISION, No. 6.

ANTIGONISH.

No. 33	.....E. Har. au Bouche.
No. 48	.....Salt Springs.
No. 49	.....West River.

GUYSBORO.

No. 19	.....Hazel Hill.
No. 38	.....Pirate Harbor.

INSPECTORIAL DIVISION, No. 7.

RICHMOND.

No. 11	.....D'Escousse.
No. 18	.....Grandique Ferry.
No. 21	.....Basin.
No. 32	.....Sea View

INSPECTORIAL DIVISION, No. 8.

VICTORIA.

No. 1	.....Baddeck.
No. 48	.....South Gut

INSPECTORIAL DIVISION, No. 9.

PICTOU, SOUTH.

No. 4	.....White Hall.
No. 5	.....Marshdale.
No. 9	.....Riverton.
No. 10	.....Fox Brook.
No. 14	.....Springville.
No. 15	.....Bridgeville.
No. 16	.....Glencoe.
No. 17	.....Sunny Brae.
No. 19	.....Blanchard.
No. 26	.....Kirk Mount.
No. 30	.....Linacy.
No. 31	.....Brookville.
No. 33	.....Trenton.
No. 34	.....Abercrombie.

No. 36	.....North Fraser's Mt.
No. 37	.....Little Harbor.
No. 38	.....Pine Tree.
No. 39	.....Sutherland's River.
No. 40	.....West Merigomish.
No. 41	.....Merigomish.
No. 42	.....Piedmont Valley.
No. 44	.....L. Barney's River.
No. 57	.....Meiklefield.
No. 59	.....S. McLellan's Mt.
No. 60	.....N. Little Harbor.
No. 63	.....Upper Hopewell.
No. 64	.....Wentworth Grant.
No. 71	.....Thorburn.
No. 74	.....Centredale.
No. 75	.....Eureka.

PICTOU, NORTH.

- No. 2.....Cariboo River.
- No. 7.....Poplar Hill.
- No. 9.....Marshville.
- No. 15.....Bigney.
- No. 22.....South Dalhousie.
- No. 23.....Millsville.
- No. 27.....Scotsburn.

- No. 30.....Roger's Hill.
- No. 37.....West River Station.
- No. 39.....Lansdowne.
- No. 40.....Millbrook.
- No. 42.....Pleasant Valley.
- No. 48.....Durham.
- No. 51.....Lower Scotch Hill.
- No. 53.....Fisher's Grant.
- No. 56.....Cariboo Island.

INSPECTORIAL DIVISION, No. 10.

CUMBERLAND.

- No. 24.....Upper Pugwash.
- No. 27.....Roslin.
- No. 29.....Victoria.
- No. 39.....Warren.
- No. 45.....Maccan.
- No. 62.....East Mapleton.
- No. 66.....Wyndham Hill.
- No. 81.....River Philip.
- No. 90.....Farmington.
- No. 93.....Lake Road.
- No. 107.....Clifton.
- No. 115.....Black River.

- No. 117.....Springhill Junction
- No. 119.....Valley Road.
- No. 123.....South Pugwash.

PARRSBORO.

- No. 3.....New Prospect.
- No. 4.....Green Hill.
- No. 5.....Black Rock.
- No. 6.....Cross Roads.
- No. 14.....Advocate.
- No. 17.....Lakelands.
- No. 20.....Sugar Hill.

INSPECTORIAL DIVISION, No. 11.

CAPE BRETON.

- No. 67.....Clark's Road.
- No. 71.....Little Lorraine.

- No. 72.....Big Lorraine.
- No. 74.....West Louisburg.

INSPECTORIAL DIVISION, No. 12.

COLCHESTER, SOUTH.

- No. 3.....Upper Onslow.
- No. 14.....Central North River.
- No. 21.....Riverside.
- No. 24.....Camden.
- No. 35.....Brookfield.
- No. 38.....Alma.
- No. 45.....Coldstream.
- No. 56.....Cross Roads.

COLCHESTER, WEST.

- No. 7.....Pleasant Hills.
- No. 10.....Castlereagh.
- No. 15.....Acadia Mines.
- No. 18.....Folly Village.
- No. 20.....Masstown.
- No. 23.....Folly Lake.
- No. 24.....Londonderry Station.

STIRLING.

- No. 6.....French River.
- No. 8.....Murphy's.
- No. 21.....Brule.
- No. 29.....Denmark.

MARCH ANNUAL SCHOOL MEETING.

In some fishing districts it may be found desirable to take advantage of that provision of the law under which the Council of Public Instruction may fix for a given section an earlier date for its annual school meeting than the last Monday of June

If any such cases exist, it is very desirable that these early annual meetings be held on the same day. The first Monday in March is selected as likely to be the most generally convenient date.

Sections feeling the necessity of an early date for the annual school meeting should, through their trustees, make an application to the Council through their Inspector before the end of January, so that the Inspector may be able to transmit all such applications with recommendations or comments thereon, to the Council of Public Instruction on the first day of February, when it is probable action can be taken and due notice given in time for the holding of the meetings on the first Monday of March. The suggestion, it is hoped, will enable cases of this kind to be arranged easily and without the delay otherwise necessary.

The following list of school sections includes those given in No. 42 of the Comments and Regulations of the Council of Public Instruction, "Manual of School Law Nova Scotia, 1901," pages 68 to 71, whose regular annual meetings were changed by the Council on the 11th September, 1903, from the last Monday in March to the first Monday in March of each year.

COMPLETE LIST OF SECTIONS.

whose regular annual meetings have been fixed by the C. P. I., to be held on the first Monday in March of each year

INSPECTORIAL DIVISION, No. 1.

HALIFAX, WEST.		HALIFAX, EAST.	
No. 1	Hubbard's Cove.	No. 1	Oyster Pd., Jeddore
No. 6	Head Harbor.	No. 2	Lr. East Jeddore.
No. 9	Glen Margaret.	No. 4	Lower Lakeville.
No. 11	Indian Harbor.	No. 5	Clam Harbor.
No. 13	West Dover.	No. 6	Owl's Head.
No. 25	Sambro.	No. 7	South Ship Harbor
No. 28	Ketch Harbor.	No. 9	Newcombe's Brook
No. 29	Portuguese.	No. 11	Murphy's Cove.
No. 67	Seaforth.	No. 12	Pleasant Harbor.
No. 68	West Chezzetcook.	No. 13	Tangier.
No. 69	Grand Desert.	No. 16	Gerrard's Island.
No. 70	Head Chezzetcook.	No. 17	Spry Harbor.
No. 71	Hope Ridge.	No. 18	Spry Bay (Henley)
No. 72	Lr. E. Chezzetcook.	No. 19	Spry Bay (Leslie).
No. 73	West Petpeswick.	No. 29	Beaver Harbor.
No. 75	Bayer's	No. 30	Port Dufferin.
No. 76	East Petpeswick.	No. 32	Quoddy.
No. 77	Stevens'.	No. 33	Harrigan Cove.
No. 78	Bowser's.		
No. 79	Pleasant Point.		
No. 81	Head Jeddore.		

INSPECTORIAL DIVISION, No. 2.

LUNENBURG AND NEW DUBLIN			
No. 3	2nd Peninsula, Upr.	No. 15	Ritcey's Cove.
No. 3½	Upper Centre.	No. 16	Lower LaHave.
No. 4	Garden Lots.	No. 17	Park's Creek.
No. 5	Blue Rocks.	No. 18	Middle LaHave.
No. 6	Black Rocks.	No. 19	St. Matthew's.
No. 7	Heckman's Island.	No. 20	Summerside.
No. 8	1st South.	No. 21	Snyder's.
No. 9	Middle South.	No. 22	North West
No. 10	Feltzen South.	No. 23	Fauxbourg.
No. 11	Upper Rose Bay.	No. 25	Mader's Cove.
No. 12	Lower Rose Bay.	No. 26	Mahone Bay.
No. 13	Upper Kingsburg.	No. 27	Oakland.
No. 14	Lower Kingsburg.	No. 28	Indian Point.
		No. 29	Martin's River.
		No. 57	2nd Peninsula, Lr

No.	58	Tancook.
No.	60	Clearland.
No.	61	Eastern Point.
No.	62	Big Lots.
No.	65	Conquerall Bank.
No.	66	Pleasantville.
No.	67	Fralig's.
No.	68	Pentz's.
No.	69	Getson's.
No.	70	West Dublin.
No.	72	New Cumberland.
No.	73	Mount Pleasant.
No.	74	Petite Riviere.
No.	75	Broad Cove.
No.	76	Cherry Hill.
No.	77	Vogler's Cove, W.
No.	78	Crousetown.
No.	100	East Dublin.
No.	101	Herman's Island.
No.	103	Corkum's Island
No.	105	Vogler's Cove, E.

CHESTER.

No.	2	East Chester.
No.	3	Marriott's Cove.

No.	15	Gold River N.
No.	154	Gold River, S.
No.	16	Martin's Point.
No.	17	Indian Point.
No.	18	Blandford.
No.	19	Bayswater.
No.	20	Fox Point.
No.	23	North West Cove.
No.	24	Mill Cove.
No.	28	Pine Plain.
No.	29	Deep Cove.

SOUTH QUEENS.

No.	1	St. Catherine River.
No.	2	Port Joli.
No.	3	Cent'l Port Mouton
No.	4	Port Mouton, N.
No.	5	Hunt's Point.
No.	6	Western Head.
No.	7	Moose Harbor.
No.	11	Beach Meadow
No.	12	Eagle Head.
No.	13	West Berlin.
No.	18	Gull Island.
No.	19	White Point.

INSPECTORIAL DIVISION, No. 3.

SHELBURNE.

No.	5	Middle West Sable.
No.	6	Louis Head.
No.	7	Little Harbor.
No.	8	Matthew's Point..
No.	9	Rockland.
No.	11	Osborne.
No.	16	West Green Harbor.
No.	19	Upper West Jordan'
No.	20	West Jordan Ferry.
No.	22	Lower Sand Point.
No.	23	Sand Point.
No.	30	Port Saxon.
No.	31	North East Harbor.
No.	32	Black Point.
No.	33	Roseway.
No.	35	Churchover.
No.	36	Birchtown.
No.	37	McNutt's Island.

BARRINGTON.

No.	4	Cape Negro.
No.	6	Cape Negro Island.
No.	16	Bear Point.

No.	17	Shag Harbor.
No.	19	Up. Wood's Harbor.
No.	27	Stony Island.

ARGYLE.

No.	2	Mid. East Pubnico.
No.	3	East Pubnico.
No.	5	Up. West Pubnico.
No.	6	Middle W. Pubnico.
No.	8	Argyle Sound.
No.	14	West Glenwood.
No.	15	Lower Eel Brook.
No.	16	Eel Brook.
No.	17	Abram's River.
No.	18	Morris Island.
No.	19	Surette's Island.
No.	20	Sluice Point.
No.	21	Tusket Hill.
No.	22	Hubbard's Point.
No.	25	North Belleville.
No.	27	South Belleville.
No.	28	Bell Neck.
No.	30	West Quinan.
No.	31	East Quinan.

INSPECTORIAL DIVISION, No. 4.

DIGBY.

No.	14	Port Gilbert.
No.	41	East Ferry.
No.	42	Tiverton.
No.	43	Central Grove.

CLARE.

No.	31	Cape St. Mary.
-----	----	----------------

INSPECTORIAL DIVISION, No. 6.

ANTIGONISH.

No. 32	Harbor Bouchie.
No. 33	E. Harbor Bouchie.
No. 70	Auld's Cove.
No. 76	Frankville.
No. 77	Cape Jack.

GUYSBORO.

No. 2	Riverside.
No. 10	Roachvale.
No. 13	New Harbor, Upper.
No. 14	Sandy Cove.
No. 15	Halfway Cove.
No. 16	Queensport.
No. 17	Half Island Cove.
No. 18	Black Point.
No. 21	Up. White Head.
No. 22	Lr. White Head.
No. 25	Middle Melford.
No. 26	Sand Point.
No. 31	Port Shoreham.
No. 32	St. Francis Harbor.
No. 39	Steep Creek.
No. 40	Oyster Ponds.
No. 44	Lower New Harbor.
No. 47	Seal Harbor.

No. 51	Coddle's Harbor
No. 53	Dover.
No. 55	Yankee Cove.
No. 58	Port Felix, E.
No. 59	Port Felix, W.
No. 60	Cole Harbor.
No. 61	Charlo's Cove.
No. 62	Larry's River, W.
No. 63	Larry's River, E.
No. 64	Gammon Point.
No. 65	Fisherman's Harbor

ST. MARY'S.

No. 15	Ecum Secum.
No. 16	Marie Joseph.
No. 17	Liscomb Mills.
No. 18	Middle Liscomb.
No. 19	Lower Liscomb.
No. 20	Wine Harbour
No. 21	Port Hilford.
No. 23	Sonora.
No. 27	Port Bickerton
No. 28	Cheggoggin.
No. 29	West Liscomb
No. 30	Spanish Ship Bay

INSPECTORIAL DIVISION, No. 7.

RICHMOND.

No. 1	Acadiaville.
No. 2	Port Royal.
No. 3	Janvrin's Island.
No. 4	Arichat.
No. 5	Poulamond.
No. 6	Martinique.
No. 8	D'Escousse.
No. 9	Poirierville.
No. 10	Cape LaRonde.
No. 11	Rocky Bay.
No. 12	Edwards.
No. 13	Petit de Grat.
No. 15	Orange.
No. 16	Point Marache.
No. 17	Cape Auguet.
No. 18	Grand Digue.
No. 19	St. Louis.
No. 20	East Basin.
No. 21	Basin.
No. 22	Richmond Mines.
No. 23	Port Richmond.
No. 24	Port Malcom.
No. 25	Sunnyside.
No. 27	Hureauville.
No. 32	Seaview.
No. 38	Cape George.
No. 39	Beaver's Cove.
No. 41	River Bourgeois.
No. 42	Cannes.
No. 43	Lynch's River.

No. 44	Salmon River
No. 45	Soldier's Cove
No. 46	Macnab.
No. 47	Hay Cove.
No. 48	Red Islands.
No. 50	Peter's Mountain.
No. 52	West Loch Lomond
No. 53	Aberdeen.
No. 55	Stirling
No. 56	Cape Breton.
No. 57	Fourche.
No. 58	Framboise.
No. 59	Intevale.
No. 60	St. Esprit.
No. 61	Archeveque.
No. 62	Grand River
No. 63	Head Loch Lomond
No. 64	Lewis' Cove Road.
No. 65	Point Micheau.
No. 66	Grand River Road.
No. 67	Brymer.
No. 68	L'Ardoise.
No. 69	West L'Ardoise
No. 70	Rockdale.
No. 71	Grand Greve.

SOUTH INVERNESS.

No. 3	Low Point.
No. 6	Albion.
No. 16	Dunmote.
No.	Rhodena.

INSPECTORIAL DIVISION, No. 8.

NORTH INVERNESS.

No.	1.....	Grantosh, Pl'sant Bay
No.	2.....	Pleasant Bay.
No.	8.....	Le Fort.
No.	11.....	Le Blanc.
No.	12.....	Ruisseau-du-lac.

No.	34.....	Gillis Point.
No.	38.....	Clyburn Brook.
No.	41.....	Sea View.
No.	43.....	Middle Ridge.
No.	44.....	Big Intervale.
No.	57.....	Tarbert.
No.	59.....	Indian Brook.
No.	65.....	South Ingonish.
No.	69.....	Sugar Loaf, C. North
No.	73.....	Neil's Harbour.
No.	82.....	West Ingonish

VICTORIA.

No.	26.....	Upper Washabuck.
No.	31.....	Estmere.

INSPECTORIAL DIVISION, No. 11.

CAPE BRETON.

No.	20.....	South Head.
No.	22.....	Milton.
No.	23.....	Round Island.
No.	25.....	Horn's Road.
No.	30.....	Caribou Marsh.
No.	32.....	Marion Bridge.
No.	34.....	Woodbine.
No.	39.....	Edwardsville.
No.	42.....	Ball's Creek.
No.	65.....	Catalone.
No.	66.....	Bateston.
No.	67.....	Clark's Road.
No.	68.....	Mainadieu.
No.	70.....	Baleine.
No.	71.....	Little Lorraine.

No.	72.....	Big Lorraine.
No.	74.....	West Louisburg.
No.	77.....	Trout Brook.
No.	78.....	Big Ridge.
No.	79.....	French Road.
No.	80.....	Ocean View.
No.	81.....	Gabarus Bay.
No.	82.....	Gabarus.
No.	83.....	Gull Cove.
No.	84.....	Gabarus Lake.
No.	85.....	Belfry.
No.	86.....	Canoe Lake.
No.	87.....	Upper Grand Mira.
No.	88.....	Grand Mira.
No.	89.....	Victoria Bridge.
No.	90.....	Grand Mira, N.
No.	91.....	Caledonia.
No.	97.....	Big Pond.

MORE IMPORTANT REGULATIONS OF C. P. I. SINCE THE CONSOLIDATION IN THE MANUAL OF 1901.

For the Provincial Normal School see the latest Calendar and the intimations in this issue of the JOURNAL.

For Teachers' Licenses, Provincial Examinations, Courses of Study, Vacations, Institutes, and the Provincial Educational Association, etc., see the regulations as published in this issue of the JOURNAL.

For Rural School Libraries and list of prescribed books, etc., see the October JOURNAL OF EDUCATION for 1903, pages 152 to 165.

RURAL SCHOOL LIBRARIES OF NOVA SCOTIA.

Section 77 (e) of "The Education Act," Chapter 52, R. S., 1900, authorized the ratepayers to vote funds for "books for the school libraries" at any regularly called school meeting.

Prior to 1903 the Council of Public Instruction published (in the "Manual of School Law, 1901," and in the "Journal of Education," from year to year) the following regulations which still continue to remain in force:

172. In the Revised Statutes of 1900, Chapter 52, Section 77 (e), authority is given for the raising of funds for books for the school library by assessment. Until the Council has prepared and published a list of books for such libraries, trustees purchasing such books with school funds should first send a list of proposed books, their publishers, sizes and prices if possible, to the Secretary of the Council for its approval.

173. In some schools among those fully graded, the prescribed Readers may be thoroughly mastered before the other portions of the course; so that additional reading may profitably be undertaken by the pupils. Such readings are known as "supplementary" and may be authorized by the Council for any section making application; but only on the conditions: (a) that the prescribed Readers have first been thoroughly mastered, and (b) that the "supplementary" Readers authorized be the property of the school section, so that no parent or pupil shall be required to purchase any such Reader.

Regulations 51, 52, 53, 69 and 70, referring to the equipment of "Superior" Schools, High Schools and County Academies, make the school library an essential part of the legal equipment of these public schools which Inspectors can have enforced by the withholding of public funds under the conditions specified.

Chapter 24 of the Statutes of 1903, is as follows:

AN ACT FOR THE ENCOURAGEMENT OF RURAL SCHOOL LIBRARIES.

Be it enacted by the Governor, Council, and Assembly, as follows:

1. The Council of Public Instruction may pay annually out of the Provincial Treasury, to any teacher acting as the librarian of the school library of the school section, the sum of five or ten dollars, according as the equipment of the school, the value and use of the library, and the general management of the school and library, attain the standards prescribed by the regulations of the Council for the smaller or larger library grant respectively.

2. Nothing in this Act shall apply to the schools in any incorporated town, or in any school section employing a Class A teacher drawing a superior school grant, or a teacher drawing an Agricultural or Manual Training grant.

Under the authority of this Act the Council of Public Instruction has made the following:

REGULATIONS FOR RURAL SCHOOL LIBRARIES.

(1) THE GRANTS.

The Rural School Library grants, authorized by statute (quoted above) are intended to stimulate the formation and use of libraries in school sections other than those in which Class "A" Agricultural or Manual Training grants are drawn—which grants are already conditioned to some extent by the existence of appropriate libraries.

For the *five* dollar grant the books belonging to the library in the year 1904 must be worth at least *twenty* dollars, and at least 150 issues of books must have been made during the year to readers.

For the *ten* dollar grant the books belonging to the library in 1904 must be worth at least *fifty* dollars, and at least 300 issues must have been made to readers during the year.

Each year subsequent to 1904 the minimum value of the smaller library must be *five* dollars greater than on the previous year until it becomes *fifty* dollars, when the minimum shall remain constant.

In like manner, each year subsequent to 1904 the minimum value of the larger library must be *ten* dollars greater than on the previous year until it becomes one hundred dollars, when the minimum shall remain constant.

(2) THE BOOKS.

The books reckoned as library books qualifying for the grant shall be as far as possible adapted to the wants (1) of the pupils, and (2) of the residents of the school section, and shall be selected from a catalogue recommended by the Council of Public Instruction. "Blue books," reports, and any documents published by the Dominion Provincial or Municipal governments for the information of the public should also find a place in the library; but their value shall be reckoned at the price paid for them, and they should be numbered as the other volumes or pamphlets.

The books shall be the property of the school section, no matter whether the funds have been raised by sectional assessment, by school entertainments, subscription or donation; and shall therefore be primarily in charge of the School Board and their secretary as an asset of which they shall present the inventory at each annual meeting; and for the loss or injury of which through lack of efficient management or care, they shall be personally liable to the section.

The prices given in the "catalogue" are taken from the publishers' lists and are subject to change from time to time. They are given merely as the probable approximate cost. Books may be purchased directly from the publishers or from local dealers, and as large discounts are often made, it is always advisable to ascertain their cost before purchasing.

Trustees are cautioned not to buy books from agents who may offer full sets of books at a "bargain." Such sets, as a rule, are not the most useful selections for children or even adults. Nor should cheapness always determine what editions should be

purchased; for bad type, poor paper or defective binding should not be imposed upon children any more than on adults.

Books imported into Canada for school libraries are entered free of duty.

(3)

THE BOOKS—HOW KEPT.

The books shall be kept (when not loaned to readers) in a proper book case under lock and key. Under the direction of the secretary of the school board the teacher acting as librarian shall be responsible for the loaning, collecting and safe keeping of the books to the school trustees. The librarian at the close of his period of service shall deliver up to the secretary the library and its whole equipment in good order and in good condition except for reasonable wear and tear or accidents not due to his lack of intelligence or care. The loss of any volume or material through the librarian's fault will be chargeable against his salary, and shall be replaced at his expense by the secretary. In the case of a conflict of opinion the secretary shall arbitrate the case.

The secretary shall on the retiring of any librarian acknowledge by his signature the correctness of the inventory of the library thus given up; and on the assumption of the duty of librarian by another teacher, the said teacher shall in like manner acknowledge the correctness of the inventory of the library handed over to him. If a book is lost or injured by any one to whom it has been issued, the secretary of the trustees shall promptly take the necessary legal action for its recovery or the cost of its restoration on the report of the librarian, who shall not be responsible for the loss, provided he has followed the instructions of the secretary in a reasonable manner, and reported the injury or loss promptly.

A book loaned to a member of a family in which infectious disease has broken out should not be returned to the library; but its value should be promptly paid and a new book obtained.

Local regulations not inconsistent with the regulations of the C. P. I. may be authorized by the school board, fixing the time of loan, fines for holding books over-time, methods of assessing and collecting damages to books, and all other local matters of management; but all books must be called in at the close of the school term. During the vacation period and the absence of the teacher, the secretary may on the written order of the school trustees issue books as librarian, all of which must be replaced by him when the library is handed over to the new librarian.

(4)

THE SCHOOL DICTIONARY.

There must be an English dictionary in the school room; and all pupils above Grade III must be taught how to use it, and must be accustomed to use it freely.

(5)

THE LIBRARY CASE.

There must be a library case, under lock and key, for the safe keeping of the books.

(6)

THE ACCESSION BOOK.

There must be an accession book kept, in which all the books of the library are entered as they are procured, so as to show all the details specified below.

This book should be not less than seven by nine inches (which is the size of the "return", a duplicate of which is to be annually pasted into it) with good stiff cover and well bound back, and at least 48 leaves. Books of 72 leaves are more common, and are a good size for even the smallest library; for they will be large enough to keep the record of books added to the library for many years.

A uniform label for such books, somewhat as follows, will be supplied by the publisher of the other library blanks:

ACCESSION BOOK

of

RURAL SCHOOL LIBRARY,

..... School Section,

No., District of

County of, Nova Scotia.

The two pages will be used as a single folio, 14 inches wide and 9 inches deep, containing 20 or more horizontal blue lines; and should be neatly ruled in red ink by the librarian as follows:

1st. A double horizontal line near the top of the page under which the titles of the vertical columns shall be neatly written. Underneath these titles rule a single red line.

2nd. Vertical lines in red from the double horizontal line to the bottom, forming columns of the following breadth under each of the following headings:

(Left Page.)

No. ($\frac{3}{4}$ inch)	Class. ($\frac{1}{2}$ inch.)	Author. (2 inches.)	Title. (2 $\frac{1}{2}$ inches.)	Date Received. (1 $\frac{1}{2}$ inches.)
------------------------------	----------------------------------	------------------------	-------------------------------------	---

(Right Page.)

Publisher. (2 $\frac{1}{2}$ inches.)	Year Pub. ($\frac{1}{2}$ inch.)	Source. (1 inch.)	Cost. ($\frac{1}{2}$ inch.)	Remarks. (2 $\frac{1}{2}$ inches.)
---	-------------------------------------	----------------------	---------------------------------	---------------------------------------

All the entries must be in ink. Books should be numbered consecutively from No. 1. The class indicated by a letter, should also for convenience be given near the number; which should be on the inside of the front cover. A general label may be provided for this purpose—somewhat as follows:

RURAL SCHOOL LIBRARY.

No. Class.....

..... School Section.

..... Co., Nova Scotia.

Give surname of author first followed by his initials if necessary.

Give short title sufficient to distinguish the book—omitting the article.

Give date when book is entered in the "Accession Book."

Give short title of publisher and place, thus: "Macmillan's, London."

Give date of publication—the year.

Under "Source," use any brief expression to indicate from whom the book was obtained. Put a letter "g" (gift) under the head of "cost," when necessary.

Under "Remarks," make such entries as the following: "Lost, 3 Jan., 1903"; "Missing 18 Apr., 1903"; "Given in exch. for No. 47"; "Rec'd in ex. for No. 12"; "Worn out and withdrawn (date)" "Replaced by No. 123," etc.

(7)

THE CARD CATALOGUE AND LOAN RECORD.

There must be a record of the loans of books, and each book must be loaned by the librarian to a reader (not by one reader to another), so that the library may receive due credit for the number of readings or issues of the books.

The system of loan records prescribed is the "Card system," briefly described as follows:

There must be a card cut exactly three by five inches for each book in the library, having on the five inch top line a place for the "No." ($\frac{1}{2}$ inch), "Class" ($\frac{1}{4}$ inch), "Author" (2 inches—surname first), "Title" ($2\frac{1}{4}$ inches).

Under this line may be nine or ten horizontal lines, which should be divided into two equal parts by a strong vertical line, each part to be again divided into three columns under the following heads: "Date lent" ($\frac{1}{2}$ inch), "Borrower's name" ($1\frac{1}{2}$ inches), "Date returned" ($\frac{1}{2}$ inch). This will give room for 18 or 20 records of borrowing; and as the lines can be continued beyond the bottom of the card to the other side, it will contain space enough for about 40 borrowings of the books, one nearly for each week of the school year. In dating, the months should be indicated by only one or two letters, Ja.—January, Je.—June, Jl.—July, etc.

If the book is borrowed so seldom that the card will do for two school years a red line should be ruled to separate distinctly the record of the previous school year from that of the current year. This will enable the librarian to count up the number of the "issues" of each book for the yearly return, readily and accurately.

The card will look somewhat like this:—

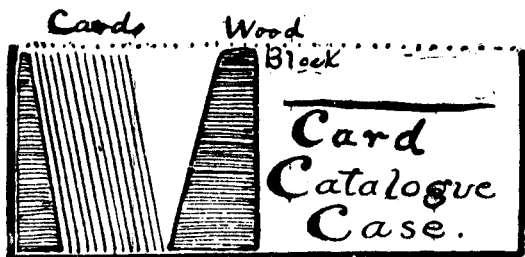
Book. 47.	Class. E.	Author: Dickens, C.	Title: Christmas Carol.		
Date lent.	Borrower's Name.	Date returned.	Date lent.	Borrower's Name	Date returned
1903					
Jan. 18.	John Smith.....	Jan. 25.			
Feb. 3.	Alice Jones.....	Feb. 10.			
Mar. 1.	Fred Adams.....				
	Jane Clark.....				

This card shows that Charles Dickens' "Christmas Carol" was issued to John Smith for a week, from January 18th to 25th, when it was returned; issued to Alice Jones from February 3rd to 10th; and to Fred Adams on March 10th not yet returned. Jane Clark's name is entered to show that the book was promised her when returned by Fred Adams, the "date lent" not to be filled in until it is issued to Jane Clark.

The cards should be kept in a neat wood or pasteboard box, five inches wide and about three inches deep, with the Author and Title uppermost, arranged always strictly in the alphabetical order of the names of the authors, and the books of each author likewise arranged in the alphabetical order of the Title.

While the breadth of the inside of the card box should be five inches, or just a little more, in order to allow the cards to be moved without friction, the length will depend on the number of cards which might in the future be expected to be required.

It is recommended to have the card box several inches long, if a large library is expected in a few years, the vacant space of which can have a neat block of wood, which can be moved up to the cards so as to keep them standing. It will be an advantage to have the face of such block against the cards slightly sloping instead of vertical, so that when in contact with the base of the card, the finger can tilt the top of the card half an inch forward so as to expose the name of the author and title to view. It is also preferred to have a similar wedge-like block at the back of the cards so that they will not be resting vertically on edge, but tilted back slightly, thus making the "author and title" more easily visible when fingering for the required card. Side view of such a box:



Neat card catalogue boxes containing 100 cards and the prescribed labels are being prepared by a Halifax publisher at a retail cost not to exceed twenty-five cents.

Whenever a book is given out the entry is to be made on the card as already indicated; and when it is returned care must be taken to mark the card before the book is placed in the case, where it should be arranged in the same alphabetical order as the card in its box.

An asterisk or star should be placed over the name of each adult borrower, so that the number of these may be readily picked up by running the eye over the cards. The teacher, parents and ratepayers of the section shall have the privilege of using the library; and the number of issues of books to adults will therefore be an interesting and important item of information for the educational authorities as well as for the general public. This information has to be given in the "annual return."

(8)

CLASSIFICATION.

The books shall be divided into the following twelve classes, the statistics of which must be given separately in the annual return. To make such a report possible and easy the letter indicating the class should be entered on each book and card near its number:

- Class A.—Scientific (including all books ranging from elementary nature study to the application of science to the arts and industries, such as Agriculture, Forestry, etc.)
- B.—Travel and Description.
- C.—Biography.
- D.—History.
- E.—Fiction.
- F.—Poetry.
- G.—Fine Arts (Music, Drawing, Painting, etc.)
- H.—Miscellaneous (Literature which cannot come under the foregoing or following classes, such as Mythology, Children's Stories, etc.)
- J.—Books of Reference (Dictionaries, Cyclopedias, Gazetteers, Atlases, Year Books, School Law, Journals and Reports on Education, etc.)
- K.—Blue Books (all government and municipal reports, publications, etc., not in J.)
- L.—Periodicals.
- M.—Readers for Supplementary Reading in School.

(9)

ANNUAL RETURN.

BOOK AND CIRCULATION STATISTICS

Class	No. Books at beginning of school year.	No. Books added during school year	No. Books lost or withdrawn during school year.	No. Books at end of school year.	Circulation (No. of issues) during school year.
A.....					
B.....					
C.....					
D.....					
E.....					
F.....					
G.....					
H.....					
J.....					
K.....					
L.....					
M.....					
Total					*

*No. of issues to others than pupils in this total.

Books added during year, by purchase., by gift,, by exchange. Total.....

“ withdrawn during year, by wear., by loss., by exchange. Total

Number of borrowers (readers), children., adults. Total.....

ANNUAL FINANCIAL STATEMENT.

RECEIPTS.

Balance from last year.	\$.....
From School Funds. ....	.....
“ Donations. ....	.....
“ Contributions of pupils. ....	.....
“ School entertainments. ....	.....
“ Fines for damage to books. ....	.....
“ Other sources. ....	.....
Total	\$.....

EXPENDITURES.

For Library, case and equipment.	\$.....
For books. ....	.....
Balance on hand unexpended, if any, at end of school year	.....
Total	\$.....

[It is recommended that no balance be left UNEXPENDED at the end of the school year. The TOTALS will then show the exact expenditure on the Library during the school year.]

SUMMARY FINANCIAL STATISTICS.

Total expenditure on Library since year 1900 (from last Annual Return)	\$.....
Expended this school year on Library case and accessories .....	.....
“ “ “ year on Books. ....	.....
Total expenditure to end of this school year	\$.....
Estimated present value of Library case and accessories	\$.....
“ “ “ Books. ....	.....
Estimated present value of total Library equipment	\$.....

CERTIFICATE.

This is to certify that to the best of our knowledge and belief the Library has been conducted during this school year as required by law; that all the blanks in this return are filled in correctly, and that an exact duplicate of this return over our signatures is fixed securely into the "Accession Book."

Signed this.....day of..... |Teacher and Librarian.
 A. D.....at..... |Sec. School Trustees.
 County of.....Nova Scotia |

(10) HOW TO GET THE LIBRARY GRANT.

The teacher should give notice of the intention to compete for the larger or smaller Library grant when intimating the opening of the school to the Inspector. Where no library has yet been organized, such intimation should be given as early as possible; but the equipment should be complete at the end of January, and the facts fully stated and certified on the blank half sheet of the semi-annual return of the school in February. An informal statement of the competition for the smaller or larger grant should be made by every teacher competing, as a notification to the Inspector. Without such notice endorsed on the semi-annual return no claim for the grant can be maintained.

The Library grants shall be paid with, and in addition to, the regular Provincial Aid at the end of the school year, provided the foregoing regulations and the instructions issued from time to time from the Education Department have been fully complied with, provided the special Library Return accurately made out has been sent to the Inspector with the regular annual returns of the school; and provided the Inspector whose special duty it shall be to examine and vouch for the correctness of the returns and the deserving character of each school library in his jurisdiction, endorses the Library, and other returns of the school with his approval and recommendation.

(11) PROVISIONAL CATALOGUE.

The catalogue of October, 1903, is merely provisional. It contains the titles of books suitable for pupils, parents, teachers and students. The Superintendent of Education will be glad to receive suggestions from teachers, students, publishers, etc. as to additional books to be put on the list as well as to the withdrawing of those superseded by better publications; so that a more complete and better classified catalogue may be issued.

No Supplementary Readers — class M — are at present recommended. Regulation 173 will cover any possible demand for them, as Regulation 172 will cover any demand for other books not on this catalogue.

Books recommended in the course of study, and to teachers in regulation 170, and in the JOURNAL OF EDUCATION specially, are also to be considered as authorized for school libraries.

MANUAL TRAINING, 1903.

Ordered, that under section 71 of Chapter 52, of the Revised Statutes of 1900, no public money shall be paid to school boards for the instruction of pupils in Manual Training Schools, who have not advanced as far as Grade VI of the Public School Course; except when specially authorized by the Education Department, for pupils over thirteen years of age; and that the grants on account of the Domestic Science departments of such schools shall not exceed one-half of the maximum grant allowed under the law to the school board for Manual Training in the Mechanic and Domestic Sciences.

REGULATIONS FOR THE STRENGTHENING OF SCHOOL SECTIONS, &c.

(Passed the 4th March, 1904.)

Reg. 10 (a). No school section, although regularly placed on the list of "poor sections" shall be deemed qualified to participate in the extra allowance provided for "poor sections," unless the sectional assessment voted, levied and collected, shall be at least equal to the average rate of sectional assessment in the county.

Reg. 10 (b). Two adjacent school sections which cannot afford to employ a qualified teacher for the whole year, may arrange with the Inspector of schools, to be associated together as a "double-section," the teacher to be employed in the school house of one section for one half of the year, and in the other school house for the other half of the year.

Reg. 10 (c). When an enlarged school section has one or more settlements considerably beyond two miles from the school house, the Inspector may arrange with its Trustees to recommend to the Council of Public Instruction the granting of a portion of the Provincial Aid and Municipal Fund, which can be assumed to be saved by the enlargement of the section and the reduction of the number of schools, to subsidize the conveyance of pupils from such settlements to the school house, say for instance, in the morning, allowing them under ordinary conditions to return to their homes without conveyance.

Reg. 15 (e). It shall be the duty of each Inspector to classify the school sections within his division into first, second and third class sections, which in order to enjoy the full regular grants of public money, should employ respectively teachers having at least the corresponding classes of license. Such classification may be revised annually, any change being intimated to the secretary of the school board affected before the date of the regular annual meeting of the section. Any section shall be free to employ a teacher of higher class than its ranking, but not free to employ a teacher of lower class than its ranking except on the express authorization of the Inspector for sufficient reasons, such as the lack of teachers of the class required.

UNIVERSITY GRADUATES.

(Passed the 20th August, 1904.)

Ordered that regulation 23 (b) be amended by the addition of the following sentence: In an emergency and on the special recommendation of the Inspector, a University graduate in Arts or Science, who holds a teacher's license of a class lower than First (class B) may be provisionally employed as a principal of any school for a period not exceeding one year, after which he will cease to be eligible for any such position without an advance in class of license, until he is regularly qualified.

CHANGE OF SUMMER VACATION REGULATIONS.

(Passed 8th April, 1905.)

116. For regulation 116 substitute the following:

"There shall be a summer vacation of seven weeks in all the public schools, except as hereinafter provided, commencing on the first Monday of July."

122. For regulation 122 substitute the following:

"Rural schools may open one week earlier than the regular date of opening which will be the Monday after the seventh week of the summer vacation; for which week no Provincial Aid will be payable to the teacher, but the days thus taught can be substituted as authorized teaching days for days lost during the rest of the term on account of inclement weather, bad roads, illness, or any other cause satisfactory to the Inspector."

123. For regulation 123 substitute the following:

"Cities and towns may extend the vacation period to eight weeks without losing credit for a complete term of teaching; but no Provincial Aid will be payable for days

not authorized as teaching days by the Education Act, more particularly defined in section 67a, published on page 49 of the Manual School Law, Nova Scotia, 1901."

REGULATION OF C. P. I., 22ND FEBRUARY, 1907.

SCHOOL THROUGH SUMMER VACATION.

Ordered, That on the recommendation of the Inspector, the Superintendent of Education may allow schools closed during the earlier portion of the school year on account of the impossibility of obtaining a regularly qualified teacher, to continue the school during the summer vacation, so as to make up any portion of the time of teaching lost, provided a special return be sent in to the Inspector for the time taught during the said vacation period, and that the public grants shall become due on the said special return at the end of the following half school year.

RURAL SCIENCE SCHOOLS AND GARDENS.

Regulation 36, pages 66 and 67 of the "Manual of School Law, Nova Scotia, 1901," has been repealed and the following substituted in its stead:

36. Rural Science Schools and Gardens:—To qualify under section 69 of chapter 52 of the Revised Statutes of 1900, the teacher of a school must have an Agricultural or Rural Science diploma as specified in the clauses following, and must notify the Inspector at the opening of the school each year of the classification to be competed for—"superior," "good" or "fair" of the Statute, which are the equivalent respectively of "A₁," "A₂" and "A₃" of Regulation 34 preceding:

(1) The "Agricultural diploma" shall be known hereafter as the "Rural Science diploma" and shall be awarded hereafter to First Rank graduates of the Provincial Normal School, who subsequent to graduation have completed with credit a prescribed course conducted by the science instructors of the affiliated institutions in Truro.

(a) The course of study for the Rural Science diploma shall extend through at least fourteen months, requiring the candidate's attendance during a summer term of six weeks (July and August) and a following term, beginning the first week of March and ending with the ensuing summer term, and requiring in addition during the August to March interim, reading and practical investigation prescribed by the instructors of the affiliated institutions.

(b) As an alternative candidates shall be held to be qualified for the diploma who have completed with credit four summer terms of at least six weeks as well as the prescribed interim work.

(c) In general, candidates shall not be admitted to the course in March unless they have already completed a summer term and the prescribed interim work.

(d) The course of study for the rural Science diploma shall comprise:—

Applied Chemistry: especially laboratory investigation of the chemistry of the air, of the soil, of plants and of plant food; of the chemistry of household processes; of physiological chemistry.

Applied Physics: especially weather phenomena and the phenomena of radiation, conduction, convection as bearing on ventilation, air-drainage and agriculture; texture of soil, percolation, capillarity, and other problems of soil-physics; transmission of fluid pressure, and problems of water supply; simple astronomical phenomena.

Geology: field-work in the study of surface phenomena and of the dynamics of the earth; minerals, their distribution, properties, uses, chemical composition.

Biology: plants and animals studied in the concrete, especially the ecology of those plants, animals, birds, insects and bacteria which play important parts in the economy of nature.

Horticulture: especially the management of school gardens, each student preparing, planting and caring for a plot of ground, making a hot-bed and a cold-frame, practising grafting, budding, layering and other methods of propagation.

(2) Any such licensed teacher intending to compete for classification as "fair," "good," or "superior," under section 69 of the Education Act, must give notice of this intention at the opening of the school to the Inspector; who has at the end of each half-year to rank the school; and the lack of such notice shall be a disqualification even should all other conditions be complied with.

(3) For the lowest rank "fair" the school should have the equipment specified in Reg. 51, a and b, must have a school garden of not less than one-eighth of an acre, one-third of which should be set off in beds 4 x 10 feet with walks 3 feet wide, the rest to be set out as an arboretum and shrubbery, part set out each year till all is planted; and a library of not less than 15 volumes in addition to the prescribed books of reference. The school must be in all respects conducted as a first-class school with special excellence in Nature Study.

(4) For the rank "good" the school should, in addition, have the equipment specified in Reg. 51, c and d, with a library of not less than 25 volumes, a well-conducted school garden of one-fourth of an acre, one-third of which must be in beds as above, the rest arboretum and shrubbery as above, and must be conducted in all respects as a first-class school with good demonstrations in Nature Study by the individual pupils and the school generally.

(5) For the rank "superior" the school should have, in addition to the requirements of the previous ranks, the equipment specified in Reg. 53, with a library of not less than forty volumes, a school garden containing three-eighths of an acre, one-third of which should be set out in beds as above, the remainder as arboretum and shrubbery as above, with a special class of pupils doing advanced work in Nature Study of such a character as to be clearly advancing the industrial methods of the community in at least some departments of agriculture, horticulture, forestry, etc.

(6) The "small" standard school garden should not be less than one-eighth of an acre (54445 square feet), one-half of which might be set out as an arboretum and shrubbery, the remainder being plowed each spring, then worked up by the pupils into beds of four feet by ten, separated by walks three feet broad. This arrangement would give one bed to each of thirty pupils. The younger pupils might be assigned in twos to each bed. The grounds should be kept prettily fenced and kept in good order, even during holidays, when they should be visited by relays of pupils at least once a week. Such a school garden might be recommended by the Inspector for ten, fifteen, twenty or twenty-five dollars per annum from the municipal fund, according to the excellence of the general condition of the school, provided the School Board spend at least as much on the plowing, fertilizing, etc., forming the annual current expense of maintaining the school in order, in addition to the labor of the pupils and teacher.

(7) The "medium" standard school garden should be about one-quarter of an acre on the average, one-half of which might be set out as an arboretum and shrubbery, and the remainder divided into fifty or sixty, four by ten feet beds, separated by three feet walks, to be conditioned on the same general principles as the "small" standard. This would be the size of garden desired for the rank "good" where possible, drawing \$15, \$20, or \$25, according to excellence, from the municipal fund.

(8) The "large" standard school garden should be over a quarter of an acre, with at least three times the number of "four by ten feet" plots recommended for the "small" standard, say from 75 to 100 individual beds. This would be the size of garden desired for the rank "superior"; drawing under the same general principles \$20 to \$25 from the municipal fund.

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

(10) If the teacher or the secretary of the school board recorded under oath the attendance of pupils during the holidays in weeding and observing the beds, such time might be arranged through the Inspector to be substituted equitably, according to agreement, for an equivalent number of holidays during the winter or stormy weather of the school year following or the "days attendance" added.

(11) Inspectors may have to consult with each other, and perhaps exchange visits to the schools of each inspectorate, in order to be sure that the same standards of classification are maintained in each inspectorial division. The same conditions hold with respect to the inspection of Manual Training and Superior Schools generally. Notice of competition for school garden grants must be given to the Inspector at the opening of the school each year, and should be signed by the SECRETARY as well as the teacher.

REGULATIONS OF C. P. I., OCTOBER, 1907.

FOR CONSOLIDATED SCHOOL SECTIONS WHICH ARE BENEFICIARIES UNDER CHAPTER 22 OF THE STATUTES OF 1903.

Ordered:

(1) That in the case of consolidated school sections which received the special Provincial Grant under Chapter 22 of the Statutes of 1903, the conveyance of pupils shall be from points more than two and one-quarter miles from the school house, to a point which will afford such pupils the advantages as to distance enjoyed by those not more than two miles distant, and must be satisfactory to the Inspector of Schools.

(2) Under no circumstances shall it be deemed necessary to convey such pupils further than to and from a point within one and a half miles of the school, or the same distance towards the school in the morning, or the same distance towards the pupils' homes in the evening, as can be most economically arranged.

(3) The Trustees of the Section will endeavor, as far as compatible with the regulations of the C. P. I., to meet the reasonable desires of parents and pupils in the arrangements and equipment for the said conveyance, any point of difference to be referred to the Inspector for decision.

(4) The Trustees in making arrangements for conveyance, shall take the ordinary precautions to have as satisfactory service as possible, at the most economical rate of cost to the section. It is recommended when it may be found expedient, to grant allowances to parents or guardians for the conveyance of their children or their neighbors' children, in which cases the sectional school tax or any portion of it may be remitted to such persons by the Trustees, as a part of such allowance agreed upon.

(5) Generally it may be found most convenient for Trustees to call for tenders for conveyance along certain definite routes at definite times, with a definite equipment, under the oversight of responsible drivers or other persons, in order to ascertain the cost; but Trustees should keep themselves free to make cheaper arrangements when possible, with equally satisfactory conveying—all arrangements for which are subject to the approval of the Inspector.

(6) That the power conferred upon Boards of School Commissioners by Sec. 17 of the Education Act, with respect to ordinary school sections, be recommended to be applied to distant and isolated ratepayers in Consolidated sections, due regard, however, being paid to the object for which Consolidated sections have been established.

(7) Only resident pupils of the school section from 7 to 14 years of age are to be conveyed free, but other pupils may be carried on the payment of a reasonable fee which will not allow their conveyance to be at the cost of the school section, unless provision had been made for conveying such pupils at the annual meeting of the school section.

(8) All previous regulations inconsistent with these are hereby repealed.

DECISIONS ON SOME LIMITATIONS OF THE POWERS OF SCHOOL TRUSTEES.

1. School trustees have power to rent temporary school rooms when there is not sufficient accommodation in the public school rooms; but they cannot use for public schools, rooms which are not, for the time, completely under their control for school purposes, so that they can be held responsible for the character of the accommodation which must be in accordance with law.

2. School trustees cannot vacate a public school room for any other room except in order to have it repaired, providing it should be deemed capable of repair; or for some sufficient reason affecting the school section as a whole, such as to secure better grading, but not to suit the desires of individual parties or sects.

3. Any arrangement of school rooms which may (1) prevent the exercise of supervision by the principal teacher of the school section; or (2) prevent the efficient grading

of the departments in charge of such teacher, is not compatible with the spirit of the school law. If either of these irregularities exist, and continue after notification by the Inspector, the schools cannot participate in the public grants.

4. It is legal for pupils in a section with only a few departments, which cannot have, therefore, more than one series of grades, to meet for devotional exercises in another room than the one in which they are registered for the work of the grade, the arrangements for exchange to be co-ordinated by the principal so that there may be no confusion or unnecessary loss of time.

THE SIMPLIFICATION OF ENGLISH SPELLING.

I. A FIRST STEP.

The English language is on the way, as many believe, to become an international language. For this destiny it is peculiarly fitted by its cosmopolitan vocabulary and its grammatical simplicity. It is much easier to learn than any highly inflected language can be, and it has the immense advantage over any invented language that it is the organ of a noble literature and of a civilization already widely diffused in all parts of the earth. There is, however, a wide-spread and well-grounded conviction, that in its progress our language is hampered by one thing—its intricate and disordered spelling, which makes it a puzzle to the stranger within our gates and a mystery to the stranger beyond the seas. English is easy and infinitely adaptable; its spelling is difficult and cumbersome.

Our intricate and disordered spelling also places a direct burden upon every native user of English. It wastes a large part of the time and effort given to the instruction of our children, keeping them, for example, from one to two years behind the school-children of Germany, and condemning many of them to alleged "illiteracy" all their days. Moreover, the printing, typing, and handwriting of the useless letters which encumber our spelling, wastes every year millions of dollars, and time and effort worth millions more. If, then, the reasonable and gradual simplification of our spelling will aid the spread of English, with the attendant advancement of commerce, of democratic ideals, and of intellectual and political freedom; will economize the time of our school-children and make their work more efficient; and will in other ways economize both time and money, is it not a matter which appeals to common sense, to patriotism, and to philanthropy?

¹ A statement similar to what follows (in the first six paragraphs) was published in March, 1906, under the heading of "A First Step. Statements similar to part II, Statement of Principles" (p. 3), and to part III, "A Statement of Facts" (p. 6), were published in June, 1906, and March, 1907, respectively. All have been widely circulated.

Some of those who would like to see our spelling made simpler, fear that this will obscure the derivation of words; but all etymologists deny the statement and repudiate the argument. Etymology is history, and is now secure in innumerable books. Some object to any change, not realizing that change—much of it simplification—has been almost continuous in the history of English spelling. We do not print Shakespeare's or Bacon's words as they were written; and surely no great catastrophe to English literature or to the literary character of the language will have happened if our successors find—as they certainly will—as great or greater differences between their spelling and that of the present day. In familiar correspondence, and in the public prints, many simplified forms are now used which shock no one's nerves, and in the most emotional poetry forms such as *dropt*, *stept*, *prest* (Tennyson, Lowell, Swinburne, and other poets), are printed without attracting attention. In fact, it is probable that if all English words were printed to-morrow in the simpler forms which they unquestionably will bear a hundred years hence, it would take a very little while for us all to become accustomed to them.

With the purpose of expediting this natural process of change, which has been going on for centuries, and, as far as may be possible, of guiding it in the direction of simplicity and economy, an organization known as the Simplified Spelling Board was formed in January, 1906, including educators, scholars, men of letters and men of science, all interested in promoting the cause of intellectual liberty and civic progress, and all of them previously interested in this particular problem. Supplied with funds for its work, chiefly by the liberality of Mr. Andrew Carnegie, the Board has planned a campaign which will extend over a number of years.

In March, 1906, the Board sent forth a preliminary circular in which it asked those who sympathize with its aims to take a simple initial step. There was inclosed a list of three hundred common words, of which different spellings, one more simple and regular than the others, are authorized by the leading dictionaries or by the usage of eminent men of letters. An address postal card was also inclosed. Persons who approved the aims of the Board were invited to sign the card, agreeing to use the simpler forms as far as might be practicable, and the Signers had their names placed on file, to receive the publications of the Board.

In the short period of preliminary work which has followed the organization of the Board, the results have been beyond expectation. Within a few months a large proportion of the lead-

ing philologists, educators, scientists and men of letters announced their adhesion to the movement, and many thousands of teachers, physicians, lawyers, clergymen, and other professional men, business men, firms and corporations, editors and publishers, have signed the agreement to use the simpler spellings as far as may be practicable. The number of these Signers is increasing every day.

The Simplified Spelling Board is publishing a series of separate circulars in which the principal phases of the subject are treated. These circulars will be sent to any one who applies for them. In this introductory circular it is thought advisable to make, first, a brief statement of principles, and, secondly, a brief statement of facts. This is the more necessary, as many of the articles which have appeared with reference to the movement reveal misunderstandings and a lack of information.

II. A STATEMENT OF PRINCIPLES.

1. The Board does not propose any "radical" or "revolutionary" scheme of reform, or any sudden and violent change of English spelling. It does not intend to advocate any modification of English spelling that is not temperate and reasonable. It is not in favor of any freakish orthography of any kind. It does not desire to relax the existing rules and analogies of English spelling. It desires rather to make them more certain, to extend them and enforce them, so as to get rid of needless exceptions, and produce a greater regularity.

2. The Board's chief aim, in view of the spread of the English language throught the world, is to arouse a wider interest in English spelling, and to call attention to its present chaotic condition—a condition far worse than that existing in any other modern language. The Board believes that when the people who speak English are awake to the many disadvantages of their present spelling, they will be glad to help every effort to better it, as it has been slowly bettered, by individual effort, in the past.

3. The Board began by selecting from the several thousand words now spelled in two or more ways, three hundred of the most common, and it is urging the public to adopt at once, the simpler of these two forms, and thereby establish the principle of simplification. This is a natural and easy first step toward further simplifications, such as have been proposed and accepted from time to time, even in the nineteenth century and within living memory. Macaulay, for example, spelled *phaenomenon*, and Parkman *engulph*, altho almost every one now spells *phenomenon*.

and *engulf*. So *esthetic* and *program* and *develop* are now established, and *catalog* and *altho* seem certain to win acceptance in the immediate future.

4. The Board will, however, sooner or later propose further simplifications of the same sort. It will advocate the casting out of certain letters which are not sounded now, which do not affect the pronunciation according to existing analogies, and which merely cumber the orthography. This simplification by omission is nothing new; it is a process which has been going on for centuries, and which has given us today, for example, *era*, *fantasy*, *public*, and *salad*, instead of *aera*, *phantasie*, *publick*, and *sallad*; and, to go a little farther back, *bat*, *set*, *dim*, *sum*, *fish*, *true*, *civil*, *fatal*, etc., instead of the Elizabethan *batte*, *sette*, *dimme*, *summe*, *fysse*, *trewe*, *ciwill*, *fatall*, etc. There is nothing dangerous in urging the acceleration of this normal process.

5. The Board does not propose to make or to recommend any change in the spelling of proper names, especially of surnames. That matter is out of its chosen province. Geographic names often need regulation, but there are societies and boards which take care of this.

6. The Board does not pretend to be "consistent" in the spelling of its publications. The spelling of its publications is made to conform to the lists it may have adopted up to the date of issue. The spelling will therefore become progressively simpler, and hence less inconsistent. But until all of the old spelling is improved, some of it will remain unimproved.

7. The Board can assure all who cherish the traditions of English literature, that simplifications of spelling will *not* obscure the meaning or the origin of a single word. In this statement all scholars agree, lexicographers and etymologists first of all. The proposed simplifications will *not* make it more difficult for any one to read the masterpieces of our literature; and they will *not* render useless the books now in print. But they *will* save the time of all who write and the money of all who print; and they *will* make the language easier for our own children and for the foreners who are now studying it, in increasing multitudes, all over the world.

8. The Board begs leave to remind those who may be fearful in regard to the result of its recommendations, that spelling is never stable, and that there is no final standard of orthography. Nowhere is there any authority to set up such a standard. All that the accepted dictionaries can do is to record the varying

usages. Their editors have received no charter to decide finally between conflicting forms, much less to propose improved forms. The Board, on the other hand, seeks to change what is bad, and to introduce improvements. It wishes to establish and extend good usage, to make it national and international.

9. The Board believes that the arguments against simplification are so weak that the expression of them will help the cause. It is confident that the more the matter is considered the larger will be the number of converts and the swifter the advance. Circumstances have prevented many intelligent persons, even many men of letters and journalists, from coming into contact with information upon the true nature and history of English spelling.

10. The Board welcomes criticism. It asks only that the criticisms shall be made after, and not before, the critic has read the publications of the Board. It does not wish to be considered responsible for proposals which it has not made, for views which it does not hold, or for things with which it has no concern.

11. The Board recognizes that the progress of the cause depends upon the continuous spreading of information. The work requires time and patience. New circulars and other documents will be sent out at intervals. All persons interested may rest assured that the work will go on steadily until the main object is accomplished.

12. The Board has among its members not only scholars and educators, not only men of letters and men of affairs, but also specialists in linguistic science, including the editors of the leading English dictionaries—British and American. Perhaps, therefore, it has a right to be credited with some knowledge of the English language, of the history of English orthography, and of the difficulties to be overcome in the endeavor to simplify it. But the Board makes no claim to "authority"; and its proposals must stand on their own merits, each for itself.

13. The Board, as an independent body of men who have at heart only the interests of civilization, makes its appeal to the reason of mankind. It accepts the responsibility for its recommendations, present and future, because it knows that if there is to be progress, the initiative must be taken by somebody. The simplification of spelling is no unconscious process, inevitable without human effort. Without human effort, it would at once cease. Every one of the simplifications now accepted by all of us was once the overt act of a single individual, who was followed at first only by a small minority. If there is to be improvement in the

future as there has been in the past, somebody must be willing to point the way, somebody must set the example, somebody must venture to propose the next step in advance:

14. The Board will welcome the coöperation of any individual or of any organization who may wish to aid in the good work. Difference of opinion will help rather than hinder. The more the subject is discussed, the clearer the way will become, and the readier the public will be to take the next step in advance. The Board will receive with pleasure all suggestions that may be sent to it; and it will forward any of its documents, free of charge, to all who will ask.

III. A STATEMENT OF FACTS.

1. Eighteen thousand persons have signed the agreement or adhesion card and have agreed to use all or some of the three hundred simplified spellings in their letters. The whole three hundred are now used in the correspondence of President Roosevelt, and of many officials in the executive departments of the American government.

2. Nearly three hundred newspapers and magazines are using most or all of the new forms in their columns.

3. Two thousand firms and business houses are employing the simplified spellings in their commercial correspondence or advertising. In this way, hundreds of thousands of pamphlets and advertisements in the new form have been circulated.

4. Three thousand members of the faculties of American colleges and universities have formally signed the agreement and are giving the movement their cordial support.

5. Many thousand other teachers have signed the agreement, and unnumbered thousands more are adherents of the movement.

6. The school systems of many cities and towns permit the teaching of the new forms in their class-rooms. Several spelling-books have appeared with the new forms included on equal terms with the old, or specially treated in the appendix.

7. The Board of Superintendents of New York City in 1906 unanimously recommended the use of the three hundred words in New York City schools.

8. Normal schools in Colorado, Illinois, Iowa, Minnesota, Pennsylvania, Wisconsin and other states have adopted the new forms, and professors and students alike use them habitually.

9. The State Teachers' Associations of Illinois, Iowa, Minnesota and Wisconsin have recently again approved simplified spelling. Some have annual and some have permanent committees to promote the idea. Business schools and shorthand schools are taking up the practise, and some of their State and national conventions have committees at work. Students in universities and colleges, and in normal and technical schools, are adopting the principle and the practise, and many are now working to spread information and to increase the number of adherents.

10. The Modern Language Association at its annual meeting at New Haven, in December, 1906, voted to use the three hundred shorter forms in its publications.

11. The National Educational Association adopted in 1898 the simplified spellings known as the Twelve Words (*catalog, prolog, demagog, pedagog, program, tho, altho, thoro, thorofare, thoroly, thru, thruout*), and has used them in its publications ever since. At its meeting in July, 1907, at Los Angeles, the Association past, in open convention, by an overwhelming majority, a resolution reaffirming its approval of simplified spelling, endorsing the principles and efforts of the Simplified Spelling Board, and directing the use of the whole three hundred words in the publications of the Association.


12. The editors of the six great dictionaries of the English language—Webster's International Dictionary, the Century, the Standard, the Oxford Dictionary, the English Dialect Dictionary and Skeat's Etymological Dictionary—have approved the movement, and are now members of the Simplified Spelling Board.

13. The British names now included in the membership of the Simplified Spelling Board testify to the widespread interest which has been taken in the movement in Great Britain, and to the sympathy of the foremost scholars, and gives promise of the desired international coöperation. The British Ambassador to the United States, Mr. James Bryce, has exprest his approval.

14. The most important accomplishment thus far, however, is that the discussion of simplified spelling by nearly every journal printed in English, and by innumerable publications in other languages, has stimulated hundreds of thousands of persons to give serious attention to the spelling and the history of the English language. Even if no other result had been obtained, this in itself is well worth all the effort which has been made.

15. Every one who has been led to think about the language he uses, must have become convinced of one thing—that English

spelling has always been undergoing changes which make for simplification, and that the continuation of this process is natural and reasonable. Until this truth—that English is not and never has been a fixed language—is accepted, little can be done to overcome the prejudice of those who regard any change even in English spelling as an irreverent and violent attack on something which has existed unchanged for ever. With wider knowledge of the fact that English spelling has undergone constant modification, the idea of further scientific simplification must appeal to every one as being in accordance with the genius of the language.

 *The foregoing is Circular No. 14, of the Simplified Spelling Board, published 28th Nov. 1907.*

THE SIMPLIFIED SPELLING BOARD.

[Circular No. 15, 28th Nov., 1907.]

THREE HUNDRED WORDS SPELLED IN TWO OR MORE WAYS.

The anomalies and perversities of English spelling are obvious enough, and call loudly for regulation. But the very fact that some spellings are anomalous and perverse implies that the other spellings are more or less regular, and this is so. The majority of English words are spelled according to ascertainable analogies, and are thus fairly regular. This is true especially of literary words of more than one syllable, of Latin or Greek origin. Thus, words like *aliment, eminent, evident, prominent, protestant, relevant, significant, memorial, familiar, ability, conformity, heredity, indicative, public, relic, inherit, merit, spirit, etc., astronomy, biology, monopoly, politic, tropical, etc.*, are fairly fonetic as to the short vowels which are concerned in these words. They would not present many difficulties to the learner, if he were not confused by other words with other analogies. The same is true of a great many monosyllables not ending in silent *e*, as *bat, bet, bit, but, bad, bed, bid, bud, ban, bin, bun, cam, dam, slam, slap, slat, clash, clock, self, help, strong, strength, etc.*, but here again a host of other monosyllables suggesting other analogies (*plaid, saith, bread, been, flood, come, etc.*) rush in to badger and confuse the unhappy learner.

The rules and analogies which underlie English spelling can, however, be ascertained and stated, and the exceptions can then be clearly seen. When the rules and analogies are understood, any intelligent person can see for himself when a particular spelling deviates from them. Thus, any one can see that *butt*, *nett*, *sett*, are out of accord with the rule established by the innumerable words like *cut*, *let*, *met*, etc., that *centre*, *metre*, *fibre*, etc., are out of accord with the rule established by *counter*, *number*, *diameter*, etc., and that *favour*, *honour*, *labour*, etc., are out of accord with the rule established by *error*, *major*, *actor*, etc. So *dropt*, *snapt*, *stept*, *prest*, etc., tho now less common than *dropped*, *snapped*, *stepped*, *pressed*, etc., are more in accord with the prevailing use of single *p* or *s* before a *t* sound, as in *apt*, *host*, *best*, etc., and in the common spelling of some preterits, as *crept*, *lost*, *swept*, etc.

The common forms *dropped*, *stepped*, *pressed*, etc., are in a great part alterations of former spellings with *-t*. The alterations were made to establish a visible but fallacious uniformity of inflection. If the inflections all ended in a visible *-ed*, they were said to be "regular." Forms like *dropt*, *stept*, *stopt*, *crost*, *drest*, *kist*, *prest*, etc., abound in the original editions of Spenser, Shakespeare, Jonson, Milton, Cowley, Dryden, Pope, Prior, Goldsmith, Burns, Scott, Byron, and are common in recent writers, as Tennyson, Landor, Swinburne, Lowell. In current editions they are often wiped out, but they must needs appear in all editions in which the attempt is made to give a correct text.

Present publishers often permit or require their printers to "adopt" some "preferred" dictionary as the sole rule of spelling for all books published by the house, and to alter the text of the standard authors, when a new edition is made, in order to suit this "preference." This is not a good practise. It conceals the real spelling and pronunciation of the author himself, or of his time. It tends to suppress the truth, to stereotype bad forms as well as good, and to prevent that reasonable change toward order and simplicity which was allowed to work freely before the nineteenth century. It tends also to obliterate those marks of time and country, and those touches of individual genius, which distinguish one writer from another, and thus to detract from the variety and richness of English literature. Moreover, it often leads to perversions of the text itself. No one can trust a text so treated.

Happily, however, there are many hundred words in which this process of stereotyping irregular or anomalous forms has not prevailed, and in which a choice still lies open between a simpler or a normal form, and a less simple or an anomalous form.

The following list contains three hundred common words now spelled in two or more ways. The list could be made to contain 600 or 900. The number is unimportant. The point is in the appeal to the reader. In all these cases you must choose. Will you choose the forms that are simple, regular, and convenient, or the forms that are not simple, not regular, and not convenient? Will you declare your approval of the simpler forms and of the principle and practise which they manifest?

Certain large classes of words spelled in two or more ways are omitted from the present list. Such are the chemical words in *-ide* or *-id*, and *-ine* or *-in*, and the forms involving *-ll-* or *-l-*, or *-tt-* or *-t-*, before suffixes, as *travelled* or *traveled*, *traveller* or *traveler*, *travelling* or *traveling*, etc., *rivelled* or *riveted*, *rivetter* or *riveter*, etc. Of course the simpler form is to be preferred.

The rules given apply, in this paper, only to the three hundred words. But any one who chooses to do so, may properly extend the implied rule to all the words in a given class.

The classes included in this list are about 40. The principal classes, arranged in the order of the letters or affixes concerned, are as follows:

1. WORDS SPELLED WITH AE, Æ OR E. RULE: Choose E. EX.: *Anesthetic, chimera, era, esthetic, ether, medieval, paleontology, etc.*
2. Words spelled with *-DGE-MENT* or *DG-MENT*. RULE: Omit *-E*. EX.: *Abridgment, acknowledgment, judgment, lodgment.*
3. Words spelled with *-ED* or *-T*, the preceding single consonant being doubled before *-ED* (*-pped, -ssed*) and left single before *-T* (*-pt, -st*). RULE: Choose *-T* in all cases. EX.: *Dipt, dript, dropt, stept, stopt, blest, prest, mist, blusht, washt, etc.*
4. Words spelled with *-ENCE* or *-ENSE* (Latin *-ensa*). RULE: Choose *-ense*. EX.: *Defense, offense, pretense.* Also *license*.
5. Words spelled with *-ETTE* or *-ET*. RULE: Omit *-TE*. EX.: *Coquet, epaulet, etiquette, omelet, quartet, quintet, septet, sextet, etc.*
6. Words spelled with *GH* or *F*. RULE: Choose *F*. EX.: *Draft* for *draught*; like *dwarf* for earlier *dwargh, dwergh*.
7. Words spelled with *-GH*, or without. (1) *-OUGH* or *-OW*. RULE: Choose *-ow*. EX.: *Plow*. (2) *-OUGH* or *-O*. RULE: Choose *-o*. EX.: *Altho, tho, thoro, -boro* (in place-names).

8. Words with the Greek verb-suffix spelled -ISE or IZE.
Rule: Choose -IZE. EX.: *Civilize, criticize, exorcize*, etc.

9. Words spelled with unstress -ITE or -IT. Rule: Omit E.
EX.: *Deposit, preterit*; like *habit, orbit, spirit, visit*, etc.

10. Words spelled with -LL or -L (-ILL or -IL). Rule: Choose -L. EX.: *Distil, fulfil, instil*; like *until, compel, impel*, etc.

11. Words spelled with -LL- or -L- before -FUL or -NESS.
Rule: Omit one L. EX.: *Skilful, wilful, dulness, fullness*.

12. Words spelled with -MME or -M. Rule: Omit -ME.
EX.: *Gram, program*; like *diagram, epigram, monogram*, etc.

13. Words spelled with OE, Æ, or E. Rule: Choose E. EX.: *Ecumenical, esophagus, phenix, subpena*; like *economy, penal*, etc.

14. Words spelled with -OUR or -OR. Rule: Choose -OR.
EX.: *Ardor, candor, clamor, color, favor, flavor, honor, humor, labor, rumor, tumor, valor, vigor*, etc.; also, *arbor, harbor, neighbor*, etc.; in conformity with the now invariable *error, horror, torpor*, etc., *actor, author, creator, governor*, etc., previously simplified from -our.

15. Words spelled with PH or F. Rule: Choose F. EX.: *Fantasm, fantasy, fantom, sulfate, sulfur*; like *fancy, frantic, frenzy, coffer, coffin*, etc., which originally had *ph*.

16. Words spelled -RR or -R. Rule: Omit one R. EX.: *Bur, pur*; like *cur, fur, blur, slur, spur, car, far, fir, stir*, etc.

17. Words spelled with -RE or -ER. Rule: Choose -ER. EX.: *Accouter, center, fiber, meter, miter, niter, saltpeter, scepter, sepulcher, somber, specter, theater*; like *counter, diameter, number*, etc.

18. Words spelled with s or z (in the root). Rule: Choose z. EX.: *Apprize, assize, comprize, enterprize, raze, surprize, teazel*; like *braze, craze, haze, maze, breeze, freeze, prize, size*, etc., of the same class. *Rize, wize, rouze*, etc., were also once common.

19. Words spelled with s- or sc- (with an erroneous c).
Rule: Omit C. EX.: *Simitar, sissors, sithe*.

20. Words spelled with or without silent -UE. Rule: Omit UE. EX.: *Catalog, decalog, demagog, pedagog, prolog*.

The following "List of common words spelled in two or more ways," was first published by the Simplified Spelling Board in one of its circulars (No. 2, March 21, 1906) as a bare list, in two columns, the preferred forms in the first column. In another circular (No. 5, June 20, 1906) the List was printed with the mention of standard authorities for the simpler forms. It is now again printed, with added authorities.

The simpler form is given first, in blackfaced type; then the older or superseded form, within square brackets. Then follow the authorities for the simpler form, being either the initial letters of the dictionaries or societies which prefer or recommend it, or allow it as an alternative form (here marked with a superior figure); or else the names of standard authors in whose works it is found. The forms have been taken directly from original editions, or from facsimile or critical reprints, and exact references can be furnished in every case. The references are many thousand, and can be increased without end. The names of the authors are cited in the order of their dates, or of the dates of the works quoted. Each name cited represents from one or two to fifty or more quotations from that author for the form in question.

The dictionaries named are those now most current in the United States: Webster (1864, 1890, 1900), the Century (1889-1891), and the Standard (1894, 1903). The dictionaries current in Great Britain (beside the American ones), namely, the Imperial, Stormonth's, Nuttall's, Chambers's, etc., agree with the American dictionaries, except in a few isolated words, and in a few small classes, namely, about twenty-five of the several hundred words in *-or*, where British use favors *-our* (*honour*, etc.); about fifteen of the several thousand words in *-er*, where British use favors *-re* (*centre*, etc.); and about fifty words like *traveled*, *riveted*, etc., where British use favors a doubled consonant (*travelled*, *rivettted*, etc.). The Oxford English Dictionary (1884-1907-) is not included in the comparison, because it is not yet completed; but the parts published supply ample evidence of the gradual development and improvement of English spelling, and ample reasons for a more systematic continuation of the process.

This List has been approved and adopted by many thousand persons, whose number is daily increasing. The simpler spellings are also appearing in many periodicals, and are taught in many schools. The next editions of the dictionaries are certain to recognize these facts.

W—Webster's Dictionary (1864, 1890, 1900).

C—Century Dictionary (1889-1891).

S—Standard Dictionary (1894), with supplement.

P—Philological Societies, that is, the American Philological Association and

the (British) Philological Society (1881, 1886).

NEA—The National Educational Association (the Twelve Words, 1898).

Nearly all the three hundred simpler spellings here mentioned, and three thousand more, were recommended by the Philological Societies. The fact is here noted only in a few special cases. For all the simple forms here supported by dictionary authority only, as approved or allowed, the usage of innumerable authors can be cited. Most of those recommended by the Philological Societies are also old established forms, with a bundant literary and scholarly authority.

- ABRIDGMENT [abridgement] Shakespeare, Cowley, Addison, WCS
 ACCOUTER [accoutre] Butler, Phillips, W C² S
 ACCURST [accursed] Phaer, Spenser, Sylvester, Shakespeare,
 Pope, Watts, Tennyson, J. G. Holland, W² C² S
 ACKNOWLEDGMENT [acknowledgement] Mill, Macaulay, W C S
 ADDRESS [addressed] Spenser, Sylvester, Shakespeare, Jonson,
 Chapman, Milton, Hobbes, Tate, Pope, Watts, Collins,
 Falconer, Lamb, Bulwer, Calverley, Fitzgerald, C² S²
 ADZ [adze] WCS
 AFFIXT [affixed] Spenser, Ogilby, P
 ALTHO [although] Bunyan, George Washington, Stephens,
 P NEA (*altho'*: J. Phillips, Pope, Burns, Tennyson.)
 ANAPEST [anapaest, anapæst] WCS
 ANEMIA [anaemia, anæmia] C² S
 ANESTHESIA [anaesthesia, anæsthesia] W² C² S
 ANESTHETIC [anaesthetic, anæsthetic] W² C² S
 ANTIPYRIN [antipyrine] CS
 ANTITOXIN [antitoxine] CS
 APOTHEM [apophthegm]. *Apothegm*: Camden, Milton, Scott
 APPRIZE [apprise] Walpole, Goldsmith, Miss Edgeworth, C²
 ARBOR [arbour] Spenser, Milton, W C S (*arber*: Spenser, etc.)
 ARCHEOLOGY [archaeology, archæology] Gale, Skeat, W² C² S
 ARDOR [ardour] Jonson, Milton, Howell, Prior, Young, Black-
 stone, Robertson, Mitford, W C S
 ARMOR [armour] Lodge, Coke, Milton, Falconer, W C S
 ARTIZAN [artisan] Marlowe, Addison, Bloomfield, Mill, C² P
 ASSIZE [assise] Bailey, Walker, W C S
 AX [axe] Pope, Lye, Young, Hume, Goldsmith, Johnson, W C S
 BANS [banns] Gay
 BARK [barque] Spenser, Holland, Shakespeare, Milton, Hobbes,
 Pope, Defoe, Falconer, Franklin, Cowper, Marryat, W C S
 BEHAVIOR [behaviour] Puttenham, Fuller, Mitford, W C S
 BLEST [blessed, *one syllable*] Sidney, Shakespeare, Sylvester,
 Bunyan, Watts, Collins, Goldsmith, Franklin, Bloomfield,
 Crabbe, Wordsworth, Rogers, Southey, Hood, Praed, W² C² S²
 BLUSHT [blushed] Spenser, Lodge, Shakespeare, Cowley, Burns
 BRAZEN [brasen] Shakespeare, Hooker, Sylvester, Bailey, W C S
 BRAZIER [brasier] Walker, W C S
 BUN [bunn] Skelton, Florio, Lamb, W C S
 BUR [burr] Shakespeare, Milton, Crabbe, Tennyson, W C S
 CALIBER [calibre] Bailey, Walker, Reid, W C S

- CALIPER [calliper] Bailey, W C S
- CANDOR [candour] Jonson, T. Herbert, Prior, Defoe, W C S
- CAREST [caressed] Burns, P
- CATALOG [catalogue] All Souls College, Oxford (1587), Minshew (1599), American Library Association, Library of Congress, etc., P S, NEA (Earlier *catelog*, *cathaloge*, *catholog*, etc.)
- CATECHIZE [catechise] Shakespeare, Holland, Cudworth, W² C S
- CENTER [centre] Lodge, Sylvester, Shakespeare, Jonson, Selden, Bacon, Minshew (1617), Cotgrave, Donne, Milton, Wotton, Fuller, Prior, Pope, Berkeley, Goldsmith, Burns, W C S
- CHAPT [chapped] Florio, Sylvester, Walker (1775), P
- CHECK [cheque, checque] Johnson, Foote, W C S
- CHECKER [chequer] Sylvester, Johnson, Hall, Shakespeare, W C S
- CHIMERA [chimaera, chimæra] Milton, Addison, Lamb, W C S
- CIVILIZE [civilise] Cotgrave, Fuller, Addison, Johnson, W C S
- CLAMOR [clamour] Shakespeare, Heylyn, Franklin, Mitford, W C S
- CLANGOR [clangour] Shakespeare, Dryden, Gibbon, Burns, W C S
- CLAPT [clapped] Spenser, Lodge, Bible, (1611), Shakespeare, Dekker, Cotgrave, Fuller, Butler, Dampier, Addison, Swift, Defoe, Bloomfield, Lamb, Tennyson, Lowell, Reade, C² S²
- CLASPT [clasped] Stanyhurst, Watts, Goldsmith, Tennyson, C² S²
- CLIPT [clipped] Bible (1611), Shakespeare, Fuller, Cowley, Cowper, Bloomfield, Shelley, Lamb, Tennyson, Lowell, C² S²
- CLUE [clew] Drayton, Cotgrave, Falconer, Burke, W C S
- COEVAL [coaeval, coæval] Dryden, Locke, Young, Lowell, W C S
- COLOR [colour] Prior, Pennant, Stephens, W C S
- COLTER [coulter] Bailey, Walker, W C S
- COMMIXT [commixed] T. Watson, Niccols, P S²
- COMPREST [compressed] Chapman, Drayton, Gray, Tennyson
Page 9a, of Copy.
- COMPRIZE [comprise] Spenser, Holland, Henry More, Blackstone
- CONFEST [confessed] Shakespeare, Raleigh, Milton, Sir T. Herbert, Cowley, Dryden, Butler, Addison, Prior, Pope; Swift, Young, Akenside, Gray, Goldsmith, Falconer, Trumbull, Crabbe, Combe, H. K. White, Rogers, Keats, Ainsworth, C² S²
- CONTROLLER [comptroller] Bailey, W C S
- COQUET [coquette] Gay, Young, Goldsmith, W C S (v)
- CRITICIZE [criticise] Milton, Dryden, Bolingbroke, W C S
- CROPT [cropped] Spenser, Shakespeare, Bible (1611). Milton, Butler, Pope, Swift, Young, Franklin, Combe, Lamb, C²
- CROST [crossed] Spenser, Lodge, Puttenham, Sidney, Shakespeare, Selden, Bunyan, Cowley, Dryden, Prior, Pope, Swift, Watts, Goldsmith, Falconer, Trumbull, Crabbe, Combe, Burns, Scott, Keats, Ainsworth, Tennyson, Lowell.
- CRUSHT [crushed] Spenser, Sylvester, Bible (1611), Milton, Fuller, Bunyan, Defoe, Burns.
- CUE [queue] W C S

- CURST [cursed, *one syllable*] Spenser, Puttenham, Shakespeare, Bunyan, Cowley, Dryden, Addison, Pope, Watts, Young, Shenstone, Goldsmith, Burns, Lamb, J. G. Holland, W² C² S²
- CUTLAS [cutlass] C S
- CYCLOPEDIA [cyclopaedia, cyclopædia] Hobbes, W C S
- DACTYL [dactyle] Bailey, Scott, W C S
- DASHT [dashed] Spenser, Shakespeare, Cotgrave, Hall, Milton
- DECALOG [decatalogue] P NEA
- DEFENSE [defence] Raleigh, Bailey, Law, Meredith, W C S
- DEMAGOG [demagogue] P NEA
- DEMEANOR [demeanour] Spenser, Niccols, Evelyn, W C S
- DEPOSIT [deposite] Young, W C S
- DEPREST [depressed] Higgins, Milton, Gray, Burns
- DEVELOP [develope] W C S
- DIERESIS [diaeresis, diæresis] W² C S
- DIKE [dyke] Sylvester, Evelyn, Cowley, Goldsmith, W C S
- DIPT [dipped] Spenser, Shakespeare, Sylvester, Bible (1611), Milton, Fuller, Sir T. Browne, Butler, Dryden, Tate, Pope, Gray, Shenstone, Scott, Rogers, Keats, Tennyson, Lowell, S²
- DISCUST [discussed] Butler, Stephens, P
- DISPATCH [despatch] Sylvester, Hooker, Raleigh, Jonson, Bacon, Milton, Fuller, Butler, Blackstone, etc., W C² S²
- DISTIL [distill] Falconer, Walker, Lowell, W² C S
- DISTREST [distressed] Lodge, Raleigh, Milton, Cowley, Watts, Thirlwall, Thomson, Goldsmith, Falconer, Burns, Lowell
- DOLOR [doulour] Kendall (1577), Spenser, Shakespeare, W C S
- DOMICIL [domicile] Mansfield, Sir W. Jones, W C² S
- DRAFT [draught] Spenser, Dampier, Defoe, Mitford, W C S
- DRAM [drachm] Spenser, Shakespeare, Jonson, Cotgrave, Blount, Bunyan, Swift, Defoe, Franklin, W C S
- DREST [dressed] Lodge, Sidney, Spenser, Shakespeare, Florio, Sylvester, Herrick, Bunyan, Butler, Dryden, Prior, Pope, Watts, Thomson, Shenstone, Gray, Akenside, Goldsmith, Falconer, Franklin, Burns, Cowper, Bloomfield, Coleridge, Keats, Lamb, Hood, Saxe, Tennyson, Lowell, W² C² S²
- DRIPT [dripped] Hacket
- DROOPT [drooped] Dekker, Tennyson.
- DROPT [dropped] Sackville, Shakespeare, Jonson, Milton, Cowley, Taylor, Butler, Dryden, Prior, Pope, Swift, Young, Richardson, Shenstone, Franklin, Burns, Scott, Crabbe, Coleridge, Jane Austen, Rogers, Campbell, Whewell, Landor, Hood, Saxe, Tennyson, Swinburne, Locker, Lowell, Lytton, W² S²
- DULNESS [dullness] Shakespeare, Pope, Thomson, Jonson, W² C S
- ECUMENICAL [oecumenical, œcumenical] W C S
- EDILE [aedile, ædile] Walker, W² C S
- EGIS [aegis, ægis] W² C² S
- ENAMOR [enamour] Lodge, Sylvester, W C S

- ENCYCLOPEDIA [encyclopaedia, encyclopædia] W C S
 ENDEAVOR [endeavour] Puttenham, W C S (*endeavor*: Mitford)
 ENVELOP [envelope] Spenser, Jane Austen, W C S
 EOLIAN [Aeolian, Æolian] Niccols, E. Darwin, W² C² S
 EON [aeon, æon] W C S
 EPAULET [epaulette] Mason, Thackeray, W C S
 EPONYM [eponyme] Grote, W C S
 ERA [aera, æra] Mitford, Byron, Carlyle, Kingsley, etc., W C S
 ESOPHAGUS [oesophagus, œsophagus] W C S
 ESTHETIC [aesthetic, æsthetic] A. J. Ellis, (1871), W² C S
 ESTHETICS [aesthetics, æsthetics] W² C S
 ESTIVATE [aestivate, æstivate] W² C S
 ETHER [aether, æther] Cowper, Scott, Longfellow, W C S
 ETIOLOGY [aetiology, ætiology] Walker, W² C S
 EXORCIZE [exorcise] Quarles, Henry More, Bailey, C² S
 EXPREST [expressed] Knox, Spenser, Shakespeare, Chapman,
 Heywood, Selden, Ussher, Milton, Walton, Wilkins, Henry
 More, Butler, Dryden, Tate, Prior, Pope, Swift, Watts,
 Fielding, Goldsmith, Falconer, Cowper, Lowell, Roby, Sweet
 FAGOT [faggot] Latimer, Cotgrave, Goldsmith, Emerson, W C S
 FANTASM [phantasm] Cotgrave, Milton, Lower, (1658), Sheridan,
 Walker², W² C²
 FANTASY [phantasy] Spenser, Shakespeare, Milton, Chapman,
 Camden, Walker, Carlyle, Dickens, Lowell, W C S
 FANTOM [phantom] Stevens, W² C² S (Middle English *fantom*)
 FAVOR [favour] Shakespeare, Lodge, Bunyan, Trumbull, W C S
 FAVORITE [favourite] Camden, Byron, Wordsworth, W C S
 FERVOR [fervour] Purchas, Rogers, Mitford, Shelley, W C S
 FIBER [fibre] Sir T. Browne, Evelyn, W C S
 FIXT [fixed] Spenser, Sylvester, Shakespeare, Sir T. Herbert,
 Denham, Milton, Walton, Cowley, Butler, Bunyan, Dryden,
 Prior, Swift, Young, Thompson, Cowper, Rogers, Thirlwall
 FLAVOR [flavour] Milton, Dryden, W C S
 FULFIL [fulfill] Lodge, Watts, Burns, Tennyson, Lowell, W² C S
 FULNESS [fullness] Bacon, Milton, Howell, Shelley, W C S
 GAGE [gauge] North, Shakespeare, Fuller, Pope, W² C S
 GAZEL [gazelle] Kersey, Bailey, Irving, W² C S
 GELATIN [gelatine] W C S
 GILD [guild] Phillips, L. T. Smith, ('English Gilds'), etc., C S
 GIPSY [gypsy] Shakespeare, Milton, Addison, Bailey, Sheridan,
 Walker, Ruskin, Matthew, Arnold, W² C S
 GLOZE [glose] Hooker, Shakespeare, Scott, Hood, etc., W C S
 GLYCERIN [glycerine] W C S
 GOOD-BY [good-bye] W C S
 GRAM [gramme] W C S
 GRIPT [gripped] Spenser, Milton, Tennyson, Hall Caine, P
 HARBOR [harbour] Lodge, Bunyan, Mitford, W C S
 HARKEN [hearken] Latimer, Prior, Tennyson, Swinburne, W² C S

- HEAPT [heaped] Spenser, Shakespeare, Jonson, Milton, Lowell
HEMATIN [haematin, hæmatin] W C S
HICcup [hiccough] Salmon, Nares², Baring-Gould, W² C S
(*hiccup*: Cotgrave, Butler, Walker²; *hiccop*, *hickop*, etc.)
HOCK [hough] Bailey, Sheridan, Walker, W C S
HOMEOPATHY [homoeopathy, homœopathy] W C S
HOMONYM [homonyme] W C S
HONOR [honour] Ascham, Spenser, Lodge, Shakespeare, Sylvester, Chapman, Bacon, Jonson, Bible (1611), Selden, Cowley, Prior, Chesterfield, Mitford, Coleridge, etc., W C S
HUMOR [humour] Spenser, Lodge, Shakespeare, Raleigh, Cotgrave, Howell, Milton, Burnet, Franklin, W C S
HUSHT [hushed] Shakespeare, Dryden, Young, Wilson, Lytton
HYPOTENUSE [hypothenuse] Cudworth, Walker, W C S
IDOLIZE [idolise] Sylvester, Gale, Bailey, Walker, W C S
IMPREST [Impressed] Spenser, Shakespeare, Milton, Pope, Watts, Burns, Cary, H. K. White, Rogers, Hood
INSTIL [instill] Bailey, Thomson, Rogers, W C S
JAIL [gaol] Milton, Bailey, Scott, Emerson, etc., W C S
JUDGMENT [judgement] Baret, Milton, Raleigh, Bacon, Cowley, Walton, Bunyan, Addison, Watts, Berkeley, Blackstone, 'New England, Primer,' Jane Austen, Rogers, W C S
KIST [kissed] Puttenham, Spenser, Lodge, Shakespeare, Jonson, Selden, Milton, Cowley, Goldsmith, Keats, Lamb, Tennyson,
LABOR [labour] North, Bacon, Butler, Bunyan, Prior, Mitford, W C S
LACRIMAL [lacrymal, lachrymal] S
LAPT [lapped] Hooker, Shakespeare, Clare, Tennyson, Lowell
LASHT [lashed] Spenser, Shakespeare, Middleton, Quarles, Cowley
LEAPT [leaped] Lodge, Spenser, Shakespeare, Jonson, Raleigh, Milton, Cowley, Addison, Collins, Wordsworth, Hood, Tennyson, Swinburne, Lowell, W² C² S² (In Great Britain the form *leapt* is commonly pronounced 'lept.' The spelling *lept* occurs in Tyndale, Spenser, Raleigh, etc.)
LEGALIZE [legalise] Walker, Burke, W C S
LICENSE [licence] Latimer, Massinger, Steele, Defoe, Prior, Gray, Richardson, Scott, Emerson, Browning, etc., W C S
LICORICE [liquorice] Bailey, Walker, Tennyson, W C S
LITER [litre] W C S
LODGMENT [lodgement] Pope, Irving, Thackeray, W²C²S
LOOKT [looked] Puttenham, Lodge, Spenser, Sidney, Shakespeare, Jonson, Milton, Butler, Bunyan, Burnet, Defoe
LOPT [lopped] Shakespeare, Jonson, Milton, Young
LUSTER [lustre] Shakespeare, Bailey, W C S
MAMA [mamma] Gay, Vanbrugh, Goldsmith, Dickens, W² C S
MANEUVER [manœuvre] W C S
MATERIALIZE [materialise] Walker, W C S
MEAGER [meagre] Shakespeare, Dekker, Cowley, Phillips, W C S

- MEDIEVAL [mediaeval, mediæval] Lower, Stubbs, W C S
- METER [metre] Robinson, Puttenham, W C S (*meeter*: Puttenham, Camden, Milton, Butler)
- MIST [missed] Spenser, Puttenham, Shakespeare, Lodge, Jonson, Walton, Cowley, Bunyan, Lowell
- MITER [mitre] Raleigh, Purchas, Jeremy Taylor, Garth, W C S
- MIXT [mixed] Latimer, Puttenham, Sidney, Lodge, Spenser, Sylvester, Bible, (1611), Shakespeare, Jonson, Bacon, Milton, Walton, Cowley, Butler, Bunyan, Ray, Prior, Addison, Watts
- MOLD [mould] Pope, Young, Shenstone, Cowper, Trumbull, Bloomfield, S² Cowley, Butler, South, J. Phillips, Bailey², W C S
- MOLDER [moulder] Bailey, W C S
- MOLDING [moulding] W C S
- MOLDY [mouldy] W C S
- MOLT [moult] W C S
- MULLEN [mullein] W² C³
- NATURALIZE [naturalise] Bailey, Walker, W C S
- NEIGHBOR [neighbour] Latimer, W C S
- NIPT [nipped] Spenser, Shakespeare, Pope, Falconer, Bloomfield, Scott, Keats, Shelley, *Athenæum* (1907, Feb. 23, p. 220)
- NITER [nitre] Cotgrave, Minsheu, Bacon, Gale, (1676), W C S
- OCHER [ochre] W C S (*oker*: Florio, Cotgrave, Minsheu, Wilkins)
- ODOR [odour] Holland, Cotgrave, Sir T. Browne, W C S
- OFFENSE [offence] Holinshed, W C S
- OMELET [omelette] Cotgrave, Bailey, Hawthorn, W C S
- OPPREST [oppressed] Sackville, Spenser, Jonson, Raleigh, Milton, Wotton, Cowley, Butler, Dryden, Prior, Watts, Pope, Thomson, Goldsmith, Falconer, Trumbull, Burns, Bloomfield, Combe, Crabbe Byron, Keats, Lamb, Hood, Tennyson
- ORTHOPEDIC [orthopaedic, orthopædic] W C S
- PALEOGRAPHY [palaeography, palæography] W C S
- PALEOLITHIC [palaeolithic, palæolithic] W C S
- PALEONTOLOGY [palaeontology, palæontology] W C S
- PALEOZOIC [palaeozoic, palæozoic] W C S
- PARAFFIN [paraffine] W C S
- PARLOR [parlour] Hooker, Hall, Bailey, W C S
- PARTIZAN [partisan] Sylvester, Daniel, Young, Mitford, W² C S
- PAST [passed, *pret.* and *p. p.*] Lodge, Spenser, Shakespeare, Sylvester, Raleigh, Cowley, Butler, Dryden, Prior, Watts, Pope, Young, Lowth, Goldsmith, Falconer, Burns, Crabbe, Tennyson, Fitzgerald, W C S (This spelling is universal in certain uses, as 'the past week,' 'in the past,' etc.)
- PATRONIZE [patronise] Spenser, Young, Mitford, W C S
- PEDAGOG [paedagogue, pædagogue] P NEA
- PEDOBAPTIST [paedobaptist, pædobaptist] Johnson, W C S .
- PHENIX [phoenix, phœnix] Latimer, Lodge, Prior, Lye, Wesley, W C S (Anglo-Saxon and Middle English *fenix*)

- PHENOMENON [phaenomenon, phænomenon] Bacon, Falconer, Sir T. Browne, Defoe, Mitford, Whewell, Dickens, W C S
- PIGMY [pygmy] Shakespeare, Heylyn, Walker, Keats, W² C S
- PLOW [plough] Capgrave, Tyndale, Latimer, Sylvester, Bible (1611), Cotgrave, Cowley, Butler, Addison, W C S
- POLYP [polype] W C S
- POSSEST [possessed] Sidney, Spenser, Shakespeare, Jonson, Sylvester, Hooker, Raleigh, Milton, Wotton, Fuller, Walton, Cowley, Butler, Bunyan, Addison, Watts, Swift, Pope, Young, Gray, Goldsmith, Bloomfield, Rogers, Lamb, Lowell
- PRACTISE [practice, v. and n.] Baret (1573), Jonson, Bacon, Camden, Raleigh, Sir T. Browne, Fuller, Walton, Butler, Bunyan, Watts, Mitford, W² C (v) S
- PREFIXT [prefixed] Milton, Mason, (1800), P
- PRENOMEN [praenomen, prænomen] W² C S
- PREST [pressed] Spenser, Sylvester, Raleigh, Milton, Walton, Cowley, Butler, Bunyan, Dryden, Pope, Shenstone, Goldsmith, Falconer, Burns, Crabbe, Keats, Hood, Ainsworth, Bulwer, Tennyson, Swinburne, Fitzgerald, Lowell, C²
- PRETENSE [pretence] Spenser, Milton, W C S
- PRETERIT [preterite, praeterite, præterite] Walker, W C S
- PRETERMIT [praetermit, prætermit] Heylyn, Walker, W C S
- PRIMEVAL [primaeval, primæval] Bailey, Hood, W C S
- PROFEST [professed] Spenser, Shakespeare, Jonson, Drayton, Raleigh, Selden, Butler, Pope, Watts, Fielding, Lamb
- PROGRAM [programme] Records of the University of Aberdeen (1690, 1711), Scott, Ellis, Sweet, C S
- PROLOG [prologue] Furnivall, P NEA (*prologe, prologge*: Tyndale)
- PROPT [propped] Levins, Sylvester, Butler, Dryden, Pope, Walker (1775), Burns, Frere, Lamb, Tennyson, Lowell
- PUR [purr] Shakespeare, W C² S
- QUARTET [quartette] Hallam, Thackeray, Grove, W C S
- QUESTOR [quaestor, quæstor] Bailey, W C S
- QUINTET [quintette] W C S
- RANCOR [rancour] Shakespeare, Camden, Milton, Butler, W C S
- RAPT [rapped, 'hit'] Cotgrave, Keats, P
- RAZE [rase] Sylvester, Shakespeare, Cotgrave, Bailey, W C S
- RECOGNIZE [recognise] Cotgrave, W C S
- RECONNOITER [reconnoitre] Cotgrave, W C S
- RIGOR [rigour] Reginald Scot, Hooker, Milton, Prior, W C S
- RIME [rhyme] Kendall (1577), Puttenham, Spenser, Shakespeare, Florio, Cotgrave, Minsheu, Milton, Coleridge, W C S
- RIPT [ripped] Latimer, Lodge, Shakespeare, Phillips, Cowper
- RUMOR [rumour] North, Cotgrave, Milton, Mitford, W C S
- SABER [sabre] W C S
- SALTPETER [saltpetre] Reginald Scot, Shakespeare, Evelyn
- SAVIOR [saviour] Latimer, Hooker, W C S
- SAVOR [savour] Shakespeare, Cotgrave, W C S

- SCEPTER [sceptre] Spenser, Sylvester, Jonson, Hooker, Cotgrave, Minsheu, Howell, Gauden, Cowley, W C S
- SEPTET [septette] W C S
- SEPULCHER [sepulchre] Shakespeare, Puttenham, Bunyan, W C S
- SEXTET [s sextette] W C S
- SILVAN [sylvan] Churchill, Walker, Scott, Irving, W C²
- SIMITAR [scimitar, cimeter, etc.] Minsheu², Walker², W² C S
- SIPT [sipped] Lamb, Tennyson
- SITHE [scythe] Milton, Ray, Stevens, (1706), Bailey (1733), Johnson (1755), Walker (1775, 1791), Sheridan (1780), Nares, (1784), Mitford, Worcester², W² C² S² (*sythe*: Shakespeare, Sylvester, Hooker, Pope, Herrick; *sith*: Minsheu, Cowley)
- SKILFUL [skillful] Sylvester, Butler, Burnet, Thomson, W² C S
- SKIPT [skipped] Shakespeare, Milton, Butler
- SLIPT [slipped] Spenser, Lodge, Shakespeare, Hooker, Jonson, Cowley, Prior, Lamb, Hood, Tennyson, Locker, Lowell, S
- SMOLDER [smoulder] Palsgrave, W C S
- SNAPT [snapped] Shakespeare, Butler, Pope, Lowth, Franklin, Boswell, Coleridge, Keightley, Tennyson, Lowell, S²
- SOMBER [sombre] W C S
- SPECTER [spectre] W C S
- SPLENDOR [splendour] Sylvester, Young, Blackstone, W C S
- STEDFAST [steadfast] Spenser, Sylvester, Bible (1611, 1906), Milton, Butler, Bunyan, Thomson, Shenstone, W² C²
- STEPT [stepped] Latimer, Sidney, Spenser, Lodge, Sylvester, Milton, Cowley, Bunyan, Dryden, Defoe, Swift, Pope, Goldsmith, Burns, Scott, Keats, Hood, Carlyle, Tennyson, S²
- STOPT [stopped] Latimer, Levins, Sidney, Spenser, Lodge, Shakespeare, Sylvester, Milton, Cowley, Swift, Watts, Pope, Berkeley, Thomson, Goldsmith, Franklin, Bloomfield, Scott, Rogers, Combe, Jane Austen, Tennyson
- STREST [stressed] Sackville, Sweet, P
- STRIPT [stripped] Shakespeare, Wither, Fuller, Bunyan, Swift, Pope, Berkeley, Richardson, Shenstone, Goldsmith, Falconer, Burns, Scott, Roscoe, Lamb, Tennyson, Swinburne, Lowell, S²
- SUBPENA [subpoena, subpoena] W² C²
- SUCCOR [succour] W C S
- SUFFIXT [suffixed] P
- SULFATE [sulphate] P S
- SULFUR [sulphur] Gale (1676), P S (*sulfer*: Howell)
- SUMAC [sumach] W C S
- SUPPREST [suppressed] Spenser, Hooker, Sylvester, Jonson, Milton, Fuller, Cowley, Butler, Prior, Pope, Falconer, Rogers.
- SURPRIZE [surprise] Spenser, Fuller, Evelyn, Defoe, Watts, Thomson, Goldsmith, Franklin, Boswell, Rogers, Jane Austen

SYNONYM [synonyme] W C S

TABOR [tabour] Shakespeare, Butler, Bailey, Wordsworth, W C S

TAPT [tapped] Shakespeare, Tennyson, P

TEAZEL [teasel, teazle, teasle] W² C S

TENOR [tenour] Spenser, Cotgrave, Milton, Cudworth, W C S

THEATER [theatre] Puttenham, Sylvester, Shakespeare, Jonson, Stow, Florio, Evelyn, Dryden, Young, Mitford, W C S

THO [though] Chapman, Marston, Sir T. Browne, Dryden, Evelyn, Wilkins, Bunyan, Burnet, Tate, Congreve; 'Poems on affairs of state' (1703-07); Stevens (1706), Mallet, Walpole, Ash (1775), Sheridan (1780), Webster (1806), Mitford, Stephens, P NEA

tho': Evelyn, Bunyan, Dryden, Burnet, Tate, Farquhar, Addison, Prior, Watts, Pope, Defoe, Bailey, Thomson, Young, Shenstone, Collins, Gray, Goldsmith, Johnson, 'New England Primer,' Franklin, Walker (1791), Trumbull, Burns, Bloomfield, Combe, Lamb, Rogers, Hood, Tennyson

THORO [thorough] NEA (*thoro'*, not common; *thorow*: Tyndale, Hooker, Shakespeare, Joseph Hall, Bacon, Fuller, Butler, Defoe; *thuro*: P 1881, 1886)

Hooker, Shakespeare, Joseph Hall, Bacon, Fuller, Butler. Defoe; *thuro*: P 1881, 1886)

THOROFARE [thoroughfare] NEA (*thorow-fare*: Defoe)

THOROLY [thoroughly] NEA (*thorowly*: Hooker, Fuller)

THRU [through] P (1881, 1886) NEA (1898). In renditions of dialect: Lowell, 'Biglow papers,' first series, 1848; second series, 1866; Wright, 'English dialect grammar,' 1905, etc *thro*: Burnet; 'Poems on affairs of state' (1703-07); Thomson, Shenstone, Mallet, Stephens. The written form *thro* was commonly printed *thro'* in the eighteenth century.

thro': Evelyn, Howell, Phillips, Prior, Watts, Pope, Somerville, Young, Thomson, Collins, Gray, Franklin, Burns, Bloomfield, Keats, Lamb, Rogers, Hood, Praed, Tennyson

THRUOUT [throughout] P NEA (*thro-out*: 1711; *thro'out*: 1737)

TIPT [tipped] Spenser, Shakespeare, Milton, Pope, Swift, Rogers

TOPT [topped] Shakespeare, Sandys, Milton, Bloomfield, S²

TOST [tossed] Latimer, Puttenham, Spenser, Chapman, Shakespeare, Milton, Cowley, Butler, Dryden, Ray, Prior, Addison, Swift, Watts, Pope, Thomson, Walker, (1775), Burns, Cowper, Crabbe, Keats, Saxe, Whittier, Lowell, W² C² S²

TRANSGREST [transgressed] Shakespeare, Hooker

TRAPT [trapped] Lodge, Shakespeare, Tennyson, P

TRIPT [tripped] Lodge, Shakespeare, Butler, Dryden, Shenstone, Landor, Lowell, Locker

TUMOR [tumour] Holland, Sylvester, Sir T. Herbert, W C S

VALOR [valour] Greene, Peacham, Rowe, Mitford, W C S

VAPOR [vapour] North, Jonson, Sandys, Sir T. Browne, W C S

VEXT [vexed] Shakespeare, Selden, Milton, Cowley, Butler,

- Prior, Swift, Watts, Tennyson, Pope, Thomson, Jane Austen, Keats, Hood, Tennyson, Longfellow, Lowell
- VIGOR [vigour] Sidney, Holland, Sir T. Browne, Mitford, W C S
- VIZOR [visor] Sylvester, W C S
- WAGON [waggon] Spenser, Shakespeare, W C S
- WASHT [washed] Spenser, Puttenham, Shakespeare, Hooker, Florio, Quarles, Walton, Cowley, Burnet, Watts
- WHIPT [whipped] Sackville, Shakespeare, Jonson, Wither, Milton, Fuller, Butler, Swift, Pope, Scott, Hood, Reade, P
- WHISKY [whiskey] Burns, W C S
- WILFUL [willful] Shakespeare, Bailey, W² C S (*wilfull*: Spenser, etc.)
- WINKT [winked] P
- WISHT [wished] Sidney, Lodge, Spenser, Hooker, Shakespeare, Chapman, Jonson, Milton, Cowley, Young
- WO [woe] Latimer, Sylvester, Cowley, Praed, Thackeray, W C S
- WOFUL [woeful] Bailey, W² C² S (*wofull*: Spenser, Shakespeare)
- WOOLEN [woollen] W C S
- WRAPT [wrapped] Spenser, Sidney, Sylvester, Jonson, Milton, Fuller, Cowley, Dryden, Bunyan, Pope, Defoe, Thomson, Young, Falconer, Cowper, Burns, Crabbe, Scott, Jane Austen, Praed, Lowell, Fitzgerald, Reade, Fiske, W² C² S²

It will be seen that of the three hundred simpler forms included in the List, more than one-half are preferred by Webster's dictionary, more than six-tenths are preferred by the Century dictionary, and two-thirds are preferred by the Standard; while nearly all the rest are allowed by all three dictionaries as alternative spellings in good usage.

And if the authority of the dictionaries is not sufficient, why not accept the authority of the greatest names in English literature?

It should be borne in mind that the simpler forms here cited are only a few out of the large number that appear in the authors mentioned. The proof is abundant. No one who reads the original editions can dispute it. It is only by altering the text of the older authors that the proof is obscured. This is notably so in respect to the simpler forms like *blest*, *prest*, *dript*, *dropt*, *stept*, *stopt*, etc. Such preterit forms in *-t* were for a long period normal and familiar; and that not only in verse, but also in prose. They were not, as some have imagined, confined to verse, as a sort of "poetic license." Poets used the *-t* forms as a matter of course. When, in verse, they used the *-ed* forms of words which they knew to be commonly pronounced and spelled with *-t*, they were employing, for poetic reasons, forms then becoming archaic; and they meant the words spelled with *-ed* to be pronounced *-ed*, not *-d* or *-t*.

Thus, they wrote *blest*, *dropt*, as the normal prose and verse forms; and *blessed*, *dropped*, when the meter required an other syllable.

The rule was formally recognized by grammarians and lexicographers. In 1570, Peter Levins, in a school dictionary which he called *Manipulus vocabulorum* ('A handful of words') and which was concerned mainly with spelling and rime, gives the rule: "This termination *opt* is written *for opped*, in the participles of the preter tense: as *stopt* for *stopped*, *lopt* for *lopped*, *propt* for *propped*, etc." (1570 LEVINS, *Manipulus vocabulorum* (reprinted 1867), col. 169). He makes a similar statement as to *apt*, or *apte* for *apped*, "as *capte* for *capped*, *hapte* for *happed*" (col. 28).

It was in accordance with this principle of simplification that the popular books of that generation were printed. 'The Whole Booke of Psalmes' of Sternhold and Hopkins, the ballads, the broadsides, the letters of the time, all abound in these neat and pleasing forms. 'The Mirror for Magistrates,' a very popular series of versified legends and biographies (1559, 1575, 1587, etc.), contains a host of them; the fastidious Puttenham ('Arte of English Poesie,' 1589) accepts them, and their appearance in Spenser, Shakespeare, Jonson, Bacon, Raleigh, and the rest, was no innovation, but was the accepted usage of the age. Beside the forms mentioned in the list, Spenser (1579, 1590, 1596) has *askt*, *deckt*, *laught*, *laucht*, *purchast*, and the like, in endless profusion. The Shakespeare instances appear on every page of the original text and of exact reprints. Ben Jonson ('Workes,' 1616) has *askt*, *clickt*, *helpt*, *laught*, *pickt*, *markt*, *rackt*, *shipt*, *walkt*, etc. Raleigh ('History of the World,' 1614) has *checkt*, *dismist*, *dispatcht*, *laught*, *lockt*, *sackt*, *stuft*, etc. Milton, Fuller, Bunyan, Cowley, Butler, Dryden, Addison, Pope, Thomson, Goldsmith, and all their contemporaries, use the like, and like forms are frequent in Scott, Keats, Lamb, Landor, Tennyson, and other modern writers.

Surely, the common or frequent use of a spelling (in itself entirely correct and regular) by nearly all the standard authors of English literature, justifies its acceptance or resumption by present writers, even if the dictionaries and spelling-books may happen to neglect or ignore it. The only reasons that can be given for preferring a particular spelling are the scientific reasons, that it records the actual pronunciation, and the literary reason, that it represents literary usage. When both reasons apply to a spelling, what reason is there for rejecting it?

THE SIMPLIFIED SPELLING BOARD.

[Circular No. 18, 30th January, 1908.]

SIMPLIFIED SPELLINGS.

A SECOND LIST.

The Simplified Spelling Board was organized January 12, 1906. On March, 21, 1906, it published a "List of common words now spelled in two or more ways." This list became known as the Three Hundred Words. It was not a list of new spellings, but was confined, as the title said, to words already "spelled in two or more ways." The persons interested were asked to examine the list, and, if they preferred the simpler forms, to sign a card agreeing to use them, as far as might be practicable.

This "first step" was taken in order to ascertain how far the public would go in supporting the principle and practice of simplified spelling and in approving the purposes of the Board. The step aroused great interest. Some twenty thousand persons, including many thousand teachers, have signed the card. Many of these adherents are using other simplified spellings far in advance of the easy lesson of the Three Hundred Words.

With this public support the Board felt justified in proposing a Second List of simpler spellings. It was decided that this Second List should comprise a selection of the more difficult and anomalous forms, simplified, and also certain classes of words simplified by general rules.

The Executive Committee, after much deliberation and correspondence, prepared such a list and such rules, and submitted them to the members of the Board, who gave their votes upon each word and each rule separately. By a rule adopted at the first annual meeting, every proposal for simplification must be approved by two-thirds of the members before it can be promulgated.

In the mean time, according to an agreement reached at the same annual meeting, April 1907, steps were taken to establish an Advisory Council, to which should be referred for its opinion all proposals of simplification. The intention was to widen the field of available expert opinion, and to secure the approval and cooperation of an increased proportion of the scholars and educators specially interested in the problem. The list of members of the Council is contained in Circular No. 17.

The voting of the Board was practically completed in the fall of 1907; but the result was withheld until the Council could be constituted, and its opinion also obtained.

The Board now publishes a Second List of amended spellings that have been approved, with substantial unanimity, by the Board and the Council. A very few simplified spellings which were approved by the statutory two-thirds have been withheld at the request of the minority, for further consideration.

These simplified forms not only have the now declared sanction of nearly all the two hundred educators, philologists, men of science, men of letters and men of affairs, who constitute the Board and the Council, and who have carefully considered the forms with the desire to effect a beneficial change with the least disturbance of custom and convenience, but they will have the support and approval of the many thousand other adherents of the cause who have repeatedly recommended, and have been awaiting, an advance along these lines of simplification. To this living sanction, given upon scientific and practical grounds, must be added the historic sanction of the long line of great authors who used such forms as a part of the customary rule and analogy of English spelling, before it became stereotyped by printers.

This circular is spelled in accordance with the simplifications recommended. It will be seen that the amount of change in any one paragraph is still very small. The printed page has become in no way strange in appearance. On the other hand, the simplifications included represent a substantial gain in the direction of historical propriety, scientific regularity and practical economy. It will readily appear, to any one who will candidly examine the matter, that in the majority of these cases, the simplified form is not only the simplest and most accurate notation for present use, but is also a restoration of a former and preferable usage. If any inconsistencies remain, they belong, not to the simplifications proposed, but to the old spelling not yet simplified.

The Second List, here printed, consists first of a selected list of 75 amended spellings (I), and of six classified lists coming under two broad general rules (II, III). The selected list is alphabetic, but each form follows a rule which is indicated by a number referring to a paragraph at the end of the list, in which other words of the same group are mentioned, reasons for the change given, and authorities cited. In like manner the general rules and their subdivisions are followed by lists or examples of the words affected, and by similar notes.

The acceptance of the simplified spelling of a given word carries with it, of course, the same spelling in inflected, derived, or associated forms; thus, *ake*, *aking*, etc. *alfabet*, *alfabetic*, etc. *bild*, *bilt*, etc., *fotograf*, *fotografy*, etc., *sent sented*, etc.

I. SELECTED LIST OF AMENDED SPELLINGS.

AKE	ache 1	HARANG	harangue 12
AILE	aisle 2	HIGHT	height 20
AGAST	aghast 3	INDETTED	indebted 16
ALFABET	alphabet 4	ILAND	island 2
AUTOGRAF	autograph 4	ILE	isle 2
AUTUM	autumn 5	LAM	lamb 15
BEDSTED.	bedstead 6	LEAG	league 12
BIBLIOGRAFY	bibliography 4	LIM	limb 15
BIOGRAFY	biography 4	NUM	numb 15
BORO	borough 7	PAMFLET	pamphlet 4
BILD	build 8	PARAGRAF	paragraph 4
BILDING	building 8	FONETIC	phonetic 4
CAMPAIN	campaign 9	FONOGRAF	phonograph 4
CAMFOR	camphor 4	FOTOGRAF	photograph 4
QUIRE	choir 10	TISIC	phthisic 21
CIFER	cipher 4	TISIS	phthisis 21
COCO	cocoa 11	PROCEDE	proceed 18
COLLEAG	colleague 12	REDOUT	redoubt 16
COLUM	column 5	REDOUTABLE	redoubtable 16
CONDIT	conduit 8	REDOUTED	redoubted 16
COUNTERFIT	counterfeit 13	SENT	scent 22
CURTEOUS	courteous 14	SION	scion 22
CURTESY	courtesy 14	SISSORS	scissors 22
CRUM	crumb 15	SITHE	scythe 22
DET	debt 16	SIV	sieve 23
DETTOR	debtor 16	SLIGHT	sleight 20
DIAFRAM	diaphragm 4 9,	SOLEM	solemn 5
DOUT	doubt 16	SOVEREN	sovereign 9
DUM	dumb 15	SUCCEDE	succeed 18
EG	egg 17	SURFIT	surfeit 13
EXCEDE	exceed 18	TELEGRAF	telegraph 4
FOREN	foreign 9	TELEFONE	telephone 4
FORFIT	forfeit 13	THUM	thumb 15
FURLO	furlough 7	TUNG	tongue 12
GASTLY	ghastly 3	WIER	weir 24
GOST	ghost 3	WIERN	weird 24
GARD	guard 19	YOMAN	yeoman 25
GARDIAN	guardian 19		

NOTES ON THE WORDS OF THE LIST.

The following brief notes are intended to indicate the reasons for the proposed adoption or restoration of the simpler spellings mentioned. The references are chiefly to standard writers. In every case, when a name is mentioned as authority, the exact reference to book, date, page, line, can be given, or the whole

quotation supplied. The references can be multiplied to any extent.

1. ACHE. The verb is properly *ake*, from Anglo-Saxon *acan*, like *bake* from Anglo-Saxon *bacan*. The noun from this verb was formerly *ache*, Middle English *ache*, *eche*, Anglo-Saxon *æce*, *ece*. This *ache*, which was also spelled *atche* and *ach*, was pronounced, in Shakespeare's time, like the name of the letter H, that is to say, *atsh* (*ahtsh*) or *ætsh* (riming with *batch* prolonged); plural *aches* (*atshez*, *ætshesz*), in two syllables. The noun *ache* is to the verb *ake* as *batch* is to *bake*, as *breach* is to *break*, as *speech* is to *speak*, etc. This noun *ache*, now pronounced *etsh*, still exists in dialect use, spelled *ache* or *aitch*, but in the common speech, a new noun, pronounced like the verb, has come into use, and should, of course, be spelled in the same way, namely *ake*. In the northern English dialects the noun *ake* is ancient.

The verb is spelled *ake* by Chaucer, J. Heywood, Baret, Spenser, Shakespeare, Sylvester, Camden, Howell, Butler, Bunyan—indeed by every writer before the eighteenth century; and by Prior, Pope, Richardson and many others since. The present spelling *ache*, for the noun and verb *ake*, depends on a false derivation from the Greek.

2. AISLE, ISLE, ISLAND. (a) *Aisle, aile*. The original is the Latin *ala*, a wing, hence a side, etc. This became Old French *ele*, whence Middle English *ele*, *eyle*, which became confused with an other word, namely, Middle English *ile*, *yle*, island, and was spelled and pronounced in the same way. The original *ile*, *yle* (ILE¹), from Old French *ile* (modern French *île*), from Latin *insula*, island, was later often spelled *isle* (ISLE¹), with an *s* inserted, in imitation of a similar fashion in French. Then the other *ile*, *yle* (ILE²), originally *ele*, was also written *isle* (ISLE²), tho *ile* remained thruout the eighteenth century (Pope, J. Warton, Entick, Perry, etc.). Meantime the Old French *ele*, altered to *aele*, to make it look like the Latin *ala*, became modern French *aile*, which some English writers, in the eighteenth century, adopted as *aile* (pronounced *eil* or *el*). Then this *aile* was mixt with the false *isle* of the same sense (ISLE²), producing *aisle*, with the pronunciation that belongs to the earlier form *ile* (ILE²).

(b) *Isle, ile*. The Old French *ile* produced Middle English *ile*, *yle*, modern English *ile* (ILE¹). The spelling *ile* is in Spenser, Shakespeare, Stow, Florio, Sylvester, Ben Jonson, Niccols, Milton, Howell, and the rest. But the form *isle* at length prevailed. We should restore the normal form, as the French have done (modern French *île*). In the earliest Old French the word was actually *isle* (with *s* pronounced).

(c) *Island, iland.* The word was Anglo-Saxon *igland*, *iegland*, in Middle English *iland*, *yland*, *ylond*, whence the modern English *iland* (in Shakespeare, Stow, Raleigh, Milton, Sir Thomas Browne, Howell, Walton, Gale, Mitford, etc.). Some thought the word was connected with *ile*, *isle*, and therefore wrote *ile-land*, *isle-land*, and *island*. Restore *iland*.

3. AGHAST, GHASTLY, GHOST. Late in the fifteenth century the *h* was needlessly inserted into the regular English form *gost* (Anglo-Saxon *gäst*) by Caxton, after a Dutch fashion which was later abandoned (Dutch *gheest*, later *geest*). Much later the *h* was thrust into *agast* and *gastly*, and often in other words. The result was an awkward squad of *gh*- words—*aghost*, *ghast*, *ghastful*, *ghastly*, *ghess*, *ghest*, *ghuest*, *ghittar*, *ghittern*, *ghizzard*, *ghoos*, *ghees*, *ghospel*, *ghossip*, *ghost*, *ghostly*, and later *gherkin*, *ghirkin* (for *gerkin*, properly *gurkin*). In Italian 'hard' *g* before *e* or *i* is written *gh*, in French *gu*; but these devices are not needed in English. *Agast* is in Spenser, Milton, Butler, etc., *gastly* in Sackville, Spenser, Niccols, etc.

4. ALPHABET, AUTOGRAPH, BIBLIOGRAPHY, BIOGRAPHY, CAMPHOR, CIPHER, DIAPHRAGM, PAMPHLET, PARAGRAPH, PHONETIC, PHONOGRAPH, PHOTOGRAPH, TELEGRAPH, TELEPHONE. The substitution of *f* for *ph* is a simplification that ought to be made in all words containing *ph* in that value. At present the Board confines its recommendations to these few familiar words, some of them much used in business, and therefore calling for simplification on practical grounds of economy and convenience. Any one who chooses to do so may properly extend the simplification to all words of the class. All such words are spelled in Spanish, Italian, Icelandic, Danish, Swedish, Polish, Bohemian, Hungarian, Finnish, etc., with *f* (*alfabeto*, *alfabet*, etc.), and such of them as existed in Late Latin or Middle Latin were then commonly spelled with *f*. Here is a short list of Late or Middle Latin forms, with corresponding English forms: *Alfabetum* ALFABET, *cifra* CIPHER, *diaphragma* DIAFRAM, *pamphletus* PAMPHLET, *paragrafus* PARAGRAF (formerly *paragraff*, *paragrafe*, *paraffe*); *aporismus* AFORISM, *antifrasis* ANTIFRASIS, *asfaltus* ASFALT, *asfodelus* ASFODEL (also *affodillus* AFFODIL, DAFFODIL), *blasfemia* BLASFEMY, *chirografus* CHIROGRAF, *cofinus* COFFIN, COFFER, *elefas* ELEFANT, *epitafium* EPITAF, *fanlanx* FALANX, *fantasia* FANTASY, *fancy*, *fantasma* FANTASM, FANTOM, *fantasticus* FANTASTIC, *farmacia* FARMACY, *fasianus* FEASANT, FESANT, *fenix* FENIX, *fiala* FIAL, *vial*, *filologus* FILOLOG (IST), *filosofia* FILOSOFY, *filosofus* FILOSOF (ER), *fisica* FYSIC, FYSICS, *fisicus* FYSIC (IAN), *fisiologus* FYSIOLOG (IST), *flebotomus* FLEAM, *flegma* FLEGM, *frenesis* FRENZY, *freneticus* FRENETIC, FRANTIC, *metafora* METAFOR, *parafernalia* PARAFERNALIA, *periferia* PERIFERY, *perifrasis* PERIFRASIS, PERI-

FRASE, *profeta* PROFET, *profetia* PROFECY, *sarcofagus* SARCOFAGUS, *sifon* SIFON, etc. Such words past into the medieval and modern European languages, including Anglo-Saxon, and Middle English, with *f*; but in modern English, as well as in French and German, the classical Latin *ph* has been mostly 'restored.' Many English words, however, retained the *f* until the end of the sixteenth century, or later, as *jesant*, *filosofie*, *fisike*, *fisician*, *fisonomy*, *pamflet*, *paragraff*, *profet*, etc., and occasionally *alfabet*; and others retain the *f* to this day, as *coffer*, *coffin*, *daffodil*, *fancy*, *fantastic*, *fantasy*, *fleam*, *frantic*, *frenzy*, *frieze* (in architecture), and sometimes *fantasm*, *fantom*, *flebotomy*, *flegm*. The Greek sign is a single letter (ϕ), which is quite as well transliterated by *f* as it is by *ph*. The *ph* is a Latin transcription of a rare and dialectal Greek notation (ΠH) of the original aspirated *p*, and is properly used with this value in the transliteration of certain Sanskrit and other non-Roman letters.

5. AUTUMN, COLUMN, SOLEMN. The *n*, tho pronounced in the Latin originals (*autumnus*, *columna*, *solemnis*, *solennis*), is not now pronounced in English. It belongs to the lost final syllable *-ne* (in the older *autumne*, etc.), and should be omitted. Of course, the derivatives *autumnal*, *columnar*, *solemnize*, etc., retain their spelling.

6. BEDSTEAD. *Bedsted* here, like *stedfast* in the Three Hundred Words, is adopted as an example (Sylvester, Swift) of the simplification that must at some time be adopted thruout in the words (*bread*, *breast*, *head*, *health*, etc.) having *ea* now pronounced as short *e*. An other example is *insted* (Spenser, Shakespeare, etc.), or, it being really two words, *in sted*. So *in its sted*.

7. BOROUGH, FURLOUGH. The simplification to *boro* in local names ending in *borough* has been in use for more than three hundred years: *Scarboro*, *Edinboro*, even *Edinbro* and *Embro*, etc. The spelling *Edinburgh* is archaic and does not answer to the pronunciation. The simplified form *boro* has been officially adopted by the United States Board on Geographic Names. *Boro* is parallel to *thoro* for *thorough* (as in the Three Hundred Words. The Dutch original, *verlof*, 'leave' (cognate with English *leave*), got into English military use (1620-1650) in several inaccurate forms, *vorloffe*, *foreloofe*, *forloff*, *furloff*; the *ff* was then written by some with *gh*; the resultant form *furlogh*, *furlough*, was then by others supposed to have the *gh* 'silent' (its finest function), as in *borough*, *thorough*, and was pronounced accordingly; and some wrote it accordingly, *furlow*, *furloe*, *furlo*.

8. BUILD, BUILDING, CONDUIT. The words *build*,

building had in early Middle English two principal pronunciations, one with *i* spelled *i* or *y*, and the other, the earlier one, with the umlaut, spelled *u*, sometimes *ui*, and represented in Anglo-Saxon by *y*, and in modern German by *ue* or *ü*. To the same class belonged the two words of which one retains a Middle English spelling *busy*, and the other has acquired the modern spelling *dizzy*. *Conduit* is of foren origin (Middle English *condit*, *condyt*, *condut*, Old French *conduit*, Latin *conductus*), and was commonly spelled *condit* or *cundit* in the sixteenth century.

9. CAMPAIGN, FOREIGN, SOVEREIGN, DIAPHRAGM. The *g* is needless and should be omitted. *Campaign* is modern. Mitford has *campain*. *Diaphragm* should follow *apophthegm*, *apothegm* and drop the *g*. The other words are old, and in their normal forms did not have the *g*. The earlier spellings (with or without final *e*, and with either *i* or *y* in the diphthong) were *forein* or *forain*, *soverein* or *soverain*. The normal form is now *foren* (tho a more exact form, in respect to the present pronunciation, is *forin*). The present normal spelling of *sovereign* is *soveren*, (or, more exactly, *soverin*). The spelling *sovrán*, used by Milton, and by some writers after him (J. Phillips, Lamb, Hare, Dobson), imitates the Italian from *sovrano*. *Soprano*, from Italian *soprano*, is in origin the same word.

10. CHOIR. The spelling *choir* (Stevens 1706, Bailey 1733) for *quire* is one of the worst spellings in the English language. It is a blundering mixture of the modern French spelling *chœur* with the real English spelling *quire*. *Quire* was the regular form in early modern English, is found in Shakespeare, Milton, Walton, Cowley, Dryden, Addison, Pope, Tennyson, and other writers, and is still retained in the English Book of Common Prayer.

11. COCOA. There are two different words concerned. (a) COCOA¹, the fruit of a palm-tree, *Cocos nucifera*. The correct spelling is *coco* (COCO¹), from Portuguese and Spanish *coco*. The spelling *coco* (sometimes *coquo*) appears in the early books of travel, (Hawkins, Hakluyt, Purchas, Sir Thomas Herbert, Dampier, Harris, etc.), and was used by Steele, and other writers. Dr. Johnson, following a current error (Thomson, etc.), confused the two words in his dictionary (1755) under the one form *cocoa*; and other dictionaries continued the error. But *coco*, with *coco-nut*, *coco-tree*, etc., has, nevertheless, always been preferred by scientific writers (Marsden, Tennent, Tylor, Yule, Balfour, etc.), is used by Tennyson, and is admitted by recent dictionaries (Century, Standard, Oxford) as more correct.

(b) COCOA¹, the seeds of the tropical tree, *Theobroma cacao*, and the powder, paste, and drink made from the seeds. The

proper English word was, and is, *cacão*, from the Spanish *cacao*, from the Mexican name of the seeds, *cacauatl*. This word *cacao* was often misprinted (1660-1700) *cocoa*, or *cocao*, and finally became *cocoa* (COCOA²). Then, after corrupting the spelling of *coco* (COCO¹), *cocoa* (COCOA²) took, in popular speech, the pronunciation of *coco*. *Cacao* remains chiefly as a book-word.

12. COLLEAGUE, LEAGUE, HARANGUE, TONGUE
The *ue* is useless, and should be omitted, as it has been omitted in *catalog*, *decalog*, *prolog*, *demagog*, *pedagog*, in the Three Hundred Words, and by implication in the similar forms *dialog*, *eclog*, *epilog*, *monolog*, etc. The spelling *tongue* (formerly sometimes *tungue*) is a substitution (perhaps in imitation of the French *langue*, from Latin *lingua*) for the normal spelling *tung*. The spellings *tung*, *tong*, *tonge*, *toung* (all pronounced with the vowel as in *put*), are common in early modern English. The Middle English was *tunge*, *tonge*, Anglo-Saxon *tunge* (in two syllables).

13. COUNTERFEIT, FORFEIT, SURFEIT. In these words the unstress *ei* (formerly stress, and pronounced *ei* or *é*) is now pronounced like short *i*, and should be so spelled, as it is in *benefit* and *comfit*, which are of like origin.

14. COURTEOUS, COURTESY. In these words, the old spelling *curt-* is still in some use. The same spelling appears in the surname *Curtis*, also spelled *Curtiss* and *Curtice*, from Middle English and Old French *curteis*, the original of *courteous*. *Courteous* and *curtesy* are in Spenser, Shakespeare, Sylvester, etc. In legal use *curtesy* is common, and in the sense of an act of respect, the spelling *curtesy* or *curtsy* is, by some dictionaries, preferred.

15. CRUMB, DUMB, LAMB, LIMB, NUMB, THUMB. The *b* is silent and ought to be omitted. Only in *dumb* and *lamb* is the *b* original. The Anglo-Saxon originals were *cruma*, *dumb*, *lamb*, *lim*, *numen*, *thuma*. The spellings *crum*, *dum*, *lim*, *num*, *thum*, are common in books (Sackville, Shakespeare, Jonson, Milton, Fuller, Ray, etc.). *Crum* is preferred by some dictionaries. Every one writes *dummy*, and *numskull*. *Benum* is in Sylvester.

16. DEBT, DEBTOR, DOUBT, INDEBTED, REDOUBT, REDOUBTABLE, REDOUBTED. The *b* is a sixteenth-century insertion in imitation of the *b* of the remote Latin originals. The true English spellings are *det*, *detter*, or *dettor*, *dout*, *redout*, *doutable*, *redouted*. In earlier use they were *dette*, *dettour*, *douta*, etc. *Det* is in Sackville, Spenser, Tusser, Sylvester, etc. *Detter* is in Milton. *Detter* is in Coverdale, Latimer, Shakespeare, and the English Bible (1611). *Dout* is in Latimer, Spenser, Gale, etc.

17. EGG. This word (Middle English *eg*, *egge*) should be simplified to *eg*, in accord with *beg*, *keg*, *leg*, *peg*, etc., *big*, *dig*, *pig*, etc. *Eg* occurs in Latimer, Florio, Sylvester, and other writers.
18. EXCEED, PROCEED, SUCCEED. These three words, formerly *excede*, *procede*, *succede*, were the first of their group to come into common English use. They then past from their normal type *excede*, *procede*, *succede*, to the type with *ee*, characteristic of purely English words—*deed*, *feed*, *heed*, *seed*, etc. Thus they form an exception to the spelling of the eight other words of the group now in use, *cede*, *accede*, *antecede*, *concede*, *intercede*, *precede*, *recede*, and *secede*. It seems best to remove the ambiguity by making the irregular minority conform to the majority.
19. GUARD, GUARDIAN. The older spellings in English were *gard* (Sackville, Spenser, Shakespeare, Lodge, Howell), *gardian* (Lodge), *gardein*, etc.; Middle English *garde*, *gardein*, from Old French *garde*, *gardein*. So *guard*.
20. HEIGHT, SLEIGHT. These spellings really represent the older collateral pronunciation, riming with *eight*, *freight*, *weight*. The actual words now used are those that were formerly spelled *hight* and *slight*. These spellings should be restored.
21. PHTHISIC, PHTHISIS. These words are pronounced with the *ph* silent, and the *th* in its older pronunciation of *t* (as in *Thomas* and *thyme*) for the *th* in Latin. In Middle Latin the words were *ptisica*, *ptisis*, or more commonly *tisica*, *tisis*. The English word *phthisic* was once common in the spellings *tisick*, *tissick*, *tizzick*, etc. It is now really obsolete except as a trap for children in the spelling-class. *Phthisis* is recent, and is purely technical.
22. SCENT, SCION, SCISSORS, SCYTHE. In these, and in some other words, the *c* is a false insertion and should be dropt, as it has been dropt in similar cases, as *scite*, *scituation*, etc.
- (a) The word *scent* was formerly *sent* (French *sentir*, from Latin *sentire*), being cognate with *assent*, *sentiment*, and *sensible*, and was so spelled by Spenser, Shakespeare, Sylvester, Ben Jonson, Bacon, Florio, Cotgrave, Fuller, and their contemporaries.
- (b) *Scion* was formerly *sion* (Holland, Stevens), *cion*, also *sien* (Lodge, Shakespeare), *syen*, *cyen*, *science*, *science*, etc.; Middle English *sion*, *sioun*, *cion*, *cyun*, etc., from Old French *sion*, *cion*. The present French is *scion*. The *sc-* is wrong.
- (c) *Scissors* is a falsified spelling, imitating a Latin word *scissor*, 'one who carves.' The English word was formerly spelled

in many ways, as *sisers*, *sizers*, *sizars*, *sizzers*, *cisors*, *cisers*, *cisars*, *cysers*, *cizors*, *cizers*, *cizars*, *cizzars*, *cissers*, *scissors*, *scissars*, *scizzars*, etc.; Middle English *sisoures*, *cisoures*, *cysors*, etc., from Old French *cisoires*; Middle Latin *cisorium*. The Latin root is *cis-*, *caes-*, *caed-*, to cut, not *sciss-*, *scind-*, to cleave, divide. The omission of *c* from *scissors* leaves *sissors*. The 'etymologic' spelling is *cisors*. The pure English type is *sizzers*.

(d) *Scythe* is a bad spelling of the regular form *sithe*, which represents the Middle English and Anglo-Saxon *sithe*. *Sithe* is in Holland, Sylvester, Cotgrave, Milton, Ray, etc., is the dictionary form in Kersey (1708), Bailey (1733), etc., and is the very form which Dr. Johnson, in his English dictionary (1755), expressly preferred and commended. Ash (1775), Sheridan (1780), Nares (1784), also have *sithe*, and it is found in Mitford. It is one of the Three Hundred Words. Other forms were *sith* (Holland, Minshew, Cowley), *sythe* (Shakespeare, Hooker, Herrick, Pope, etc.).

23. SIEVE. The word *sieve*, so spelled, was formerly pronounced (and is still pronounced in dialect use) *siv*, riming with *believe*, *grieve*, *relieve*, *reprieve*, *retrieve*, etc. The pronunciation with short *i*, *siv*, is partly due to conformity with the allied word *sift*. The word was earlier spelled *sive* (Cotgrave, Minshew, Howell). Middle English *sive*, Anglo-Saxon *sife*. It should now be spelled *siv*.

24. WEIR, WEIRD. All the words having the digraf *ei* pronounced *i* call for amendment. These two words waver in spelling, and are easily restored to the normal forms *wier* and *wierd*, in accordance with the majority usage seen in *bier*, *pier*, *tier*, *fierch*, *pierce*, *tierce*, etc., as well as in *field*, *shield*, *wield*, *yield*, etc.

25. YEOMAN. There are two distinct forms of this word: *yoman* (misspelled *yeoman*), from Middle English *yoman*, and the dialectal *yeman* (also *yeaman* and *yemman*), from Middle English *yeman*. *Yoman* is the source of the surnames *Yoman*, *Yomans*, *Yeoman*, *Yeomans*, *Youman*, *Youmans*, and *yeman* is the source of the surnames *Yeman*, *Yeaman*, *Yeamans*. Swift has *yeman*, riming with *Philemon*.

II. GENERAL RULE FOR DROPPING SILENT FINAL E IN UNSTRESSED SYLLABLES CONTAINING I SHORT.

In words of two or more syllables, ending in a short unstressed syllable consisting of a short *i* followed by a single consonant (other than *c*), and a silent *e*, drop the silent *e*.

If the single consonant is *c*, the *e* implies that *c* has the sound of *s*. It can not be omitted until *c* is displaced by *s*.

The words coming under this rule fall into several classes:

1. WORDS IN *-ILE* SIMPLIFIED TO *-IL*.

Words ending in the suffix *-ile* (mostly from Latin *-ilis* or *ilis*), having a short unstressed vowel *i*, and a useless final *-e*. Omit the *e*. The following are examples:

DOCIL	docile	MERCANTIL	mercantile
DOMICIL	domicile	MISSIL	missile
DUCTIL	ductile	PREHENSIL	prehensile
FACIL	facile	PROJECTIL	projectile
FEBRIL	febrile	PUERIL	puerile
FERTIL	fertile	REPTIL	reptile
FICTIL	fictile	SERVIL	servile
FISSIL	fissile	STERIL	sterile
FRAGIL	fragile	SUBTIL	subtile
FUTIL	futile	TACTIL	tactile
HOSTIL	hostile	TEXTIL	textile
IMBECIL	imbecile	VERSATIL	versatile
JUVENIL	juvenile	VOLATIL	volatile

Many of these words were formerly often simplified to *-il*. Thus: *docil* (Cowley), *facil* (Wilkins), *fertil* (Sylvester, Evelyn), *reptil* (Milton), *servil* (Milton), *subtil* (Butler), etc.

In some words of the same class the simplification of the older *-ile* to *-il* has become universal. Thus:

APRIL	Aprile	UTENSIL	utensile
CIVIL	civile	VIGIL	vigile
FOSSIL	fossile		

So *codicile* (L. *codicillus*) is now *codicil*, and *domicile* (L. *domicilium*) is now often *domicil* (Three Hundred Words).

Some of these words in *-ile* are pronounced by many speakers with "long *i*," that is, with *i* diphthong (ai), the suffix (*-ail*) riming with *pile*, etc. Such are *docile*, *futile*, *hostile*, *infantile*, *juvenile*, *reptile*, *servile*, etc. Some other words, as *anile*, *gentile*, *senile*, etc., are so pronounced by nearly all speakers. If the *i* is not pronounced short, of course the *e* is not to be dropped. The variation exists. It must be recognized in spelling before uniformity can be attained. It is so, likewise, with the words in *-ine*.

2. WORDS IN *-INE* SIMPLIFIED TO *-IN*.

Words ending in unstressed *-ine* pronounced *-in*. This *-ine* is of various origin, usually a suffix, and chiefly from Latin *-inus*

-inus, -ina, ina, -inum, inum: common suffixes of adjectives and derived nouns. Omit the *e*. The following are examples:

CLANDESTIN	clandestine	GENUIN	genuine
DESTIN	destine	HEROIN	heroine
DETERMIN	determine	ILLUMIN	illumine
DISCIPLINE	discipline	IMAGIN	imagine
DOCTRIN	doctrine	INTESTIN	intestine
ENGIN	engine	MASCULIN	masculine
ERMIN	ermine	MEDICIN	medicine
EXAMIN	examine	RAPIN	rapine
FAMIN	famine	SANGUIN	sanguine
FEMININ	feminine	TURBIN	turbine

Many of these simplifications were formerly in use, as *determin* (Fuller), *doctrin* (Milton, Fuller), *engin* (Surrey, Sylvester, Howell), *examin* (Milton, Wilkins, Burnet), *famin* (Sylvester, Milton,) *feminin* (Cotgrave), *imagin* (Latimer, Sylvester), etc.

In other words of the same kind the former *-ine* has become *-in* exclusively. Such are the following:

ASSASSIN	assassine	RESIN	resine
CABIN	cabine	RUIN	ruine
LATIN	Latine	SAVIN	savine
MARGIN	margin	SEIZIN	seizine
ORIGIN	origine	VERMIN	vermine
RAVIN	rávine	VIRGIN	virgine

Some of the above and many other words in *-ine* are also pronounced with "long i," that is, with the diphthong ai, the suffix (*-ain*) then riming with *pine*, etc. Such are *adamantine*, *carmine*, *crystalline*, *palatine*, *pristine*, etc., and sometimes *engine*, *genuine*, etc. Some are nearly always pronounced with *-ain*, as *aquiline*, *bovine*, *feline*, etc. In words so pronounced, the *-e* is not to be dropped. The chemical terms in *-ine* or *-in* require special treatment.

3. WORDS IN *-ISE* SIMPLIFIED TO *-IS*.

There are very few words ending in unstress *-ise* pronounced *-is*. The *-ise* is in most cases not a suffix. Drop the *e*.

ANIS	anise	PREMIS	premise
MORTIS	mortise	PROMIS	promise
PRACTIS	practise	TREATIS	treatise

It would be proper to change unstress *-ice* to *ise*, and thence to *-is*. Words like *coppice*, *crevice*, *lattice*, *service*, etc., were formerly often spelled *coppis*, *crevis*, *lattis*, *servis*, etc.

4. WORDS IN -ITE SIMPLIFIED TO -IT.

Words ending in unstrest *-ite*, pronounced *-it*. This termination *-ite* is mostly from the Latin participial suffix *-itus* or *itus*. *Favorite* and *granite* are (like *bandit*) from the Italian (*ito-*). In *hypocrite* and *respite* the *-ite* is not a suffix. Omit the *e*.

APPOSIT	apposite	INDEFINIT	indefinite
COMPOSIT	composite	INFINIT	infinite
DEFINIT	definite	OPPOSIT	opposite
EXQUISIT	exquisite	PERQUISIT	perquisite
FAVORIT	favorite	PRETERIT	preterite
GRANIT	granite	REQUISIT	requisite
HYPOCRIT	hypocrite	RESPIT	respite

Definit is in Shakespeare, *infinnit* is in Latimer, Shakespeare, Hooker, Sylvester, Holland, Selden, Bacon, Milton, etc., *opposit* is in Berners, Lyly, Shakespeare, Sylvester and Bunyan, *respit* is in Hooker, and *preterit* is now familiar (Three Hundred Words).

The following words, now always spelled with *-it*, were formerly spelled regularly with *-ite*:

AUDIT	audite	ILLICIT	illicite
COHABIT	cohabite	IMPLICIT	implicite
CREDIT	credite	INHABIT	inhabite
CUBIT	cubite	INHERIT	inherite
DECREPIT	decrepite	INHIBIT	inhibite
DEMERIT	demerite	LIMIT	limite
DEPOSIT	deposite	MERIT	merite
DISCREDIT	discredite	PROHIBIT	prohibite
ELICIT	elicite	REPOSIT	reposite
EXHIBIT	exhibite	SOLICIT	solicite
EXPLICIT	explicite	SPIRIT	spirite
HABIT	habite	VISIT	visite
HERMIT	hermite	VOMIT	vomite

Was it not an improvement to drop the silent *e* in these words? In some words only *-it* appears, as *adit*, *posit*, *tacit*, *transit*, *exit*. So *-ide* has become *-id*, as in *acide*, *acid*, *solide*, *solid*.

5. WORDS IN -IVE, SIMPLIFIED TO -IV.

There are in English more than six hundred words ending in *-ive*, unstrest. The majority are bookish or technical. With few exceptions the termination is the suffix *-ive*, representing the Latin *-ivus*, M., *-iva*, F., *-ivum*, N. The suffix was in Middle English *-if*, *-ive* (*-if*, *-iv*); French *-if*, M., *-ive*, F.

It is to be noted that all these words would now be spelled without the silent *e*, if it had not happened that the discrimination of the square and triangular forms of the small or non-capital *u* or *v* took place after the sweeping omission of the silent *e* in other words (*arte, harde, terme, penne, sette*, etc.), at the end of the sixteenth and the beginning of the seventeenth centuries, had spent its force. The *v* and *u* were forms of one letter, both being called *u* (that is, *iu* or *yu*), and both being used as vowel or consonant. The triangular form *v* was used, for vowel or consonant, at the beginning of words, as *vse, vain*, and the square form *u*, for vowel or consonant, in the middle, as *rule, ruin, revivue, liue, saue*, etc. But in the generation beginning about the year 1600 a few reformers (Holland, 1601, 1609; Sylvester, 1608; Bishop Montagu, 1625, and others, or their printers) began to use *u* for the vowel in all positions, and *v* for the consonant in all positions, and to make a similar discrimination of the short letter *i* (*i*) and long letter *i* (*j*), using the latter (*j*) as a consonant only. This reform was ignored by most writers and printers for thirty years; but about 1630 it began to be rapidly accepted, so that it would be hard to find any books printed later than 1635 without the discrimination of *u* and *v*, and of *i* and *j*. But until this discrimination of *u* and *v* was made, the consonant *u* could not well be left at the end of the word (as *actiu, liu, deceiu*, etc.) and so the *e* was retained. Selden (1614) however, has *beleeu, beleeu'd, liu'd*, etc. When the discrimination was completed, the impulse to omit the useless silent *e* had spent its force; and the same writers and printers tried (1640-1680) to use *activ, liv, deceiv* (Fuller), *behoovs* (Milton), *behoovful* (Wilkins), *twelv* (Fuller), etc., the practice did not extend, and the silent *e* after *v* has waited until the present day for its happy dispatch.

A full list of the words ending in the unstressed suffix *-ive* would be very long. Most of them are bookish. A few examples are given here in the simplified form. The rule is easily applied.

ACTIV	DEFENSIV	INCLUSIV	PASSIV
ADJECTIV	DEFINITIV	INDICATIV	POSITIV
AFFIRMATIV	DEMONSTRATIV	INDUCTIV	PRODUCTIV
AGGRESSIV	DETECTIV	INFINITIV	PROGRESSIV
ATTENTIV	DISTINCTIV	LUCRATIV	RELATIV
CAPTIV	EXECUTIV	MOTIV	SENSITIV
COMPARATIV	EXCLUSIV	NATIV	SUBJECTIV
CONCLUSIV	EXPRESSIV	NEGATIV	SUPERLATIV
DEDUCTIV	IMITATIV	OBJECTIV	TRANSITIV
DEFECTIV	IMPRESSIV	OPPRESSIV	VINDICTIV

III. GENERAL RULE FOR WORDS IN -ED, PRONOUNCED -T

For *-ed* pronounced *-t* in preterits and perfect participles (and participial adjectives) of English verbs that end, in the infinitive, in

certain non-sonant consonants, as *k* (*c*, *ck*), *p*, *f* (*ff*), *s* (*ss*), *sh*, *ch* or *tch*, (*tsh*), etc., substitute or restore *-t*.

The original suffix *-ed* in such cases lost in pronunciation its weak vowel, and the *d* being thus spoken immediately after the non-sonant consonant, became itself non-sonant, that is, it became, as spoken, *t*, and the forms were spelled accordingly, some from Anglo-Saxon times (*kept*, *kist*, *mist*, etc.), others from Middle English times (*clapt*, *crept*, *lost*, etc.) and many others in modern times, with *-t*.

There are more than 900 preterits and participles in *-ed* pronounced *-t*. Only a few examples are here given. The spelling with *-t* was customary in the period from Spenser and Shakespeare to Addison and Pope, and is found in great abundance since. See Circular No. 15, p. 15, 16.

Of course, when the vowel of *-ed* is not lost, the *-ed* retains its proper sound, as in many participial adjectives, as *blessed*, *cursed*, *crooked*, *peaked*, etc., when pronounced in two syllables.

Verbs that end in *-ce* (*-ace*, *-ice*, *-ance*, *-ence*, etc.) in the infinitiv can not have the *d* in the preterit ending *-ced* simplified to *t*, because the resultant sequence *-ct* would be abnormal for the sound intended; for example, *faced* would be *fact*, *placed* *plact*, *danced* *danct*, etc. Nothing can be done to simplify these words in modern English until the *c* is changed to *s*. This use of *s* was formerly common. Spenser and his contemporaries often used *fast* or *faste*, *plast* or *plaste*, *danst* or *daunst*, etc.

The *-ed* can not be spelled *-t* when the infinitiv contains a long vowel written *a...e* (*bake*), *e...e* (*eke*), *i...e* (*dike*), *o...e* (*choke*), *u...e* (*dupe*, etc. Forms like *bakt*, *dikt*, etc., would be impracticable.

The Three Hundred Words include some seventy examples of preterits and participles in *-ed* spelled *-t*. As further examples of the great number, the following are given. In every case high literary authority can be cited for the simplified forms.

ACCOMPLISHT	accomplished	NAPT	napped
ANNEXT	annexed	PACKT	packed
ASKT	asked	PERPLEXT	perplexed
ATTACHT	attached	PRACTIST	practised
BANISHT	banished	PROMIST	promised
CAPT	capped	PUSHT	pushed
CEAST	ceased	PUBLSHT	published
CHECKT	checked	QUENCHT	quenched
CHIPT	chipped	REACHT	reached

CHOPT	chopped	REMARKT	remarked
CONDENST	condensed	REPREST	repressed
DECREAST	decreased	RISKT	risked
DEMOLISHT	demolished	ROCKT	rocked
DISTINGUISHT	distinguished	SNATCHT	snatched
ELAPST	elapsed	STAMPT	stamped
EQUIPT	equipped	STARCHT	starched
ESTABLISHT	established	THANKT	thanked
FINISHT	finished	VANISHT	vanished
HELPT	helped	WALKT	walked
LACKT	lacked	WITNEST	witnessed
MARKT	marked	WORSHIPT	worshipped

An alfabetic list of all the simplified forms recommended by the Simplified Spelling Board, including the Three Hundred Words, the Second List, and other words of the same classes requiring the same simplification, will be publisht in due time, after it has been approved by the Board and the Council.

All who read this circular are invited to sign the card of agreement and mail it, as address, to the Simplified Spelling Board, 1 Madison Avenue, New York. The agreement commits the signer to nothing more than a general approval of the principle of simplified spelling, and of the practis so far as he may find it convenient. Signers will receive the subsequent publications of the Board, will be kept informed of the progress of the movement, and, if they are so disposed, may take an active part in the work.

THE SIMPLIFIED SPELLING BOARD.
1 Madison Avenue, New York,
January 20, 1908.

REPORTS ON PHENOLOGICAL OBSERVATIONS

(Year Ended June 30th, 1907.)

NOVA SCOTIA.

The following extracts from the reports of the specialists to whom the observation schedules sent in were referred for minute examination, study, compilation, criticism and suggestion, will be of interest to all teachers who took part in this work and to all who

propose to continue in the future, as well as to others interested in the development of the practical study of the conditions and resources of our country. The study of these notes, it is hoped, may do much to prevent the introduction of errors into future work and to suggest improvement in both the schedules and the methods of observation.

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

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

These observations are especially valuable as furnishing a stimulus for a portion of the Nature Study work in the public schools of the Province. It is, no doubt, starting very many young pupils on the beginning of an observant course which will make them specially useful citizens; while it substitutes an enjoyable occupation for otherwise monotonous hours spent on the road to and from school. The work has also some scientific value, so that the schedules are bound up in annual volumes to be preserved in the archives of the Province for future students of our climate.

CRITICAL NOTES BY THE STAFF OF PHENOLOGISTS.

REGION I.—YARMOUTH AND DIGBY.

A. W. HORNER, PRINCIPAL, SEMINARY SCHOOL, YARMOUTH.

I am very sorry to report a gradual falling off in the number of schedules for this region. For the year 1906-7 there were only 25 schedules: 11 from the Low Inland; 7 from the Coast; 7 from the High Inland.

The schedules are, however, improving every year in neatness and accuracy. There are a few exceptions to this. A few of the observers do not know RHODORA from LAMBKILL. For their benefit I wish to make this explanation: LAMBKILL blossoms during the month of July; while RHODORA blossoms about the last of May. I do not understand how a teacher can fail to distinguish them.

GOLDTHREAD blossoms the first of May; and STRAW FLOWER the first of June; there should be no mistakes in these two.

A few observers do not yet understand how to change the day of the month to the day of the year. If these teachers were to give their pupils as simple a problem as this is, to do, they would consider them very dull if more than one explanation were necessary.

There is a decided improvement in the dates given for the birds. The Spring of 1907 was an exceptionally late season, and the dates look somewhat erratic compared with former years.

I wish to mention the schedules sent in by Miss Flora Wetmore, Miss Lizzie Titus and Miss Maria Purney. Their additional observations are worthy of notice.

REGION II.—QUEENS COUNTY.

MISS MINNIE C. HEWITT, SCIENCE TEACHER, ACADEMY, LUNENBURG.

Many of the schedules received were more accurate and complete than those of previous years. Ten of the teachers recorded more than one hundred observations. Most of them show by the additional notes given, and in other ways, that they regard the work as a pleasure rather than as a duty.

SANGUINARIA CANADENSIS and CLAYTONIA CAROLINIANA seem to be the only plants not found in the county. HEPATICA TRILOBA and ERYTHRONIUM AMERICANUM are very rare.

Many dates are omitted on account of plants blooming or fruiting during vacation. When a teacher intends to return to the same section, she could ask some reliable pupil to furnish these dates. Often the boys who seem to take little interest in the ordinary work of the school are keen nature observers, and could be trusted to give information which could be used in filling the blanks which are so frequent on the last page of the sheet. Many, too, who through thoughtlessness and ignorance are enemies of our birds, could be taught to realize their economic value and to protect them.

There are still many irregularities in reporting dates for the Kalmias, "water in streams," "last frost" or "snow," "migrations of birds" and "thunder storms." Six teachers report the Meadow Lark, while comparatively few appear to see the Yellow-crowned Warbler, White-throated Sparrow, King Bird, Bobolink and Cedar Wax-wing. All of these I find to be fairly common, but I have never had the good fortune to see the Meadow Lark in Nova Scotia. Some of the dates given for this bird appear to be too early. The Night Hawk, too, does not arrive as early as 99 or 106. There is one teacher who will find, if she observes more closely, that frogs and snakes do not go south the first and second days of May.

The additional information given is usually of great interest. Two teachers note the absence of SENECIO JACOBAEA. Many record observations of insects. Perhaps at some future date the list can be enlarged so as to include some of these: The Brown-tail Moth should be noted if found in the section.

Teachers should be careful to write their names and addresses in the blank space provided for that purpose. They should hand in their schedules, even if they are not as complete as they would like them to be.

REGION II. LUNENBURG COUNTY.

B. MCKITTRICK, B. A., PRINCIPAL, LUNENBURG ACADEMY.

Fifty-three observation schedules were received from the different belts of Lunenburg County:—Coast (a) 12; High and Low Inlands, (b) and (c); forty-one. There are so few Low Inlands in the County that practically all the schedules may be classified under High Inlands.

I am fortunate in having among our teachers a number of very good botanists, whose observations can always be relied upon. I am glad to report that the majority of the sheets received show correct observations, carefully and neatly recorded. All but three used the year day. Several gave additional notes on the margin. These are all valuable and will be useful for future reference.

5. *SANGUINARIA CANADENSIS*,—Blood-root has never been reported in this County. I should like to have our teachers look for it next spring.

8. *HEPATIC A TRILOBA*,—One teacher reported *Hepatica* correctly. So far as I know, it is only found in the vicinity of Bridgewater.

13. *ERYTHRONIUM AMERICANUM*,—I am doubtful if the Dog's-tooth Violet is found in this region.

44. *RHINANTHUS CRISTA-GALLI*,—Not reported this year. The season was late and probably it was not seen before the holidays.

The summation of all the schedules shews that the season of 1907 was from five to ten days later than that of 1906. In the vicinity of Lunenburg, it was impossible to obtain several of the wildflowers, usually in full blossom by the middle of June, before the schools closed for the summer vacation.

The observation sheets of this year were quite as satisfactory as in the past. It is gratifying to notice from year to year a steady improvement in the work.

REGION II.—SHELBURNE COUNTY.

C. STANLEY BRUCE, ESQ., INSPECTOR OF SCHOOLS, SHELBURNE AND YARMOUTH.

Seventeen schedules were sent in by Shelburne County teachers,—thirteen from Coast sections, four from Low Inlands and High Inland sections. This is three fewer than the number for 1906. I should like to see one from each section. Children should be encouraged to make the observations called for in these schedules.

Here is a method that some teachers have adopted with much success:—

They write upon the blackboard the observations that the children are expected to make during the month, using as a guide the average dates for the Province in the April JOURNAL. The children bring their specimens to school to be identified, studied and talked about. The dates are recorded on the blackboard with the names of the observers.

If this plan be followed systematically, a valuable Nature Lesson will be taught nearly every day, and there will disappear from the schedule such absurd guesses as May 24th for Alder Catkins first shedding pollen, and June 15th for the first appearance of the two *Kalmias*. Gray's or Spotton's Botany should be on the teacher's desk every day during the season.

On the whole, the observations are carefully made and recorded. The same old mistakes and absurdities appear, however, and not always in the schedule of the new teachers. From noting these mistakes from year to year I am convinced that the compilers' remarks are never read by some of the teachers.

Following are the errors particularly referred to:—

- (1) A mistake of a month one way or the other in translating day of month into day of the year.
- (2) Confusing *ALNUS VIRIDIS* or some other plant with *A. INCANA*.
- (3) Reporting *ACER RUBRUM* before its flowers have begun to shed their pollen.
- (4) Confusing *RANUNCULUS REPENS* with *R. BULBOSUS*.
- (5) Confusing *KALMIA GLAUCA* with *K. ANGUSTIFOLIA*.

(6) Confusing *COPTIS TRIFOLIA* with *TRIENTALIS AMERICANA*.

(7) Confusing "hard frost" with "hoar frost."

(8) Reporting southward emigration of frogs and snakes about the last of April.

One teacher left the compiler to translate the days of the month into days of the year. I examined a few of the test-dates and decided that it was not worth the trouble.

There is little if any improvement from year to year in bird observations.

The record of bird observations made by Mr. E. C. Allen, of Yarmouth, published in the *JOURNAL OF EDUCATION*, October, 1907, should prove very useful. He gives the dates for first appearance of nearly all the birds mentioned in the schedule.

REGION III.—KINGS AND ANNAPOLIS.

ERNEST ROBINSON, B. A., PRINCIPAL AND SUPERVISOR OF PUBLIC SCHOOLS, DARTMOUTH.

The usual numbers of reports were received from the different belts of this region. While they are deficient in some very common observations, yet on the whole they compare favorably with those of former years.

While not wishing to single out any particular report I feel like complimenting the teacher of Lawrencetown on her admirable report.

Suggestions:—

If when a plant is first seen it is also common put this in the "becoming common" column only.

Place all numbers directly at the end of the dotted line, not between the lines. Make your figures plain, but not large.

Errors:—

The same errors that have been referred to many times by various compilers, are present, as usual.

This causes one to wonder if this part of the *JOURNAL* is ever read by some teachers.

The Hepatica and Horsetail, both common in this region, are either absent or wrong.

If the observer is not sure of 35 and 36 better let them go altogether.

Some still fail to fill in carefully, the "location slope, etc.," asked at the top of the sheet. There is no place in Kings County forty miles from the sea coast.

REGION IV.—HANTS AND SOUTH COLCHESTER.

O. VON B. COSSITT, PRINCIPAL, HIGH SCHOOL, MAITLAND.

There were forty schedules sent in from this region, and as a whole were only fairly good. The dates in one schedule, from South Col., were all about thirty days too late. A great deal of the irregularity is due, I think, to the compilers. They do not LOOK for the flowers, but write the date when they happen to see them, or they take the report of pupils without proof, when the pupil does not really know the flower reported.

Nos. 2, 5, 8, 13, and 31 were reported by very few. Only two compilers report No. 8 (Hepatica). The absence of No. 2 must be due to neglect on the part of the teacher, as it is very common.

The bird observation, shows the greatest neglect and inaccuracy, only one, that of J. E. Barteaux, Truro, shows careful observation and knowledge of our song birds.

One teacher reports having seen the Summer Yellow Bird, Mar. 22nd, which is wrong.

Some useful information in regard to our song birds can be obtained from the "Bird Guide," Part II., published by Charles K. Reed, Worcester, Mass.

REGION V.—HALIFAX AND GUYSBORO.

G. R. BANCROFT, B. A., SCIENCE MASTER, HALIFAX COUNTY ACADEMY.

Forty-seven observation schedules were received from the three belts of Guysboro and Halifax. The following shows the number received from each belt of the region:—

Guysboro County, —Belt	(a)	12.
" " — "	(b)	3.
" " — "	(c)	2.
Halifax County, — "	(a)	14.
" " — "	(b)	16.

There were three of these schedules that were recorded in the day of the month instead of the day of the year, and made increased work for the compiler. Many of the schedules, however, were examples of neatness, and showed careful and accurate observation. Some of the best were those coming from Hackett's Cove, North Intervale, Sand Point, Oakfield and Porter's Lake. Many sent in supplementary lists of observations,—forty-eight additional observations were received from one locality and nineteen from another.

Most of the observers seem to have done little in noting the dates of the coming of the birds in the spring and their going in the autumn, only five sheets showing any attempt at a full list of these observations. Some of these were very wide of the mark. One teacher reports the spotted sand piper as appearing on Feb. 12th, the hummingbird on Feb. 25th, and the bobolink on April 4th. Another teacher reports a kingfisher on Feb. 23rd.

In many cases the date "first seen" surely means "when becoming common," and should have been placed in the latter column. The dates for the White and Blue Violet too nearly coincide. *SANGUINARIA CANADENSIS* is only reported by four stations, and the *HEPATICA TRILOBA* by one. *KALMIA GLAUCA* and *KALMIA ANGUSTIFOLIA* were much confused in the reports, and there was no clear distinction between the dates of *RANUNCULUS ACRIS* and *R. REPENS*, showing that they are mistaken for each other. *BRUNELLA VULGARIS* and *RHINANTHUS CRISTA-GALLI*, although so common on every road side, were not reported. Perhaps this was because they occur in bloom during the vacation season. One observer evidently does not recognize the Dog-tooth Violet under the name of the *ADDER'S TONGUE LILY*, as it was recorded under the additional observations. The dates for the shedding of pollen in the case of *ALNUS INCANA* were many of them too late and had to be disregarded. In two cases the dates were 155, 165 and 151, 156. In several cases the dates for "becoming common" seemed to be made up by adding a certain number of days to the observation made for "first seen" and *VICE VERSA*.

Forty-seven seems to be a very small number of schedules to come from so many teachers as there are in this region. Many of these were very scanty in the number of their observations, but, although a large number of observations is desirable, it is better to have a few and know them to be perfectly accurate, than to have a long list that cannot be relied upon.

Teachers should be careful to fill in all blanks descriptive of the neighborhood, where they have made their observations as these data are valuable as an aid in compilation. One teacher forgot even to sign his or her name, and thus made that report of little value.

REGION VII.—CUMBERLAND AND COLCHESTER.

E. J. LAY, PRINCIPAL COUNTY ACADEMY, AMHERST.

The reports were not so numerous as usual from the district appointed to me. Perhaps the depressing character of the season of 1906 dampened the ardour of nature lovers, and discouraged their attempts at observation. In all I tabulated but 32 reports from a territory that should have furnished 100, but which sent in only 40. The reports, however, were very well done, only four being altogether unreliable. A few references will show this latter feature. In one section the Aspen was shedding its pollen March 2nd, and Potato planting began June 24th, while in another the Bobolink and the Nighthawk brought their notes of spring in advance of the frog.

Additional observations were given by Miss Huston (20), Miss Robertson (21), Miss Simpson (40), Miss Stromberg (10), Miss Smith (28).

Miss Elvie J. Taylor, of Greenville Sta., sent in the most complete report, while Miss Mortimer, of Apple River, sent many interesting notes on birds.

Taking an average of the time of flowering of the ten wild plants most likely to be correctly observed, I found that they showed a tardiness of seven days as compared with corresponding of 1906, and, in like manner, most easily observed cultivated plants, a tardiness of six and one-half days. This will show, in some degree, the peculiar nature of the spring season of 1907. However, there was no apparent lateness in arrival of birds, indeed, if the reports are to be trusted, they came a little earlier. However, I do not place much faith in the bird observations, as the birds, are not well enough known. The Robin, Humming Bird, and King Bird appear to be the only ones about whose arrival there is a semblance of agreement. If Mr. Allen, of Yarmouth, could be induced to give, in the April JOURNAL, or through the Provincial Press, a short description, in popular terms, of ten birds on our list, it might help matters a bit. We are indebted to him for the observations given in the October JOURNAL, the dates of which will aid us all in our watch for birds.

REGION VII.—PICTOU AND ANTIGONISH COUNTIES.

W. P. FRASER, B. A., SCIENCE MASTER, PICTOU ACADEMY.

There were altogether 46 schedules from this region, 12 from belt (a), 11 from belt (b) and 23 from belt (c), of these 6 were from Antigonish County. On the whole the schedules were more accurate than those compiled by me two years ago, but none were as complete or as accurate as a few of that year.

There were but few records of "fruits ripe," and those plants which bloom about or during vacation, as Timothy and the Potato.

Pale Laurel was reported by a number of observers, but many of the reports were doubtful. The plant is rather rare in this county.

The English Hawthorn and the Scarlet fruited Thorn were confused by many observers.

All the reports of the Meadow Lark were rejected. As far as I am aware it is not found in Pictou or Antigonish Counties, and is not reported from the Province by any good authority except as a straggler.

A few juncoes may remove during the winter, but as they become abundant during the spring migration it should not be difficult to report their "becoming common" accurately.

The Yellow Palm Warbler seems to have been confused with the Summer Warbler. The former arrives during April, and is often very common during the last week of April and the first week of May, while the latter does not usually arrive till the middle of May. The dark chestnut crown of the Yellow Palm will distinguish it from the summer Warbler.

Many records of the Night Hawk were much too early. Wilson's Snipe, also called the Jack Snipe, seems to be confused with it.

A number of accurate additional observations were recorded, but several birds and a few flowers were reported which are not found in Eastern North America.

I should be pleased to aid beginners, who may desire assistance in the classification of plants or birds.

RÉGIONS VIII, IX AND X.—CAPE BRETON ISLAND.

L. A. DEWOLFE, M. SC., THE ACADEMY, TRURO.

The whole Island contributed forty-two schedules this year—four less than last year. They were distributed as follows:—Cape Breton, 28; Richmond, 7; Inverness, 3; Victoria, 4.

Some half dozen papers were very good indeed. The remainder were fair—only one or two really to be classed as poor.

Many of the usual mistakes occur; but they are decreasing. At the risk of tediousness, however, I venture again to mention the *KALMIAS* and *RHODORA*. While several reported *K. ANGUSTIFOLIA*, I doubt if it flowered anywhere in Cape Breton before school closed for summer vacation.

RHODORA was called *LAMBKILL* by the teachers of L'Ardoise, Big Brook, Block House and Clark's Road. Pale Laurel was mistaken for Lambkill in Coxheath, Baddeck Forks, Trout Brook, Cape Dauphin and MacAdam's Lake.

RHODORA was correctly reported from Loch Lomond, Loch Lomond West, L'Arch-
eveque, Brae, Baddeck Forks, South Bar, Gardiner Mines, Edwardsville, Little Bras
d'Or, Grove's Point, East Bay, Birch Grove, MacAdam's Lake and Meadows.

The correct reports for Pale Laurel were from Loch Lomond, Loch Lomond West, Irish Cove, Brae, South Whycomogagh, Big Brook, Block House, East Bay, and Birch Grove. One or two other sections were possibly correct, but doubtful.

If teachers who think they correctly reported these plants, but have not got credit for it here, I shall be glad if they will, next spring, send me specimens labelled, and allow me to verify their identification, or shew them where they are wrong, as the case may be. In this connection, may I also ask for the leaves and blossom of *HEPATICA*, which is reported from a few sections. I shall be pleased to look over any other flowers if blossom and leaf are sent.

I may add that *GOLD THREAD* was called *STAR FLOWER* in Coxheath, Boisdale and Arichat.

The cold, late spring had an unusual effect upon the frogs and snakes,—if we may believe the reports of some of our teachers. In one section, the frogs announced their arrival in the usual way; but after five days piping (feebly, I presume), they regretted their rash adventure, and moved back. In another section they remained seven days; while the snakes, apparently having greater power of endurance, remained thirty days before retreating to a warmer clime.

The Kingfisher postponed his migration until June 23rd, and, even then, he remained in the North only five days.

Though I do not believe the Meadow Lark visits Cape Breton, it was reported by fully a dozen observers. One man described its appearance and its peculiar evening noise in a way that leads me to think he has reported one of the snipes as Meadow Lark. Since different snipes, Rails and Sandpipers are often called Swamp Hen, Marsh Hen or Meadow Hen, perhaps the name Meadow Lark is easily confused with them. Another man describes a bird as somewhat "sparrow-like, but with head, throat and neck red." From the brief description, I take it to be the Purple Finch.

One teacher gave no date for Indian Pear, but in her extra observations she reports mulberry. In different parts of the Province, I know, Indian Pear is locally known as Mulberry.

The English Sparrow and Blue-jay are reported as arriving in April. Perhaps a little closer observation would shew them to be residents. The "Black Robin" should be called Rusty Black-bird.

Among dates too early are Night Hawk, 99, Kingbird, 118, White Throated Sparrow, 91, Bobolink, 112, Alder flowering, 104, Trees green, 110.

Dates too late were Summer Yellow bird, 165, Sandpiper, 152, Kingfisher, 170, Wild Duck, 156, Song Sparrow, 165, Ground Ivy, 179, Red Maple, 179, Alder, 172, Horsetail, 168, Aspen, 170.

In one paper Summer Yellow Bird was given 155, and Gold Finch 129. If the dates were reversed, they would be nearer the truth. The Gold Finch is called Canary by one observer.

Only two teachers mention *SENECIO JACOBÆA*. They reported its absence in their own sections; but one of them says he saw it a few years ago on the road from Hastings to Whycomagh.

L. A. DEWOLFE

(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 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 orrany 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: $94 + 120 = 144$. 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 interaales?..... 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. 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.)

Going North
or coming
in Spring.

Going South
or leaving
in Fall.

(MIGRATION OF BIRDS, ETC.)

- 81. Wild Duck migrating.....
- 82. Wild Geese migrating.....
- 83. Song Sparrow (*Melospiza fasciata*).....
- 84. American Robin (*Turdus migratorius*).....
- 85. Slate coloured Snow Bird (*Junco hiemalis*).....
- 86. Spotted Sand Piper (*Actitis macularia*).....
- 87. Meadow Lark (*Sturnella magna*).....
- 88. Kingfisher (*Ceryle Alcyon*).....
- 89. Yellow Crowned Warbler (*Dendroica coronata*).....
- 90. Summer Yellow Bird (*Dendroica 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.....
- 00. Appearance of Snakes.....

(OTHER OBSERVATIONS AND REMARKS.

LIST OF SCHOOLS REPORTING LOCAL PHENOLOGICAL OBSERVATIONS FOR THE YEAR ENDED JULY, 1907.

N B. The number of observations in the columns below is obtained before the schedules are sent to the compilers for more minute examination; hence the numbers are not absolutely accurate, but serve to give a general idea of the work done in that way by teacher and pupils.

REGION 1. YARMOUTH AND DIGBY COUNTIES.

Section.	Teacher.	No. of Observations.
<i>(a) Coast.</i>		
Pinckney's Point	Nellie Mary Melanson	50
Lower West Pubnico	Emma L. McCarthy	63
Middle Wedge	Therese Elizabeth Pothier	116
Comeau's Hill	Anna Edna MacGray	78
Cross Roads	Bertha M. Hines	74
Plympton	Dora Mussels	116
Weymouth	Maud Mussels	127
Tiverton	Ina M. Rice	72

(b) Low Inland.

Central Chebogue	Jessie W Hamilton	90
West Brazil	Mildred Crosby	134
Bloomfield	Avis E. Reynolds	96
Brooklyn	Sarah J. Fleet	78
Pleasant Lake	Maria G. Purney	226
Reynardton	Myrie M. Swaine	74
Pleasant Valley	Isabel Frost	102
Argyle	Lizzie Titus	110
Middle Belleville	L. L. Duncanson	45
Bell Neck	Joseph Gavel	137
Danvers	Clarissa Cossaboom	100
Cedar Lake	Flora E. Wetmore	201

(c) High Inland.

Wellington	Mabel E. Patten	74
West Quinan	M. A. MacGinness	104
Central Kemptville	Gladys Manzar	98
Southville	W. H. Sabeau	69
South Range West	Herman MacNeil	120

REGION 2. LUNENBURG, QUEENS AND SHELBURNE.

(a) Coast.

2nd. Peninsula Upper	Ella L. West	58
Black Rocks	Flora E. Inglis	81
Upper Kingsburg	A. E. Hyson	83
Oakland	Lizzie L. Astbury	54
Martin's River	Flora May Bruhm	113
2nd. Peninsula Lower	Bertha M. Herman	64
Tancook Island	Etta Zinck	43
West Dublin	H. Gertrude Feindel	63
Wileville	Elsie C. Fralic	97
Indian Point	Eva L. Nauss	65
Mill Cove	Gertrude Settle	116
Pine Plain	Adelaide Hiltz	88

Section.	Teacher.	No. of Observations.
Port Joli	Jennie Alma Hogg	114
Central Port Mouton	Nellie Parke	141
North Port Mouton	Nellie B. Freeman	115
Hunt's Point	Lillian Hagan	88
Western Head	Juna Freeman	147
Beach Meadows	Blanche J. W. Freeman	97
West Berlin	T. I. Feindel	44
Summerville Centre	Effie Robena Munroe	157
Rockland	Wilhelmina Harding	89
Upper West Jordan	J. P. Barclay	67
Shelburne	Janie R. Allen	93
North East Harbor	Elva B. Thomas	63
Roseway	Estella S. Doane	36
Churchover	Helen J. Purney	84
McNutt's Island	Annie B. Bethune	128
Upper Port La Tour	Charles E. Decker	105
Baccaro	L. I. Nickerson	93
Hibbard's Brook	Edith Doane	85
Charlesville	Katie C. Trefry	78
Stoney Island	Beulah B. Ross	84
Lower Sandy Point	F. D. H. McAlpine	73
(b) <i>Low Inland.</i>		
Middle Clyde	Rose C. Black	99
Allendale	Bertha Hardy	94
(c) <i>High Inland.</i>		
North West	Leaman John Mason	80
Blockhouse	Jennie M. Smeltzer	152
Newburn	Annie Loness	93
Maplewood	Hannah Vivien Lantz	74
Centreville	Lydia Fancy	73
Stanbourne	Isabella Chesley	62
Meisner's	Elvida M. Charlton	93
North River	Ada Mossman	103
West Northfield	Alfaretta McLannan	106
Cookville	Blanche Eva Brooks	74
Maitland	Roy J. E. Hirtle	79
Sweetland	Lilian Veinot	17
Lower Northfield	Sophia F. Keddy	53
Upper Northfield	Rebecca Langille	46
Lower Branch	Adelaide S. Mulock	94
Simpson's	Flora Feindel	95
Upper Branch	Jessie Chesley	30
Penny's	Jennie B. Rehfuss	34
Clearland	Ethel C. L. Hirtle	86
Big Lots	Lillie Smeltzer	89
New Cumberland	Minnie M. Bell	103
Broad Cove	Elizabeth Fancy	103
Crousetown	Emma Bett	90
New Italy	Nora C. Feener	43
Lower Cornwall	Jennie Eldora Garber	47
Baker's Settlement	Hilda Freeman	134
Newcombville	Florence E. Hebb	64
Lakeville	Lalia Manzar	98
Chelsea	Bessie Keddy	106
Lapland	Bernice Lucretia Deal	117
Waterloo	Mary L. H. Bowers	92
Camperdown	Georgina Mary Crouse	84
Middleton	Josie Glawson	62
Union Square	Debbie Webber	107

Section.	Teacher.	No. of Observations.
Stanley	Lida Publicover	117
Norwood	Annie Bell Corkum	130
Chester Grant	Ida E. Hawbolt	113
Charing Cross	C. M. Parker	95
Back of Lake	Alma C. Long	79
Forties	Jessie Langille	84
Leville	Hildred Oneta Francis	94
North Brookfield	Annis May Johnson	130
Westfield	Maude N. Freeman	41
Central Caledonia	Harriet Devine	88
Caledonia	Alice L. Cushing	76
Caledonia	Ada G. Freeman	86
South Brookfield	Jessie E. Freeman	113
Hibernia	Emily Rowter	55
Middledale	Ethel Seamount	84
Greenfield	Rebecca Ramey	163
Labelle	Laura Wessel	83
Buckfield	Cynthia Crouse	144
Bang's Falls	Nettie Tibert Freeman	114
Molega	Grace Darling Freeman	83
Upper Ohio	Edna G. Bower	106
Upper Clyde	Eleanor MacKenzie	108

(a) REGION 3. ANNAPOLIS AND KINGS COUNTIES.

Bloomington	Vivian Annis	65
Durling's Lake	Amy Ethel Barteaux	93
Inglisville	Millie V. Parker	68
Alpena	Mary Lydia Crisp	82
Dalhousie Centre	A. Josephine Berteaux	75
Stoddartville	Beatrice Starrat	123
Greenland	Florence Ruggles	51
Wright	Roy I. Balcom	77
Maitland	Susie W. Kempton	110
Lake LeRose	Ida M. Marshall	64
Lakeview	Alice Randall	104
Lake Mills	Maud L. Brison	57
Greenfield	S. Christine Webster	70

Lawrencetown	Cassie Sophia Whitman	130
Centreville	Irene C. Balcom	78
Allen River	Lillian Sutherland	83
Lake George	Jessie I. C. Kendall	124
Dempsey Corner	Hattie L. Bishop	37
Hants Border	Edith Reid Fraser	71
Aylesford	Edith May Pentz	108
West Brooklyn	Ellen B. Hanna	83

South Berwick	Cora B. Parrish	54
Medford	Lucia Parker	46
Greenwich	Nellie B. McMahon	90
White Waters	Abbie M. Rogers	62

(d)

Margaretville	Bessie M. Annis.....	129
Mount Hanley	Laura Winnifred Foster.....	21
Harborville	Ethel Wright.....	112
Aylesford Mountain.....	Margaret West.....	94

REGION 4. HANTS AND COLCHESTER COUNTIES.

(a)

East Noel	Mildred Hamilton.....	131
Newport Landing.....	Rossie Rines.....	102
Cambridge	Ethel May Foley	114
Princeport.....	Lizzie Johnson	55

(b)

Lower Nine Mile River	Carrie McMann	96
Hardwoodland	Jessie M. Logan.....	101
New Dublin	Willetta Jane Bowes	108
Urbania	Jennie Moore	84
Cogmagun.....	Alice A. Harvey	82
Riverside.....	M. Vance Nicholson.....	11
Union	Martha Stevens.....	59
Truro	J. E. Barteaux	96
	(L. A. DeWolfe	49
Crowe's Mills	Ida Gunn	84
Lower Truro	Eda Nelson	27
Old Barns	W. R. McCurdy	64
Green Oak	Annie Bradley(?).....	142
Green's Creek	Annie M. Nelson	88
Hilden	Etta W. Grant	113
Fort Ellis	M. Gertrude Barnhill	102
Lower Stewiacke East	Janet R. Dickson	132
Gay's River	Aveline Faulkner	124
West St. Andrews	Florence E. K. Sibley	63
Wittenberg	Effie R. Hopkins(?).....	90
Meadowville	Hannah Cottle(?).....	104
Alton	Ethel Brenton(?).....	

(c)

Pleasant Valley	Idella P. Mosher	83
East Uniacke	Bessie Bond.....	58
West Indian Road.....	Jennie P. Stimm	109
South Noel Road	Maggie Morrison.....	92
Hillsvale.....	Mildred L. Shaw (?).....	104
Gore.....	Ellen Wallace	124
Greenfield	Ida L. Smith.....	113
East Tenecape	Janie O'Brien	93
Ardoise	Emma Mariette	116
McCallum Settlement	Bessie McNutt	77
Camden	Ada E. Wilson.....	98
Pembroke	L. Prescott Archibald.....	176
Burnside	Nellie F. Crocker.....	113
Cross Roads.....	Agnes Creelman	143
Birch Hill	Janet Hamilton	73

REGION 5. HALIFAX AND GUYSBORO COUNTIES.

(a)

St. James	E. M. Dauphinee	108
Albert	Florence Hume	68
Glen Margaret	Ola Nauass	122
Hacket's Cove	Mamie Butler	215
East Dover	Jennie M. Manthorne	68
West Dover	Grace Whitman	146
Shad Bay	Blanche Myra	100
Pennant	Flora McGillivray	54
Sambro	Estella M. Homans	78
Seaforth	Mabel Nieforth	76
Lr. E. Chezzetcook	Mabel Reid	98
Head Jeddore	Amanda Nettie Harpell	48
Harrigan Cove	M. Jean Murray	51
Ecum Secum West	Annie M. E. Smith	70
North Intervale	Janetta May Grant	133
Middle Melford	Mabel Beatrice Martin	48
Sand Point	Wilhelmina Carrigan	132
Oyster Pond	Florence Mattatall	73
Stormont	G. J. Sutherland	95
West Port Felix	A. McPherson	40
Glenelg	Georgena J. Jenkins	75
Liscomb Mills	E. J. O. Fraser	88
Wine Harbor	Martha Hewitt	68
School section 24	Jessie Margaret Cameron	46
Gegogan	Maud Cottle	70
Spanish Ship Bay	Nettie Hartling	60

(b)

Stevens	Plessah Gates	90
South Beaver Bank	Sadie Schultz	127
Oakfield	May E. Horne	118
Montague Mines	Hattie Wolfe	59
Porter's Lake	E. G. Grant	108
Dutch Settlement	Elizabeth Johnson	101
Landell's	Olive Roberts	80
Kerr's	Maggie Auld	110
Mooseland	Margaret Higgins	57
Sadgewick	Jamesina Moore	52
Greenwood	Viola Pearl McCabe	106
Deane	Jessie D. Archibald	107
Chaplin	Jean Guild	133
Caribou	Elsie Higgins	96
Moose River Mines	Matilda Higgins	75
Spryfield	Ira May Yeadon	106
Stillwater	Laura Suttis	99
Smithfield	Mrs. Annie McKenzie	83
Aspen	Katherine Scott	120

(c)

Upper Caledonia	Annie F. Jackson	87
Cross Roads, Country Harbor	Ethel M. Henry	70

REGION 6. A. AND B.

(a)

6 A. COBEQUID SLOPE TO THE SOUTH.

Highland Village	Beatrice Fulton	55
------------------	-----------------	----

Green Hill	Vivian Salter	87
Black Rock	B. R. Sutherland	94

(b)

Montrose	Zella Wilson	82
Great Village	Agnes Spencer	104
Folly	Jennie May Urquhart	138
Debert	Susie Fulton	67

(c)

Pleasant Hills	Annie Schurman	147
Lornevale	Lucy Starrit	51
East Folly Mountain	Bertha Patriquin	46
Folly Lake	Cassie Wilson	60
Londonderry Station	J. Violet Craig	77
Portaupique Mountain	Jessie M. Graham(?)	86
New Salem	Linda Johnson	88
New Canaan	May MacMillan	89
Mapleton	Alice Graham	51
Leamington	Ruth Gamble	121
Herret and Athol Road	H. G. Douglass	65

6 B. SLOPE TOWARD CUMBERLAND AND CHIGNECTO BAY.

(a)

Amherst Point	Wilhelmina Gaetz	56
Lower Cove	Edna M. Stiles	108
Sand River	Jean E. Craig	103
Apple River	J. Wallace Mortimer	60

(b)

Amherst Head	Minnie Weir	125
Warren	Helen Atkinson	92
Southampton	Susie Fisher	78
West Brook	Bessie Roach	102
Brookdale	R. A. Trerice	82
Upper Nappan	Blanche Cameron	80
West-Leicester	Lottie L. Sproule	118
Hastings	Maude M. Harrison	83

(c)

Fenwick	Florence Tuttle	117
South Brook	Dora M. Quinn	187
Springhill Junction	Ivy I. Mattinson	67

REGION 7. NORTHUMBERLAND STRAIT SLOPE.

(a)

Wallace	Eliza G. Charman	114
Fox Harbor	Annie A. Stromberg	121
Upper Gulf Shore	Leila Viola Baker	90
Amherst Shore	Mary Huston	135
Tarbet	Stella May Weatherbe (?)	105
Forest	Lottie Mattatall	107

Cariboo River	Lillian Johnson	144
Pictou Landing	Ada McKinnon	70
Central Cariboo	J. Douglass Vair	114
Cariboo Island	Edith C. E. Langille	64
Lower Little Harbor	M. G. Robertson	126
Sutherland's River	Maggie Fraser, et al	107+80
Merigomish	Isabel MacGlashen	16
Little Harbor	J. M. Matheson	124
Morristown	Mabel McPhie	68
South Side Harbor	Mary Chisholm	100
E. Havre au Bouche	A. A. McKeough	144
Cape Jack	Anna McKeough	81

(b)

Richmond	Janie McEaehren	66
Wentworth	M. E. O'Brien	59
Wentworth Valley	Nancy Nelson	46
Pugwash River	Lillian A. Burns	63
Upper Linden	Hattie Woodland	98
Lower Shinimicas	Annie Robertson	115
Street's Ridge	I. M. MacKay	96
East Leicester	S. B. Trerice	123
River Philip Centre	Jessie McIntosh	108
South Victoria	Elva M. Dixon	118
East Hansford	Jennie L. Mitchell	79
Millvale	Jennie Thompson	75
North Greenville	Janetta Henderson	102
Greenville Station	Elva Taylor	169
Salt Springs Station	Almira Slade	104
South Pugwash	Margaret Simpson	145
Collingwood	Susie Simpson	74
South Valley Road	Winnie Dickson	131
Murphy's	Carrie M. Drysdale	122
Louisville	Marion McKay	92
Black River	Grace Murray	113
Sundridge	Alice E. B. Irving	172
Alma	Myra Bryden	94
Hopewell	Ada S. McDonald	300
Greenwood	Mary M. Cameron	92
Lower Barney's River	A. C. McDonald	121
Plymouth Road	Elizabeth MacLellan	110
Wentworth Grant	Jean Ballantyne	110
North Lochaber	R. E. Inglis	210
West River	Dan. A. McLean	209

(c)

Wyndham Hill	Grace Boomer	83
Mount Pleasant	Bertha King	141
Henderson Settlement	Minnie I. Woodland	137
Mount Pleasant	Lottie Lavinia Sibley	151
Rushton	M. Laura Johnson	70
Oliver	Janet R. Drysdale	82
MacLeod's	Mary MacLeod	68
Byer's	Ina Louise Smith	102
New Truro Road	Clara Beatrice Nelson	124

West Earltown	Jessie A. McLeod	126
Conkey's	Elizabeth McLandress	132
Truro Road	G. Douglass Langille	84
Kelble	Edith L. Mingo	99
Denmark	Margaret Marshall	98
Mountain Road	Sadie M. Payne	48
W. Br. River John	Margaret Campbell	50
Elmfield	Christina B. McKay	214
Plainfield	Elizabeth Murray	109
Meadowville	Janie Ferguson	85
Brookland	Isabelle J. Brown	152
Phannel Hall	Bessie M. Cameron	142
Springville	Mary A. Thompson	121
Glencoe	Clara Grant	100
Blue Mountain	I. J. MacLeod	96
Rocky Mountain	Mary Gunn	62
North Fraser's Mountain	Barbara Cameron	100
Marshy Hope	Annie M. Rector	63
Smithfield	Margaret Bannerman	115
Marsh	Elizabeth McTavish	84
Kenzieville	Charlotte MacKenzie	113
Broadway	Georgina Wagner	60
French River	Katherine Grant	95
Greenvale	Bella Jane Ross	72
Upper Hopewell	Emily Fraser	107
East Branch	Ida Fraser	74
Woodfield	Letitia Fraser	116
James River	Rachael Macdonald	66

REGION 8. RICHMOND AND CAPE BRETON COUNTIES.

(a)

Arichat	D. H. Campbell	36
L'Ardoise	Margaret Macneil	49
South Bar	Mary G. Lawrence	58
Gardiner Mines	Edith Morgan	58
Blockhouse	Sarah McLeod	54
Cox Heath	Jessie Macaulay	75
Edwardsville	Gladys Palmer	54
Irish Cove	M. V. Macneil	82
Alder Point	Mary Teresa Arsenault	57
Little Bras D'Or	Clara Richards	40
Grove's Point	Laura Cameron	112
Mill Creek	Annie McCormack	66
Big Lorraine	Margaret McDonald	23
East Bay	D. J. McIsaac	119
Grand Narrows	Sara Buckles	105
Beaver Cove	Sadie McArthur	110
Boisdale	Effie Macdonald	88

(b)

Brae	Murdo McPherson	199
Loch Lomond West	Jessie Morrison	56
Birch Grove	Mary C. McDonald	63
Horne's Road	Katherine MacKenzie	59
Clark's Road	Annie Kerr	26

Trout Brook	Peter MacDonald	54
Upper Grand Mira	Donald J. Currie (?)	49
Grand Mira North	Duncan McDougall (?)	60

(c)

Irish Cove	Minnie MacNeil	88
Loch Lomond	Margaret McIntyre	76
L'Archeveque	A. B. B. McKillop	125
Lewis Cove Road	John F. MacKay	63
Meadows	Dan. A. MacAdam	82
Victoria, New Dominion	Wm. Herdman	98
Millville	Annie May Fife	58
Enon	David Mackay	66
Macadam's Lake	Maggie Ross (?)	96
Beechmont	Mary A. Cox	79

REGIONS 9 AND 10.

INVERNESS AND VICTORIA.

W Lake Ainslie	W. C. McInnes	290
Baddeck Forks	Annie MacKenzie	122

(b)

Boulardrie Centre	Annie Cameron	52
North Campbellton	Daisy Mattatall	58

(c)

Brook Village	Rufus B. O'Brien	106
Big Brook River Dennis	Cassie J. Grant	72
South Whycocomagh	Christina MacKenzie	74

THE RANGE OF *SENECIO JACOBÆA*.

(The accompanying cut represents somewhat the shape of the yellow-rayed heads of the "St. James" or "Tansy" Ragwort, which form a flat-topped cluster of flowers of a brilliant yellow above a wealth of green leaves, the large basal ones of which are not represented in the figure. The rays are not exactly in true shape and proportion in the figure.)



It is to be regretted that so few references were made in the schedules of last year to the presence of the Golden Ragwort, which has been proven to be the cause of the "Senecio Cattle Disease," of Pictou and Antigonish Counties.

Miss Grace A. Murray states that it has not yet reached Black River, of Pictou County; and Miss Marion A. MacKay says it has not been in the Louisville school section.

IN PICTOU COUNTY.

Miss Mary A. Thompson, at Springville, Pictou County, says "Ragwort abundant on majority of farms." Miss Mary Gunn, of Rocky Mountain, near the watershed of the Province, reports it "plenteous in pastures. Many of the farmers mow the weed when in bloom; but on waste lands it is for the most part unchecked and becoming more abundant." Miss Mary M. Cameron reports that in Greenwood school section it is troublesome. "Farmers pick it out of their fields during the haying season. Some cut it carefully in their pasture lands, along the roadside, and along their boundary fences."

IN ANTIGONISH COUNTY.

In Antigonish County, Mr. R. E. Inglis reports at North Lochaber "in small quantities for a number of years; but is rapidly spreading in pastures where sheep are not kept. Farms on which sheep are pastured are practically clear of the weed." Mr. Dan A. McLean says, that at West River "it has been very plentiful for some time past, and seems to be dying out where sheep are being pastured. Very slight efforts to eradicate the weed are being made."

IN OTHER PARTS OF THE PROVINCE.

Its appearance at points in Halifax County and in the Cape Breton Counties, was reported in the October JOURNAL.

It is reported at Pleasant Lake, Yarmouth County, in one of the Phenological schedules received since.

EXTERMINATION OF WEED IN PICTOU.

The Women's Council in Eastern Pictou, the Municipal Council and Mr. R. M. MacGregor, B. A., M. P. P., offered prizes amounting to a hundred dollars each, to the pupils of the public schools for the largest number of eradicated plants. The result was the destruction of millions of weeds and the awakening of the farmers to their own duty in the matter.

DR. PETHICK'S MISSION.

This year, Dr. Pethick, who demonstrated that the cause of the Cattle Disease is associated with the presence of the *SENECIO*, proposes to visit each school section where its presence is suspected. He will explain the character of the plant, its effects, and the best manner of attempting to exterminate it. This will be a good course of practical or applied science for the pupils at school; and an invaluable industrial demonstration for farmers and all affected by the condition of the agricultural industries.

It is hoped every school official, teacher and pupil may make the most of Dr. Pethick's visit; for by carrying out his policy we may not only prevent from further spreading, a disease which already destroys in two counties about two hundred head of valuable cattle annually, but may exterminate it altogether. For a description of the plant see the JOURNAL OF EDUCATION for October, 1907, page 196, and for April, 1907, page 86.

The MARITIME FARMER, Sussex, New Brunswick, and the FARMER'S ADVOCATE, LONDON, ONTARIO, are always publishing good illustrations of insects, plants, etc., useful to enable young naturalists to identify their collections.

REGULATIONS OF C. P. I., TO GO INTO EFFECT AUGUST, 1908.

PROVINCIAL EXAMINATION OF HIGH SCHOOL STUDENTS.

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

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

84. The examinations shall be held during the first week of July, according to the time tables given in 98, for Grades XII, XI, X and IX, and the "Minimum Professional Qualification" of public school teachers, at each of the following stations, viz:—
 1, Advocate; 2, Amherst; 3, Annapolis; 4, Antigonish; 5, Arichat; 6, Baddeck; 7, Barrington; 8, Bear River; 9, Berwick; 10, Bridgetown; 11, Bridgewater; 12, Canso; 13, Chester; 14, Church Point; 15, Digby; 16, Glace Bay; 17, Great Village; 18, Guysboro; 19, Halifax; 20, Inverness; 21, Kentville; 22, Liverpool; 23, Lockport; 24, Lunenburg; 25, Maitland; 26, Margaree Harbor; 27, Middle Musquodoboit; 28, Middleton; 29, New Glasgow; 30, North Sydney; 31, Oxford; 32, Parrsboro; 33, Pictou; 34, Port Hawkesbury; 35, Port Hood; 36, River John; 37, Sheet Harbor; 38, Shelburne; 39, Sherbrooke; 40, Springhill; 41, Stellarton; 42, St. Peter's; 43, Sydney; 44, Tatamagouche; 45, Truro; 46, Upper Stewiacke; 47, Westport; 48, Westville; 49, Windsor; 50, Wolfville; 51, Yarmouth.

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

(b) Candidates applying for the Grade IX examination, or for the next grade above the one already successfully passed

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

- (c) For the Teachers' Minimum Professional Qualification Examination a fee of two dollars is required; but it should not be forwarded with the application, for it has been found more convenient to have it paid to the Deputy-Examiner on the Saturday when the candidate presents himself for examination. The Deputy-Examiner shall transmit the same to the Superintendent with his report.
- (d) The prescribed form of application, which can be obtained free from the Education Department through the Inspectors, shall contain a certificate which must be signed by a licensed teacher having at least the grade of scholarship applied for by the candidate whose legal name must be fully and plainly written out on the application form.
- (e) When a candidate presents himself for examination, and his name is not found on the official list as having made regular application in due time, the Deputy-Examiner may admit him to the examination provisionally on his written statement that application was regularly made in due time, which with a fee of one dollar, is to be transmitted with the Deputy's report to the Superintendent. If such candidate's statement is verified the dollar shall be returned. Providing there is sufficient accommodation, the Deputy-Examiner may admit any candidate on the payment of one dollar for any Grade in addition to the regular fees required under Reg. 85 (b).
- (f) The prescribed form of application is given in schedule B.

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

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

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

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

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

91. (a) The "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.

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.

92. *Repealed except as specified in 98 (c), of September, 1907.*

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.

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

95. Candidates passing the various grades in consecutive order shall be admitted free to the regular Provincial High School Examinations, provided their application and procedure have been regular. In all other cases a scale of fees as given in 85 (b) and (e) has been fixed to cover the cost of examination and extra labor likely to be incurred.

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

PROVINCIAL EXAMINATION RULES.

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

(1) Candidates shall present themselves at the examination room punctually half an hour before the time set for the first paper of the grade for which they are to write, at which time the deputy examiner shall give each candidate a seat. The candidate's name shall be represented by a number, and must therefore be neither forgotten nor changed. Candidates who *present* themselves shall be numbered from 1 onwards in consecutive order (without hiatus) for absent applicants, who cannot be admitted after the numbering, beginning with grade XII, then coming to XI, X and IX in order. Candidates for "Supplementary" examinations need not present themselves until the hour fixed for their papers in the regular timetable, provided they have sent in their applications and the titles of the papers on which they intend to write.

(2) Candidates shall be seated before the instant at which the examination is fixed to begin. No candidate late by the fraction of a minute has a right to claim admission to the examination room, and any candidate leaving the room during the progress of any ex-

amination must first hand in his or her paper to the deputy examiner, and not return until the beginning of the next paper.

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

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

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

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

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

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

(7) The subject title, grade and candidate's number may be written within, over the commencement of the paper also; but any sign or writing meant to indicate the candidate's name, station

or personality may cause the rejection of the paper before it is even sent to the examiners.

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

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

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

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

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

(13) Candidates intending to apply for license upon a record made at this examination, should fill in a form of application for such license as is expected. The deputy examiner is provided with blank forms for those who do not already have them. The applicant should have his certificate of age and character correctly made out and signed, and should fill in the number, station and year of any previous examination he has taken, whether he has been successful in obtaining a certificate thereon or not. He should also

fill in his number, station, etc., and grade of certificate or rank of M. P. Q. expected. This latter should be placed in *brackets*, which will be understood to mean that it is not yet obtained but is *expected* to be obtained.

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

CERTIFICATE.

Examination Station Date July, 190 . . .

Candidate's No. ()

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

(Name in full)

(Without any contraction in any of its parts)

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

98 (a). TIME TABLE.

REGULAR PROVINCIAL HIGH SCHOOL EXAMINATION, JULY, 1909

Day of Week	Grade.	Examinations 9 a. m., to 11 a. m.	Examinations 11 a. m., to 1 p. m.	Examinations 3 p. m., to 5 p. m.
Monday	XII XI. X IX	German German German	Greek (a)	Chemistry

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

98 (b). TIME TABLE.

M. P. Q. EXAMINATION, JULY, 1908.

SATURDAY.

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

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 Re-

gulations 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. (j) 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.

99. OPTIONAL EXAMINATION IN MUSIC, ETC.

(a) At the County Academy Entrance Examination and the Teacher's Minimum Professional Qualification Examination candidates who have taken London Tonic Sol-Fa certificates can for the question in music substitute their certificates for which values will be given as follows: For "Junior" certificate, 10; for "Elementary" certificate, 15; and for "Intermediate" certificate, 20—the last two for M. P. Q. only.

(b) The candidate will enter in a parenthesis as an answer to the No. of the question on music in his examination paper the words, "Junior Certificate," or "Elementary Certificate," or "Intermediate Certificate," as a reference to the fact that such a certificate has been handed to the deputy examiner bearing on its back the name, and address, and examination number, and station of the candidate plainly endorsed upon it.

(c) The certificates will be received by the deputy examiner compared with his list to verify the correctness of the compensation by the candidates, then enclosed in one envelope addressed, in the case of the Academy Entrance, to the Principal, and in the case of the M. P. Q. to the Superintendent of Education, who, after perusal, shall return them to the respective candidates.

(d) The Principal or the Superintendent, as the case may be shall then endorse 10, 15, or 20 points (according to a) on the examiner's report and on the candidate's paper below the

general valuation number and add the two together for the total value of the paper.

- (e) To prevent the possibility of two values being given by accident, the examiner of a paper in which a certificate is substituted for the question, shall mark the general value of the paper with an asterisk, both on the paper and on his report.
- (f) No certificate from any local examiner of the London Tonic Sol-Fa College shall be accepted, unless the examiner has previously given a satisfactory profo to the Principal or Superintendent that he or she has been duly appointed as local examiner for the grade of certificate in question by the authorities of the said College.
- (g) At the County Academy Entrance Examination the certificate of Attendance for a year at a Mechanic Science school, or a Domestic Science school, can be accepted for the answer to a question on the subject in like manner as the "Junior" Tonic Sol-Fa certificate—value from 0 to 20, according to the character of the candidate's worth.

LICENSING OF TEACHERS.

100. No person can be a teacher in a public school entitled to draw public money without a License from the Council of Public Instruction. Before obtaining a license a candidate must obtain, *first*, a certificate of the prescribed GRADE of Scholarship; *second*, the prescribed certificate of professional RANK as a teacher, either from the Provincial M. P. Q. Examination (which must be supplemented for all classes higher than *third class*, by the prescribed certificate of ability to give effective physical training to pupils), or the Provincial Normal School; and *third*, the prescribed certificate of age and character from a minister of religion or two Justices of the Peace. The value of a license is distinguished by the term CLASS; of scholarship by the term GRADE; of professional skill by the term RANK. Full information as to the licensing will be found in Regulations 101 to 114 inclusive, but the following collocation of the terms used will help to explain their significance and relation:—

Generally,

(1)

(2)

(3)

"Teacher's Pass Scholarship,"

Normal Diploma. Age & Character.

High School Head Master	University Graduation	Academic	.....	22 years,
High School Master	University Graduation	(M. P. Q.)	.....	21 years,
Class A	requires	Grade XII	.....	Academic Rank
Class B	"	Grade XI	.....	First Rank

..... 20 years, etc.

..... 19 years, etc.

Class C	“	.....Grade X.....	Second Rank.....	18 years, etc.
Class D	“	.....Grade IX.....	Third Rank.....	17 years, etc.
Class D (Temp.)	“	.....Grade IX.....	(M. P. Q.).....	16 years, etc.

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

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

102. When a candidate obtains a teacher's license without graduation from the Provincial Normal School, it can be only of a class one degree lower than the “teachers' pass” grade of scholarship.

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

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

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

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

- Class A₁—High School Head Master.
- Class A₂—High School Master.
- Class A₃—Academic.
- Class B—First Class.
- Class C—Second Class.
- Class D—Third Class.

107. The certificate of professional qualification or skill shall be (a) the academic, first, second or third RANK classification by the Normal School, or (b) the *minimum* (which shall rank one degree lower than the *normal*). and shall be the academic, first, second or

third rank pass on the following papers written on the Saturday of Provincial Examination week.

MINIMUM PROFESSIONAL QUALIFICATION EXAMINATION.

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

1. *School Law and Forms.*

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

2. *Theory and Practice of Teaching.*

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

3. *Hygiene and Temperance.*

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

4. *School Management.*

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

5. *History of Education.*

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

6. *Pedagogy.*

As in Bagley's *The Educative Process*.

For Third Rank M. P. Q.—An aggregate of 150 on 1, 2 and 3, with no subject below 30 per cent.

For Second Rank M. P. Q.—An aggregate of 250 on 1, 2, 3, 4, and 5, with no subject below 40 per cent.

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

For *Academic Rank M. P. Q.*—An aggregate of 360 on 1, 2, 3, 4, 5 and 6, with no subject below 50 per cent.

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

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

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

FORM OF APPLICATION FOR A TEACHER'S LICENSE.

To.....

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

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

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

II. My certificate of Scholarship.....obtained at..... Examination Station as No....., in the year 190.. (Further information below.)

III. My certificate of professional qualification of

Rank No. obtained at 190 in the month of

IV. The prescribed certificate for Physical Training, obtained at from dated

(Name in full.)

(Post Office address)

Date (County)

CERTIFICATE OF AGE AND CHARACTER.

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

That I believe the said candidate (name in full), was born on the day of in the year ; and

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

..... (Name and title.)

..... (Church or Parish.)

..... (P. O. Address.)

Date

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

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

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

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

FURTHER INFORMATION FROM APPLICANT.

1. Class of license already held No Year
2. University Degrees, Scholarship, Professional Training, experience, or any other information candidate may wish to state.

.....

3. Provincial High School Examinations taken in addition to that specified in II. above, whether a "High School Pass" certificate was obtained or not (necessary to prove that the candidate made a "Teachers' Pass" in the lower grades).

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

GENERAL OR SPECIAL INDORSATION OR REMARKS BY INSPECTOR
 (OR PRINCIPAL OF NORMAL SCHOOL.)

.....

..... Inspector.

Place and date

110. (a) For a Class A₁, or High School Head Master's License the following conditions are necessary: (1) A certificate of moral character, signed by a Minister of Religion or two Justices of the Peace, as in the preceding form, to the effect that the candidate is of the full age of twenty-two years, and presumably likely to perform the duties defined as required by law. (2) A recognized degree from a University [No University degree shall be recognized unless the course is one of four years after passing a matriculation standard, virtually as high as that of Grade XI], and a pass on a new examination syllabus of University Post Graduate grade [This program will be published later]. (3) A certificate of Academic rank from the Provincial Normal School. [In the awarding of this certificate, the Faculty of the Normal School may accept the certificates of training schools, universities and inspectors, in lieu of a portion or all of the minimum period of attendance prescribed by the Council, provided the candidate has made an Academic pass on the M. P. Q. syllabus, and obtained the prescribed Physical Training certificate. But under no circumstances should this certificate be awarded, unless the candidate presents clear evidence of two years successful teaching, one of which, at least, must be in a responsible position in a high school.]

110. (b) For a Class A₂, or High School Master's License, the following conditions are necessary: (1) A certificate of the full age of twenty-one, and moral character as in the foregoing regulation. (2) A University Graduation pass as in the foregoing regulation. (3) A certificate of the Academic M. P. Q. pass, with the prescribed Physical Training certificate.

110. (c) For a Class A₃, License the following conditions are necessary: (1) A certificate of the full age of twenty years, and moral character as in the foregoing regulation. (2) A pass certificate of Grade XII. (3) A certificate of Academic rank professional qualification from the Provincial Normal School.

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

112. For a Class C or Second Class License the following conditions are necessary:—(1) A certificate of the full age of eighteen years and moral character as in the foregoing regulation. (2) A Teachers' Pass certificate of Grade X. (3) A certificate of second

rank professional qualification from a Normal School; or a Teachers' Pass certificate of Grade XI, with second rank M. P. Q., and the prescribed Physical Training.

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

TEMPORARY LICENSE.

114. A Third Class (Temp.) or D (Temp.) License, *valid only for one year*, may be granted (but not previous to the 15th day of September in any school year) on regular application when the following *four* conditions are fulfilled:—(1) A certificate of the full age of sixteen years and moral character as in the foregoing Regulation. (2) A pass certificate of at least Grade IX as in the foregoing Regulation. (3) The Third rank minimum professional qualification. (4) A recommendation of the candidate as a temporary teacher for a specified school by the Inspector who must previously be assured by the trustees of the said school that, although reasonable effort was made to employ a regular teacher of permanent class, one could not be obtained, and that the candidate would be acceptable to the school section as a teacher for the year. Such License can be re-issued for another year when the candidate has demonstrated an advance of *grade or rank* in his qualifications at a *subsequent* Provincial Examination.

COUNTY ACADEMY ENTRANCE EXAMINATION.

Regulation 61 of the C. P. I., (page 81, Manual of School Law) is repealed and the following substituted in its place:

The regular mode of admission into county academies shall be by an entrance examination in the last week of the school term in June, on the common school course Grade VIII. There shall be six subjects of examination, as follows, the questions being sent out from the education office:—(1) *Reading*—to be tested by the examiners on the Grade VIII reading, (*third series* for 1908). [*Music*: Candidates known from individual or class exercises, or from reliable certificates, to be able to sing, especially when they have a practical acquaintance with any system of musical notation, may receive an extra mark as a bonus under this head at the option of the examiner, providing the *Reading* is passable. See also Reg-

99.] (2) *Language*. (3) *Drawing and Bookkeeping*. (4) *Geography and History*—Geography of Asia, Africa, Oceania, in detail, with a review of Canada. *History of Canada* (Hay or Calkin). (5) *General Knowledge*: (a) The five families, Crowfoot, Rose, Heath, Violet and Lily; with the important native trees and the common weeds injurious to agriculture. (b) The common rocks and minerals of Nova Scotia. (c) Common insects injurious to plants and animals. (d) A few of the common birds. (e) *Health Reader*, No. 2. (*Mechanic or Domestic or Rural Science*, or Music as in Regulation 99). 6. *Mathematics*.

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.

154. HIGH SCHOOL PROGRAM FOR 1908-9.

(1) Description by Drawing as well 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 the 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% with no mark below 40% on the group of six *subjects*, for Grades IX, X and XI; and a group of nine papers for Grade XII.

(4) Two hours shall be given at examination for each paper, which shall contain only eight questions (no options).

(5). Candidates shall write on no more than six papers of grades IX, X, or XI; and no more than *nine* papers of grade XII.

(6) When a candidate wishes to raise a "High School Pass" to a "Teachers' Pass" he shall be required to make a mark of 60 per cent. instead of 40 per cent. on the subject or subjects on which he writes. 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.

(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.)

1. ENGLISH:—

(a) LITERATURE—Kingsley's *Heroes* and Macaulay's *Lays*, with critical study, word analysis, prosody and recitations. English Composition as in *Sykes*, to page 101, or an equivalent in the hands of the teacher, with essays, abstracts and general correspondence so as to develop the power of fluent and correct expression in writing.

(b) As in GRAMMAR—(except notes and appendix) with easy exercises in parsing and analysis.

2. LATIN:—As in *Collar and Daniell's First Latin Book*, to end of Chapter L., or any equivalent grammar, with easy translation and composition exercises. [The *Roman* (phonetic) pronunciation of Latin to be used in all grades].

3. FRENCH:—Bertenshaw's *Grammar*, Part 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. 1, 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," (Longmans' *Supplementary Readers Series*, 1|6).
 - (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" (two 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*; Macaulay's *Essay on Milton*. History of English literature as in *Meiklejohn*. For outside reading and theme writing: Mrs. Gaskell's *Cranford* (This may be obtained in the Pocket Classics Series published by the Macmillan Company, Toronto, at 25 cents).

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 2/6 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*. (All of these may be obtained in the Pocket Classics Series, published at 25 cents each by the Macmillan Company, Toronto).
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 Caractères*; 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 Gage's *Principles of Physics*.
- 10. BOTANY:—As in Bergen and Davis' *Principles of Botany*.
- 11. CHEMISTRY:—As in Storer and Lindsay's.
- 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 Classdo 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.

LEGISLATION, 1908.

CHAPTER 13.

An Act to amend Chapter 52, Revised Statutes, 1900, "The Education Act."

(Passed the 16th day of April, A. D., 1908.)

Be it enacted by the Governor, Council, and Assembly, as follows:—

1. Chapter 52 of the Revised Statutes, 1900, "The Education Act," is amended by adding thereto, after section 71, the following section:—

71A. (1) Every poor section determined under the provisions of section 14 of this Act, and the amendments thereto, which

(a) is isolated so as to be clearly impossible to be united with or absorbed into another school section or other school sections,

(b) is rated for sectional school rates on property assessed at a value of not more than \$3,000,

(c) has not within its bounds more than twelve families, and

(d) votes and collects for current school expenses at a rate of not less than two per cent. on the property ratable for sectional school rates, shall be known as a special poor section.

2. There may from time to time be paid to any special poor section out of the Provincial Treasury, upon the recommendation of the Inspector and the authorization of the Council of Public Instruction, such grant in addition to the extra aid provided for poor sections by this chapter as may be recommended by the Inspector; provided, however, that in no case shall the said grant exceed the amount voted and collected by the section as sectional school rates, nor in any case the sum of \$60.

COUNTY ACADEMY ENTRANCE EXAMINATION, TIME TABLE, JULY, 1908.

DATE.	TIME.	SUBJECT.
Thursday, 2nd July.	9 to 11 a. m.	2. English Language.
	2 to 3.30 p. m.	3. Drawing and Book-keeping.
	3.30 to 5 p. m.	4. Geography and History.
Friday, 3rd July.	9 to 11 a. m.	6. Mathematics.
	2 to 3.30.	5. General Knowledge.

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

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.

SPECIAL REGULATIONS FOR 1908.

At the examinations of 1908, candidates who already hold Pass certificates of Grades X or XI, may qualify for a Teachers' License in one of two ways:—

1. Under the regulations in force up to and including July, 1907. If supplementaries must be taken, 60% must be made; and a special supplementary examination in C Drawing and Book-keeping will be provided on Monday, July 6th, from 2 to 3 p. m.

2. By taking the 1908 examination for Grade X or XI, as the case may be, and by conforming to the new regulations as published in the October Journal, 1907.

PHYSICAL AND MILITARY DRILL (GRADE A).

By direction of the Minister in Militia Council, the Officer Commanding the Maritime Provinces Command, states "that it will be convenient at any time for schoolmasters who may desire to qualify in military drill as Cadet Instructors, to attend at Wellington Barracks, Halifax; but it would be better if a batch of applicants could attend at the same time and for the same length of time."

Several inquiries were made at Ottawa by individuals in Nova Scotia asking how they could take a course and qualify as Cadet Instructors. It is suggested that the Education Department should make it known that when any certain number would intimate their ability to attend in July or August, the Militia Department will arrange for their reception and instruction at Halifax.

The Superintendent of Education shall therefore be ready to intimate to the military authorities the names of those who may desire to take a course at Halifax, beginning July 14th,—the week following the High School examinations. The applications should be made not later than the last of June.

ACADIAN SCHOOL REGULATIONS.

ORDERED BY THE C. P. I.

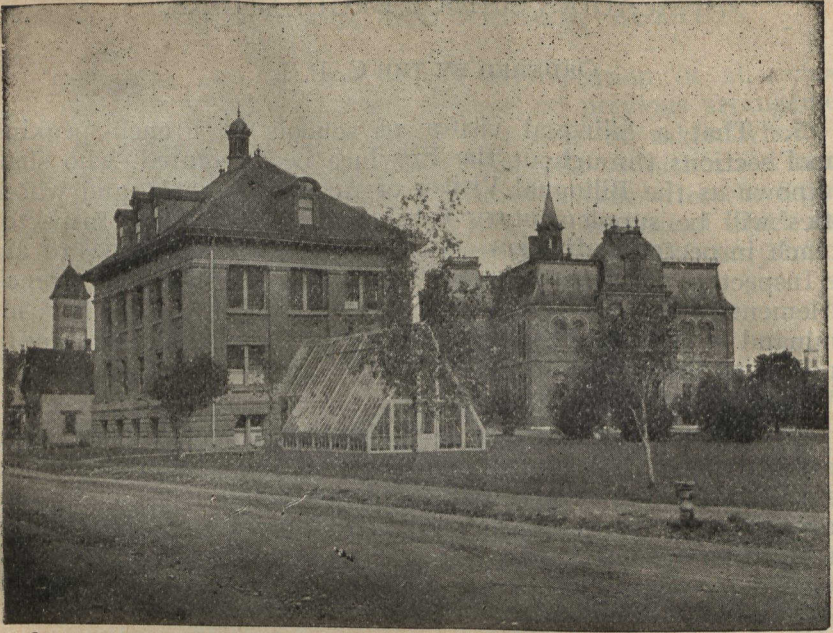
1. That a bilingual visitor of schools in French-speaking school sections throughout the Province be appointed, who shall be known as the Bilingual Visitor of Acadian Schools, and whose duties will be supplementary to those of the regular Inspector of each inspectorial division. It shall be his special duty to aid the Inspectors and Superintendent in making the schools in French settlements more efficient in every respect authorized by law, his command of the French language being intended to enable him to supplement as circumstances require, the work of the Inspectors.

In carrying out these general directions he shall, as far as possible, co-operate with the Inspectors, and like them also report monthly on his work to the Superintendent; and at the end of the year present a report on the state and progress of education in the Acadian schools in the different parts of the Province, with reasoned recommendations for such improvements as he may be able to specify.

2. A bilingual course of a few weeks shall be given free each year during vacation time in the Provincial Normal School at Truro, to French speaking teachers to prepare them to teach English colloquially to French pupils coming to school without a knowledge of English; in order that by the time the pupils have completed the first four grades of the public school program, all work of instruction can be carried on effectively thereafter in English. Travelling expenses to and from this course shall be paid at the rate of five cents per mile.

3. In schools where a large number of pupils attend who cannot understand English, the trustees are authorized to allow the use of the prescribed French Readers for such pupils, provided the teacher is capable of giving colloquial instruction in English, as specified in the foregoing regulation, and is giving it so effectively that by the end of the fourth year, the pupils can henceforward be effectively instructed through the medium of the English language. But no language except English shall be imperative on any pupil.

4. As many educational authorities believe a colloquial system (such as the Berlitz) to be the most expeditious and economical method of acquiring a new language, school trustees shall continue to be free to employ English speaking teachers under any such conditions as specified in the foregoing regulations.



PROVINCIAL NORMAL SCHOOL BUILDINGS, TRURO, N. S.

PROVINCIAL NORMAL SCHOOL,

TRURO, N. S.

DAVID SOLOAN, B. A., LL. B., Principal, Principles of Pedagogy, Language, History.
 JOHN B. CALKIN, A. M., Emeritus Professor of Psychology and Pedagogy.
 JAMES B. HALL, PH. D., Psychology, Civics, Method in Geography.
 OTTIE A. SMITH, Drawing, Calisthenics.
 J. ALPHONSE BENOIT, B. A., Method in Mathematics and Physics, French.
 EDWARD W. CONNOLLY, B. A., Hygiene, Physiology, Math. Drawing, Commercial
Branches.
 LESLIE C. HARLOW, B. Sc., B. S. A., Method in Nature Study, Biology, Chemistry.
 MRS. EDNA C. HARPER, B. A., Elocution, Literature, Music.

AFFILIATED INSTITUTIONS.

THE COLLEGE OF AGRICULTURE: M. Cumming, B. A., B. S. A., Principal.
 THE TRURO SCHOOL OF MECHANIC SCIENCE: F. G. Matthews, Principal.
 THE TRURO SCHOOL OF DOMESTIC SCIENCE: Jean A. Hamilton, Principal.
 THE TRURO KINDERGARTEN: Mrs. S. B. Patterson, Principal.
 DIRECTOR TEACHING PRACTICE IN TRURO SCHOOLS: James Barteaux, M. A.

The Provincial Normal School provides, without charge for tuition, courses of training for teachers who signify their intention to practice their calling in the Province of Nova Scotia.

Applicants for admission to the courses must present the High School pass certificate corresponding in grade to the diploma or license sought. License of Class A, B, C, or D, is granted to holder of H. S. certificate of grade XII, XI, X, or IX who obtains the Normal School diploma of corresponding rank.

Travelling expenses are paid at the rate of five cents per mile, each way, to students who intend to teach in Nova Scotia; so that the most distant parts of the Province are the most favored.

Board and lodging in Truro cost from \$2.50 to \$3.00 a week.

For information concerning the courses in Kindergarten and Domestic Science, apply to the Principals of those departments; and concerning the regular Normal School courses and Mechanic Science courses, apply to the Principal of the Provincial Normal School.

SUMMER COURSES.

AT THE PROVINCIAL NORMAL SCHOOL AND AGRICULTURAL COLLEGE, TRURO, N. S.

With a view to providing teachers an opportunity to extend their knowledge of the various Natural Sciences, to learn more of the methods of "Nature Study," and to obtain the "Rural Science Diploma," which is proposed to be granted hereafter in place of the "Agricultural Diploma" (entitling the holder to an extra provincial grant), a Summer School will be conducted at the above affiliated provincial institutions. The regular sessions will begin on Tuesday, July 14th, and continue until August 13th, and arrangements will be made for any who may wish to continue their studies beyond that date.

The subjects taught will be the various branches of Biology, Botany, Zoology, Entomology, Ornithology, Bacteriology, Chemistry, Physics, Meteorology, Soil Physics, Geology, Horticulture, Plant Propagation, School Gardens and their Management; Agriculture: Field Crops, Live Stock, Dairying; Manual Training.

This Course will partake largely of field excursions, laboratory work and such lectures as are necessary for direction in this work.

FACULTY OF THE SUMMER SCHOOL.

- M. CUMMING, B. A., B. S. A., Director and Lecturer in Agriculture and Bacteriology.
 J. DEARNESS, NORMAL SCHOOL, LONDON, ONTARIO, Lecturer in Biology and Nature Study.
 P. J. SHAW, B. A., Lecturer in Botany, Horticulture and Nature Study.
 L. C. HARLOW, B. SC., B. S. A., Lecturer in Chemistry, Soil Physics, Geology.
 J. A. BENOIT, B. A., Lecturer in Physics.
 F. G. MATTHEWS, Lecturer in Manual Training, Music and Photography.

Should there be a large enrolment of students, a further number of lecturers will be secured, whose names will be announced later. IN THIS CONNECTION, IT WILL GREATLY ASSIST THE MANAGEMENT IF INTENDING STUDENTS WILL MAKE APPLICATION FOR ENTRANCE ON, OR BEFORE JUNE 15TH. Students can, however, apply for entrance up to and including the opening day of the course.

In order to minimize the expenses of teachers attending this Course, the Provincial Government will pay transportation charges (railway, steamer and coach fares) of all teachers who complete the Course to the satisfaction of the instructors. Attention is also called to the fact that, under regulation 138 of the School Law, an additional week or two weeks of vacation may be obtained by teachers taking the Summer Course.

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

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

For further particulars apply to:—

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

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

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

(a)

PHOTOGRAPHY AND MUSIC.

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

(b)

PHYSICAL DRILL.

Proficiency in physical exercises is to be imperative on all public school teacher above Third Class (D). To give greater effectiveness to the regulations in the school-law dealing with physical drill in the schools, it is purposed, with the cooperation of the Militia Department of Canada, to provide an instructor in this branch during the session of the summer classes at the Provincial Institutions in Truro. Teachers will thus be enabled to qualify as instructors in physical drill in their schools as required by the new law.

(c)

CLASSES FOR BILINGUAL TEACHERS.

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

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

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

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

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

Under regulation 138, of the School Law, (see Manual of School Law) an additional week or two weeks of vacation may be obtained by teachers taking the summer course.



JOURNAL OF EDUCATION.

APRIL, 1908.

OFFICIAL NOTICES.

The full number of legal teaching days in the half year ended 31st January, was 108 ; in the second half year ending 3rd July next, there will be 107 days. Total teaching days for the year, 215.

CALENDAR, SUMMER, 1908.

- | | | |
|-------|-----|---|
| April | 20. | Fourth Quarter of school term begins. |
| May | 7. | Arbor Day. |
| | 22. | Empire Day. |
| | 25. | Victoria Day (holiday), last day to apply for Provincial Examinations. |
| | 31. | Inspector's List of Candidates, Prov.'Exam., sent to Education Office. |
| June | 29. | Regular Annual Meeting of School Sections. |
| July | 1. | Dominion Day. |
| | 2. | County Academy Entrance Examination begins. |
| | 3. | Public Schools close for summer Vacation. |
| | 6. | Provincial examinations begin; Last Day for Minutes of Annual Meeting sent to Inspector. |
| | 7. | Summer School of Science opens at Sackville, N. B. |
| | 11. | Last Day for Annual "Returns" sent to Inspector. |
| | 11. | M. P. Q. Examinations. |
| | 14. | Summer Courses at Normal School and Agricultural College, Truro; and Military School (Grade A), Halifax, begin. |
| | 18. | Last day for Inspectors' "Sheets" sent to Education Office. |
| Aug. | 24. | Summer School of Science at Sackville, N. B., closes. |
| | 1. | School Year begins. |
| | 31. | Regular opening of Schools; beginning of First Quarter of School Term. |
| Sept. | 2. | Provincial Education Association opens at Truro, in the Normal School Building. |
| Sept. | 7. | Labor Day (holiday). |
| Sept. | 8. | Opening date of schools whose teachers were in attendance at the Provincial Educational Association at Truro, and expect to be at a Teacher's Institute during the school year. |
| Oct. | 1. | Normal School opens at Truro. |
| Nov. | 9. | First Monday of Second Quarter. |

 DATES OF MEETINGS OF BOARDS OF DISTRICT SCHOOL COMMISSIONERS.

†HALIFAX, EAST—Thursday, May 7th.
 HALIFAX, WEST—Tuesday, May 26th.
 *HALIFAX, RURAL—Tuesday, June 16th.
 ††LUNENBURG AND NEW DUBLIN—Tuesday, May 5th.
 CHESTER,—Thursday, June 4th.
 SOUTH QUEENS—Thursday, May 7th.
 NORTH QUEENS—Thursday, June 11th.
 SHELBURNE—Friday, May 15th.
 BARRINGTON—Wednesday, May 13th.
 YARMOUTH—Thursday, June 4th.
 ARGYLE—Friday, June 5th.
 ANNAPOLIS, EAST—Friday, May 8th.
 ANNAPOLIS, WEST—Thursday, May 7th.
 DIGBY—Wednesday, May 6th.
 CLARE—Tuesday, May 26th.
 KINGS—Tuesday, May 12th.
 HANTS, WEST—Friday, May 15th.
 HANTS, EAST—Wednesday, June 17th.
 COLCHESTER, SOUTH—Tuesday, May 5th.
 †COLCHESTER, WEST—Thursday, May 7th.
 STIRLING—Tuesday, May 19th.
 CUMBERLAND—Friday, May 22nd.
 PARRSBORO—Tuesday, June 22nd.
 PICTOU, SOUTH—Wednesday, May 13th.
 PICTOU, NORTH—Friday, May 15th.
 ANTIGONISH—Wednesday, May 13th.
 GUYSBORO—Wednesday, May 27th.
 ST. MARY—Wednesday, June 10th.
 ***RICHMOND—Wednesday, July 8th.
 SOUTH INVERNESS—Tuesday, June 16th.
 **NORTH INVERNESS—Tuesday, May 19th.
 VICTORIA—Tuesday, May 26th.
 CAPE BRETON—Tuesday, May 19th.

*At Middle Musquodoboit; †At Sheet Harbor; ††At Bridgewater;
 Margaree Forks; *Saint Peters; ‡Great Village.

SPECIAL STATISTICS FOR 1908.

The THREE questions for columns 148, 149 and 150 in the REGISTER and ANNUAL RETURN are to be filled in this year as below:—

- 148. No. who are left-handed.
- 149. No. who are near-sighted.
- 150. No. who have been vaccinated.

DISTRICT SCHOOL COMMISSIONERS.

(Appointed April 23rd, 1908.)

- ANTIGONISH —Rev. Adrian Butts, Harbour au Bouche.
 Rev. A. Snelling, Antigonish.
 Rev. Finlay McIntosh, Antigonish.
- CAPE BRETON —Rev. Alexander Thompson, Glace Bay.
 Rev. Henry D. Barry, Mainadieu.
 Rev. J. W. McPhail, Port Morien.
- COLCHESTER, WEST—David Starritt, Upper Economy.
- STIRLING—David MacLeod, Denmark.
 Alexander Hayman, Denmark.
- INVERNESS, SOUTH —Angus B. Campbell, Iron Mines.
 Rev. John J. McNeil, Port Hawkesbury.
- INVERNESS, NORTH—A. A. Taylor, Margaree Harbor.
 Rev. Ronald Macdonald, Margaree Chapel.
 D. J. McLeod, Dunvegan.
 Donald H. MacKay, South Ainslie.
- PICTOU, SOUTH—Joseph H. Grant, Millstream.
- ARGYLE—Desire Comeau, Eel Brook.

(Appointed 16th May, 1908.)

- RICHMOND—Rev. John Fraser, Loch Lomond.
 Geo. W. Kyte, Saint Peter's.
 Kenneth McIntosh, Saint Peter's.
- INVERNESS, SOUTH—Rev. John J. McKinnon, Port Hood.

MANUAL TRAINING DIPLOMAS.

ISSUED SINCE THE PUBLICATION OF JOURNAL, OCTOBER, 1907.

DOMESTIC SCIENCE.

40. Jean Almyr Hamilton, Truro, Colchester County.
41. Helen Augusta MacKenzie, River John, Pictou County.

ERRATA.

October Journal, 1907, page 123, first column, add to the end of the list of Grade IX, Bridgetown candidates—Charlotte Evangeline Dargie,—400 IX.

October Journal, 1907, page 132, first column, fifth line, erase the name of Effie Ann LeBlanc—427 IX, and on page 131, second column, at the end of the Grade X candidates, Margaree Harbor, insert—Effie Ann LeBlanc—427 X.

October Journal, 1907, page 150, first column, fifth line of Pictou list, change "195 Second Rank" to "200 First Rank."

October Journal of 1907, page 25, first line of Prescriptions for English, read "Stopford Brooke (MacMillan & Co.) for reference" instead of "Stopford Brooke (Copp Clark) for reference."

Line 11, page 22, Education Report, 1907, should read:—

Digby—\$187.56, \$800.00, \$987.56, \$107.17, \$368.75, \$475.92, \$80.37, \$166.25, \$246.62, \$53.59, \$133.57, \$187.16.

On page 43 of this Journal, "East Mapleton, No. 62, Cumberland", was accidentally printed, but the C. P. I. has not ordered it to be placed on the *second* schedule.

EDITORIAL COMMENTS.

THE ADVISORY BOARD OF EDUCATION.

The Advisory Board of Education was in session from the 6th to the 9th of May; and its recommendations have been accepted by the Council. As it is important to have the program for the next school year intimated in advance, the JOURNAL OF EDUCATION was held over for the announcement.

The principle is accepted that the Universities can fairly be expected to do the work beyond the ordinary high school program of four years; and in the near future, it is hoped, that the Grade XII certificate may become the virtual matriculation standard of all the Universities likely to be recognized and coördinated in our provincial system of education.

It is an economical policy that our high schools should not, with their limited means, attempt to overlap the work of our many universities. Eight years of common school, and four years of high school work, is now being generally recognized in America, as the regular preparation for standard university courses.

HIGH SCHOOL HEADMASTERS.

Regulations 110 (a) and 110 (b) are published in advance of the details of the post-graduate examinations upon which they are to be based, in order that the general principle may be understood. It is hoped further details may be worked out in time for the October JOURNAL.

In the meantime it will be reassuring to know that all Class A teachers under the old regulations will be ranked under the new

regulations as High School Headmasters. We shall then have D, C, B, A, High School Master and High School Headmaster classes of Licenses, corresponding to the different Provincial Aid grants.

In this connection, County Academies which are specially subsidized High Schools, must make appropriate provision for advanced teachers in order to participate in the Academic Grant.

APPROPRIATE SALARIES.

Several years ago, \$750 was the minimum salary per teacher necessary to qualify a county academy for participation in the Academic grant. Owing to the general rise in the cost of living and general wages, \$900 will be the present equivalent of the old rate. It is proposed to have the legislature fix the minimum salary for county academies at this figure next winter. The interests of the country in education and fair play to a profession which cannot combine to raise its remuneration as other professions do, because its standard of admission, qualifications, etc., are controlled absolutely by the state, both demand it. School trustees are therefore notified of the actual trend so as to be prepared for the contingencies.

The Government is exerting itself to the limits of its financial powers to keep good teachers in the profession. The Provincial Grant has been increased beyond the old limits, for extra grants are given to teachers who have advanced beyond Class B, who received no extra recognition originally. Annuities are offered to induce them to remain in the profession. Extra grants are given them for school library work, school garden work, and physical training and drill. Within one year the estimates of the annual expenditure for education have risen from \$277,000 to \$315,000; and counting in the annual expenditure on technical elementary education it is \$30,000 more—\$345,000—an increase of \$68,000 per annum. And within another year the annual cost of the Technical College will be added. Adding to this the cost of Agricultural and other forms of technical education receiving attention, every one can easily see that it is more probable that some of the old education grants should be cut down rather than increased—especially if any accidents should check the growth of the Provincial Revenue, such as strikes in the collieries.

SCHOOL TRUSTEES AND RATEPAYERS—CONSIDER!

It is as impossible to keep up a supply of capable teachers without the fitting remuneration, as it is to compel people to work

at something which pays them less when they are free to work for something that pays them better. It cannot be done.

We are raising yearly more than twice as many new teachers as we need. Many of the best of them go abroad or into other employments at home. Yet we have more pupils at school for our population than any other country, and decidedly more doing work of high school grade. With a starving system of popular support in so many localities, we are accomplishing wonders to do what we are doing. It would be surprising, however, if our work under the circumstances should not be crowded with crudity, especially where trustees have to accept the services of new and untrained teachers whose eyes have scarcely been opened to the world in which they find themselves.

The Government has done the utmost financially possible. The people must now do their share. The rate of salary in many sections should be doubled, and in many others increased by one-half, in order to put teachers in the same relative position as they were a generation ago. If this is not done, it is the parents who will be hurt and not the teachers, for the best of these will move into other occupations. Parents with their children will be left at the mercy of those who cannot do better for themselves. And of all our temporal heritage our children are the most important part. This advice is, therefore, altogether in the interests of school trustees and parents—not at all, specially, in the interests of individual teachers, although it is in the interests of a sound teaching profession.

In the other provinces of Canada, in the United States, even in Prussia, there has been a growing scarcity in teachers for home schools. The Argentine Republic, one of the Spanish republics of South America, attracts teachers from Europe and the United States even, as the West does from the East in Canada; and after *thirty* years of service, they are retired on full salary payable in gold. This South American republic is in some respects intellectually and industrially ahead of Canada; and within a generation or two we may be comparatively primitive barbarians beside them. As yet only one Nova Scotia school section, the City of Halifax, has done its share for the pensioning of its faithful teachers. The rise and fall of intelligence and power in nations have their reasons in the internal conditions, such as we are now considering.

MINIMUM SALARIES.

Even in poor rural sections, the trustees should endeavor not to fall below the following scale of salary offered to teachers. Then

select the best teacher to be got. The teacher who accepts the lowest or any salary, is conscious of nothing except the want of money. The school board which appoints a teacher because she is the lowest tenderer, instead of being the *best* teacher it can select with the money at its disposal, is the scandal of local self-government.

	FEMALE.	MALE.
Class, Third	\$150	\$200
Class, Second	200	300
Class, First	300	450

Try the experiment. You will help the country by helping yourselves to the best teachers available, as soon as you can have the money voted, and before they are picked up elsewhere.

EMPIRE DAY,

The JOURNAL is issued too late this year to contain any specific instructions for the appropriate keeping of Empire Day on the 22nd of May. But the Province which was the first to make Empire Day a regular and legal annual institution may well be trusted to do its duty spontaneously, as the press of the country is reporting it is being enthusiastically done. The holiday—Victoria Day—will be held on Monday the 25th May, as the 24th falls on Sunday.

THE NEW VACATION REGULATION.

This regulation so far as it modifies the old regulations allows any school section to open school any time after the opening of the school year, the 1st of August, although the regular opening of the teaching term shall be as indicated in the calendar, page 153 preceding.

Again, it will allow schools closed during the winter to continue school opened in spring or summer with the approval of the Inspector right through the months of July and August without the loss of a day. But the regular mid-summer vacation time used for teaching during July shall for all purposes be considered as a part of the next school year normally commencing on the 1st day of August.

All teachers' returns, therefore, up to the close of the regular teaching term at the end of June or beginning of July, must be sent in to the Inspector during the first week of July; and all the time taught thereafter, shall be sent in during the first week of February.

This arrangement adopted by rural sections in concurrence with the advice of Inspectors, can be made to provide for a full year's work even should the school be closed from Christmas until the end of February. It will also allow such sections to utilize licensed university students who may be desirous of teaching during the midsummer vacation time.

SIMPLIFIED SPELLING.

From page 60 to page 98 we publish three of the more important bulletins of the Simplified Spelling Board—Nos. 14, 15 and 18. They emanate from the greatest authorities in English philology, representing Britain and America. As they are too lengthy and technical for the newspapers and magazines, they are republished here for the convenient information of our literary scholars. In the common schools we must follow the orthography of the text books prescribed. In fact, no person whose scholarship is not well known to the public should attempt to use the new spellings; for even were he using them correctly he might be deemed by busy men who have no time to revise their orthography or note what is being done in the world of letters, as illiterate. The old spelling must be considered correct as well as the new, or any combination of them, until the simpler and more correct forms are generally adopted.

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 and 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, as those who understand the principles of physical training will understand.

The edition appears at present to be exhausted, so that teachers who cannot obtain a copy will have a sufficient excuse for not using the system until it or an improved edition is forth coming.

The stations at which a "B Grade" Certificate may be obtained within a fortnight, from officers specially trained for the purpose, are specified in the last Education Report; the JOURNAL OF EDUCATION, October, 1907, pages 201 to 205; and as specified in the

different summer school programs in the present JOURNAL. The instruction will be free, and an effort is being made to obtain an extra bonus for it.

NORMAL AND AGRICULTURAL COLLEGE VACATION SCHOOL AT TRURO.

A sketch of this Summer School under Provincial auspices is given on page 151 preceding. There will be associated with it the Acadian Bilingual Course, and a Dominion Physical Training (Grade B) course from which the prescribed Physical Drill certificates imperative after 1908 on all teachers above *third* Class may be obtained. The minimum necessary transportation fare to and from this school will be paid by the Government. Standard certificates should be taken by those purchasing railway and other tickets, otherwise those neglecting must pay their own return fares.

SUMMER SCHOOL OF SCIENCE.

We have received from the Secretary of the Summer School of Science for the Atlantic Provinces, Mr. J. D. Seaman, Charlottetown, P. E. I., a copy of the annual announcement of the School, which will be in session from the 7th to the 24th of July, at Sackville, N. B.

The course of study of the School, which includes Botany, Chemistry, Geology, Drawing, Manual Training, English Literature Physiology, Physics, Zoology and kindred subjects, is clearly outlined.

The advantages of Sackville, with Mount Allison University and the other educational buildings and equipment, where the session is to be held, are fully detailed.

Teachers, and others interested in education, will find in this announcement information of interest to them. A copy will be sent to any who apply to the Secretary for it.

A Physical Training instructor is promised from the staff of the Militia Department, to enable Nova Scotian teachers to obtain the "B" certificate of Physical Drill imperative henceforth.

NATIONAL EDUCATIONAL ASSOCIATION, U. S. A.

The N. E. A. of the United States, meets this year in Cleveland, Ohio, from the 29th June to the 3rd July.

Two hundred of Cleveland's representative citizens, professional men, bankers, merchants and manufacturers have been energetically at work since the first of the year, preparing for this convention.

Cleveland anticipates an attendance at this convention of 50,000 people, making it the largest gathering in the history of the National Education Association. The greatest previous attendance was 35,000 at the Boston convention in 1903.

Accessibility, beauty and climate combine to make Cleveland one of the leading convention cities of the country, especially at the time of year chosen for the convention, when its advantages of position on the lake shore, its unrivalled parks and broad and shaded thoroughfares are especially appreciated.

Ample accommodations will be provided for the immense throng of the nation's educators. The guests will be housed in the numerous hotels and apartment houses and in thousands of private homes.

The meetings will be held in spacious auditoriums, halls and churches, available for convention purposes and conveniently located.

For information relating to the arrangements for the coming Convention, inquiries should be addressed to William G. Rose, Executive Secretary, Cleveland, Ohio.

The summer schools of the Chautauqua Institution will open on July 4th, just as the National Education Association Convention is closing its week of June 29 to July 3, at Cleveland. A little additional expense and time will enable teachers to take advantage of this opportunity for recreation and study at Chautauqua, the famous assembly grounds being about two hours' ride by rail from Cleveland. Beside the two hundred courses of the Chautauqua summer schools, there is likewise the usual Assembly program of lectures and addresses by famous lecturers and preachers, and various entertainments.

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.

SCHOOL SUPPLIES.

These were indicated in previous numbers of the JOURNAL, which see. To save printing they shall be only occasionally published hereafter.

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.

THE PROVINCIAL EDUCATIONAL ASSOCIATION, 1908.

The Provincial Educational Association which has now the privilege of electing two members to the next Advisory Board of Education, will meet in the Provincial Normal School building, at Truro, on Wednesday, Thursday and Friday, the 2nd, 3rd and 4th of September. The break of the term on Monday the 7th by Labor Day, which is a Dominion holiday, makes this week the most suitable for the Teachers' Biennial Convention.

Schools whose teachers are present in regular attendance as members or associate members shall be entitled to open school as late as the 8th of September—the day after Labor Day.

Attendance at the Provincial Educational Association counts as the equivalent of three teaching days when legally certified.

Attendance at a Teachers' Institute counts two days when similarly certified.

Should a Teachers' Institute be not held in an Inspectorial Division during the school year, it is ordered that those attending the Provincial Association can make up the remaining two days of the week on Saturdays, if necessary.

This arrangement obviates the interruption to school work within a week of school opening by Labor Day, in the case of those attending the Association, and gives a solid unbroken term thereafter. The time lost in teaching by attendance at recognized teachers' meetings is all taken out at the expense of the isolated week before Labor Day.

JOURNAL OF EDUCATION.

PUBLISHED AT HALIFAX, NOVA SCOTIA, ON THE 28TH DAY OF MAY, 1908.

CONTENTS.

	PAGE.
Council of Public Instruction, Inspectors, etc.	3
Provincial Aid paid to Teachers in February.	4
Amendments of School Law since Consolidation of 1900.	26
School Sections on Second Schedule. (Erratum, page 156.)	41
Regulations C. P. I., since Consolidation in Manual of 1901	48
Simplified Spelling Board Bulletin, No. 14—General.	60
“ “ “ “ “ 15—300 Words.	67
“ “ “ “ “ 18—Second List.	83
Staff Reports on Phenological Observations, 1907.	98
List of Schools reporting Phenological Observations.	111
The St. James Ragwort, (SENECIO JACOBÆA)	120
Revised Regulations (High School Examinations and Teachers Licenses) for 1908-9.	122
“ “ Time Table, July, 1909.	128
“ “ Licensing of Teachers, 1909.	131
“ “ M. P. Q. Examinations 1909.	133
“ “ Licenses, Classes A, B, C and D 1909.	137
“ “ County Academy Entrance Examinations.	138
“ “ High School Program, 1908-9.	139
“ “ “ “ “ Grade IX.	141
“ “ “ “ “ “ X.	142
“ “ “ “ “ “ XI.	143
“ “ “ “ “ “ XII.	144
Special Poor School Sections (Chap. 13, Statutes, 1908).	146
Time Table, County Academy Entrance Examinations.	147
Special Regulations and Notices.	147-149
Agricultural College and Normal Summer School.	151
Calendar of Summer Quarters.	153
Special Statistics for Teachers' Returns, 1908.	154
Errata in JOURNAL OF EDUCATION and REPORT.	155
Comments on various important Subjects.	155-160
Notices, Educational Conventions, etc.	161-163