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JOURNAL

24292  
485

OF

EDUCATION

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

NOVA SCOTIA

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APRIL, 1920.



Published by Order of the Legislature of Nova Scotia

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HALIFAX, N. S.:  
COMMISSIONER PUBLIC WORKS AND MINES,  
KING'S PRINTER.  
1920.

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PRINTED BY WM. MACNAB & SON, 7-9-11 BEDFORD ROW, HALIFAX, N. S.

# JOURNAL OF EDUCATION.

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THIRD SERIES, Vol. X.....No. 1—(Total No. 157.)

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SECOND SERIES: October, 1878, to August, 1892; XII Vols.,  
29 Nos.

FIRST SERIES: September, 1866, to August, 1877; 73 Nos.

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HALIFAX, NOVA SCOTIA, APRIL, 1920.

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

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

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**Geo. H. Thornton,** *Chief Clerk.*

**Miss M. Gladys McLeod,** *Stenographer.*

**PROVINCIAL AID**

**To Teachers employed in the Public Schools for the half year ended 31 January, 1920.**

	Number of Teaching Days employed.	Amt't paid to Teachers from Provincial Treasury.
Archibald, John T.	103	105 00
Bustin, Harry L.	103	75 00
Baltzer, Adelaide E.	103	75 00
Saunders, M. G.	103	75 00
Armstrong, George E.	103	60 00
Banks, B. S.	98	57 07
Beals, Helen D.	98	57 07
Cossitt, Ethel	61	35 53
Fowler, Ruth R.	103	60 00
Fulmer, Viola A.	99	57 66
Lloyd, Constance	103	60 00
Longmire, Flora C.	102	59 41
Munro, Adelaide	19	11 05
Parker, Bessie	14	8 14
Powell, Lillian M.	103	60 00
Roach, Dorothy M.	103	60 00
Smith, Marguerite I.	103	60 00
Smith, Mrs. A. B.	103	60 00
Swallow, Jessie P.	102	59 41
Turner, Gladys H.	103	60 00
Troop, Alice M.	103	60 00
Wheelock, Hattie M.	103	60 00
Bowlby, Cora	103	45 00
Buckler, Laura J.	103	45 00
Campbell, J. Pearl	96	41 93
Crouse, Sadie	91	39 75
Elliott, Muriel E.	103	45 00
Hall, Eunice A.	102	44 56
Harris, Mary H.	103	45 00
Hines, Celia G.	101	44 12
Mailman, Gladys V.	103	45 00
Porry, Mary A.	42	18 84
Parker, Pearl M.	103	45 00
Roy, Maud E.	103	45 00
Rowter, Mrs. Linda	98	42 80
Robinson, Mary J.	103	45 00
Steadman, Beulah M.	103	45 00
Slaunwhite, Muriel M.	102	44 56
Stevenson, Ethel M.	103	45 00
Watson, Annie S.	73	31 88
Banks, Olive I.	103	30 00
Bent, Lottie A.	103	30 00
Bishop, Ronald C.	84	24 46
Curry, Bertha H.	103	30 00
Conrad, Hazel E.	102	29 70
Fritz, Adelaide I.	103	30 00
Foster, Lena B.	102	29 70
Hogan, Laura H.	102	29 70

Illsley, Laura	52	15 14
Lantz, Dorothy L.	103	30 00
Marshall, Edith B.	103	30 00
MacArthur, Mary	101	29 41
McConnell, Kathleen A.	103	30 00
Morgan, Elizabeth E.	99	28 82
Palmer Vera E.	103	30 00
Payson, Laura K.	103	30 00
Phinney, Welma E.	103	30 00
Phinney, Helen E. M.	89	25 91
Rice, Violet M.	103	30 00
Ruggles, May I.	102	29 70
Slocomb, Emma A.	87	25 33
Smith, Evelyn I.	103	30 00
Shaffner, Mrs. Vivian	103	30 00
Waterman, Ruby	99	28 82
Watson, Florence	100	29 12
Young, Mary H.	99	28 82

**ANNAPOLIS EAST.**

**Poor Sections.**

Armstrong, Clara	101	39 22
Allen, Muriel L.	87	33 78
Barkhouse, Mae O.	103	40 00
Beardsley, Jemima A.	103	40 00
Gillis, Hazel M.	83	32 23
Horton, Caroline I.	103	40 00
Hicks, Mary M.	102	39 61
Spinney, Elizabeth	97	37 67
Troop, John	69	26 79

**Annuitants.**

Brown, A. D.	60 00
McGill, George	60 00
Richardson, Mrs. R. A.	60 00
Vitito, Helen A.	60 00

**ANNAPOLIS WEST.**

Ruggles, Lenfest	98	99 89
Reid, Laura H.	98	71 36
Buckler, Kathleen	98	57 07
Fraser, Katherine, A.	103	60 00
Fitz Randolph, Mary	103	60 00
Harris, C. Louise	85	49 50
Lent, M. Claire	103	60 00
Miller, Muriel J.	103	60 00
McCormick, A. E.	103	60 00
McCrae, Audrey A.	101	58 83
McCulloch, Alice E.	12	6 98
North, Marjorie	98	57 07
Troop, Marion L.	103	60 00
Thurber, R. E.	103	60 00
Wade, Edna M.	103	60 00
Whitman, Minnie C.	103	60 00
Bent, Susie A.	102	44 56
Campbell, Irma C.	100	43 69
Corkum, Prudence	99	43 24
Chute, Winnifred P.	103	45 00
Gaul, Ethel	97	42 87
Gilljatt, Hazel B.	103	45 00
Gillis, Josephine	103	45 00
Horsfall, Zaidee	83	36 25

Lane, Stella L.	102	44 56	Sister St. Zephyrin	98	57 07
Marshall, Carrie O.	102	44 56	Ahern, M. Bertha	103	45 00
Marshall, Anna M.	103	45 00	Ahern, Emma	103	45 00
Margeson, Hanna L.	98	42 80	Bray, Mary	20	8 72
Potter, Alice L.	103	45 00	Chisholm Catherine M.	103	45 00
Rawding, Mildred L.	69	30 13	Chisholm, Florence	102	44 56
Rice, Harriet	103	45 00	Chisholm, Margaret M.	82	35 81
Teed, Addie M.	103	45 00	Dunn, Florence C.	103	45 00
Banks, Edda L.	92	26 79	Macdonald, Harriett	103	45 00
Black, Elsie C.	102	29 70	Macdonald, Rose	98	42 80
Carr, Susie L.	97	28 24	Macdonald, Margaret M.	103	45 00
Chute, Mary A.	103	30 00	McEachern, Penelope	98	42 80
Croscup, Seretta M.	103	30 00	McGillivray, Mary F.	101	44 12
Dukeshire, Gladys M.	101	29 41	McInnis, Mabel	103	45 00
Fraser, Harold B.	103	30 00	McIsaac, Annie	103	45 00
Fraser, Kathryn C.	103	30 00	McIsaac, Florence M.	100	43 69
Fairn, Mildred	103	30 00	McIsaac, Mary	91	39 75
Gregory, Ella	20	5 82	McIsaac, Mary G.	98	42 80
Hirtle, Helen	51	14 85	McKenzie, Gertrude	98	42 80
Hutchinson, Welthie R.	101	29 41	McKeough, Annie	103	45 00
Hudson, Vera M.	103	30 00	Pettipas, W. Ambrose	103	45 00
Jackson, Ruth	101	29 41	Riley, Nellie Marie	102	44 56
Messenger, Lizzie	53	15 48	Sister St. Hugh	98	42 80
Neily, Nina	20	5 82	Sister St. John C.	98	42 80
Parker, Inez M.	103	30 00	Sister St. Mary Beatrice	98	42 80
Ritchie, Florence M.	103	30 00	Sister St. Mary Stella	98	42 80
Robertson, Anna E.	69	20 09	Sister St. Walburga	98	42 80
Troop, Lizzie F.	103	30 00	Sister Rose Berchmans	103	45 00
Wright, D. B.	103	30 00	Smith, Catherine	103	45 00
White, Alma A.	87	25 33	Tate, Catherine J.	103	45 00

**Poor Sections.**

Armstrong, Alice O.	87	35 78
Bishop, Olive G.	69	26 79
Bayer, Olivia	83	32 23
Cole, Leta C.	70	27 18
Mullen, Beulah I.	103	40 00
Purdy, Ethel J. T.	102	39 80
Reeks, Wm. H.	89	34 56
Sawler, Winnifred B.	48	18 64
Wright, Bessie H.	50	19 41

**Annuitants.**

Shaffner, S. C.		210 00
Harris, Louise C.	12 days	6 98
Jones, Watson C.		45 00

**ANTIGONISH.**

Boyle, James	79	80 53
Coady, Moses M.	79	69 03
Sr. St. Thomas des Anges	98	85 63
Macdonald, Annie Laurie	98	71 36
McNaughton M. Phoebe	98	71 36
Fuller, M. Freda	98	57 07
Gillis, Margaret	103	60 00
McInnis, Annie	84	43 92
McNaughton, Mary G.	98	57 07
Nichols, Mabel C.	102	59 41
Sister M. Leonora	103	60 00
Sr. St. Mary Paula	98	57 07
Sister St. Zephyrin	98	57 07
Ahern, M. Bertha	103	45 00
Ahern, Emma	103	45 00
Bray, Mary	20	8 72
Chisholm Catherine M.	103	45 00
Chisholm, Florence	102	44 56
Chisholm, Margaret M.	82	35 81
Dunn, Florence C.	103	45 00
Macdonald, Harriett	103	45 00
Macdonald, Rose	98	42 80
Macdonald, Margaret M.	103	45 00
McEachern, Penelope	98	42 80
McGillivray, Mary F.	101	44 12
McInnis, Mabel	103	45 00
McIsaac, Annie	103	45 00
McIsaac, Florence M.	100	43 69
McIsaac, Mary	91	39 75
McIsaac, Mary G.	98	42 80
McKenzie, Gertrude	98	42 80
McKeough, Annie	103	45 00
Pettipas, W. Ambrose	103	45 00
Riley, Nellie Marie	102	44 56
Sister St. Hugh	98	42 80
Sister St. John C.	98	42 80
Sister St. Mary Beatrice	98	42 80
Sister St. Mary Stella	98	42 80
Sister St. Walburga	98	42 80
Sister Rose Berchmans	103	45 00
Smith, Catherine	103	45 00
Tate, Catherine J.	103	45 00
Beaton, Sarah	89	25 91
Brean, Mary Jane	89	25 91
Cameron, Mary J.	89	25 91
Carter, Ethel B.	103	30 00
Chisholm, Cecelia	102	29 70
Crispo, Sadie Ellen	103	30 00
Doyle, Theresa	98	28 53
Des Lauriers, Charlotte	103	30 00
Duggan, Mary	102	29 70
Fitzgerald, Mary M.	103	30 00
Garvie, William	86	25 04
Gillis, Lillian M.	89	25 91
Gillis, Mary M.	102	29 70
Kennedy Catherine	103	30 00
Meagher, Francis	78	21 26
McAdam, Mary	103	30 00
Macdonald, Martha	101	29 41
Macdonald, Christina	84	24 46
Macdonald, Regina	77	22 42
Macdonald, Isabel	88	25 62
Macdonald, Cassie E.	103	30 00
Macdonald, John A.	89	25 91
Macdonald, Isabel	29	8 44
McDonnell, Mary M.	78	22 71
McIsaac, Mary	101	29 41
McIsaac, Annie J.	75	21 84
McInnis Mrs. Anastasia	90	26 21
McInnis, Sarah Eleanor	89	25 91
McLellan, Sadie M.	96	27 95
McLean, Margaret A.	88	25 62
Roberts, Alice	102	29 70
Stewart, Catherine A.	89	25 91
Stewart, M. Margaret	89	25 91
Sister F. Paula	103	30 00
Webb, M. Bernadette	102	29 70



**Poor Sections.**

Brophy, Gertrude	89	34	56
Cameron, Mary A.	89	34	56
Cameron, May	89	34	56
Chisholm, Florence A.	89	34	56
Gorman, Kathleen	89	34	56
Hanrahan, Elizabeth	89	34	56
Hierlyhie, Anna May	86	33	39
Macdonald, Mary E.	70	27	18
McLean, Margaret I.	66	25	63
McMaster, Catherine I.	89	34	56

**Special Poor Sections.**

Stewart Mills	66	19	22
College Grant	89	25	92

**Consolidation.**

Georgeville	103	30	00
West River	206	60	00

**Assistants.**

Macdonald, Donald J.	79	23	00
Macdonald, Hugh J.	79	15	33

**Annuitants.**

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

**CAPE BRETON.**

Bingay, James	103	105	00
Cameron, Guy E.	98	85	63
Creelman, William A.	103	105	00
Davidson, Milton D.	98	99	89
Ellis, Russel	98	85	63
MacKay, Annie	98	85	63
MacLean, Christina O.	17	17	32
McWhinnie, Elizabeth	98	85	63
Stewart, Frank I.	98	85	63
Bearse, Esther R.	98	71	36
Bishop, Annetta C.	103	75	00
Bissett, Clarence W.	98	71	36
Brehaut, Charlotte E.	98	71	36
Brody, Esther	98	71	36
Coldwell, Ray L.	94	68	45
Crowell, Wilfrid R.	97	70	63
Duchemin, E. Parker	98	71	36
Finlayson, Duncan K.	90	65	53
Fougere, Timothy A.	98	71	36
Fownes, Ella M.	98	71	36
Israel, Doris	98	71	36

Johnston, Elinor S.	103	75	00
Keefe, Agnes C.	98	71	36
Macdonald, Alice H.	96	69	90
MacDonald, Josephine	97	70	63
McDougall, M. Lexina	98	71	36
MacKay, Georgina M.	97	70	63
McKenna, Pauline	85	61	89
MacKinnon, Alice B.	98	71	36
MacKinnon, Florence E.	98	71	36
MacKinnon, Jessie	98	71	36
MacLean, Jessie B.	85	61	89
MacLeod, Isabel M.	98	71	36
McMahon, Marjorie	98	71	36
McNeil, Donald	98	71	36
MacQueen, Margaret J.	103	75	00
Matheson, Benedict M.	77	56	07
Meagher, C. Hilda	69	50	25
O'Brien, Mary E.	97	70	63
Purcell, Mary Hilda	103	75	00
Reeves, Robert L.	97	70	63
Reid, Agnes I.	103	75	00
Sister M. Joseph	73	53	16
Sister M. Vincent	98	71	36
Sister S. Gertrude	98	71	36
Stephens, Gladys	98	71	36
Spracklin, Baxter G.	103	75	00
Allen, Ethel M.	98	57	07
Bannerman, Margaret	98	57	07
Bayer, Isabel F.	98	57	07
Bissett, Clara V.	98	57	07
Boone, Alice C.	97	56	49
Bowden, Annie	103	60	00
Bown, Eleanor F.	98	57	07
Bown, Violet E.	98	57	07
Boyd, Christina	98	57	07
Brown, Elizabeth C.	98	57	07
Campbell, Annie	98	57	07
Campbell, Flo. D.	97	56	49
Campbell, Jessie	98	57	07
Campbell, Lizzie M.	97	56	49
Carter, Irma E.	97	56	49
Chisholm, Catherine	98	57	07
Connors, Irene B.	98	57	07
Dawe, Elizabeth S.	103	60	00
Edgecombe, Ethel L.	98	57	07
Ferguson, Lillian M.	103	60	00
Fraser, Cleveland J.	9	5	23
Fraser, Katherine	103	60	00
Fraser, Nellie	103	60	00
Howard, Clarence E.	103	60	00
Illsley, Dorothy E.	98	57	07
Ingraham, Carmita	98	57	07
Ingraham, Grettie I.	98	57	07
Gannon, Mary J.	96	55	91
Gates, Lena M.	52	30	28
Gough, Edna F.	98	57	07
Grant, Maria	98	57	07
Greenwell, Bertha L.	98	57	07
Gunn, Annie	98	57	07
Harries, Eliza E.	98	57	07
Hollett, Effie M. I.	103	60	00
Horton, Emma G.	96	55	91
Horton, Marjorie V.	96	55	91
Jeffrey, Dorothy M.	96	55	91
Johnson, Sara	103	60	00
Johnstone, Bertha E.	11	6	40

Kay, Mary Elizabeth	103	60 00	Sister M. Camillus	98	57 07
Kay, Mary Ethel	103	60 00	Sister M. Chrysostom	98	57 07
Kennedy, Mabel T.	97	56 49	Sister M. Cleophas	98	57 07
Kent, Mabel J.	97	56 49	Sister M. Ignatia	98	57 07
Knox, S. Edna	10	5 82	Sister M. Josepha	98	57 07
LeVatte, Emily J. E.	98	57 07	Sister M. Josita	98	57 07
Livingstone, Cassie	98	57 07	Sister M. Leonarda	98	57 07
MacCuish, Catherine G.	96	55 91	Sister M. Margaret	98	57 07
MacDonald, Catherine	98	57 07	Sister M. Mercedes	94	54 74
MacDonald, Jessie E.	103	60 00	Sister M. Ursula	98	57 07
MacDonald, Katherine	20	11 64	Sister Regina de Lourdes	98	57 07
MacDonald, Mary	20	11 64	Sister St. Agnes	83	48 34
Macdonald, Mary B.	60	34 95	Sister St. Andrew	103	60 00
MacDonald, Sarah A.	98	57 07	Sister St. Bernard	98	57 07
McDougall, Jean	98	57 07	Sister St. Clarissa	18	10 47
MacIntosh, Anna B.	98	57 07	Sister St. Jean	98	57 07
MacIntyre, Mary E.	78	45 42	Sister St. John N.	98	57 07
MacKenzie, Jessie	98	57 07	Sister St. John S.	103	60 00
MacKenzie, Josephine	98	57 07	Sister St. M. Dolores	98	57 07
MacKinnon, Helen E.	89	51 83	Sister St. Osmond	98	57 07
McLean, Christina	98	57 07	Sister St. Prisca	80	46 59
McLean, Edna	98	57 07	Sister St. Ursulina	98	57 07
McLean, Eleanor C.	9	5 23	Sister Teresa Joseph	96	55 91
McLean, John A.	2	1 16	Somers, Bernadette	103	60 00
McLean, S. Agnes	98	57 07	Stalker, Elizabeth J.	98	57 07
McLellan, Daniel	98	57 07	Stevens, Maude A.	97	56 49
McLennan, A. Josephine	98	57 07	Sutherland, Mary	94	54 74
McLennan, Eva J.	103	60 00	Tobin, Hilda M.	98	57 07
McLeod, Dollena	96	55 91	Trerice, Gladys M.	98	57 07
McLeod, Georgie N.	98	57 07	Watson, Anna M.	98	57 07
McLeod, Ida M.	87	50 66	Weatherbee, Ava R.	74	43 09
McLeod, Roger S.	98	57 07	Wilton, Richard T.	103	60 00
MacMillan, Katherine	103	60 00	Woodill, Arthur W.	103	60 00
MacMillan, Margaret K.	103	60 00	Allen, Harriett	103	45 00
McNeil, John J.	27	15 72	Boudreau, Cecile I.	9	3 92
MacNeil, Stella	98	57 07	Boutilier, Alice R.	102	44 56
McPherson, Ethel	97	56 49	Boutilier, Lily	98	42 80
McQuarrie, Mary C.	103	60 00	Boyle, Eileen S.	98	42 80
Martin, Katie	98	57 07	Boyle, Emma	103	45 00
Matheson, Maude H.	98	57 07	Brennan, Maude E.	20	8 72
Milburn, Verna V.	103	60 00	Cameron, Mary M.	100	43 69
Morrison, Annie E.	98	57 07	Campbell, Hazel J.	97	42 37
Munn, Ella M.	4	2 32	Campbell, Mary A.	97	42 37
Munro, M. Adelaide	20	11 64	Campbell, Mary M.	98	42 80
Nicholson, John A.	97	56 49	Cantwell, Margaret A.	102	44 56
Nicholson, Kate	98	57 07	Cash, Elizabeth J.	98	42 80
Nicholson, Mary	98	57 07	Coady, Lawrence B.	101	44 12
Nicholson, Mary A.	96	55 91	Costello, Georgina	98	42 80
O'Brien, Miles	103	60 00	Currie, Jessie	97	42 37
O'Connell, Bridget E.	98	57 07	Currie, Mary L.	98	42 80
O'Keefe, Margaret M.	98	57 07	Driscoll, Mary L.	98	42 80
Oram, Margaret B.	103	60 00	Evans, Beatrice	98	42 80
Peach, Annie C.	103	60 00	Farquharson, Annie	98	42 80
Peck, M. Emily	91	53 00	Ferguson, Elizabeth	103	45 00
Philips, Ella M.	98	57 07	Forgan, Pearle	103	45 00
Power, Winnifred L.	98	57 07	Fyfe, Magdalen M.	108	45 00
Riley, Edith F.	46	26 79	Fyfe, Nora	103	45 00
Romkey, Nellie L.	98	57 07	Giffin, Susie L.	88	38 43
Schurman, Sadie	88	51 24	Gillis, Isabelle	97	42 37
Scott, Katherine B.	98	57 07	Gillis, Mary J.	98	42 80
Sister A. Margaret	98	57 07	Gillis, Minnie	74	32 31
Sister A. Vincent	98	57 07	Grant Bertha A.	98	42 80
Sister Leo Joseph	98	57 07	Gustafson, Marjorie E.	103	45 00
Sister M. Aloyse	98	57 07	Hamilton, Agnes E.	98	42 80
Sister M. Ambrosia	98	57 07	Hennessey, Maude C.	103	45 00
Sister M. Andrea	98	57 07	Hillier, Bertha E.	90	39 31

Howie, Eva M.	103	45 00	Sister M. Veronica	98	42 80
Johnston, Agatha A.	83	36 25	Sister M. Xavier	98	42 80
Johnston, Ethel	94	41 06	Sister St. Aldric	103	45 00
Johnstone, Annie	103	45 00	Sister St. Alexander	103	45 00
Keats, Teresa	98	42 80	Sister St. Augustine	98	42 80
Kennedy, Mary	102	44 56	Sister St. Demetrius	98	42 80
Laffan, Mary H.	98	42 80	Sister St. Frances	103	45 00
Macaulay, Ida	95	41 49	Sister St. Genevieve	83	36 25
McCormick, Katherine	32	13 97	Sister St. Henedine	103	45 00
McCuish, Agnes C.	102	44 56	Sister St. John G.	43	18 77
Macdonald, Catherine	98	42 80	Sister St. M. Agatha	98	42 80
McDonald, Joanna	98	42 80	Sister St. M. Hector	98	42 80
McDonald, Katie A.	103	45 00	Sister St. Mary R.	98	42 80
MacDonald Loretta	98	42 80	Sister St. Olga	98	42 80
MacDonald, Mary J.	97	42 37	Sister St. Reginald	98	42 80
Macdonald, Nellie	89	38 87	Sister St. Roseline	98	42 80
McDonald, Sara	98	42 80	Simpson, Margaret J.	103	45 00
Macdonald, Sarah B.	98	42 80	Spencer, Mildred	89	38 87
Macdonald, Theresa	76	33 19	Spencer, Wilbert	97	42 37
McDougall, Mary	98	42 80	Stuart, Lillian G.	103	45 00
MacEachen, Anna M.	102	44 56	Traske, Elizabeth B.	96	41 93
MacIsaac, Margaret	98	42 80	Williams, Edith J.	97	42 37
MacIsaac, Margaret	98	42 80	Anderson, Mary	95	27 66
MacIsaac, Mary	98	42 80	Attwood, Ada	103	30 00
MacIsaac, Mary A.	102	44 56	Battersby, Ethel E.	83	24 17
McKenzie, Catherine A.	103	45 00	Beaton, Mary M.	98	28 53
McKenzie, Hannah	96½	42 15	Beaver, Lena M.	4	1 16
MacKinnon, Hilda	98	42 80	Boutin, Irene H.	4	1 16
MacKinnon, Jessie M.	98	42 80	Burke, Rosie T.	103	30 00
MacLean, Christine V.	98	42 80	Cameron, Eva	103	30 00
Maclean, Rachael I.	103	45 00	Campbell, Florence M.	98	28 53
McLellan, Annie J.	98	42 80	Campbell, Katie	15	4 36
McLellan, Mamie	98	42 80	Campbell, Margaret	98	28 53
McLeod, Christine	98	42 80	Carlin, Margaret	98	28 53
MacLeod, Tena H.	103	45 00	Chisholm, Bernard	98	28 53
MacNeil, Annie S.	97	42 37	Coady, Margaret A.	103	30 00
MacNeil, Mary C.	95	41 49	Costella, C. Gertrude	71	20 68
MacVicar, Mary	100	43 69	Fraser, Josephine	98	28 53
Martin Catherine A.	98	42 80	Fogarty, Eva K.	20	5 82
Maxwell, Annie M.	98	42 80	Forbes, Florence	98	28 53
Moore, Elizabeth	98	42 80	Gaudet, Mary	79	23 00
Morrison, Lottie M.	94	41 00	Gillis, Bertha	98	28 53
Morrison, Perle T.	98	42 80	Gillis, Jimima	103	30 00
Mullins, Mildred	98	42 80	Gillis, Seraphina	98	28 53
O'Keefe, Christine	94	41 06	Harrietta, Eliza	89	25 91
Orr, Isabel M.	103	45 00	Harris, S. Alexis	85	24 75
Partridge, Annie E.	98	42 80	Kavanagh, Sarah B.	72	20 97
Peach, Dora E.	102	44 56	Langwith, Beatrice	89	25 91
Penny, Beatrice I.	101½	44 34	Ling, Ethel G.	98	28 53
Phalen, Anna J.	103	45 00	MacAdam, Margaret	15	4 36
Power, Margaret E.	93	40 62	Macaulay, Christie	103	30 00
Prince, Dorothy B.	93	40 62	McCabe, Bright L.	102	29 70
Sargeant, Bertha H.	98	42 80	McCarthy, Nora M.	97	28 24
Sister M. Ambrose	98	42 80	McCormick, Mary	103	30 00
Sister M. Angelorum	98	42 80	McDaniel, Gertrude	89	25 91
Sister M. Christina	77	33 62	Macdonald, Annie	98	28 53
Sister M. Crescentia	98	42 80	McDonald, Christie A.	73	21 26
Sister M. Eulalia	98	42 80	MacDonald, Christina	103	30 00
Sister M. Gualbert	98	42 80	MacDonald, Florence K.	92	26 79
Sister M. Henrietta	11	4 79	MacDonald, Katherine	89	25 91
Sister M. Josephine	98	42 80	MacDonald, Kathrynne	74	21 55
Sister M. Lucina	98	42 80	McDonald, Margaret T.	75	21 84
Sister M. Oswald	98	42 80	McDonald, Mary S.	98	28 53
Sister M. Philippa	98	42 80	McDonald, Murdena	96	27 95
Sister M. Stephen	98	42 80	MacDonald, Teresa B.	103	30 00
Sister M. Thomas	98	42 80	McDougall, Anna M.	103	30 00

McDougall, Jessie	15	4 36
McGillivray, Mary	100	29 12
MacInnes, Margaret M.	98	28 58
MacInnis, Annie	100	29 12
MacInnis Catherine	69	20 00
McIsaac, Bessie	58	16 88
McIsaac, Mary	98	28 58
McKenzie, William D.	76	22 13
McKinnon, Mary	72	20 97
McKinnon, Margaret A.	103	30 00
McLean, Mary Jane	96	28 10
McLellan, Margaret A.	40	11 65
McLeod, Annie J.	88	25 62
McLeod, Hannah J.	103	30 00
McLeod, Margaret	70	20 89
McLeod, Sophia	102	29 70
McMullin, Elizabeth A.	101	29 41
McMullin, Mary M.	100	29 12
MacNeil, Jessie	78	22 71
MacNeil, Katie J.	98	28 58
MacNeil, Mary	97	28 24
McNeil, Mary E.	95	27 66
MacOdrum, William	103	30 00
McPhee, Marjorie C.	95	27 66
McRury, Christina A.	78	22 71
McSween, Elizabeth	89	25 91
Morrison, Anna F.	25	7 28
Munroe, Theresa M.	98	28 58
Nicholson, Agnes	98	28 58
Nicholson, Christie A.	98	28 58
Nicholson, Gertrude	40	11 65
Nicholson, Jessie	98	28 58
Nicholson, Kathryn A.	103	30 00
Nickerson, Margaret J.	78	22 71
Nicoll, Amy G.	103	30 00
O'Handley, Joan	98	28 58
Orr, Margery	103	30 00
Pendergast, Irene	98	28 58
Purcell, Mary	20	5 82
Reid, Blanche	98	28 58
Sister M. Dorotheus	98	28 58
Sister M. Ignace	98	28 58
Sister M. Isabel	98	28 58
Sister M. Lucille	98	28 58
Sister St. Ann	98	28 58
Sister St. Catherine	98	28 58
Sister St. Gregory	98	28 58
Sister St. Mary	98	28 58
Sister St. Thomas	98	28 58
Smith, Mary A.	98	28 58
Spencer, Dora L.	103	30 00
Spencer, Greta M.	97	28 24
Spencer, Lenora R.	103	30 00
Somers, Elizabeth C.	96	27 95
Stewart, Ethel M.	103	30 00
Tompkins, Julia A.	81	23 59
Verner, Isabel R.	103	30 00
Walker, Sarah M.	103	30 00
Walsh, Elizabeth	98	28 58
Watkins, Isabel	100	29 12

**Poor Sections.**

Dillon, Lenora M.	97	37 34
Ferguson, Elizabeth A.	67	25 78
Gillis, Margaret	71	27 34

Gillis, Mary A.	89	34 26
Grant, Irene A.	75	28 87
Lahey, Martha R.	83	31 95
Lawler, Monica	4	1 58
McArthur, Annie M.	89	34 26
McArthur, Margaret A.	86	33 11
McInnes, Annie J.	82	31 58
MacIntyre, Effie A.	87	33 50
McKenzie, Mabel	89	34 27
McKinnon, Agnes M.	100	38 50
McLean, Margaret A.	80	30 82
McLean, Margaret F.	61	23 48
MacLeod, Jennie M.	102	39 26
McMillan, Alexandrina	85	32 72
McMullin, Mary M.	89	34 25
Nicholson, Elizabeth	87	33 49
O'Handley, Mary A.	76	29 26

**Consolidation.**

The Meadows	100	29 12
Ocean View	89	25 91
East Bay	98	57 06
Eskasoni	15	4 86

**Assistant.**

MacIsaac, Bessie	38	7 37
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**Annuitants.**

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

**COLCHESTER SOUTH.**

Davis D. G.	103	105 00
Dodds, Agnes	98	85 63
Mosher, Chesley G.	98	85 63
Richardson, Lois A.	98	85 63
Spinney, Mary E.	98	85 63
Doane, Wm.	98	71 36
Fitch, J. H.	98	71 36
Clarke, Erma B.	87	63 35
Lipsett, Beryl S.	103	75 00
Burton, D. Angus	20	11 64
Fulton, Olive J.	103	60 00
Moran Sadie A.	103	60 00
McNutt Orpha	103	60 00
Olive Violet	48	27 95
Waugh, Elsie	103	60 00
Archibald, Violet	103	60 00
Brown, Mary	58	30 86
Barnhill, Ada L.	103	60 00
Bent, Cynthia Jane	103	60 00
Cottam, Hazel	103	60 00
Corbett, Elsie G.	103	60 00
Carver, Ida N.	103	60 00

Davis, Mary T.	103	60 00
Dickson, Hattie D.	98	57 07
Douglas, Blanche	103	60 00
Grant, Annie M.	103	60 00
Hay, Fiona	103	60 00
Hartley, Ruby	83	48 34
Heal, Olivia	103	60 00
Jackson, R. Ruth	103	60 00
Lodge, Myrta	103	60 00
Lumsden, G. S.	50	29 12
Lindsay Stella	103	60 00
Leslie, Alice B.	96	55 91
Leslie, Pearl H.	102	59 41
Logan, Mary D.	91	53 00
McKay Mineola	103	60 00
McLennan, Florence	103	60 00
McCully, Marjory	103	60 00
McMinn, Georgie	103	60 00
McLeod, Dolenna, J.	103	60 00
McCulloch, E. Dell	103	60 00
McLaughlin, R. C.	102	59 41
McLaughlin, Cora B.	103	60 00
Marshall, Kathleen	103	60 00
Putnam, H. Claire	103	60 00
Simpson, Elsie J.	103	60 00
Sawyer, Olividena	98	57 07
Smith, Mary B.	103	60 00
Trerice, Ruth B.	93	54 16
Weldon, Edith	103	60 00
Vaughn, Hilda	103	60 00
Withrow, E. B.	103	60 00
Archibald, Minnie E.	55	24 02
Archibald, Bessie L.	98	42 80
Bailey, Susie G.	87	37 99
Cann, Muriel A.	103	45 00
Crouse, Alice M.	103	45 00
Cox, Leta	103	45 00
Cox, E. Sarah	100	43 69
Cox, Janetta	102	44 56
Cavanagh, Evelyn J.	103	45 00
Creelman, E. Marie	80	34 94
Davies, Mabel E.	103	45 00
Dimock, Eva M.	103	45 00
Dimock, Georgie C.	87	37 99
Graves, Stella	103	45 00
Goodwin, Minnie	103	45 00
Higgins, Christena	88	38 43
Higgins, Lillian J.	95	41 49
Kent, Florence S.	103	45 00
Langille, Ada L.	75	32 75
McKay, Elizabeth M.	102	44 56
McRea, Beatrice	51	22 27
Semple, Cecelia J.	99	43 24
Smith, Minnie B.	84	36 68
Creelman, Floyd E.	101	29 41
Davis, Blanche	103	30 00
Fulton, Annie	79	23 00
Hayman, Nina	84	24 46
Hubley, Gladys J.	103	30 00
Hughes, Dorothy Jean	103	30 00
Henderson, Craig	28	8 15
Horton, Mrs Minnie	44	12 81
Johnson, Annie L.	99	28 82
Lynds, Adelaide	98	27 08
McLean, Elizabeth	94	27 37
McCulloch, Mabel E.	84	24 46

Rose, Estella	84	24 46
Rutherford, Jessie E.	50	14 56
Reynolds, Margaret	98	28 53
Smith, Elizabeth F.	15	4 36
Scott, Elsie M.	78	22 71
Thompson, Ruby	91	26 50
Wilson, Katherine	86	25 04

Poor Sections.

Hill, Ruby F.	97	37 67
McCallum, Elizabeth L.	99	38 45
McNutt, Rose	103	40 00
Tattrie, Viola May	73	28 34

COLCHESTER NORTH.

Hanna, Violet A.	98	57 07
Houghton, Cytherea	73	42 51
Murray, Agnes	103	60 00
McKay, Lena A.	102	59 41
Reid, Minnie V.	103	60 00
Aitchison, Annie B.	100	43 69
Foster, Viola E.	103	45 00
Harris, Mattie T.	101	44 12
Langille, Annie M.	102	44 56
Malcolm, Jennie	103	45 00
Miller, Agnes M.	103	45 00
McKay, Marion A.	103	45 00
Murray, Anna	103	45 00
McGill, Letitia	103	45 00
McIntosh, Fannie V.	98	42 80
Thompson, Ada W.	100	43 69
Aitchison, Minnie	101	29 41
Cox, Greta K.	48	13 97
Douglas, Bessie J.	103	30 00
McDonald, Mary E.	97	28 24
McKay Isabel E.	100	29 12
McKay, Helen M.	93	27 08
McLeod, Margaretta	98	28 53
McPherson, Lillian	15	4 36
Stevenson, Frances E.	103	30 00
Sutherland, Gladys J.	102	29 70

Poor Sections.

Hayman, Florence	94	36 50
Murray, B. Jean	97	37 67
Toole, G. Magnolia	95	36 89

COLCHESTER WEST.

Fullerton, Sadie R.	103	75 00
Cottam, Muriel	103	60 00
Creelman, Muriel	97	56 49
Eaton, Vera H.	64	37 27
Freeman, Annie M.	103	60 00
Geldert, Josie B.	103	60 00
Lockhart, Edna	84	19 79
Lynda, H. Jean	103	60 00
Peppard, Ruth R.	103	60 00
Vance, Emma Maud	103	60 00

Warner, Mildred B.	101	58 83	Edwards, Elsie	103	60 00
Black, Dorothy C.	103	45 00	Fife, Cynthia	103	60 00
Cottam, Irene	103	45 00	Fullerton, Jane R.	103	60 00
Fife, Julia B.	103	45 00	Glennie, Edith	98	57 07
Fulmore, Della C.	101	44 12	Harrison, Irene	98	57 07
Harpell, Mabel L.	102	44 56	Hunter, Augusta	103	60 00
Morrison, Mrs. Ida	29	12 66	Kennedy, Gladys	98	57 07
McElhinney, Greta M.	103	45 00	Lake, Pauline	103	60 00
McKinnon, Margaret	78	34 06	Lavers, Winnifred	78	45 42
O'Connell, Mary I.	103	45 00	Lawlor, Rose	103	60 00
Slack, Alice R.	103	45 00	Lindsay, Grace	103	60 00
Wilson, Bertha	103	45 00	Little, Flora	97 $\frac{1}{2}$	56 78
Bulmer, Sarah M.	86	25 04	Logan, Susie	93	54 16
Cooper, Bella	94	27 37	Moss, Jessie	97	56 49
Doyle, Velma M.	64	18 63	Moss, Winnie	95	55 33
Durning, Allan R.	63	18 34	Mott, Effie	78	45 42
Fullerton, Emma M.	101	29 41	Murray, Annie	97	56 49
Fisher, Leo	14	4 07	McCarthy, Vila	98	57 07
Hegan, Jean	86	25 04	McDonald, Joan	98	57 07
Lockhart, Lillian M.	102	29 70	McKenzie, Anna	97	56 49
Layton, Mary A.	91	26 50	McLean, Annie	20	11 64
McBurnie, Leona A.	103	30 00	McLellan, Sadie	100 $\frac{1}{2}$	58 54
McCully, Florence	103	30 00	McPherson, LeEtta	97	56 49
McElmo, Carrie	7	2 04	Newman, Carrie	97	56 49
McIntosh, Gladys	102	29 70	Nodwell, C. P.	97	56 49
Soley, Alice	35	10 18	Palfrey, Mary	98	57 07
Patterson, Alice	103	30 00	Reid, Evelyn	98	57 07

**Poor Sections.**

Cove, Gladys	89	34 56
Doyle, Lena	64	24 85
McLellan, Viola	101	39 22

**CUMBERLAND.**

Campbell, Jessie B.	39	34 07	Ripley, Georgina	98	57 07
Campbell, Jessie B.	59	60 14	Schurman, Gladys	98	57 07
Lay, E. J., Estate of	39	39 75	Secord, Muriel	98	57 07
Muise, J. B.	98	85 63	Shortt, Josephine	103	60 00
McLean, Viola B.	20	17 47	Soley, Mary	97	56 49
Black, Catherine	98	57 07	Soley, Emma	97	56 49
Doyle, Gertrude	99	72 08	Staples, Verda	101	58 88
Hamilton, Mary	98	57 07	Taggart, Evelyn	20	11 64
Maxner, M. O.	78	56 80	Tait, Nellie	98	57 07
Moss, Alva	97	70 63	Thompson, Minnie	101 $\frac{1}{2}$	59 12
Ripley, R. N.	102	74 27	Urquhart, Grace	102	59 41
Rouse, I. B.	98	71 36	Wilson, Edith	98	57 07
Atkinson, Emma	97	56 49	Zwicker, Flora	83	48 34
Bishop, Josephine	19	11 05	Beckwith, Winnifred	94	41 06
Blanche, Julia	97	56 49	Berry, Ella	101	44 12
Boran, E. S.	97	56 49	Black, Annie	98	42 80
Boss, Maude	98	57 07	Blenkhorn, Ethel	102	44 56
Brannen, W. E.	103	60 00	Brown, Annie	97	42 37
Burbine, Eva	103	60 00	Brownell, Etta	103	45 00
Campbell, Helen	78	45 42	Brundage, Katherine	97	42 37
Carlyle, Jane	20	11 64	Bryson, Lou	89	38 87
Chapman, Evelyn	101 $\frac{1}{2}$	59 12	Cameron, Annie	98	42 80
Charman, Jennie	103	60 00	Chandler, Nellie	103	45 00
Clark, Adelia	103	60 00	Chapman, Edith	98	42 80
Coates, Hazel	78	45 42	Chapman, Flora	98	42 80
Conway, Jean	97	56 49	Cockrane, May	97	42 37
Conway, Isabelle	97	56 49	Craig, Muriel	98	42 80
Downes, Esther	98	57 07	Deckman, Clara	98	42 80
			Devine, Susie	97	42 37
			Dewar, Eva	97	42 37
			DeWolfe, Myrtle	101	44 12
			Dyas, Katherine	103	45 00
			Gallager, Adelaide	98	42 80
			Graham, Gladys	102	44 56
			Hartling, Vila	103	45 00
			Jeffers, Myrtle	102	44 56
			King, Nellie	97	42 37
			Lamb, Ferne	102	44 56



**Annuitants.**

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

**Rural Science Trav. Teacher.**

Boss, Marjorie	118	75	00
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**PARRSBORO.**

Gunn, Anna	103	75	00
Lowther, Anna	102	74	27
Morash, Sarah	102	74	27
Allen, Vera	102	59	41
Canning, Edith	102	59	41
Chalmers, Hazel	102	59	41
Chapman, C. B.	102	59	41
Freeman, Una	103	60	00
Loomer, Muriel	103	60	00
Morris, Elizabeth	103	60	00
O'Mullen, Mary	102	59	41
O'Regan, Ellen	102	59	41
Silver, Effie	102	59	41
Walker, Jean	103	60	00
Welsh, Mabel	102	59	41
Wickwire, Olive	102	59	41
Brown, Violet	68	29	70
Cook, Leona	103	45	00
Duffy, Marie	102	44	66
Harrington, Ada	103	45	00
Jewers, Beatrice	103	45	00
Kerr, Minnie	103	45	00
Pugsley, Helen	103	45	00
Turple, Thelma	103	45	00
Ward, Cora	102	44	66
Brown, Inez	97	28	24
Davison, Laura	102	29	70
Duffy, Gladys	96	27	95
Fullerton, Sarah	103	30	00
Gavin, Margaret	102	29	70
Johnston, Mabel	84	24	46
Lamb, Myrtle	75	21	84
McCallum, Martha	103	30	00
McLeod, Beryl	88	25	62
Sears, Genevieve	90	26	21
Smith, Emma	103	30	00
Ward, Emma	103	30	00
Willigar, Cora	87	25	33

**Poor Sections.**

Milton, Effa	18	6	99
Yorke, Lillian	64	24	85

**Consolidation.**

Advocate	30	00
pencer's Island	30	00

**DIGBY.**

Harding, Malcolm K.	97	98	87
Titus, Elva B.	97	70	63
Coggin, Adelaide M.	98	57	07
Crowell, Gladys R.	93	54	16
Crocker, Cornelia G.	97	56	49
Eaton, Leta	17	9	89
Gibson, Blanch O.	98	57	07
Hamilton, Ada J.	103	60	00
Johnson, Laura	103	60	00
Kent, Alice	35	20	33
Knowlton, Cassie	98	57	07
Morehouse, Gladys E.	103	60	00
Prime, Daisy R.	94	54	74
Raymond, Viola	102	59	41
Robinson, Emma G.	98	57	07
Roney, Annie I.	103	60	00
Small, Elenora	53	30	86
Thurber, Samuel E.	103	60	00
Turnbull, Bessie B.	98	57	07
Walsh, Grace B.	103	60	00
Young, Alva J.	103	60	00
Young, Ermena	103	60	00
Cameron L. Gertrude	103	45	00
Cossaboom, Ethlyn B.	103	45	00
Gibbons, Thomas	102	44	56
Melanson, Eunice A.	103	45	00
Morrell, Dorothy R.	97	42	37
Schmidt, June S.	102	44	56
Bailey, Maria E. V.	89	25	91
Bishop, Freda	98	28	53
Brooks, Maud D.	84	24	46
Chipman, Helen	89	25	91
Comeau, Mabel S.	100	29	12
Cossaboom, Annie K.	89	25	91
DeForest, Hazel L.	103	30	00
Eldridge, Reta	103	30	00
Franklin, Frances	103	30	00
Haight, Ingeborg	78	22	71
Hayden, Violet E.	82	23	88
Jeffrey, Marion	103	30	00
Longmire, Vivian	103	30	00
Mallette, Phyllis	94	27	37
Outhouse, Florence E.	103	30	00
Poole, Wylie E.	103	30	00
Purdy, Kathryn W.	98½	28	68
Prime, Lenetta	103	30	00
Robbins, Mildred	98	28	53
Stevens, Winnifred C.	65	18	92
Thibodeau, Catherine	103	30	00
Thurber, Bessie G.	103	30	00
Veinot, E. C. Ruth	41	11	94
Welch, Fannie A.	103	30	00

**Poor Sections.**

Bruce, Gladys	87	33	78
Carty, Beulah B.	87	33	78
Cosman, Vernon S.	103	40	00
Chute, Eva C.	103	40	00
Eldridge, Mary I.	59	22	91
Fowler, Pearle	77	29	90
Marshall, Edna I.	98	38	06
Morehouse, Ethel L.	83	32	23
Steele, William E.	89	34	56



; Annuitant.

Goodwin, Emma	45	00
Sulis, Ada L.	45	00
Smallie, Mary	30	00

CLARE.

Amerault, Estelle	101½	59	12
Belleveau, Zeta	100	58	25
d'Entremont, Arteneze M	103	60	00
Sister M. Madeline	103	60	00
Sister M. Cecile	103	60	00
Bourque, Estelle	103	45	00
Belliveau, Marie A.	103	45	00
Comeau, M. Azelle	103	45	00
Comeau, Annie E.	103	45	00
Comeau, M. Elizabeth	98	42	80
Comeau, Artemise	103	45	00
Doucet, M. Adele	103	45	00
Deveau, M. Eulolie	80	34	94
d'Entremont, M. Laura	103	45	00
LeBlanc, Elizabeth M.	103	45	00
LeBlanc, M. Sarah	103	45	00
LeBlanc, M. Rose	103	45	00
LeBlanc, Mrs. Urbain	98	42	80
LeBlanc, Estelle	103	45	00
LeBlanc, Mary L.	103	45	00
LeBlanc, Mary A.	103	45	00
Robichaud, Marie Lea	103	45	00
Robichaud, Marie	102	44	56
Saulnier, Fedora M.	103	45	00
Saulnier, Laura E.	103	45	00
Sister M. Modesta	103	45	00
Sister M. Anthony	103	45	00
Surette, Rose A.	103	45	00
Thimot, M. Ellee	103	45	00
Bourque, Emma R.	103	30	00
Bourque, M. Catherine	97	28	24
Cann, Hazel	101	29	41
Comeau, M. Zelee	82	23	88
Geddry, Mary F.	102	29	70
McNeil, H. Eudora	101	29	41
Piper, Elsie J.	96	27	95
Saulnier, M. Pauline	97	28	24
Saulnier, M. Rose	103	30	00
Sabeau, Mabel M.	84	24	46
Smith, Florence	93	27	08
Surette, Annie E.	103	30	00
Sister M. Lucella	103	30	00
Sister M. Colextus	103	30	00
Therault Symphorien	103	30	00
Thimot, Marie Elsie	103	30	00

Poor Sections.

Bowlby, Charlotte	72	27	95
Comeau, Margaret M.	103	40	00
Durkee, Dorcas G.	84	32	62
LeBlanc, M. Marguerite	102	39	61
Melanson, M. Celeste	65	25	24

Annuitant.

Sister M. Ursula	45	00
LeBlanc, Symphorien	30	00

GUYSBORO.

Dill, George W.	88	89	69
Mattatall, Florence	103	75	00
Coady, Agnes R.	103	60	00
Hirtle, Pearl Lavinia	103	60	00
Hurst, Antoinette G.	103	60	00
LeBlanc, Marie E.	98	57	07
Lukeman, Eva H.	103	60	00
McGillivray, Amelia	103	60	00
McLeod, Mary M.	102	59	41
Rogers, Mary E.	98	57	07
Ross, Lydia J.	103	60	00
Self, Mrs. Carrie	103	60	00
Stuart, Anna I.	103	60	00
Burns, Eva	102	44	56
Cameron, Annie M.	103	45	00
Goodwin, Leda M.	103	45	00
Graham, Hattie B.	103	45	00
Lawlor, Hilda L.	102	44	56
LeBlanc, Thomas	50	21	84
LeBlanc, Paul F. D.	103	45	00
Lipsett, Lydia Evelyn	103	45	00
Miller, Florence A.	103	45	00
Macdonald, Anna Belle	103	45	00
McIsaac, Catherine	103	45	00
McIsaac, Margaret	103	45	00
McKay, Minnie	103	45	00
McPherson, Catherine A.	97	42	37
Rutherford, Elva;Christie	103	45	00
Brown, Mamie J.	89	25	91
Carter, Bessie E.	102	29	70
Carter, Florence May	98	28	53
Critchett, Edith M.	103	30	00
Callahan, Laura A.	102	29	70
Dowling, Annie M.	103	30	00
Decoffe, Grace M.	103	30	00
Forbes, Emma J.	103	30	00
Hadley, Sarah I.	103	30	00
Hudson, Cordelia	83	24	17
Hamilton, Blanche M.	102	29	70
Holloran, Bernetta M.	103	30	00
Kenny, Margaret	102	29	70
Kennedy, Lena	103	30	00
LeBlanc, Lucy Agnes	101	29	41
Luddington, Mrs. Tupper	90	26	21
Munro, Mary Genesta	78	22	71
Mundell, Joseph H.	79	23	00
Mason, William A.	81	23	59
Miller, Gertrude W.	73	21	26
Miller, Mary C.	103	30	00
Macdonald, Frances	103	30	00
Macdonald, Clara	79	23	00
McIsaac, Sadie	103	30	00
McKenzie, Mary Teresa	103	30	00
McLean, Catherine	103	30	00
O'Hara, Mary Frances	98	27	08
Redmond, Jennie G.	101	29	41
Richardson, Esther	45	13	10
Sangster, Mary Beulah	84	24	46
Tobin, Margaret A.	88	25	62
Fate, Catherine A.	98	28	58

Poor Sections.

Cooke, Lillian M.	89	34	56
Cooke, Amelia F.	60	23	30

Fitzgerald, Annie	83	32 23	Marie, Sister	103	75 00
Hendsbee, Mrs. Mary A.	103	40 00	Marshall, G. R.	103	90 00
Kelly, Mary	100	38 83	Matheson, D. J.	103	90 00
Kelly, Catherine	97	37 67	Morton, S. A.	103	90 00
Lawlor, Monica	69	26 79	Murray, Mme. E. M.	103	90 00
Myers, Eva L.	39	15 15	Rosaire, Sister M.	103	75 00
Macdonald, Catherine A.	84	32 62	Trefry, J. H.	103	90 00
Macdonald, Rose	35	13 60	Agnes, Sister T.	103	75 00
Rogers, Elizabeth	18	6 99	Augustine, Sister M.	103	75 00
Richards, Francois	81	31 45	Blenkinsop, Laura A.	19	13 83

**Special Poor Sections.**

Lakedale	103	30 00
Lundi	81	23 60

**Annuitant.**

Hannifen, Maggie	30 00
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**ST. MARY.**

Sutherland, Gladys	103	60 00
Corkum, Violet	102	44 56
Jollotta, Muriel G.	100	43 69
McKeil, Martha Jane	103	45 00
Sutherland, Margaret J.	42	18 34
Smith, Lelia L.	103	45 00
Archibald, George H.	89	25 91
Chisholm, Margaret A.	103	30 00
Cameron, Flora	103	30 00
Forbes, J. A.	98	28 53
Gillis, Isabel	83	24 17
Grant, Mary M.	60	17 47
Hudson, Winnifred	103	30 00
Hilchie, Esmeralda	103	30 00
Kirk, Clara	74	21 55
Kennedy, Annie	103	30 00
Miller, Hazel Vance	103	30 00
Wiggins, Althea	83	24 17

**Poor Sections.**

Gillis, Jessie Sarah	76	29 51
Hay, Bessie M.	97	37 67
Munro, Evelyn Beatrice	69	26 79

**Special Poor Sections.**

New Chester	97	28 25
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**HALIFAX CITY.**

Butler, G. K.	103	105 00
Blois, H. H.	103	90 00
Catherine, Sr. Rose	103	90 00
Cummings, E.	103	90 00
Henry, Jessie	103	75 00
Huggins, G. M.	103	90 00
Logan, J. W.	103	90 00
Mack, R. T.	102	89 13
Maria, Sister Teresa	103	75 00
Marie, Sister	103	75 00
Marshall, G. R.	103	90 00
Matheson, D. J.	103	90 00
Morton, S. A.	103	90 00
Murray, Mme. E. M.	103	90 00
Rosaire, Sister M.	103	75 00
Trefry, J. H.	103	90 00
Agnes, Sister T.	103	75 00
Augustine, Sister M.	103	75 00
Blenkinsop, Laura A.	19	13 83
Bollong, Zillah	103	75 00
Campbell, Jean P.	103	75 00
Campbell, Katherine	76	55 34
Cecelia, Sister F.	103	75 00
Clark, Lillian G.	103	75 00
Colquhoun, Lillias W.	103	75 00
Concepta, Sister Marion	103	75 00
deChantal, Sister F.	103	75 00
deChantal, Sister M.	103	75 00
Distant, Mary L.	103	75 00
Douglas, H. G.	103	75 00
Fidelis, Sister M.	103	75 00
Finn, Mme A. E.	103	75 00
Frances, Sister M.	103	75 00
Gillen, Mme. K. F.	103	75 00
Gleeson, Jerrine M.	103	75 00
Harris, Jean G.	103	75 00
Haverstock, Alice M.	99	72 08
Haines, H. Y.	103	75 00
Henrion, Mmme. K.	60	43 69
Henry, Jean	103	75 00
Holder, Ella G.	103	75 00
Hunter, Alice E.	103	75 00
Jamieson, Harriette J.	103	75 00
Keane, J. D.	103	75 00
Marshall, Lillian E.	103	75 00
Martin, J. P.	103	75 00
Macdonald, Helen M.	103	75 00
McManus, Marie	103	75 00
Michael, Sister M.	103	75 00
Nicoll, Margaret W.	101	73 54
Phelan, F. J.	103	75 00
Raphael, Sister M.	103	75 00
Shiers, Mildred B.	63	45 68
Teresa, Sister Julia	103	75 00
Tolson, Elizabeth A.	103	75 00
Vincent, Sister A.	83	60 44
Vincent, Sister M.	103	75 00
Vincent, Sister T.	103	75 00
Warner, Irene	103	75 00
Wynne, Mme. A. M.	103	75 00
Agnes, Sister M.	103	60 00
Allen, M. Edith	103	60 00
Allum, Beatrice E.	74	43 09
Armitage, F. Mary	103	60 00
Beatrix, Sister M.	103	60 00
Blackman, Winnifred	103	60 00
Bowden, Ida M.	103	60 00
Bowden, Laura J.	103	60 00
Brady, Esther	103	60 00
Brims, Mary C.	103	60 00
Brodie, Isabel	103	60 00
Burgoyne, Grace	98	57 07
Carmel, Sister A.	103	60 00
Cecelia, Sister M.	103	60 00
Clarissa, Sister M.	103	60 00

Clark, Esther	103	60 00	Shields, Ella G.	103	60 00
Clement, Sister M.	103	60 00	Smith, Marion	20	11 64
Collings, Gladys P.	103	60 00	Smith, Sophie B.	103	60 00
Conrad, Ethel M.	103	60 00	Sullivan, Mme. E.	103	60 00
Concepta, Sister M.	103	60 00	Thompson, Frances	103	60 00
Dempsey, Isabel	103	60 00	Toomey, Fanny H.	103	60 00
Dempster, May W.	103	60 00	Trefry, Edith C.	103	60 00
Distant, Dorothy	103	60 00	Tulloch, Mary E.	103	60 00
Dolorita, Sister M.	103	60 00	Tupper, Frances	103	60 00
Dwyer, Mary T.	103	60 00	Tynan, Joanna C.	103	60 00
Edwina, Sister M.	103	60 00	Vincent, Sister Rose	103	60 00
Ernestine, Sister M.	103	60 00	Wakely, Agnes C.	103	60 00
Ethelbert, S,ster M.	103	60 00	Wallnce, Eva M.	103	60 00
Florence, Sister M.	103	60 00	Wamboldt, Gertrude	103	60 00
Flowers, Edith M.	103	60 00	Warner, Edna B.	103	60 00
Flowers, Harriet L.	103	60 00	Whitman, Lillian	103	60 00
Foley, Irene	103	60 00	Wickwire, Margaret A.	103	60 00
Fox, A. D.	103	60 00	Wiswell, Ida M.	103	60 00
Franklyn, Grace G.	103	60 00	Woolrich, Mary E.	103	60 00
Freeman, Olive	73	42 51	Xavier, Sister F.	103	60 00
Fry, Beatrice	103	60 00	Zive, Alta M.	103	60 00
Gallage, V. Louise	103	60 00	Ackhurst, Minnie L.	103	45 00
Gallagher, Mildred	103	60 00	Austin, Sister M.	103	45 00
Gardner, Jennie M.	103	60 00	Baptist, Sister J.	103	45 00
Greig, Lillian C.	103	60 00	Bayer, Annie L.	98	42 80
Greenwood, Muriel	103	60 00	Bell, Marie	103	45 00
Harlow, Agnes O.	103	60 00	Blakeney, Edna M.	103	45 00
Hawboldt, A. G.	103	60 00	Cameron, Mary T.	103	45 00
Healy, Gertrude	20	11 64	Catherine, Sister M.	103	45 00
Henry, Elizabeth B.	20	11 64	Claire, Sister Rita	103	45 00
Hines, R. May	103	60 00	Codie, Mme. T.	103	45 00
Kelly, Mme. M.	103	60 00	Columbiere, Sister M.	103	45 00
Kenney, Mary B. D.	103	60 00	deLourdes, Sister A.	103	45 00
Kent, Alice M.	20	11 64	dePazzi, Sister M.	103	45 00
King, Ada A.	103	60 00	Devine, Mary E.	103	45 00
King, Alice M.	103	60 00	Dorothy, Sister M.	103	45 00
King, Berta D.	103	60 00	Evangelista, Sister M.	103	45 00
Laracy, Annie X.	103	60 00	Felix, Sister M.	103	45 00
Lawrence, Sister Cecelia	103	60 00	Grierson, Frances	103	45 00
Leon, Sister M.	103	60 00	Grierson, Mary H.	103	45 00
Leontine, Sister M.	103	60 00	Hamilton, Harriet	103	45 00
Lockward, Grace E.	103	60 00	Hartling, Nettie J.	103	45 00
Marianita, Sister	103	60 00	Healy, Katherine	103	45 00
Maris, Sister Stella	103	60 00	Herman, Edith	103	45 00
Maxwell, Jessie M.	103	60 00	James, Clara A.	103	45 00
Mingo, Irene	103	60 00	Johnston, Isabel	103	45 00
Mooney, Ethel M.	102	59 41	Kennedy, Mary C.	103	45 00
Macdonald, Annie A.	103	60 00	Kennedy, Winifred	103	45 00
Macdonald, Jean C.	103	60 00	Lawrence, J. Lenore	82	35 81
McGrath, Annie B.	103	60 00	Leo, Sister M.	103	45 00
McKinnon, J. J.	103	60 00	Lyall, Beatrice	103	45 00
McNeill, Bessie J.	73	42 51	Martin, Isabel	103	45 00
Macneil, Hilda	103	60 00	Maskell, Eva M.	103	45 00
O'Brien, Mary A.	103	60 00	Mitchell, Lillian F. J.	103	45 00
Pace, Juene I.	103	60 00	McDonell, Mme. F.	103	45 00
Palmer, Gladys M.	103	60 00	McGillivray, Flora G.	103	45 00
Peart, Ada A.	103	60 00	McQuarrie, Gladys	103	45 00
Pitman, Marian V.	103	60 00	McLean, Annie	103	45 00
Phelan, Margaret T.	103	60 00	Reinhardt, Margaret	103	45 00
Pius, Sister M.	103	60 00	Remigius, Bro.	97	42 37
Power, Nora N.	103	60 00	Rita, Sister M.	103	45 00
Publicover, Lila D.	103	60 00	Rockett, Margaret M.	103	45 00
Pye, Eva C.	103	60 00	Ross, Chr,stena, M.	103	45 00
Rankine, Annie B.	103	60 00	St. Gaeton, Sister M. of	103	45 00
Ross, E. J.	103	60 00	Smith, Anna K.	103	45 00
Saunders, Amy C.	103	60 00	Sullivan, Margaret	103	45 00

Sullivan, Margaret T. R.	103	45	00	Hiltz, Ethel M.	103	60	00
Sullivan, M. Theresa	103	45	00	Horton, G. Jean	102	59	41
Theakston, S. Emma	103	45	00	Houghton, Mary C.	30	17	47
Travis, Ada A.	103	45	00	Keeler, Celia	103	60	00
Vaughan, Ethel M.	103	45	00	Moseley, Mabel	103	60	00
Vaughan, Kathleen	103	45	00	Noonan, Gertrude	103	60	00
Webber, Maude R.	15	6	54	Pinneo, G. Paige	102	59	41
Wells, Clara	103	45	00	Schurman, Leonora M.	54	31	44
Bowes, Florence J.	103	30	00	Scott, Catherine	90	52	42
Cameron, Etta	20	5	82	Webber, Myrtle E.	94	54	74
Gould, Marion G.	103	30	00	Wilks, Helen G.	103	60	00
Hawboldt, Ida E.	40	11	65	Zinck, Edna R.	103	60	00
Hopkins, Annie	68	19	79	Rafuse, Vera G.	103	60	00
Jemmott, M. F.	103	30	00	Manson, Katherine A.	103	60	00
Patrick, Bro. B.	103	30	00	Archibald, Alice C.	103	45	00

## Annuitants.

O'Hearn, Peter		250	00	Burns, Ed,th B.	101	44	12
Mackintosh, Kate		180	00	Christie, Ruth M.	98	42	80
Creighton, Ida M.		60	00	Conrod, Beatrice M. J.	103	45	00
Delahanty, Kate		60	00	DeVan, Eileen M.	103	45	00
Gaul, R. E.		60	00	Elliot, Ruth	45	19	65
Hall, Helen McG.		7	23	Dickie, Mabel B.	103	45	00
Hamilton, Mary A.		60	00	Findlay, Sadie	98	42	80
Peters, Florence A.		60	00	Fisher, Marion	103	45	00
Shields, Sarah		60	00	Forbes, Laura B.	95	41	49
Theakston, H. S. Frances		60	00	Fox, Martha	98	42	80
Cunningham, Anna Matilda		60	00	Gates, Nora E.	103	45	00
Lawrence, Samuel H.		60	00	Hamilton, Annis K.	103	45	00
Broadhurst, M. E.		45	00	Hawkins, Ora W.	88	38	43
Coleman, H. E.		45	00	Hilchie, Stella B.	97 $\frac{1}{2}$	42	59
Curren, Ella M.		45	00	Hume, Bessie	103	45	00
Logan, Annie		45	00	Johnson, Annie M.	95	41	49
Lyle, E. R.		45	00	Keeler, Pearl	103	45	00
McArthur, Janet		45	00	Laidlaw, Elizabeth	103	45	00
Putnam, A. F.		45	00	Langille, Maud	103	45	00
Torry, Eleanor C.		45	00	Lowndes, Vera E.	22	9	59
Walsh, Alice M.		45	00	Lowndes, Vera E.	77	33	62
Willis, Eliza J.		45	00	MacCarthy, Catherine	98	42	80
McGregor, Annie		45	00	MacKay, Isabel C.	103	45	00
Cunningham, Edith		45	00	MacKenzie, Margaret A.	103	45	00
				McLeod, Beatrice	103	45	00
				McGuire, Nola P.	103	45	00
				Martin, Kathryn	101	44	12
				Moore, Bertha C.	103	45	00
				Murray, Bertha F. J.	103	45	00
				Myers, Sedella M.	103	45	00
				Nelson, Florence	102	44	56
				Pace, Delilah M.	102	44	56
				Parker, Olive	103	45	00
				Roche, Agnes D.	98	42	80
				Roche, Mary	98	42	80
				Shaw, Bernice	101	44	12
				Shearer, Bessie	34	14	84
				Siteman, Eva K.	103	45	00
				Thomas, Bessie	103	45	00
				Wright, Nellie M.	102	44	56
				Zwicker, Helen, L.	103	45	00
				Ashley, Aubrey	103	30	00
				Barkhouse, Florence M.	103	30	00
				Barrett, Mary E.	98	28	53
				Beaver, Beulah M.	98	28	53
				Bollong, Frances E.	103	30	00
				Bown, Hazel Pearl	102	29	70
				Boutilier, Garland P.	87	25	38
				Boylan, Minna G.	7	2	04

## HALIFAX COUNTY.

Stapleton, W. C.	103	105	00
Creighton, Edith M.	98	71	36
Lewis, Frances	103	75	00
Nichols, Eliphah	102	74	27
Sterns, Dorothy C.	103	75	00
Acker, Hattie E.	103	60	00
Bligh, Annie D.	103	60	00
Burrill, Hilda I.	98	57	07
Cameron, Sadie E.	103	60	00
Christie, Margaret A.	103	60	00
Corkum, Florence J.	103	60	00
DeVan, Nano	103	60	00
Dickson, Margaret	103	60	00
Fisher, Jean	99	57	66
Foster, Christina	103	60	00
Fulton, Elsie Lavenia	103	60	00
Greig, Frances E.	103	60	00
Henry, Ella K.	103	60	00
Hiltz, Adelaide S.	103	60	00



Mckinnon, Gladys J.	98	42 80
McLearn, Alberta	103	45 00
Robinson, E. May	96	41 93
Sanford, Kathleen V.	89	38 87
Withrow, Elsie May	103	45 00
Withrow, Lizzie	103	45 00
Custance, Gladys V.	45	13 10
Creelman, Hildred V.	74	21 55
Custance, Marjorie E.	101	29 41
Graham, Mary I.	97	28 24
Graham, Rertha	74	21 55
Hilchie, William	97	28 24
Horne, Mary E.	89	25 91
Kelly, Jennie L.	67	19 50
Longhead, Bessie M.	103	30 00
Laffin, Ruby	103	30 00
Miller, Elizabeth	103	30 00
McCulloch, Alice	89½	26 06
Northup, Wilhelmina	58	16 88
Pratt, Gladys	93	27 08
Sutherland, Jessie B.	46	13 39
Scott, Kathleen	103	30 00
Scott, Mable	83	14 17
Turple, Janie V. B.	103	30 00
Walker, Nellie H.	103	30 00
Woodworth, Abbie L.	103	30 00
Thomas, Eliza B.	101	73 54
Buckell, Effie L.	102	59 41
Kennedy, Muriel I.	101	58 83
Sim, Jennie P.	74	43 09
Casey, Gladys B.	103	45 00
Dickie, Annie	65	18 92
Hill, Maggie J.	93½	27 23
McCulloch, Lucy	103	30 00

Poor Sections.

Barker, Annie C.	98	38 06
Ettinger, Albro	59	22 91
Rose, Jessie L.	92	35 72
Spares, Ruby C.	103	40 00
Conrad, Pearl L.	86	33 39
DeMonts, Marie J.	98	38 06

HANTS WEST.

Smith, John A.	86	87 65
Barnes, Myra C.	51	37 14
Eaton, Elizabeth	23	16 75
Marsters, Gladys	95	69 17
Scott, Agnes B.	97	70 63
Silver, Basil C.	103	75 00
Anthony, Minnie	103	60 00
Cochrane, S. E.	54	31 44
Foote, Marguerite	103	60 00
Friggins, Vera	100	58 25
Hiltz, Rita E.	103	60 00
Lawrence, Lily	103	60 00
Miller, Lena	103	60 00
McAloney, Kathleen	103	60 00
McCurdy, Helen	97	56 49
McKay, Ethel	88	51 24
McLellan, Mary	97	56 49
Powell, Violet	103	60 00

Robinson, Mamie	103	60 00
Ruggles, Annie B.	20	11 64
Tingley, Ruth B.	97	56 49
Young, Rita M.	103	60 00
White, Jennie	93	54 16
Beckwith, Bessie C.	103	45 00
Boylan, Frances	93	40 62
Campbell, Lena B.	103	45 00
Canavan, Annie	103	45 00
Dimock, Annie	97	42 37
Duncan, Floretta	102	44 56
Dunlop, Ida	103	45 00
Fisher, Ethel	102	44 56
Frase, Daisy R.	103	45 00
Harvey, Elizabeth	103	45 00
Harvey, Meta	103	45 00
Kelley, Minnie A.	97	42 37
Longley, Sarah	102	44 56
Lynch, Pearl M.	103	45 00
Mitchell, Alice I.	103	45 00
MacDougall, Mary	98	42 80
MacDougall, Mildred	101	44 12
McLair, Christine	103	45 00
Ray, Katherine	102	44 56
Ritchie, Hazel	103	45 00
Sanford, Alida	103	45 00
Sanford, Hattie B.	74	32 31
Sanford, Ida M.	102	44 56
Smith, Melicent	97	42 37
Sweet, Annie	97	42 37
Underwood, Emma	4	1 74
Barkhouse, Minnie	83	24 17
Benedict, Thelma	89	25 91
Brison, Ethel	103	30 00
Cochran, Mabel	103	30 00
Davidson, Frances	93	27 08
Davison, Nellie L.	103	30 00
Hunter, Winnifred	103	30 00
Laws, Lillian	97	28 24
Parke, Olga	77	22 42
Smith, Almira E.	101	29 41
Whidden, Hnzcl	79	23 00

Poor Sections.

Ashe, Mabel	83	32 23
Blois, Alberta	67	26 01
Boyd, Viola	83	32 23
Canavan, Blanche	87	33 78
Jollymore, Lelia	94	36 50
Jollymore, May E.	65	25 24
Keddy, Olive P.	89	34 56
Millett, Annie M.	86	33 39

Annuitants.

Burgoyne, Naomi		60 00
Smith, Letson		60 00
Bennett, Hannah		45 00
Scott, Annie E.		45 00

IKVERNESS SOUTH

Doucet, Pauline M.	103	105 00
Sutherland, Mary C.	103	75 00

Fleming, Martha H.	101	58 83	MacRae, Barbara A.	98	28 53
McDonald, Mary B.	34	19 79	Matheson, Corona	86	25 04
MacKinnon, Mary K.	95	55 33			
Sister St. Catherine	103	60 00	<b>Poor Sections.</b>		
Sister St. Bridget	103	60 00	Blue, Isabel Violet	91	35 34
Smith, Anna L.	103	60 00	MacKinnon, Margaret J.	103	40 00
Campbell, Alexanderina	103	45 00	McLean, Mary Belle	82	31 84
Campbell, Lucy J.	103	45 00	Robertson, Mamie	84	32 62
Graham, Gertrude M.	103	45 00	Ryan, Mary P.	98	38 06
MacAskill, Jessie M.	11	4 79	Sm,th, Margaret	79	30 68
McDonald, Mary	103	45 00			
McDougall, Mamie R.	103	45 00	<b>Annuitants.</b>		
MacEachern, Mary C.	101	44 12	Chisholm, Duncan		60 00
MacLean, Edgar H.	74	32 31	Davis, Mrs. Mary		30 00
MacLennan, Catherine	103	45 00	McQuarrie, Angus		30 00
MacLeod, Lauchina	103	45 00			
McMaster, D. B.	103	45 00	<b>INVERNESS NORTH.</b>		
Ross, Ella C.	103	45 00	Boudreau, Anselm	103	60 00
Sister St. Casilda	103	45 00	Campbell, Catherine	103	60 00
Sister St. Marcella	103	45 00	Collins, Catherine	103	60 00
Williams, M. Irene	103	45 00	Collins, Sadie C.	103	60 00
Bell, Agnes Watts	103	30 00	Gillis, Malcolm	77	44 84
Boyle, Veronica	103	30 00	LeBlanc, John J.	103	60 00
Breen, Frances E.	100	29 12	LeBlanc, Marie H.	102	59 41
Cameron, Margaret S.	97	28 24	Maclean, Marjorie	100	58 25
Graham, Margaret M.	103	30 00	Maclellan, Mary	102	59 41
Kennedy, Mary M. A.	55	16 01	Macleod, Lenora	102	59 41
Ling, Flora May	90	26 21	Morse, E. P.	103	60 00
MacAskill, Christina A.	92	26 79	Sister St. Mary	101	58 83
MacEachern, Catharine	100	29 12	Sister Mary St. Stephen	103	60 00
McIntyre, Florence	103	30 00	AuCoin, James H.	103	45 00
McnIsaac, Marguerite A.	102	29 70	Austen, Bella M.	103	45 00
MacLennan, Mary	103	30 00	Boudreau, P. C.	103	45 00
McLeod, Dan Angus	101	29 41	Cahill, Catherine	91	39 75
McLeod, Sarah Margaret	102	29 70	Chiasson, Catherine T.	103	45 00
MacMaster, Margaret	39	11 35	Chiasson, Ephraim	103	45 00
Moran, Helen F.	103	30 00	Coady, Theresa	103	45 00
Munro, Olive E.	101	29 41	Deveau, Mary E.	103	45 00
Murphy, Frances	98	28 53	Donohue, Mary Alice	101	44 12
Sister St. Thomas	103	30 00	Ferguson, Susie	98	42 80
Williams, Margaret L.	103	30 00	Gillis, Mary Ann	103	45 00
Blue, Effie Christina	18	5 23	Gillis, Jessie Annie	91	39 75
Botherson, Helen J.	89	25 91	Gillis, Jessie Mae	102	44 56
Cameron, Mary Jane	70	20 39	LeBlanc, Annie R.	103	45 00
Gillis, Christina B.	74	21 55	LeBlanc, Lucy A.	103	45 00
Gillis, Mary Ann	82	23 88	Ling, Isabel	102	44 56
Greaves, Lillian E.	84	24 46	Macdonald, Anna E.	102	44 56
Kennedy, John Dougall	73	21 26	Mackenzie, Jimima	103	45 00
Lamond, Susan M.	49	14 26	MacKinnon, Nora	101	44 12
LeBlanc, Sarah	79	23 00	Maclellan, Margaret	103	45 00
McCuspic, Margaret	103	30 00	Maclellan, Christine	91	39 75
McDonald, Margaret C.	88	25 62	MacLennan, Mary	102	44 56
McDonald, Catharine E.	64	18 63	Macleod, Lanchline	97	42 37
McDonald, Mary Janet	77	22 42	MacMaster, Margaret	102	44 56
McDonnell, Margaret	78	22 71	Petitpas, Zenobia S.	86	37 55
McFarlane, Margaret E.	101	29 41	Sister Mary St. Achille	103	45 00
MacInnis, Tena M. C.	89	25 91	Sister St. Mary	102	44 56
MacInnis, Christina	88	25 62	Timmons, Maud M.	96	41 98
McKay, Alice Margaret	69	20 09	Arseneau, Mathilda	103	30 00
MacKenzie, Annie	84	24 46	Calder, Bessie A.	84	24 46
MacKenzie, Jessie	81	23 59			
MacLean, Dollena	87	25 33			
MacLellan, Mary A.	60	17 47			
McMaster, Margaret	87	25 33			
MacNeil, Anna	74	21 55			
MacQuarrie, Margaret M	88	25 62			

Campbell, Annie L.	98	28 53	Craigie, A. W.	103	60 00
Collins, Margaret B.	103	30 00	Cropley, Bertha O.	102	59 41
LeBlanc, Clara H.	103	30 00	Davies, Kathleen	103	60 00
LeBlanc, Mary C.	94	27 37	Eaton, Muriel	98	57 07
LeBlanc, Annie L.	103	30 00	Ernst, Rhoda	97	56 49
Lefort, Elizabeth	40	11 65	Everett, Evelyn J.	97	56 49
Logan, Edward D.	103	30 00	Foote, Elida W.	102	59 41
Macdonald, Ella	102½	29 85	Gould, Esther	98	57 07
Macdonald, Albin	98	27 08	Graham, Creta	103	60 00
Macdougall, Annie J.	103	30 00	Harlowe, Elizabeth	10	5 82
Macdougall, Clara	74	21 55	Holland, Florence	86	50 08
Macfarlane, Sadie	102	29 70	Jackson, May Strong	100½	58 54
MacIsaac, Bridget	86	25 04	Kaulback, Ruby	103	60 00
MacKay, Neil D.	83	24 17	Keddy, Elva M.	77	44 84
MacKinnon, Martha	97	28 24	Marchant, Laura	103	60 00
Maclean, Annie J.	69	20 09	Marshall, Reta P.	103	60 00
Maclean, Neil K.	98	28 53	Marshall, Etta K.	103	60 00
Macleod, Mary A.	103	30 00	Marsters, Kathryn	93	54 16
MacMillan, Daniel	15	4 36	Mason, Helen	102	59 41
Macquarrie, Catherine	89	25 91	MacNeill, Ethel	87	50 66
Phillips, Maude	102	29 70	Newcombe, Gladys	103	60 00
Sister St. Alexander	102	29 70	Newcombe, Louise	102	59 41
Sister St. Elizabeth	88	25 62	Nichols, Allison	103	60 00
Sister Marguerite Marie	103	30 00	Nichols, Harriet	96½	56 20
			Parker, Minnie L.	103	60 00
			Patterson, Mary	83	48 34
			Porter, Mary I.	97	56 49
			Purdy, Agnes L.	98	57 07
			Ringer, Mary E.	103	60 00
			Robinson, Alice	98	57 07
			Stevens, Sadie G.	103	60 00
			Stoddard, Hilda	98	57 07
			Trevoy, Nellie	98	57 07
			Webster, Abbie R.	103	60 00
			West, Gladys I.	97	56 49
			White, Lucy A.	103	60 00
			Williams, Marion	70	40 77
			Armstrong, Mary A.	103	45 00
			Atwell, Lenna	100	48 69
			Bennett, Bertha E.	103	45 00
			Bingay, Honoria	98	42 80
			Bishop, Hattie	102	44 56
			Coldwell, Mary	89	38 87
			Coleman, Jennie	103	45 00
			Courtenay, Mabel	103	45 00
			Davison, Reta	103	45 00
			Dodge, Hazel	98	42 80
			Eaton, Laura J.	102	44 56
			Fales, Annie	102	44 56
			Forsythe, Evelyn J.	101	44 12
			Hall, Ella C.	103	45 00
			Kinsman, Hazel	97	42 37
			Mapplebeck, Laura	103	45 00
			Moore, Maude	98	42 80
			Morse, Kate O.	103	45 00
			Mullett, V. Ruth	99½	43 46
			Nichols, Lola M.	93	40 62
			Parker, Essie	103	45 00
			Patterson, Florence	99	43 24
			Power, Edna H.	102	44 56
			Ritchie, Myrtle S.	103	45 00
			Sarty, Mabel	89	38 87
			Sawler, Merinda	84	36 68
			Sawler, Pearl M.	98	42 80
			Sheffield, Alice M.	100	43 69
			Smith, Florence E.	103	45 00

**Poor Sections.**

Boudreau, Joseph	69	26 79
Macfarlane, Rose	69	26 79

**Consolidation.**

Eastern Harbor	97	28 24
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**Annuitants.**

Gillis, Michael	45	00
Macdonald, Teresa	45	00
Macdougall, A. S.	45	00
Maclellan, A. N.	45	00

**KINGS.**

Ford, R. W.	97	98 87
Trask, J. Logan	98	99 89
Webster, Winnifred	98	85 63
Baxter, Susie T.	97	70 63
Douglas, Hilda	98	71 36
Elderkin, Ruth	8	4 65
Pearson, Vernon	98	71 36
Ross, Jean L.	97	70 63
Thorpe, Violet G.	98	71 36
Wetmore, R. H. (T. T.)	36	26 21
W,ckwire, Alice	4	2 91
Bligh, Harriett	20	11 64
Bowby, Jessie I.	98	57 07
Brydon, Ella M.	83	48 34
Bryden, Alice E.	103	60 00
Buddle, Frances L.	103	60 00
Burgess, Nellie H.	103	60 00
Chase, Gertrude M.	98	57 07
Chase, Leontine	103	60 00
Chase, Millicent	94	54 74
Conroy, Winnifred	103	60 00



Smith, Lizzie A.	96½	42 15
Spinney, Helen L.	102	44 56
Spinney, Laura B.	96	41 93
Sutherland, Bessie	82	35 81
Swindell, Charlotte	98	42 80
Ward, Edith R.	102	44 56
Weaver, Carrie A.	102	44 56
Webber, Ola B.	103	45 00
Woodworth, Alfreda	103	45 00
Algee Alma	86	25 04
Banks, Leone A.	74	21 55
Borden, Althea	103	30 00
Frail, Certrude	89	25 91
Hale, Etta M.	103	30 00
Hall, Gladys M.	94	27 37
Harris, Margaret	21	6 11
Hayes, Kathleen	83	24 17
Hiltz, Lillian	102	29 70
Hiscoe, Eva M.	79	23 00
Lyons, Florence	71	20 68
Morton, Julia M.	96	27 95
Morse, Thelma	102	29 70
MacNeill, Margaret	103	30 00
Nieforth, Florence	99	28 82
Palmer, Hazel	83	24 17
Parker, Maude S.	103	30 00
Pineo, Helen A.	84	24 46
Redden, Della M.	102	29 70
Robbins, Kathryn	103	30 00
Ross, Thelma F.	103	30 00
Russell, Ella D.	60	17 47
Spinney, Annie	74	21 55
Veinott, Laura N.	98	28 53
Weaver, Beatrice	89	25 91
Woodworth, Margaret	103	30 00

Poor Sections.

Bowlby, Vera M.	97	36 61
Brown, Arthur	68	25 66
Coldwell, Daniel J.	94	35 46
Croft, Neva	87	32 82
DeWitt, Ethel J.	50	18 87
Frail, Elizabeth	91	34 33
Graves, Parne B.	84	31 69
Hiltz, Louise	102	38 49
Jenkins, Una G.	102	38 49
Levy, James R.	74	27 91
Lingard, Mildred	91	34 34
Lyons, Reta	65	24 51
Meeke, Myrtle	78	29 43
Morton, Augusta	102	38 49
Mosher, Marion	84	31 69
MacInnis, Eva M.	96	36 24
Neaves, Cloyda	55	20 74
Spearing, Muriel	54	20 36
Sponagle, Letitia	103	38 88
Strong, Marjorie	68	25 66
Weaver, Margaret	96	36 24

Annuitants.

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

LUNENBURG.

MacLeod, R. H.	103	105 00
Hirtle, A. G. G.	98	99 89
Hewitt, Minnie C.	103	90 00
MacLeod, Jeanette	103	90 00
Jacques, G. V.	103	75 00
Mackay, Grace	103	75 00
Quinlan, Clara	103	75 00
Spindler, Helen	63	45 68
Woodbury, Ada	98	71 36
Backman, May	103	60 00
Baizley, Abby	103	60 00
Conrad, Mary	103	60 00
Corkum, Nellie	103	60 00
Edmonds, Josephine	102	59 41
Eisenhauer, Margaret	98	57 07
Etherington, Bernice	102	59 41
Gillmore, Ada	98	57 07
Hebb, Bessie C.	103	60 00
Heckman, Katie	97	56 49
Johnson, Mary	102	59 41
Knickle, Jennie	103	60 00
Knickle, Kathleen	103	60 00
Keddy, Pearl	103	60 00
Miller, Sadie	103	60 00
Munro, Cora	98	57 07
Oxner, Blanche	103	60 00
Rafuse, Eva	103	60 00
Rudolf, Adah	103	60 00
Veinotte, Alice	103	60 00
Walters, Muriel	103	60 00
Wynacht, Margaret	103	60 00
Young, Bessie	103	60 00
Young, Helen	103	60 00
Young, Mary	103	60 00
Zinck, Clarice	103	60 00
Baker, Emily	103	45 00
Bolivar, Alma	102	44 56
Bolivar, Jennie	103	45 00
Brooks, Blanche	103	45 00
Conrad, Carrie	103	45 00
Conrad, Grace	84	36 68
Corkum, Hazel	98	42 80
Crawford, Florence	98	42 80
Crouse, Lettie	99	43 24
Crouse, Naomi	102	44 56
Crouse, Viola	89	38 87
Deal, Bernice	103	45 00
Dolliver, Olive	98	42 80
Dominey, Margaret	98	42 80
Durland, Gladys	96	41 93
Eisenhauer, Belle	103	45 00
Himmelman, Amy	103	45 00
Himmelman, Carrie	102	44 56
Hirtle, Erema	102	44 56
Hirtle, Nora	103	45 00
Keddy, Bessie	98	42 80
Mailman, Mary	98	42 80
Manning, Myra	98	42 80
Meisner, Bertha	83	36 25
Naugler, Ella	103	45 00
Nauss, Mamie	103	45 00
Oikle, Edna	102	44 56
Risser, Maud	94	41 06



Barkhouse, Ruey	103.	30 00	MacLean, Cassie	98	57 07
Corkum, Harold	103	30 00	MacLellan, Barbara	98	57 07
Corkum, Ruby	103	30 00	MacLeod, E. Gertrude	98	57 07
Dauphinee, Beatrice	103	30 00	Macpherson, Eliza	98	57 07
Evans, Frances	103	30 00	Munro Edna	98	57 07
Hebb, Mabel W.	83	24 17	Oulton, Millage	98	57 07
Hume, Viola	98	28 53	Robertson, Sarah	93	57 07
Meister, Alice	103	30 00	Russell, Martha	98	57 07
Mitchell, Hazel	102	29 70	Savage, Martha	98	57 07
Rogers, Gladys	103	30 00	Smith, J. Rose	98	57 07
Tanner, Jennie	98	28 53	Sutherland, Ella F.	98	57 07
Webber, Esther	103	30 00	Sutherland, Margaret	99	57 66
Whitford, Mabel	103	30 00	Thompson, Elizabeth	98	57 07
Zinck, Gertrude	103	30 00	Watt, Annabel	103	60 00
Zinck, Olive	103	30 00	Young, Nettie	98	57 07
Zwicker, Constance	98	28 53	Allen, Lottie	98	42 80

**Poor Sections.**

Broome, Pearl	102	38 94
Croft, Rena	103	39 33
Herget, Gertrude	96	36 65
Levy, George E.	72	27 49
Publicover, Bessie	85	13 36
Smith, Alice	103	39 33

**PICTOU EAST.**

MacLeod, John T.	98	99 89	MacLean, Lillian	103	45 00
Baillie, A. G.	98	71 36	Chisholm, Marguerite	98	42 80
Doane, Marion A.	103	60 00	Chisholm, Mary M.	98	42 80
Logan, Jessie B.	98	71 36	Cruikshank, Alice	102	44 56
McCabe, J. M. S.	98	71 36	Fraser, J. Murdoch	102	44 56
MacLellan, Ruth	98	71 36	Fraser, Barbara	103	45 00
Miller Sylvia	98	71 36	Hart, Augusta	103	45 00
Porter, Williamina	98	71 36	Horton, Lillian M.	93	40 62
Ross, Jean A.	79	57 53	Huggan, Gladys	103	45 00
Rose, Annie	98	71 36	Johnston, Hughena	80	34 94
Wadden, Rosiana	98	71 36	Jenkins, Abbie V.	103	45 00
Bannerman, Margaret	98	57 07	Keith, Sylvia	98	42 80
Baylee, Susie	98	57 07	Lindsay, Lillian	101	44 12
Calder, Elsie	102	59 41	MacDonald, Annie M.	98	42 80
Calder, Janet G.	98	57 07	MacDonald, Roberta	103	45 00
Cameron, Anna V.	103	60 00	MacDonald, Ida	82	35 81
Cameron, Margaret J.	98	57 07	MacGillivray, Jane R.	19	8 28
Chisholm, Donna G.	98	57 07	MacIntosh, Margaret	98	42 80
Chisholm, Margaret	103	60 00	MacKenzie, Alexandra	103	45 00
Clarke, Margaret	98	57 07	MacLeod, Catherine E.	45	19 65
Fraser, Annie D.	98	57 07	MacLeod, Catherine E.	52	22 71
Fraser, Alice E.	98	57 07	MacLeod, Lottie M.	98	42 80
Hayman, Catherine	98	57 07	MacWilliam, Margaret	103	45 00
Hadley, Agatha	98	57 07	Meikle, Anna	98	42 80
Holmes, B. M.	103	60 00	Munroe, Sarah R.	103	45 00
Lockhart, Ethel J.	103	60 00	Munroe, Annie	98	42 80
Lent, F. I.	98	57 07	Muir, Elsie C.	103	45 00
MacCallum, Ethel	98	57 07	Reeves, Margaret	101	44 12
Macdonald, Mary C.	98	57 07	Robertson, Tillie	68	29 70
Macdonald, Margaret	98	57 07	Smith, Laura E.	19	8 28
MacGregor, Margaret A.	98	57 07	Sutherland, Annie	98	42 80
MacGregor, Jessie	98	57 07	Sylvester, Mary	40	17 47
MacKay, B. Maude	91	53 00	Thompson, Mary B.	102	44 56
MacKay, Catherine V.	98	57 07	Thomson, Helen	103	45 00
MacKay, Robetta	24	13 97	Troop, Harold	103	45 00
MacKenzie, Settie V.	103	60 00	Allen, Elizabeth	98	28 53
			Baillie, Anna	98	28 53
			Boutillier, Alice L.	103	30 00
			Cameron, Hilda	89	25 91
			Cameron, Hannah	98	28 53
			Cameron, Muriel	103	30 00
			Campbell, Nellie	103	30 00
			Campbell, Roberta	20	5 82
			Campbell, Leola	97	28 24
			Cameron, Annie	102	29 70
			Chisholm, Elizabeth	103	30 00
			Crockett, Elsie	98	28 53
			Fleming, Elizabeth	98	28 53
			Fraser, Elma.	102	29 70

Fraser, Gordon D.	74	21 55	Bryenton, Katherine	98	42 80
Fraser, Jessie I.	103	30 00	Campbell, Menah	20	8 72
Lockhart, Muriel A.	103	30 00	Creighton, Margaret I.	103	45 00
MacBean, Mary G.	98	28 53	Elliott, Laura	25	10 91
MacDonald, Bessie E.	98	28 53	Elliott, Bessie	103	45 00
MacEachern, Mabel R.	103	30 00	Elliott, Mary C.	98	42 80
MacFarlane, Margaret	93	27 08	Fullerton, Irene	98	42 80
MacIntosh, Elsie	102	29 70	Graham, Margaret M.	103	45 00
MacKay, S. Jean	98	28 53	Grant, Etta W.	53	23 15
MacKenzie, Ina	75	21 84	Gray, Alice M.	102	44 56
MacLean, Jean	103	30 00	Haley, Mary	98	42 80
MacLeod, Christena	98	28 53	Henry, Janet M.	97	42 37
MacNaughton, Margaret	98	28 53	Langille, Cora E.	103	45 00
Mills, Martha	98	28 53	Langille Dorothea	102	44 56
Muir, Annie	102	29 70	MacCara, Ellen	103	45 00
Munro, Laura	83	24 17	MacKay, C. Margaret	102	44 56
Munro, Mary E.	90	26 21	MacKay, Katherine I.	103	45 00
Reeves, Mildred	83	24 17	MacKay, Georgie A.	98	42 80
Ross, Jessie M.	88	25 62	MacLennan, Florence	102	44 56
Smith, Marion	102	29 70	MacQuarrie, Rena	102	44 56
Sutherland, Alberta	98	28 53	Munro, Christene	95	41 49
Sutherland, Elizabeth	64	18 63	Parsons, Annie M.	101	44 12
Walker, Margaret J.	68	19 79	Reid, Muriel B.	98	42 80
West, Mary I.	44	12 81	Ross, Bessie B.	103	45 00
<b>Poor Sections.</b>					
Cameron, Dorothy	94	36 50	Sillers, Florence	103	45 00
Cameron, Daisy B.	64	24 85	Sutherland, Sadie	102	44 56
Dewar, Dovie	97	37 67	Walley, M. Grace	102	44 56
Fraser, Jean	64	24 85	Young, Katherine	102	44 56
Fraser, Kathryn D.	77	29 90	Baillie, Christena	101	29 41
MacDonald, Jessie J.	88	34 17	Bigney, Vera J.	89	25 91
MacDougall, Jean	84	32 62	Dwyer, Verna M.	103	30 00
MacHardy, Joanna	102	39 61	Fraser, Pauline	94	27 37
Ross, Melva	103	40 00	Gunn, Mabel A.	98	28 53
<b>Special Poor Sections.</b>					
Greenvale		21 86	Harris, Elsie M.	101	29 41
Greens Brook		18 64	Langille, Greta M.	90	26 21
<b>Annuitants.</b>					
MacLellan, Robert		300 00	MacCallum, Stella	75	21 84
Cruickshank, Jessie J.		45 00	MacDonald, Donelda	90	26 21
Rose, Jessie F.		45 00	MacDonald, Florence	102	29 70
<b>Rural Science Trav. Teacher.</b>					
MacCarthy, Tina J.	97	42 37	MacKay, Annie E.	69	20 09
<b>PICTOU WEST.</b>					
Moore, Clarence L.	98	99 89	MacKenzie, Hazel E.	103	30 00
MacDonald, J. C.	98	85 63	MacKenzie, Jessie M.	103	30 00
Dickson, Sadie	98	71 36	MacKenzie, Hazel	103	30 00
Kedy, Claude	98	71 36	MacLanders, Isabel E.	84	24 46
Walker, M. Elizabeth	102	74 27	MacLean, Jean V.	103	30 00
Beaumont, Cora	101	58 83	Morris, Nan H.	103	30 00
Harris, W. E.	98	57 07	Redmond, Ada	103	30 00
MacDonald, Ada S.	98	57 07	Robertson, Jean I.	95	27 66
MacKenzie, Edna	103	60 00	Robertson, Charlotte A.	86	25 04
Sillers, Violet A.	103	60 00	Sillers, Annie I.	99	28 82
			Stewart, Annie	98	28 53
			Sutherland, Frances	103	30 00
			Sutherland, Annie C.	102	29 70
			Sutherland, Margaret	89	25 91
			Sutherland, Hazel T.	73	21 26
			Young, Mabel R.	102	29 70
<b>Poor Sections.</b>					
Baillie, Barbara	97	37 67			
Clarke, Almira	89	34 56			
Gunn, Georgie E.	73	28 34			
Munro, Bertha J.	102	39 61			
Robertson, Annie I.	103	40 00			
Ross, Helen G.	103	40 00			
Ross, Margaret A.	83	32 23			

**Annuitants.**

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

**Rural Science Trav. Teacher.**

Anna B. Creelman	34	19 79
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**QUEENS SOUTH.**

Morton, R. F.	97	98 87
Freeman, Jessie E.	103	75 00
Baker, Dorothy	101½	59 12
Balcom, Irene	8	4 65
Bower, Bernice	103	60 00
Clements, Mary	97	56 49
Crookes, Gladys	97	56 49
Dexter, Vera	27	15 72
Freeman, Grace D.	97	56 49
Freeman, Winnie	103	60 00
Harrington, E. B.	97	56 49
Hemeon, Elizabeth	97	56 49
Locke, Helen	62	36 11
Parks, Evelyn	97	56 49
Publicover, Pearl	103	60 00
Smith, Lalia	97	56 49
Hardy, Etta	103	45 00
Hardy, Martha	103	45 00
Young, Zelma	103	45 00
Anthony, Dorothy	103	30 00
Brooks, Lena	103	30 00
Fralic, Enid	102	29 70
Hagan, Ida	103	30 00
Hagar, Edna	103	30 00
Hayden, Beryl	103	30 00
Latham, Edith	102	29 70
Mack, Winnifred	103	30 00
Manthorne, Mildred	103	30 00
MacGowan, Hilda	98	28 53
Nelson, Viola	94	27 37
Parks, Lillian	93½	27 08
Payzant, Margaret	72	20 97
Purney, Nina	103	30 00
Shields, Freda	103	30 00
VanHorne, Marior	98	28 53
Wallace, Helen M.	98	28 53
Wolfe, Bernice	19	5 52

**Poor Sections.**

Franzel, Myrtle	101	39 22
MacDonald, Vera	89	34 56
Vaughn, Jennie	98	38 06

**QUEENS NORTH.**

Jefferson, Florence	103	60 00
Meister, Nina	103	60 00
Millett, Mabel	103	60 00
Ennis, Hilda	103	45 00
Baker, Lois	102	29 70
Bishop, Audrey	98	28 53

Canning, Margaret	103	30 00
Cushing, Florence	96	27 95
Kaulback, Hazel	54	15 72
Lohnes, Vernie	94	27 87
McConnell, Grace	103	30 00
Parks, Rhoda	78	22 71
Riseborough, Audrey	89	25 91
Thompson, Mona	97	28 24

**Poor Sections.**

Bailey, Alice	88	34 17
Ball, Hilda	88	34 17
Gibbons, J. M.	103	40 00
Wentzell, Grace	84	32 62

**Annuitant.**

Mullins, Jennie E.	90	00
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**RICHMOND.**

MacLeod, Jessie	98	71 36
MacMaster, Margaret J.	100	72 81
Boudreau, Jeanne	103	60 00
Britten, James D.	63	36 69
Etienne, George W.	103	60 00
Etienne, George W. I. hf. y.10	10	5 82
Gracie, Florence A.	103	60 00
Sister M. St. Firmine	103	60 00
Boyd, Effie Ann	102	44 56
Britten, Mary E.	103	45 00
Cameron, Mary M.	84	36 68
Cody, Annie Bell	103	45 00
Cordeau, Mary	103	45 00
Digout, Joseph Henry	103	45 00
Gillis, Cecilia H.	103	45 00
Grimes, Alberta M. L.	103	45 00
Hureau, Clara M.	102	44 56
Landry, Caroline C.	103	45 00
MacEachern, Marjorie	103	45 00
Macneil, Minnie P.	103	45 00
Pertus, Marie M.	103	45 00
Pertus, Mary M.	103	45 00
Poirier, Annie	103	45 00
Samson, Clara Jane	103	45 00
Sister Cecile Marie	103	45 00
Sister Mary St. Hugh	103	45 00
Sutherland, Mary	88	38 43
Bissett, Helen F.	103	30 00
Boudreau, Marguerite M.	103	30 00
Currie, Mamie	94	27 87
Deagle, Joseph	90	26 20
Doyle, Johanna	103	30 00
Grant, Bessie M.	85	24 75
Kyte, Viola	103	30 00
Lavandier, Marie E.	103	30 00
MacCormack, Mary J.	98	28 53
MacDonald, Christina	103	30 00
McDonald, John D. H.	103	30 00
MacKenzie N. Gladstone	103	30 00
McKinnon, John H.	86	25 04
MacLeod, Flora M.	86	25 04
Murray, Elizabeth V.	103	30 00

Pertus, Marie Leontine	103	30	00	Ringer, Muriel	103	45	00
Sampson, Mary Louise	103	30	00	Wharton, Ethel M.	103	45	00
Sister Marie St. Prudeant	103	30	00	Bower, Alberta C.	96	27	95
Swaine, Annie Laura	49	14	26	Decker, Florence	103	30	00
Baccardox, Caroline J.	103	30	00	Farrington, H. M.	103	30	00
Boudreau, Anita E.	89	25	91	Gavel, Florence	103	30	00
Boudreau, Prudence	95	27	66	Gibbons, J. Miles	15	4	36
Boutin, Marie Cecile	103	30	00	Goodwin, Greta G.	98	28	53
Campbell, Mary E.	90	26	21	Harris, Margie A.	103	30	00
Edwards, Ivy M.	103	30	00	Harden, Margaret	103	30	00
Ferguson, Rachel M.	86	25	04	Kempton, Cora	99	28	82
Jackson, Margaret	79	23	00	MacKay, Eva B.	98	28	53
LeBlanc, Delta	103	30	00	MacKenzie, Florence	103	30	00
Livingstone, Florence S.	86	25	04	Nickerson, Irma	102½	29	85
MacAskill, Cassie A.	40	11	65	Nickerson, Juanita	103	30	00
MacCuish, Katharine	89	25	91	Pierce, M. Jeane	103	30	00
MacInnis, Catharine S.	103	30	00	Seaboyer, A. K.	97	28	24
MacKenzie, Chas. Wm.	85	24	75	Shupe, J. B.	102	29	70
MacKinnon, Christina M	89	25	91	Smith, Gordon	103	30	00
McLeod, Florence M.	78	22	71	Smith, M. C.	4	1	16
Meagher, Veronica	98	28	53	Townshend, Sarah	103	30	00
Robertson, Victoria E.	103	30	00	Whitman, G. R.	102	29	70
Urquhart, Gladys A.	86	25	04				

Poor Sections.

Boudreau, Blanche M.	98	38	06
LeBlanc Aglaee	90	34	95
McLeod, Margaret E.	102	39	61
MacRae, Annie M.	101	39	22
Manger, Agnes Jane	95	36	89
Srachan, Jean	44	17	09
Sutherland, Donald A.	99	38	45

Consolidation.

Louisdale	30	00
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Annuitants.

McLeod, Malcolm	60	00
Thibeau, Peter	30	00

SHELBURNE.

Chisholm, Ethel M.	103	105	00
Abbott, Wenona	103	60	00
Crowell, E. B.	103	60	00
Frank, Mabel	92	53	58
Hood, H. A.	103	60	00
Langille, E. H.	103	60	00
Locke, Marion	103	60	00
MacKay, Margaret	103	60	00
McGinnis, G. R.	103	60	00
Chute, Althea S.	103	45	00
Croft, W. Margaret	85	37	12
Etherington, Lillian	103	45	00
Harding, Dorothea	103	45	00
Hemeon, Eunice	103	45	00
Hood, J. P.	100	43	69
Jones, Gladys M.	102	44	56
Kean, Evelyn S.	103	45	00
Littlewood, E. C.	103	45	00
Pennington, J. G.	103	45	00

Poor Sections.

Bateman, Lydia	79	30	68
Lewis, Mary	50	19	41
Smith, Edna V.	93	36	11
Snow, Mary E.	89	34	56
Williams, Olive	74	28	73

Annuitants.

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

BARRINGTON.

Martin, O. M.	103	105	00
Kelley, C. V.	103	75	00
Ernst, Oressa B.	69	40	18
Hopkins, A. W.	103	60	00
Sears, Louise F.	103	60	00
Snow, Marguerite	103	60	00
Snow, Ruby	103	60	00
Abbott, M. Ora	95	41	49
Awalt, F. L.	103	45	00
Christie, K. E.	103	45	00
Firth, E. Louise	99	43	24
Hopkins, B. L.	103	45	00
Hopkins, J. W.	103	45	00
MacDonald, K. G.	103	45	00
McGinty, K. C.	102	44	56
Nickerson, L. I.	103	45	00
Nickerson, Lelia F.	47	20	52
Palmer, Q. S.	9	3	92
Smith, Agnes F.	99	48	24
Thomas, Ida M.	103	45	00
Worthen, Fleda	103	45	00
Brannen, Ruby V.	103	30	00
Evans, Ruby S.	103	30	00
Gardiner, M. B.	103	30	00
Harding, Zella M.	103	30	00

Hitchens, Jennie L.	102½	29 85
Hopkins, Ruth J.	103	30 00
Langille, Jean A.	103	30 00
McGuire, M. I.	19	5 52
McKenzie, E. A.	101	29 41
Nickerson, Adele	103	30 00
Nickerson, W. V.	65	18 92
Nickerson, Frances	103	30 00
Nickerson, Frances last yr.	3	87
Reynolds, Elsie L.	97	28 24
Reynolds, Frances	103	30 00
Sears, Cedric L.	93	27 08
Smith, M. C.	63	18 34

**Poor Sections.**

Doane, Margaret	89	34 56
McLean, Myrtle	81	31 45
Reynolds, Verna	103	40 00
Snow, Vera E.	92	35 72

**Annuitant.**

Matheson, W. H.	45 00
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**VICTORIA.**

Watson, A. P.	103	75 00
Macdermid, Rachel	103	60 00
MacLennan, Jessie M.	103	60 00
Sellon, Belle C.	98	57 07
MacAskill, Flora B.	98	42 80
MacKay, Hannah R.	68	29 70
Macleod, Catherine B.	102	44 56
McNeil, Annie C.	60	26 21
Matheson, Helen	102	44 56
Nicholson, Mary E.	103	45 00
Smith, Helen	103	45 00
Buchanan, Sadie	103	30 00
Campbell, Michael	94	27 37
Campbell, Michael (1919)	43	13 97
Carmichael, Beatrice	83	24 17
Fraser, Sarah C.	78	22 71
Lord, Mary H.	100	29 12
Lord, Mary H. (1919)	103	30 00
Macaulay, Agnes	99	28 82
Macdonald, Rachel	96	27 95
Macinnis, Mamie C.	103	30 00
Maciver, Sadie A.	55	16 01
McIver, Anna C.	41	11 94
Mackay, Agnes M.	89	25 91
MacKenzie, Margaret	71	20 68
MacKenzie, David D.	87	25 83
MacKenzie, Jessie C.	90	26 21
MacNeil, Jessie A.	102	29 70
MacPhail, Eleanor	103	30 00
MacPhee, John D.	93	27 08
MacPherson, Dan C.	97	28 24
Macquarrie, Mary C.	103	30 00
Macquarrie, Ellen	98	28 53
MacQueen, Philip	55	16 01
MacRae, Marion	103	30 00
MacRae, Ruby L.	103	30 00
MacRae, Mabel A.	102	29 70

MacRae, Ruth R.	103	30 00
MacRae, Georgie C.	102	29 70
Matheson, Florence	102	29 70
Miller, Raymond (1919)	89	25 91
Montgomery, Christene	69	20 09
Nicholson, Christy	95	27 66
Warren, Edna	74	21 55

**Poor Sections.**

Beaton, Mary C.	83	32 23
Carmichael, D. J.	35	13 60
Macdonald, J. R.	94	36 50
MacIver, Annie	102	39 61
MacIver, Henrietta	100	38 38
MacKenzie, Isabella	20	7 77
MacKenzie, Mary	84	32 62
MacKenzie, Jessie M.	79	30 68
MacMillan, Mary	76½	29 70
McNeil, Mary A.	103	40 00
Morrison, Joanna B.	97	37 67
Nicholson, Hannah	103	40 00
Nicholson, Margaret	88	34 17
Robinson, Euphenna	83	32 23
Russell, Hannah	103	40 00

**Consolidation.**

Kempt, Head	89	25 91
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**Annuitants.**

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

**YARMOUTH.**

Horner, A. W.	103	105 00
Blackadar, Geo. D.	50	43 68
McGray, M. W.	103	90 00
Wyman, H. J.	103	90 00
Gray, Hazel	103	75 00
Horner, Norna B.	103	75 00
Lewis, Winnifred	103	75 00
McLeod, A. J.	103	75 00
Perry, Evelyn A.	94	68 45
Ross, Frances G.	103	75 00
Tooker, Beatrice	103	75 00
Allen, S. B.	103	60 00
Bain, Maude W.	96	55 91
Bond, Mary G.	103	60 00
Brooks, Ruth P.	103	60 00
Burrows, M. Louise	58	33 77
Cann, Elizabeth	10	5 82
Churchill, Hazel	12	6 98
Churchill, Nelson	102	59 41
Corning, Jennie E.	103	60 00
Durland, A. W.	103	60 00
Ellenwood, M. H.	103	60 00
Goodwin, Effie B.	20	11 64
Graham, B. H.	103	60 00
Gray, Eva I.	103	60 00
Hines, Nora G.	103	60 00
Killam, Vera C.	9	5 28

King, Fanny	102	59 41
Kinney, Laura	103	60 00
Meuse, E. E.	103	60 00
Moses, Dorothy	103	60 00
Pike, Mary W.	96½	56 20
Pitman, Jeanette	103	60 00
Platt, Bessie H.	103	60 00
Rafuse, Meta B.	102	59 41
Raymond, Luella	103	60 00
Ryder, K. A.	103	60 00
Shaw, R. L.	103	60 00
Allan, Frances L.	103	45 00
Allen, Annie D.	103	45 00
Brown, Maude S.	103	45 00
Bryant, Arletta	103	45 00
Delamere, S. P.	103	45 00
Gavel, Margaret	103	45 00
Hatfield, Amy V.	103	45 00
Journeyay, Margaret	102	44 56
MacRay, J. MacP.	98	42 80
McNeill, Doris G.	103	45 00
Meuse, Joseph R.	84	36 68
Nickerson, Doris G.	103	45 00
Platt, Ada M.	103	45 00
Prosser, Jennie	102	44 56
Purdy, Lennie S.	103	45 00
Randall, Theora W.	97	42 37
Simms, E. M.	103	45 00
Stevens, Grace E.	85	37 12
Wetmore, Mildred	83	36 25
Whitman, Eva M.	20	8 72
Winter, Sadie L.	103	45 00
Wyman, Hilda	102	44 56
Allen, Jennie	103	30 00
Bain, Dorothy	102	29 70
Churchill, Orpha	98	28 53
Corning, Frances	67	19 50
Cossar, Hazel C.	81	23 59
Grant, Melford	103	30 00
Kendrick, Mabel	98	28 53
Moses, James E.	89	25 91
Moses, Maude	98	28 53
Parker, Muriel	102	29 70
Purney, Maria I.	103	30 00
Rafuse, Hazel J.	88	25 62
Reeves, Marion W.	90	26 21
Spinney, Bessie	40	11 65
Trefry, Mammie G.	103	30 00
Trefry, Elsie P.	103	30 00

**Poor Sections.**

Perry, Ella R.	82	31 84
Robichaud, Irene	65	25 24
Smith, Helen C.	65	25 24
Stanwood, Frances	103	40 00
Zinck, B. R.	88	34 17

**Annuitants.**

Kempton, W. F.	275 00
Goudey, Alice A.	60 00
Goudey, Theodosia	60 00
Huestis, Hannah	60 00
Chipman, A. J.	45 00
Hilton, Mary M.	45 00

**ARGYLE.**

Sister M. Celeste	103	75 00
Belliveau, Catherine	103	60 00
d'Entremont, M. C.	103	60 00
d'Entremont, Blanche	103	60 00
d'Entremont, Rhoda	103	60 00
D'Eon, Lorette	101	58 83
Hurlbert, D. A.	5	2 91
Pothier, Jean	92	53 58
Sister M. Seraphia	103	60 00
Steeves, Hazel B.	103	60 00
Surette, Hilda	103	60 00
Amirault, Evelyn	103	45 00
Amirault, Ambrosine	97	42 37
Amirault, Mary I.	103	45 00
Amirault, Jessie	103	45 00
Comeau, Annie E.	103	45 00
d'Entremont, Emily A.	103	45 00
d'Entremont, Victoire	103	45 00
Doucette, M. R.	103	45 00
Hamilton, Stella	102	44 56
LeBlanc, Exilda B.	103	45 00
McKenney, Elva A.	103	45 00
Murphy, Kate M.	103	45 00
Pierce, Helen O.	103	45 00
Reeves, Elaine W.	103	45 00
Reeves, Marjorie	103	45 00
Robichaud, Eva M.	103	45 00
Sister M. Eugenie	103	45 00
Sister M. Elise	103	45 00
VanAmburg, Beulah	102	44 56
Amirault, Clarisse	103	30 00
Amirault, Mathilda	103	30 00
Amirault, Emily M.	103	30 00
Amirault, Bernice	89	25 91
Amirault, Regina	94	27 37
Babin, Rose A.	100	29 12
Babin, Chantal	102	29 70
Belliveau, Mary S.	103	30 00
Bourque, Helen M.	54	15 72
Burke, Marguerite	103	30 00
Crowell, A. F.	102	29 70
Gates, Hattie E.	103	30 00
Hardy, Amanda B.	103	30 00
LeBlanc, John B.	103	30 00
Meuse, Agnes B.	84	24 46
Palmer, Annie G.	98	28 53
Pothier, Catherine M.	103	30 00
Sister M. Gonzaga	103	30 00
Sperry, Florence	98	28 58

**Poor Sections.**

Doucette, Simon L.	84	32 62
Hamilton, Ethel	98	38 06
Landry, C. J.	79	30 68
Mins, Emeline	81	31 45
Roberts, Lenna M.	103	40 00
Smith, Elizabeth	103	40 00

**Annuitants General.**

Hall, J. B.	300 00
Smith, Miss O. A.	250 00



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# Rural Science Bulletin.

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Vol. VI.

TRURO, 20 NOVEMBER, 1919

No. 3.

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

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## READING COURSE FOR RURAL SCIENCE CANDIDATES.

According to regulation, candidates for a Rural Science Diploma are expected to report on a prescribed reading course to be followed between summer terms. In a number of cases this report has not been called for. Next summer, however, we should like to find our senior students thoroly familiar with a few phases of modern educational trend. Careful reading of at least one book of the right sort might reasonably be expected. May we suggest "The Rural Teacher and His Work" by Foght, published by the Mac-Millan Co. Toronto, \$1.50. This book should be on every teacher's desk. By all means add it to your school library, and introduce it to your more intelligent rate-payers.

Candidates for a diploma in 1920 please note this request. We are not recommending a text-book to be memorized, but a real live book that has an idea in every paragraph. Get a few of the ideas early and try them out. Come prepared next summer to tell us how they worked.

## HOW RURAL SCIENCE METHODS HELP.

Thru Rural Science we hope to link up school life with home life. We try to make lessons practical instead of bookish. Arithmetic in the abstract is unattractive; but when a boy has to calculate the amount of fertilizer or quantity of seed required for his own garden, he sees the necessity of arithmetic, and uses it not as a task, but as a utility. Arithmetic taught practically is mastered; that taught theoretically is soon forgotten.

Similarly, the English composition of the average school child is stilted and wretchedly bad, because he gets no practise whatever in writing his own thoughts. An assigned topic to be read and epitomized, usually bears the ear marks of the original; but an assigned topic from the child's own daily activities will be written in a clear and natural style. How much better a child can write about his garden, or his chickens, than he can about William the Conqueror, or the National Policy!

Rural Science aims, thru the teacher, at getting the children to make gardens, care for farms animals, exhibit their products, can their vegetables, do plain sewing, cooking, and other handwork. Based on these activities which are vital to the child, the teacher will frame exercises in Arithmetic, Geography, History, Drawing, Bookkeeping, and English—all of which cease to be abstract drudgery, and become a necessary part of life.

Rural Science is a *method*, not a *subject*. It educates the child thru his interests and his hobbies. It creates an interest in outdoor and home activities, and then uses these acquired interests as centers about which to cluster all school subjects. A subject that does not touch life at any point is useless; for life, after all, is what interests us.

## TRAVELLING TEACHERS' SHORT COURSE.

During the last nine days of October, the travelling Rural Science Teachers met for a short course in Truro, two of these days

were spent at the Woman's Institute Convention, where the women of the province became better acquainted with the scope and meaning of Rural Science.

Besides a free discussion of school gardens and exhibitions in their relation to school work, these teachers came in contact with a number of leaders in modern educational methods. Dr. Soloan gave two very helpful talks on School Improvement and School Decoration. Mr. Connolly reviewed methods for testing hearing and eye-sight of children in Rural Schools; and gave many hints bearing on general school hygiene. Miss Whiting gave three demonstrations on art and paper-cutting as busy work. Prof. Wellard gave a demonstration in Community Singing and Miss Hartley conducted a class in folk-dancing and musical games. H. R. Brown and W. A. MacKay, reviewed the dairy industry in so far as it could be introduced into the schools. Miss Macdougall, superintendent of Women's Institutes, and Mrs. Currier of the Domestic Science department gave exceedingly helpful talks.

Not only were these teachers busy all day, but several evenings were given over to real work. One evening the travelling teachers gave the Normal College students a full account of their work.

Another evening we had two very practical lecturers from Prof. J. M. Trueman and Principal D. G. Davis. A third evening was given to talks on co-operation between the Rural School and the Rural Church, the Rev. Messrs Godfrey, Fraser and Hartley were the speakers on this topic.

Viewed from any angle whatever, the course was an unqualified success, the travelling teachers gave much and received much; and they have gone out ready to assist in promoting a better school spirit and larger community interests in their respective districts, than existed before they decided to make November, School Improvement Month. A month from now, therefore, we hope to report a few of their successes in this line. We bespeak for these teachers a hearty reception on the part of regular teachers and rate-payers.

#### NOTES.

The Thrift Magazine for September 1919 was especially good. All teachers may have this magazine free by writing to W. J. Dunlop, B. A., 371 Bloor St. West, Toronto.

A recent issue of the Halifax Morning Chronicle contained an excellent editorial on "A Community Memorial." It advocates useful memorials such as public halls or community buildings rather than useless monuments. Teachers may help mould public opinion in this respect. A farmer in a rural community recently proposed a public play-ground of about two acres as a fitting memorial to our fallen soldiers.

Windsor school children recently exhibited their canned fruit and vegetables in the store windows thruout the town. Suitable explanatory cards accompanied the exhibits. This is worthy of imitation.

Within a radius of six miles from Port Williams, this year, 296 school children made and cared for home gardens, these totalled  $1\frac{1}{2}$  acres.

No one should fail to read "A Soldier's Memorial" in the Agricultural Gazette, October 1919, page 874. It contains an idea which might be applied in many undertakings.

\* \* \* \* \*  
 Springhill set a standard this year in school exhibitions which is worthy of emulation. Everything was so well organized that the exhibits were in place and judged before noon. At 1.30 the children were addressed by prominent citizens and outside visitors. From 2 to 3 p. m. they were admitted free to the exhibition, they were then asked to retire to make room for the general public who were charged 10 cents admission. Prize money was easily raised, two canvassers raised \$70.00 in one hour. A summary of receipts and expenditures is as follows:—

Voted by School Board.....	\$ 20.00
Private subscriptions.....	73.00
Door receipts.....	66.00
Sale of afternoon tea.....	45.00
Sale of heather (souvenir).....	1.32
	\$205.32

Paid in prizes..... \$92.00  
 Other expenses..... 5.76  
 Balance on hand \$107.56—to be spent on school library.

**THE PLAY CORNER.**

(By Dora M. Baker.)

The boy without a playground is father to the man without a job.—*Joseph Lee.*

Those of you who have seen the October issue of the Agricultural Gazette may have noticed on page 899 an article on the Rural Ministers' Course at Macdonald College. Is it not significant of the awakening to the value of supervised play to find this statement therein: "This is the first time that plays, games, and community singing have been included in the program of the Rural Ministers' Short Course". The article furthermore states that the 83 clergymen composing this class entered into the spirit of the work wholeheartedly; and returned to their homes not only feeling many years younger, but also filled with the desire to introduce the things they had learned into the life of their communities." Have you ever talked such matters over with the minister in your community? Possibly you may have a strong ally in him, and not recognize it. Or else he may have never given the matter any thought, and would thank you for calling his attention to it. Try him.

Our game this month is one suitable for either playground, parlor, or school-room. It may include from 10 to 100 players. The name is "Black and White." A flat disk of about 1½ ft. diameter should be cut from white cardboard, and have one side covered with black paper or colored with crayola, preparatory to teaching the game.

One player is chosen as leader, the rest being divided into two equal parties. Each player in one party ties a handkerchief on the left arm to indicate that he belongs to the Whites; the other party is called the Blacks. The players stand around the ground promiscuously—Whites and Blacks being mingled indiscriminately and thoroly.

The leader is provided with the flat disk, preferably hung on a short string to facilitate twirling the disk. He stands on a stool (or out-of-doors a rock, or hillock), in front of the players, and twirls the disk, stopping it with one side only visible to the group. If the white side be visible, the party known as the White may tag any of their opponents who are standing upright. The Blacks, therefore, should drop instantly to the floor, (i. e. squat), on seeing the white side of the disk, to avoid being tagged. Should the black side of the disk be shown, the party of the Blacks endeavor to tag the Whites. Any player tagged drops out of the game. The party wins which puts out in this way all of its opponents.

The leader should keep the action of the game rapid by twirling the disk very frequently. The eyes of all players must be kept toward the leader to take the

cue for action from him. This is an excellent game for developing alertness; and may be the source of much merriment.

### BLACKBOARD STENCILS.

(By Dora M. Baker.)

The use of stencils for blackboard drawings and borders is quite generally adopted in town schools, but has not yet found its way to any great extent into the country schools where it is most needed. The art of drawing by means of stencils is so simple that a child may do the work. Hence the busy rural teacher can have decorative borders and illustrative drawings on her blackboards with practically no expenditure of time on her part; while the stenciling provides excellent busy work for the pupils.

No rural school has sufficient maps for its geography and history lessons. Why not have map stencils that enable you to put a map on the board before your class in a few minutes? Suggest that to the trustees. They think all maps cost \$5.00 or more. To get 5 or more maps for \$1.00 would appeal to them.

Vitalize the lessons by portrait size stencils of Columbus, or the North American Indian. Make your English literature more interesting by presenting stencil portraits of Longfellow or Dickens. Let the children become familiar with the various birds and beasts of your Nature Study lessons, thru putting their stencil outlines on the board.

A wide selection of stencils, as indicated above, may be had at moderate prices from J. S. Latta, Cedar Falls, Iowa; or from the A. Flanagan Company, Chicago. Get catalogs from these firms. Show them to your trustees, and ask for a suitable assortment to be the property of the school, like the dictionary and the cloth wall map. Teachers might also establish an exchange circuit, thus making a small number of stencils do a large number of schools.

One teacher is able to make her own stencils. She traces on firm white paper the outlines of a flower, bird, or other attractive picture from some magazine, and then stitches round the outlines on the sewing machine, using as unthreaded, medium-sized needle, and a long stitch. Butter paper is an excellent foundation on which to make your stencil, because the holes stay round and firm. Some kinds of light-weight wrapping paper are also good for the purpose.

The smooth side of the paper is placed next the blackboard, and a well-chalked eraser is passed with a firm even pressure over the rough side. *Do not rub back and forth.* The stencil is sure to move slightly, thus giving a confused and blurred outline. Remove the stencil, and trace the dotted lines with white or colored chalk as desired.

If the stencil is for a border design, use a long narrow strip of paper. Fold it several times, leaving it sufficiently wide to draw the unit of your pattern on the outer face or fold. Stitch thru with machine, and open out. Every alternate unit will be reversed, thus giving a little variety to the pattern. By *patting* instead of brushing these "smooth" units, the stenciling may be readily accomplished.

### EXTRACTS FROM TEACHERS' LETTERS.

"Our attendance at Westville exhibition, was much in excess of that of last year and the exhibits were of a better quality. Our poultry exhibit was especially good, over 75 being exhibited."

"I have raised some \$52.00 for the library and the garden fund. Perhaps you would like to know how I got the money. First of all I organized a debating society among my high school pupils, then we put on a debate and some few numbers of entertainment and charged admission, this was followed by a basket social"

# Rural Science Bulletin.

Vol. VI.

TRURO, 16 DECEMBER, 1919.

No 4.

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

## MOLDERS OF PUBLIC OPINION.

In the political world a few outstanding personalities mold the thoughts and opinions of their followers. The same is true in the religious and social worlds. Can the teacher, in a smaller way, be a molder of public opinion? If not, she should try some profession which does not require leadership.

At the present time, the public at large does not demand a school that educates. It demands some kind of a shelter called a school house. It also demands that inside this school house a nominal teacher shall "keep order" from 9 a. m. to 4 p. m. What is taught; what happens at recess and noon; what the school house looks like inside; whether it is properly heated, lighted and ventilated; what the sanitary conditions are—these are trifles that do not worry the public mind. So long as a teachers' success is judged by the "order she keeps" and by the number who pass the government examination, so long will our schools be inefficient.

The teacher herself must be the leader in reform. She must educate public opinion to the needs of the modern school. The people rule—both locally and nationally. As soon as the people know what they need and will seriously demand it, they will get it. The thinking public know our schools are not what they should be; but they accept conditions as they accept the measles or the mumps, thinking there is no escape.

The teacher has a wonderful opportunity. Being a leader (supposedly), she can organize reading and discussion clubs at which she can introduce the most modern educational literature and direct public opinion into new channels. When the people learn to look upon the schools as the centers from which must come our leaders in all that goes to make for citizenship, a change will be demanded and secured. Until, however, the school house and grounds compare favorably in architecture, interior decoration, cleanliness and landscaping with the best residences of the community the children will have missed a very necessary part of an education. Until the children are trained to be law-abiding, good mannered, clean boys and girls with a knowledge of what is expected of them as young citizens and an ability to assume leadership the schools will not have fulfilled their mission.

When the public realize that the children must *do* and *be* something worth while, as well as *know* something not worth while, these things will come. Competent teachers will then be employed and will be paid a salary somewhat commensurate with services rendered. The efficient teachers more than anyone else must bring about this realization.

## THINK ON THESE THINGS.

The teacher frequently thinks that her responsibility ends when school is dismissed. If her duty is merely to "hear lessons," this is so. The true teacher, however, is never wholly free.

The parents attend to the conduct of children at home. The teacher looks after it at school. But who is responsible, say, at public meetings? Presumably

the presiding officer must assume control. Often, however, he is not a leader; the parents are not present; and the meeting is disturbed by thoughtless half-grown children. Here is where the teacher, as leader of the young folk, must take charge. The public will support her, but they will not make the first move. A citizen may feel that he has no control over other people's children. The teacher is a public servant, and, therefore, has authority to act.

Frequently we see boys in public halls or at the school exhibitions without removing their caps. They will even keep their caps on while the National Anthem is being sung. The teacher sees this, but does nothing to correct it. To be sure, the boys see men putting on their overcoats instead of standing at attention during the singing of "God Save the King." Because men and women are illmannered, however, is no argument in excuse of children. The children have opportunities to know what is proper. We older people had not always a chance for similar good training.

At school exhibitions, too, the teacher accompanies the children to the Fair; and then at once dismisses them from her thoughts. The exhibition is a school function; and, as such, demands the teacher's time from start to finish.

A notable exception to the general rule came to our notice last September. The teacher came three miles with her children to a district fair. All day she remained with them, explained the exhibits, had contestants ready when their names were called for sports, ate supper with them, accompanied them to a nearby flower garden, which one girl pronounced "the prettiest garden she ever saw", and then took them home again. Everything was done quietly and in perfect order. No military commands were given. No one was told to be quiet. No children tried to get away from the teacher. She held them as quietly, yet as firmly, as a magnet holds iron filings. How was it done? At the same exhibition other teachers were off promenading with young men or talking in small groups, and the children were everywhere but where they should be. Teachers, have you ever thought of these things?

### SCIENTIFIC MEASUREMENTS AND THE UNMEASURABLE.

In the stock-judging pavilion the judges are provided with score cards bearing numbered items of all the various points upon which the stock are to be judged. There is a general agreement among stock raisers as to what constitutes a perfect score. Variations from the standard are easily noted and rated. Relative merit can be determined with mathematical certainty. Now there is a striking similarity in the appearance of some of the scientific score cards for measuring teachers and the score cards used in the stock-judging pavilion. The items are of course different. When we examine the score card used in the stock-judging pavilion we find such items as these missing: Intellectual capacity; adaptability; moral influence; initiative; integrity; personality; enthusiasm; self-control; co-operation; resourcefulness; sense of justice, and that rare virtue, tact. This list could be extended indefinitely, the length depending only upon the ability of the inventor of the score card to multiply, sub-divide and overlap his terms.—*The Porto Rico School Review*.

### THE PLAY CORNER.

By Dora M. Baker.

"Without education the child may grow up healthy, good and happy; without play, he will be none of these."—A Minneapolis Educationist.

Now that the stormy days of winter are upon us, we must prepare forms of recreation suitable to the schoolroom. These should never be used when the weather is at all fit for the children to be on the playground. No indoor game could possibly give the benefit which is derived from a brisk chase in the clear frosty air.

When confined to the schoolroom for recess, children frequently attempt to carry on their playground games. Dust and confusion are the result. With our present softwood, dusty floors, no running or tramping should be allowed in the schoolroom. "Guessing games" keep the children quiet and happy, but do not provide the vigorous exercise they need after the forced period of inaction. The following game is one which received honorable mention in a competition for schoolroom games conducted by the Girls' Branch of the Public Schools Athletic League of New York City. It supplies opportunity for physical action without the detrimental results of marching or running.

The "Bend and Stretch Relay" is suitable for 16 to 60 players; equipment—two bean bags and two dumb-bells for each horizontal row of seats. (In a school where this game was recently tried, the girls made the bean bags preparatory to the game; the boys supplied smooth pieces of wood about a foot long and a few inches in diameter, to take the place of dumb-bells). The game consists in the sideways passing of the two bean bags and the two dumb-bells *alternately*. This amount of apparatus should be placed on the floor in the aisle beside each player in one of the outside rows, say that to the left of the pupils.

On the command "Go," each player in this first row picks up a dumb bell, raises it overhead, and there passes it to his own right hand, which is then extended sideways at shoulder level, where the next player takes it. The dumb bells are passed across the room in this manner, each player stretching his arms high overhead, when he passes the bell from his left to his right hand. The last player who receives the bell places it on the floor beside him in the outer aisle.

As soon as the first player has passed the first dumb bell, he picks up a bean bag by bending down to the left, then straightens upward, passes the bag over his head to his own right hand, and then bends deeply to the right and places the bean bag on the floor at his right side. He immediately straightens to an erect position, when the next player bends, takes up the bag, passes it over his head, and bends to place it on the floor at his right side, and so on.

As soon as he has disposed of the first bean bag, the leader of each line reaches for the second dumb bell. This time the bell is passed simply from hand to hand in front of the body instead of overhead.

As soon as the second bell has left his hand, the leader of each line picks up the second bean bag, which is the last piece of apparatus to be passed. The passing of the second bag is different from that of the rest. The pupils face sideways to the left, their feet resting in the aisle, and drop the bag behind them to the floor with both hands, at the same time bending slightly backward. The next player bends forward, picks up the bag with both hands, and then leans backward, with his hands stretched high overhead, and drops the bag in his turn in the aisle behind him. The line wins whose last player first receives the second bean bag. The last player in the line, on receiving this bean bag, stands instantly, holding the bag high overhead; the winning line being selected by this signal.

As can be seen this game involves the arm and trunk movements of certain physical drill exercises. Insist on precision of movement. Do not allow the desire to win to result in rounded shoulders, bent elbows, slovenly passing, or all physical benefit to be derived will be lost. Begin by having all movements done in concert as the teacher counts "1, 2, 3, 4". Put in lots of "snap." Only when the movements have been so thoroly mastered as to become automatic, should

you allow a quickening of the pace, or competition by rows. In fact, it would seem advisable to teach each movement as a separate game, especially in the case of small children. We thus avoid the confusing of the movements in the various parts of the game—something which happens even with adults on their first introduction to this game.

This game presupposes single seats in the schoolroom. If possible, allow only one child in a seat for this game, even though you have the old double desks. The rest of the pupils may stand to one side, and watch, taking their turns later. If this does not seem advisable or practicable, the teacher can easily work out slight changes of movements adaptable to her conditions.

### OUR LIBRARY CORNER.

(By Dora M. Baker.)

Frequently we are asked by teachers to recommend some book which will help make the geography, or history, or other school subject "more interesting". This gave rise to the idea of publishing in the Bulletin a short review of the new books which may come to hand from month to month. Possibly some may find helpful suggestions for the spending of that dollar or two left over from exhibition prizes.

"*The Mysteries of the Flowers*" by Herbert W. Faulkner, is the life-story of plants told in a simple but fascinating way. It deals with the interesting and unique habits of the various families in the efforts to insure propagation. This book is exceptionally well illustrated, has good paper and clear print, and is nicely bound. The price is \$2.00 net. Publishers are Frederick A. Stokes Company, New York.

This book would be especially interesting to vitalize the study of Botany for Grade 9 students, altho the 7th and 8th grades would appreciate a great deal of it. As a book for the school library it is not recommended for the one or two-department rural schools; altho for larger libraries it would be very useful.

"*Bob and Bill See Canada*," by Alfred E. Uren. This is the story of Canada's provinces and cities, her industries, her parks, her rivers and lakes, her historic spots, all seen thru the bright eyes of two rabbits as they journey from Atlantic to Pacific. It is written in amusing style, and in musical verse. Children who have grown up on the "Flopsy Bunny" stories, and "Peter Rabbit" will graduate without difficulty to "Bob and Bill". Civics, geography, history, nature study, are all taught in a most interesting way thru Bob and Bill. Its strongest appeal would be made to the children of Grades 3 to 7. It is an "all Canadian" production which aims to teach young Canadians their "goodly heritage". We need more training in real patriotism for good citizenship. Why not begin at an early age thru "Bob and Bill"?

Published by the Musson Book Company, Toronto; price, \$1.25. Recommended for the rural school library as well as the more extensive town school library.

### NOTES.

"*The Schools*", October, 1919, has a number of exceedingly good articles. Teachers should note particularly pages 80, 92 and 100-102.

In each issue of the Farmer's Advocate the last page is devoted to "Our School Department." These articles are well worth reading.



# Rural Science Bulletin.

Vol. VI.

TRURO, 20 JANUARY, 1920.

No. 5.

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

## SCHOOL IMPROVEMENT.

Reports from travelling teachers relative to school improvement are very gratifying. Extracts from preliminary reports are given in this issue of the Bulletin. Later reports are too long to reproduce. They include, however, such commendable items as, establishing or adding to libraries; establishing a library corner, with table, books and magazines; providing hot noon lunch, sanitary drinking fountains, individual towels and drinking cups; installing such equipment as wash basins, antiseptic soap, dustbane for sweeping, stove polish, window shades and curtains, bulletin board, pictures, stencils, pencil sharpeners, waste baskets and chairs. In one section, windows were made to open from the top.

Besides the foregoing, trustees made many improvements that otherwise would have waited another year or two. Among these were shingling, painting, laying new floors, supplying new blackboards, maps, globes and dictionaries. Doors, windows and walls were repaired and school rooms were generally cleaned. Gardens were planned and fences repaired. Best of all, people became interested in their school.

In a number of cases, the Women's Institutes helped materially. Particularly helpful were they in Upper North Sydney and in Southampton, (Cumberland County).

Thru entertainments and socials one school raised \$158, another \$116; each of four others \$100 and several schools raised sums ranging from \$50 to \$80. All this goes to show that "where there's a will, there's a way."

## UNION BANK LOANS.

To enable school children of Colchester County to become young business people, the Truro branch of the Union Bank will loan any sum up to \$25.00 for the purchase of young pigs, sitting of eggs, or other productive farm venture. The child must give reasonable security, and will be expected to pay off the loan when his farm animals or garden crops are marketed at the end of the year.

This offer is in keeping with the general policy of the bank elsewhere. Other banks frequently make similar offers in other localities. It is a business offer, and brings mutual benefits. The bank thus makes new business and the school child gets a business training and a business start that might otherwise be denied. Teachers will do well to bring this matter before their pupils, have it discussed at home and then communicate with the Manager of the Union Bank at Truro.

## OUR LIBRARY CORNER.

"Problems of Boyhood," by Franklin W. Johnson, is a book worthy of a place in every library. It is published by the University of Chicago Press. The Price is \$1.10.

This book discusses, in a clear style, such problems as cleanliness in body, mind and speech; keeping "square," the sex problem; the importance of forming right habits and how this can be done. The chapters on Honesty, The Rights of Others, Self-Control, Courtesy, Efficiency, Loyalty and Citizenship, are specially good. It is a book for the teacher or leader to read with the boy. Many topics are suggested for discussion, and the answer is left to the boy himself. It is not a book of sermons to be preached at the boy, but a series of problems for the boy to decide. Such a book cannot fail to give any thoughtful boy a sense of his own importance and to supply him with ideals that are immensely worth while.

### A FOREWORD TO THE BOY.

Life, as it stretches out before you, offers a glorious field for struggle and adventure. Are you going to win out? No one can tell you just how to do it. Your teacher knows some things which you do not; but do not let him, for this reason, do your thinking for you. You know some things which he does not; perhaps he never knew them or has merely forgotten them. From the discussion of these vital problems together you will help each other. Out of these discussions, you should develop principles for action in your own lives. These will be of small value to you unless you put them to immediate practise in the work and play of your present life as a boy. Life for you is not a thing of the future, but you are already in the midst of it. You will not find it much different ten or twenty years hence, but what you are doing then will depend largely upon what you are making out of life now.

### THE IDEALISM OF BOYHOOD.

Every boy in his teens has his idea of the kind of man he wants to be and of the work he wants to do when he becomes a man. The ideals he sets for himself will vary at different times according to the changes which Nature is making inside him and to the surroundings in which he lives. At a certain period in their development most boys want to live lives of wild adventure, at other times romance makes its appeal, and at still other, the serious pursuits of business or professional life.

Boyhood is a time of hero worship. In a boy's mind there is pretty sure to be enthroned someone who represents the ideal he would like to reach. This may be the captain of the team, or some other great athlete; perhaps it may be his father or teacher; sometimes it may be a character in history or fiction. But whoever his ideal may be, this is a very real factor in the life of the boy. It makes a great difference what sort of a person you have set up as your ideal of attainment, for this ideal affects your present life and conduct profoundly.—*From Problems of Boyhood, Johnson.*

### THE PLAY CORNER.

*By Dora M. Baker.*

"The real life of the child is lived not in the schoolroom, but on the playground."—*Dr. Woods Hutchinson.*

These days of clear air and bright sunshine should find both pupils and teachers on the playground for the recess period. In order to keep warm, however,

vigorous exercise is necessary. The following game of "Circle Race" provides such exercise for all engaged in it:

The players stand in a circle a considerable distance apart, and face around in single file in the same direction. At a signal all start to run, following the general outline of the circle, but each trying to pass on the outside the runner next in front of him, tagging as he passes. Any player passed in this way drops out of the race. The last player wins. At a signal from a leader or teacher, the circle faces about and runs in the opposite direction. As this reverses the relative position of runners who are gaining or losing ground, it is a feature which may be used by a judicious leader to add much merriment and zest to the game.

Ten to thirty or more players may participate. In general fifteen make a sufficiently large ring. If the number of players exceeds twenty, divide in two or more circles according to the size of the group.

A very good school room game for the primary grades is "Little Johnny Stoop," originated by Robert Krohn, Supervisor of Physical Training in the Schools of Portland, Oregon. The children march lightly around the room while the teacher keeps time by tapping softly on the desk with a stick. When she taps loudly once with the stick, the boys stoop, then stand and the march continues. When the teacher taps twice loudly the girls stoop, and at three taps all stoop. If any child stoops at the wrong signal, or neglects to stoop at the three taps, he must go to his seat. The game continues until half of the children are seated.

This game is fashioned somewhat after the old one of "Giants and Dwarfs," but calls for more alertness on the part of the pupils.

### EXTRACTS FROM TRAVELLING TEACHERS' LETTERS.

We have organized a Community Club at Leitches Creek, with a membership of over thirty already. The main aim for their future meetings and work is school improvement and child welfare. The children also are organized and doing nicely, especially in club work. Miss Johnson works with us well, correlating her lessons with our "doings." We have had hot cocoa there, and beef and vegetable soup; next day they have planned "Irish Stew," and two boys are in charge as a "food committee."

The Agricultural Society here voted \$10, half for milk testing and essay, and half for garden prizes. I think Bras D'Or will do likewise but I talk to them next week for the same purpose. Mothers are turning out in sections where there are no societies and forming in Mothers' Societies, to aid in school improvement and supplies for club work in their school.—*J Aileen Henderson.*

On every Friday afternoon we have a business meeting and the children do all the electing of officers. I have acted as chairman so far, but one of my grade VIII pupils will act to-morrow. We have:

- 4 floor inspectors (1 for each row), to see that no papers, pencils, etc., are on the floor.
- 1 officer to clean, dust and wipe each window, making 7 officers.
- 1 to keep library corner neat and pretty.
- 1 general dust inspector.
- 1 to keep board under blackboard clean.
- 4 desk inspectors, to see that desks have no books on them and are neat.

They do all the electing themselves by ballot.

We had quite a talk on this the day of Councillor's election.

The Rural Science method is certainly the way to do things. I had two boys whom I apparently couldn't draw into liking arith-

metic or thinking it was anything but a demon, until these last two weeks when we were having the thresher as the general theme. I raised an argument on the sizes and weights of a bag of oats and they started at it. It keeps me busy hunting for new attractive points every day.—*M. Grace Walley, River John.*

The Library Corner is making a big "hit." As soon as the rush is over we are going to raise money in every section to begin a real library. Five have already begun to practise for entertainments. Two schools were going to paint outside, but I believe they found it impossible to get the painters to work so late in the season. However, they were more than willing to have it done. Nearly every school is plowing for a garden, and there is no end to the things some of the teachers are doing via improvement. Truly they are a great bunch.—*Jennie Malcolm, Tatamagouche.*

The School Improvement Week is the best yet. The meetings in the other sections were similar to the first in L. Barney's River, only a slight improvement every time. The meeting in Avondale (a decidedly sleepy section) Monday, was the biggest success. I taught the children a little flag drill and salutation in the afternoon and that brought the parents in the evening. It takes very little energy on our part sometimes to strike the right chord.

At the Box Social in L. Barney's River last evening, the proceeds were \$100, in aid of School Improvement.

Did I tell you that Rev. Father MacKinnon will donate a Victrola with popular songs to the Lismore School? That school building is very comfortable.

Scotsburn and Sunny Brae have the best buildings—up-to-date. Those sections are starting the library. Scotsburn is going in strong and they want the first prize. That means they will do the thing right.—*Tina J. MacCarthy.*

#### NOTES.

In New Brunswick, Certificates of Award, are granted to the three pupils scoring highest in their exhibits at the School Fair. These may be framed and kept in the school room until the next year.

Now that Christmas rush is over, there is time to think of organizing Girl Guides and Boy Scouts, and the Local Teachers' Institute to meet once a month is also a good thing.

Dr. Frank Crane says our Educational System will not be democratic until it does as much for the future bricklayers, carpenters and plasterers as it does for the future doctors, lawyers, preachers and teachers.

Why cannot every school have its Public Health Committee, its Recreation Committee and similar organizations? Children enjoy and need responsibilities.

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# Rural Science Bulletin.

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Vol VI.

TRURO, FEBRUARY, 1920

No. 6.

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

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## THE THREE R'S.

A complete mastery of the three R's is not, in itself, an education. These are the tools whereby we acquire and use an education. It is important that the teacher of the *primary* grades should be the best one available; for she teaches the use of the educational tools. An inefficient teacher in the upper grades is not wholly harmful, for there the children are at least partially able to educate themselves.

In all grades, the three R's must be sugar-coated. That is why teachers are urged to relate these subjects to the child's experience. Above the third grade, the problem is not *how* to read, but *what* to read; not penmanship, but English Composition; not addition and subtraction, but the *application* of these fundamentals. Practise in the use of the three R's is necessary in all grades; but let us use them intelligently. Parents too often demand the three R's and nothing more. That is because they think of school in terms of their own school days. We can think only in familiar terms. What we want is not always what we need. Teachers must, therefore, create a demand for a broad, humanizing education. Unthinking persons may pronounce individual drinking cups, supervised play, medical inspection and cultured habits of less importance than the three R's. That, however, does not make it so. Let us combine them and learn to *live*.

## THE EDUCATIONAL LOCK-STEP.

Have you read of the girl who failed to pass her High School examination by one point? She was humiliated and degraded before her fellow-students and her spirit broken, yet this girl had been the real leader of her school and the life of the school. It is true that her marks were not always high, but she had willingly given her time and ability to foster extra activities of the school.

This girl was studying music at home—she was attending a school in which music was not offered as a course and one in which no credit was given and no allowance made for any work not done under the immediate direction of the regular teachers—and was devoting from two to four hours to daily practise. Evidently in that community music is considered as a "cultural" study and one having no place in a public school curriculum.

The girl had musical talent and was popular in school. She was a natural leader. She was called upon to assist at all the school and class functions and in the general assemblies always presided at the piano. The time devoted by this girl to the extra activities of the school and to her music probably exceeded greatly that given by the "grinds" to preparation of regular lessons. While the former was contributing in a large and practical measure to the general success of the

school, the latter were seeking to win the approbation of teachers by ready answers to set questions. They succeeded and she failed.

Altho the account of this tragedy did not so state, we are inclined to believe that the girl in question received a mark of something like 69.5 in the subject in which she failed, while the school demanded a minimum mark of 70; and that her failure was due to her inability during an examination to recall the exact date of which Caesar crossed the Rubicon or because she did not distinguish a Latin gerund from a gerundive. Such distinctions in passing or failing a pupil would be in full keeping with a policy which does not take into account the just deserts of the pupil himself when determining fitness for promotion rather than the mathematical formula of the grade card.

The lock-step has been abolished from the prisons, together with other similar unnatural customs inherited from a barbarous past. Yet a striking resemblance to that method of locomotion may be seen in the progress of the children thru many school systems. The grade card and the teacher's pencil inexorably determine the rate of the child and keep him in the lock-step procession until he loses the ability to progress naturally.

In promoting pupils let us take into account the many and varied elements which go to make up the sum-total of efficiency and measure each student in terms of the preparation he is making for efficient living rather than by a predetermined, invariable, mathematical formula. Let us make allowance for the extra activities of the pupils, such as may have a more powerful influence in moulding character and in developing habits of self-reliance and industry than many of the subjects of the school curriculum. Let us determine to place every pupil where he belongs, where he can find himself and do the best work, regardless of what the grade card alone may say. The grade card may not tell all there is to be known about the child.—*The Porto Rico School Review.*

The above is the favorite argument of teachers who think they know the good scholarship of their pupils who fail in written examinations. The fact as a rule will be found to be that the teacher does not know the scholarship of the pupil, and that even his own written examination would demonstrate it to himself. He is the typical blind leader of the blind. No one knows his subject (except in some special cases), who cannot prove it more easily in a written than in an oral examination. The oral examination leaves both teacher and pupil open to unconscious suggestion; while no two pupils, still less 200, can be examined on identical lines, even when identical questions can be asked. The pupil who is made to thoroly understand his subject always scores better than the crammer whose lack of knowledge is evidenced by the more he writes.

The mental obfuscation of such a teacher is shown by his quoting the case of a candidate *one* point below the pass limit—which he would pass because the score is only one point below. He is utterly unconscious that he is now only putting the limit one point lower, which should not prohibit the "pass" of the candidate one point below the new limit, and so on. The only standard to suit such a teacher is his own untested notion from which educational standards suffered originally—and as written examinations prove, are in some schools suffering yet. The written examination standards do not guarantee good scholarship, for the pass limit is generally set very low, to accommodate those who cannot express themselves in writing. But it sets up a very definite standard compared with the divination of the

teacher who does not know what his pupil can do at an examination in writing. The world's business is done in writing.

In the Nova Scotia system the *grading* of pupils in the schools is left (Reg. 77) to the local authorities who promote pupils in schools on the consideration of various tests of fitness as indicated in the last paragraph of the quotation above. This is a very different thing from giving a certificate of scholarship to be used anywhere and for very different purposes—such as for teaching or admission to colleges, etc.

S. of E.

### OUR LIBRARY CORNER.

If our school library can afford only one book, let it be "Among Country Schools," by Kern, published by Ginn & Co., Boston, \$1.25. After this book is studied by teacher, pupils and parents, the library will grow.

It is full of life, suggestions and ideals. Agriculture, home-making, school beautification, heating, lighting, ventilation, sanitation, lists of books and pictures, school societies—everything belonging to a modern rural school is here treated. After reading it, no real teacher will be satisfied to "hear" lessons from 9 a. m. to 4 p. m. in a little prison-house commonly called "a school." Any teacher who prefers the nerve-racking, child-killing useless grind to a real, home-like, attractive, busy school is advised not to read this book. Neither should she let her pupils read it. The old-fashioned school would no longer be tolerated after learning how much better things could be and should be. Only by keeping our children in ignorance of their rights are we able to keep them partially contented with their lot. When they get old enough to "break jail," they play truant, or leave school. Given the kind of school advocated by Superintendent Kern in this book, and the proper teacher to conduct such school, may of our educational difficulties will be solved. The book is a small library within itself.

### THE PLAY CORNER.

By Dora M. Baker.

"Play is concerned with everything, emotions, feelings, acts, thoughts, imaginings and speech."—A. F. Chamberlain.

The game this month is a "school" one to promote interest in history thru the stories that never grow old. The teacher who wishes the pupils to get the most out of this game will be sure beforehand that they have had an opportunity to become acquainted with the persons whose names form the answers to the questions.

"Recognition" may be participated in by any number of players, equipped with pencil and paper. The list of questions may be written on the board or dictated. The answers to the questions must be supplied by the pupils, who ask themselves each time: "What famous persons, historical or mythical, do these objects suggest?"

- |                            |                       |
|----------------------------|-----------------------|
| 1. Hatchet?                | (George Washington).  |
| 2. A rail fence?           | (Abraham Lincoln).    |
| 3. A kite?                 | (Benjamin Franklin).  |
| 4. A muddy cloak?          | (Sir Walter Raleigh). |
| 5. A lonely island?        | (Robinson Crusoe).    |
| 6. A burning bush?         | (Moses).              |
| 7. A ruff?                 | (Queen Elisabeth).    |
| 8. A glass slipper?        | (Cinderella).         |
| 9. An apple?               | (William Tell).       |
| 10. A silver lamp?         | (Aladdin).            |
| 11. A smooth, round stone? | (David).              |

- |                         |                    |
|-------------------------|--------------------|
| 12. Long hair?          | (Samson).          |
| 13. A dove?             | (Noah).            |
| 14. A pomegranate seed? | (Persephone).      |
| 15. A spider web?       | (Robert Bruce).    |
| 16. A key?              | (Bluebeard).       |
| 17. A wolf?             | (Red Riding Hood). |
| 18. A steamboat?        | (Robert Fulton).   |

Why not have the children make up a similar game for themselves from recent history lessons? Try this as a way to review. All lessons are more easily learned if there is "a game" or a bit of fun in them.

### NOTES.

The Educational Review, Fredericton, N. B., is keeping pace with the modern trend in education. Teachers cannot fail to get help and inspiration from it. The recently appointed editor, Miss MacLachy, is devoting much space to the project method in teaching, to the need of vocational training, and to the general community school point of view.

\* \* \* \* \*

In answer to a question, "Nature Study Hints," by L. A. DeWolfe, is sold at actual cost—25 cents. It is a paper covered book, containing 178 pages. The pleasure of writing such a book and placing it in the hands of interested teachers, amply repays the author for his part of the work. [See Journal of Education, October, 1919, Page 213,.

At the close of a Community Supper and Entertainment at River John, a short time ago, the teacher made an appeal for hot lunch equipment, games and pictures for the school room. The whole-hearted response was gratifying indeed. One lady offered her oil stove for the winter; two others donated sauce pans. Four or five offered pictures for which they had no room at home and several offered discarded games. What was done here can be done elsewhere.

\* \* \* \* \*

Nova Scotia is planning an "Old Home Summer" for 1924. Each county will be organized, and the schools will be called upon to assist in this commendable venture. Teachers and High School pupils will do well to keep in touch with this history-making movement. As developments proceed, some of us can offer suggestions, and all of us can accept suggestions and act upon them. It is a movement that means much to Nova Scotia. Will the schools help and be helped?

\* \* \* \* \*

"Much eye trouble is due to shiny blackboards, poor lighting and badly chosen wall colors. Throat trouble may be due to wet feet (with no chance to dry them), poor heating and ventilation, cold lunches, cold cloak rooms, unscrubbed floors." Is the teacher safeguarding the children's health in these matters?

\* \* \* \* \*

The teacher looks after the intellectual needs of the child. Does she also look after the social requirements, providing entertainments of the right kind, and the physical including medical and dental inspections, gymnasium exercises and hot lunches?



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# Rural Science Bulletin.

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Vol. VI.

TRURO, 13 MARCH, 1920.

No. 7

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

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## ISN'T IT STRANGE?

To get a chauffeur's license, one must demonstrate one's ability to drive an automobile and to care for it. To get a teacher's license, however, one need not demonstrate or even possess teaching ability.

A farmer will not trust a valuable horse or a machine in the hands of an unskilled horseman or a mechanic; but he entrusts, without question, his children in the hands of an unskilled, incompetent teacher.

In our federal and provincial elections, women have to vote on the same conditions as men; but in local school matters where their interests are chiefly centered and their vote is especially desirable, it has not yet been granted to them.

A farmer will pay a big price for high grade farm animals and farm machinery, but he will too often vote to employ the cheapest teacher available. He is proud to have a better looking, more convenient farm than his neighbor; but such pride seldom extends to his school house. He has begun to study and practise a properly balanced feed ration for his cattle, but he has not applied the same principle to his children.

A man 21 years of age is eligible for the office of school trustee. His mother or older sister, in spite of her greater experience in caring for children and her greater interest in child welfare, is not eligible for that responsibility.

It *is* strange.

L. A. D.

[This article reflects some opinion. But everyone should know women ratepayers can vote as well as men ratepayers at Annual School Meetings; and that women are not ineligible for school trustees if duly elected. It *is* strange that reformers do not see their points of vantage and exploit them more successfully after which further advance can be expected where reason points the way].

## THE HOT LUNCH.

A teacher writing from Ardath, Sask., says that the School Board buys material for the Hot Lunch; and at stated times the bill is divided by the number of pupils, and the amount due is collected from the parents. She says—

"The pupils sit at their desks, using a white desk cover on which their dishes are placed. The pupils, who prepare the lunch, are given liberty, during school hours, to leave their desks to give attention to the cooking if necessary.

The cost of supplies furnished by the School Board is a little less than one dollar per year per child."

At Bigford, where she also taught, the School Board supplied everything for the hot lunch. A three weeks' bill of fare at Ardath included baked potatoes, baked custard, macaroni and tomatoes, cocoa, potato soup, cream of corn, boiled eggs, boiled rice, creamed potatoes, blanc mange, cream of tomatoes, hot biscuit, bean soup, junket, and rice custard.

*Each child is responsible for —*

- (1) Desk dusted before meal.
- (2) Face and hands clean; towel put away.
- (3) Get plate of food from serving table and take to place.
- (4) When finished carry soiled dishes to serving table. Empty all unused food
- (5) Put table cover in order in cupboard.
- (6) See that desk is free from crumbs, etc.

The school is well supplied with cooking utensils, serving dishes, an oil stove and the necessary groceries.

#### LEAGUE OF THE EMPIRE CORRESPONDENCE.

The Canadian Branch of the League of the Empire is anxious to open correspondence between the school children of Ontario and Nova Scotia. A large number of Ontario children are on the waiting list for names of Nova Scotia children with whom they may correspond. Any school, on the payment of the annual fee of \$1.00, is entitled to open correspondence with any other school in the British Empire.

Won't every teacher who reads this discuss the matter with her pupils? This is an excellent way to teach English and Geography. If any of your children will enter the League, please send their names, ages and addresses to Miss F. M. Standish, 643 Euclid Avenue, Toronto. At any rate, won't you write Miss Standish at once, asking for literature and application forms?

#### EXTRACTS FROM TRAVELLING TEACHERS' LETTERS.

"The regular teacher had no Christmas entertainment of any kind; but, as our club meeting happened to be the day before closing, we spent part of the afternoon in singing about, and talking about, Christmas. The children enjoyed it very much. Unfortunately there is no Sunday School, so the children very seldom have the opportunity to sing together. I promised to have a concert with them before spring.

On club days I always have an indoor game, and if the weather permits an outdoor one as well. On Armistice Day I sent out a short program to some of the teachers, at the close of which the older pupils wrote an essay on "Peace."

At Christmas I asked the children to send greetings to each trustee, and a small box to some poor family in the section.

I spend most of the time on Saturdays with my Camp Fire Girls."

"The people of this section have agreed to clean the school house every month, instead of once a year, as previously. The Women's Institute appointed a committee to visit the school every month. Prizes have been offered to overcome the pupils' habit of mumbling when answering questions. Distinct articulation is the aim.

Our efforts to teach good manners are not wholly lost. This morning I met a boy on the road who was never before seen to lift his cap, but altho it was a cold morning, the cap came off."

"I am giving honors for home projects. Some of the items for the boys are: Sleep with windows open, brush the teeth every night, take a glass of water before breakfast, have good exercise such as coasting and skating, clean finger-nails before coming to school, bring in wood and kindling, and take care of farm animals.

The girls have the same health items, but their hand work consists of baking bread and cake, making butter, washing dishes, ironing their own clothes, taking care of their own room, cleaning lamps and cooking and serving Sunday dinner while mother rests."

"Friday afternoon our Club held their special Good Manners Day. Rev. Mr. McLean gave an excellent talk on good manners. Following that a lesson was taught on the same subject, after which the children dramatized 'Politeness at School.' The children also gave a report of their home doings. One little girl said that she brushed her teeth every night for a week, and that it was the first time that she had ever brushed them,"

"One of our doctors has promised to test the eyes of every child the teachers may send to his office, free of charge.

This week a poor family has been fitted out with warm clothes by the members of our school club. The children saw the need, and after asking for permission, carried it thru by their own efforts."

"At our Club meeting this week two of our Boy Scouts gave a demonstration in First Aid. Every month the children get something from the Rural Science Bulletin that they want to do too. At a recent club meeting each of the children from Grade 5 up gave a short account of the life and work of some famous man. We are trying to have pupils take as much part in the meetings as possible."

"One lady has offered a prize to the boy who keeps his hands and face and hair cleanest and neatest for the remainder of the term. Next week will be our "Better Speech Week." I have arranged for a demonstration in grafting and budding by a near-by farmer. We are also arranging for a Bird talk and a Community Supper."

## THE PLAY CORNER.

*By Dora M. Baker.*

"A merry heart maketh a cheerful countenance."

This month must see the children's gardens planned, and their seeds ordered. To encourage them to study the seed catalogs, and to become acquainted with new names in the plant world, the following game suggests itself.

In "planting a garden" the names of the things planted are not stated directly, but merely suggested. For example, one slip has the statement: "I planted a kitten; what came up?" The child guesses "pussywillows," and writes down that answer. The names of the plants that come up must always bear some direct relation, punning or otherwise, to the things planted. The aim would be to have each child make up one question, write it on a slip of paper, and sign his

name. At a given signal the slips may be exchanged, and each pupil endeavors to guess what his neighbor had in mind when he planted what is written on the paper now before him. After a few minutes all papers may be collected, and the questions and answers read; or the pupils may read in turn the slips which they hold. Any question not answered must be replied to by the pupil who wrote it.

The following examples of questions might be useful for a "first time around" until the pupils become acquainted with the style of question to be asked:

1. Plant an angry wise man; what will come up? (Scarlet sage).
2. Plant a box of candy; what will come up? (Candytuft).
3. Cupid's arrow; what will come up? (Bleeding Heart).
4. Some steps;? (Hops).
5. Days, months, and years;? (Thyme).
6. Christmas Eve;? (Star of Bethelhem).
7. Orange Blossoms;? (Bridal Wreath).
8. A sermon;? (Jack in the Pulpit).
9. Grief;? (Weeping Willow).
10. Cinderella at midnight;? (Lady's slipper).
11. A slip that has nowhere to go; (Portulaca—port you lack, ah.).
12. Star spanfled banner and Union Jack;? (Flags).
13. Claws and a roar;? (Tiger lilies).
14. A Richmond Caterpillar;? (Virginia Creeper).
15. Contentment;? (Heart's-ease).
16. What a married man never has;? (Bachelor's buttons).
17. Sad beauties;? (Blue Bells).
18. Labyrinth;? (Maize).

### THE LIBRARY CORNER.

Following are three very interesting Nature books by Miss Elizabeth V. Brown, published by World Book Company, Yonkers-on-Hudson, New York. These books contain about 200 pages each, and cost \$.60 each.

*Stories of Woods and Fields.* The contents of this book are conveniently classified—Plants, Insects, Spiders, Reptiles, Amphibians, Birds, Mammals, History and Holidays and Miscellaneous.

Nature poems are generously and suitably interspersed. The illustrations are excellent. Botanical families; life histories of insects; habits of birds; stories of spiders, bees, turtles, rabbits, squirrels, owls and beavers are charmingly told.

Plants and animals are endowed with the power of speech, and tell their own stories. This always appeals to children. There are a dozen full-page colored plates and a number of very artistic cuts in black and white.

*Stories of Childhood and Nature* has no colored plates. It is, nevertheless, an attractive book. It begins with the spring awakening—the spring flowers and the migration and nest-building of birds. Then follows a summer trip to a pond or to the sea shore. A journey to the land of Cotton is an excellent geography lesson; and the book closes with a number of good history stories. As the publishers point out, these books are indeed excellent supplementary reading in nature, geography and history.

*When the World was Young* is a series of stories of primitive man and of his material progress. Man's upward march of civilization from the savage who lived by hunting and fishing, on thru the domestication of animals and the tilling of the soil, the building of rude huts for shelter,—from these primitive customs to the complex civilization of today is a fascinating story well told.

The evolution of transportation, lighting, heating, telling the time, talking at a distance, writing, and cloth-making are the kind of history stories that always appeal.

The teacher that uses these three little books will have very few dull moments in school. They are particularly suitable for children in grades 3 to 8.

#### EXTRACTS FROM TEACHERS' LETTERS.

"I started the hot noon lunch December 1st, and it is working well. I have also started a school library, using some of the money made at our social. Towards spring we shall have another social to raise more money for books, a book-case, and pictures."

"I have just started the hot lunch, and both children and parents think it is splendid. My high school girls—three in number—take turns at making cocoa."

"We had our school social on New Year's Night, and made \$70. Today I ordered \$50 worth of books. The balance will be used for cupboards and hot lunch equipment. This was the first social ever held in the schoolhouse, and now the people want one every month."

"We have been serving hot lunch for two weeks now, and find it an excellent thing. The parents are very much pleased with the idea. The children bring materials for the lunch, and the larger girls help prepare it. We are sending out written invitations to each family in the section to our Christmas entertainment."

"You ought to see my children when they arrive at school in the mornings now. They look at the new hardwood floor, and the newly decorated walls, and exclaim 'My, isn't this nice.' The boys take great care that the hand basin is clean, and that the stove is blacked. They are proud of their building, and vie with each other in keeping everything spotless."

#### CLIPPINGS FROM EDUCATIONAL MAGAZINES.

In schools of the present time it is part of the system to teach pupils to play games, both in the school room and on the playground, so that by doing what their play requires, they may gain the exercise, skill and knowledge which they would not otherwise be able to gain.

The child who learns by doing, who is self-reliant and independent of help, becomes a man strong in character and rich in knowledge and experience. He is capable of doing the things in life that require knowledge and the judgment that experience gives. He is one to be depended upon to do his part in the world.

"Year by year the school enlarges its influence.

The intelligence of the child is of paramount interest to teachers; but his health, or physical well-being, is assuming nowadays more importance.

Some provision is made for his industrial life, for hand competency, which was so important a part of his training under old-time conditions.

Teachers are not unmindful that the purpose of the schools in part is to furnish the child resources for his enlightenment and the profitable use of his leisure time.

Not only is he a citizen of a small state called the school. His life there fits him in a degree for the larger life of the neigh-

borhood, the County, the Province and the Dominion."—*An Educational Magazine*.

## TWO VIEWS OF BOYHOOD.

So long as the boy thinks of his life merely as preparation for manhood's tasks, he is often willing to let things go and take a chance of supplying what is lacking later on. But if the boy can see that today's work and play present occasions for the exercise of a boy's judgment, the testing of a boy's character, the outlay of a boy's strength, just as important and as difficult for him now as those will be which come to him in his mature manhood, life will take on for him more meaning and zest.

*From Problems of Boyhood, Johnson.*

## CITIZENSHIP.

The good citizen will be intelligent regarding the many forms of social service which his city and state undertake for the good of the community, such as the schools, libraries, hospitals, parks, playgrounds, and various institutions for the alleviation of suffering. It is more important to prevent ignorance, sickness, and crime than it is to care for those who suffer from the results of these evils.—*From Problems of Boyhood, Johnson.*

Speaking of our schools Dr. Frank Crane says: "We show our imperfect faith in democracy in our treatment of children. We send them to schools which are little autocracies, ruled over by teachers who are imitation Kaisers and Von Hindenburgs, to train them for democracy! We say they must first of all be taught to obey, must have discipline and all that. We forget that there is something far more important; that is, that they learn how to govern themselves. It is infinitely more vital that they learn how to organize, how to master themselves, how to have team play, and how to be free yet orderly and cooperative, than that they learn how to bound Kamchatka or work the Binomial Theorem."

## HINTS REGARDING CARE OF THE EYES.

*[Commission of Conservation, Canada].*

1. The continued use of the eyes at close work is harmful, even if the eyesight is perfect. Rest the eyes every few minutes when studying or writing by looking up from the book or paper; if they still feel tired, do something else for a while.
2. To read or study when tired is to overstrain the eye. Therefore, avoid night study as far as possible.

3. When using artificial light, do not let the light shine directly into the eyes. The light should come from behind you and from the left side. On no account let the artificial light come from in front.

4. When the child experiences difficulty in seeing the blackboard from the back part of the room, or suffers from headache in school, or shows evidence of eye strain, his eyes should be examined to ascertain the cause, and it should be corrected by glasses prescribed by a competent specialist.

5. When glasses have been thus prescribed, they must be worn constantly. If needed in school, they are necessary all the time.

6. Keep the glasses clean.

7. The adjustment of the frame is of as much importance as the correctness of the lenses. The child should look thru the optical center of each lens. As frames get bent and children grow; this adjustment should be made at frequent intervals.

8. Glasses ordered for astigmatism or any severe refractive error require most accurate adjustment and should be mounted in spectacle frames.

9. Eyes should be re-examined for glasses each year of school life, because eyes often change in refraction, as children grow older, and lenses suitable at one age are unsuitable at a later period.

10. The immature eyes of childhood are very susceptible to having their effective sight made worse by using glasses not suited to their special defect. They require constant and careful supervision.

As children obtain their knowledge both in and out of school chiefly thru their eyes, it is essential that parents should exercise an intelligent and careful supervision. They should remember that it is better for the child to lose his chance of high marks in school than to have weak eyes for the remainder of his life.

A child's eyes are priceless. The slow progress in school of many a boy or girl is due to poor eyesight, which might easily, in most cases, be remedied by the use of proper glasses.

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# Rural Science Bulletin.

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Vol. VI.

TRURO, 17 APRIL, 1920.

No. 8

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

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## SCHOOL GARDENS.

Gardens on school grounds are not popular. The chief reason probably is because the teacher makes no educational use of them. A garden as such is worth no more at school than at home. As the children see gardens at home anyway, the one at school seems unnecessary.

Until teachers get the children's heads from between the covers of a book a school garden is worse than useless. It becomes a neglected bed of weeds, and is an example of careless, bad management which we do not care to have our pupils see. The ratepayers justly condemn the waste of time and money spent in making the garden. A garden properly used is desirable; but the one planted in a hurry and then left to a kind Providence had better never been started. An improvement that is feasible, however, is the planting of shrubs and perennial flowers against the buildings and along the fence-rows. After a year or two, these will take care of themselves and will thrive in spite of the teacher's neglect. Such masses of shrubbery will relieve the picture of utter desolation which so many school premises now present. A bed of flowers will please the eye of the passer-by, and will give him a good impression of the school. A variety of hardy perennials, properly chosen, will give a good succession of bloom.

Some of our teachers miss the point, and think we urge gardens for the sake of the gardens only. The general public think we are trying to teach farming. As a matter of fact we are doing neither. We teach school gardening with a twofold purpose. First, we believe that a child who makes a garden will form habits of industry never acquired otherwise. He is working for himself. In acquiring responsibilities and rights of his own, he learns to respect the rights of his fellow gardeners. This is his first lesson in social civics. In producing food, he feels he is helping support the home, the country, the nation. This is a practical lesson in real patriotism. A knowledge of gardening is always useful, whether in after years it may serve as a vocation or only an avocation. If the boy becomes a farmer, his knowledge will make him a better farmer. If he becomes a professional man, his garden on his small city lot will be a source of health-giving contentment.

Aside from the knowledge of gardening, however, the alert teacher will vivify all school work by a reference to the garden



for illustrations. At the garden club meetings, the children learn how to conduct a public meeting, and acquire the art of public speaking. In short, Rural Science applies the community ideas to school work and rural living.

For further hints on gardens and shrubbery, see *Nature Study Hints*, by L. A. DeWolfe, pages 98-109.

#### THE LIBRARY CORNER.

By all means read the Bird study articles by Mr. E. C. Allen in the Educational Review. The first appeared in the March Review, and is worth more than a year's subscription to that magazine.

No thoughtful teacher should fail to read the Proceedings of the Second Annual Educational Conference, held in Antigonish, 1919. It may be obtained from Rev. James Boyle, Antigonish, for 25 cents.

"The School," March 1920, is especially good. Among the best articles are History Teaching, The New Europe, Agriculture for March, and Citizenship in the Primary Room. This magazine costs \$1.25 a year. Address **The School, Bloor and Spadina, Toronto.**

Very helpful books are:

*Some Curious Plants*, Duncan & Duncan, sold by T. C. Allen, Halifax, 45c.  
*The Fly Aways and Other Seed Travellers*, Fultz, Public School Pub. Co., Bloomington, Illinois, 60c.

*The King and His Wonderful Castle*, Brown, Public School Pub. Co., Bloomington, Illinois, 50c.

*Rural Science Reader*, S. B. McCready, D. C. Heath & Co., Boston, about \$1.25.

*Shelter and Clothing*, Kinne and Cooley, The MacMillan Co., Toronto, \$1.25.

The first of these books tells interesting stories about parasitic, saprophytic, insectivorous and other abnormal plants, the second gives delightful accounts of how plants find homes for their children. The third is a very practical story of the care of the human body. The fourth introduces us to every phase of an all-round rural education. The fifth is good history as well as hygiene.

#### CORRECTION.

In the March Bulletin, page 28, question 11, for "slip" read "ship". On page 25, for "women have to vote" read "women have the vote".

**Notes.** The comment in small type, Page 25, furnishes good material for local civics. Let the children find out how many women ratepayers are in their section. Also find out how many men (whether ratepayers or not) are qualified to vote at the school meetings. Then calculate the relative percentage of women and men qualified to vote at school meetings. This will answer the question whether or not women have the vote at such meetings on the same terms as men. The candidates for M. P. Q. examination should find out what are the qualifications necessary to make one eligible for the office of trustee. How many women are eligible to be "duly elected?"

#### THE PLAY CORNER.

By Dora M. Baker.

"To learn to play by the (rules of the game) to be a courteous winner and a good loser, are the teachings of the play ground—qualities that are fundamental to good citizenship."

—Joseph Lee.

Now that the spring feeling is in the air the children will want to be outdoors every spare minute. Encourage this all you can. They will work all the better for it. Look up the active games in the past Bulletins, and keep the children busy with healthful sport.

The game of "Squirrel in Trees" is suitable for any number of players, but requires a large open space in which to play it. It is essentially, therefore, a playground game. It is well adapted to very young children, altho the older ones find much sport in it if the action is kept brisk.

Most of the players stand in groups of three, with hands on each other's shoulders, each group making thus a small circle which represents a hollow tree. In each tree is a player representing a squirrel, and there is also one odd squirrel without a tree. The teacher, or the leader of the game, claps her hands, whereupon all of the tree squirrels must exchange places simultaneously. During this exchange the odd squirrel tries to secure a tree for himself, the one who is left out being the odd squirrel next time.

Frequent changes must be made to allow the players who are "trees" at first to become "squirrels", and so participate in the activity. The teacher must watch to correct the selfish child who may want to be a "squirrel" all the time, as well as to see that some retiring child does not shrinkingly remain a "tree". *Self-confidence* in place of *self-consciousness*, may well be established on the playground.

### GOOD ROADS DAY.

During the bad roads of April is a good time to emphasize the necessity of good roads. Teachers might well have a special day, with a little program, to impress this fact upon the pupils. The following suggestions for such a program are mainly taken from a pamphlet prepared by Florence M. Hale, State Agent for Rural Education in Maine; but adapted to Canadian schools:

"A good road picks up a farm ten miles out, and moves it five miles in."

1. Song—Selected, School.
2. Short Talk—"Our Need of Good Roads", An Older Pupil.
3. Essay—"History of Roads in Canada", Pupil.
4. Recitation—"The Joys of the Road", (Bliss Carmen), Pupil.
5. Song—Selected, a solo, or chorus by school.
6. Essay—"Road Building in History", Older Pupil.
7. Recitation—"The Builders", (Longfellow), Pupil.
8. Exercise—Pantomime, "Road Users."
9. Song—Selected, School.
10. Recitation—"What I should know about Roads", Pupil. (See Notes.)
11. Essay—"How Good Roads Help our School and our Town or Community", Pupil.
12. Recitation—"Cuttings from 'Days Off'" (Van Dyke) Pupil.
13. Quotations appropriate to the occasion by pupils having no other part in the program.
14. Song, "Oh Canada", School.

Note: Children should be taught simple principles of road building similar to the following:

1. The middle of the road should be higher than the sides, to let the rain run into the gutters.
2. Loose stones should never be allowed to lie in the road. Why?
3. Only small stones should be used in repair. Macadam's rule was that no stone should be placed in the road which the workman could not put in his mouth.
4. A rut or a hole should not be allowed in the road. It should be filled with small stones from the stone heap.
5. Dust becomes mud after the first shower.
6. Mud forms a blanket that prevents the road from drying.
7. Every owner of land should pay a road tax that will employ laborers to mend roads.
8. Trees or bushes along well built roads make travelling pleasant for horses and men.

Dora M. Baker.

A SUGGESTIVE LETTER.

"I wish we could have a trip like this every week," sighed a girl of Grade 6, Windsor Academy, as one day in October that grade returned from a study of limestone in the quarry of "The Eastern Lime Co.," and a visit to the orchard of "Ferry Farm"—accompanied by their teacher and the Rural Science teacher.

Mr. Burchell, the owner and manager, helped each pupil to secure a good specimen of limestone, and then gave them an interesting talk on its formation, its uses, and points to which it is shipped.

In the course of his remarks he aroused their patriotism by assuring them that, altho he had travelled over a large part of the world, he had seen no spot that could surpass the surrounding country in beauty, natural resources, or climate.

The invitation to help themselves to the fallen apples in the orchard led to a short discussion concerning orcharding.

Mr. Burchell's home contains many curios. Among the things was the horn of a sea-unicorn from the Artic, the use of which Mr. Burchell explained while they looked at it.

After thanking the host for his kindness, the party marched homeward, singing until the town streets were reached, when all quietly returned to the school-room for books, and dismissal in the usual way.

History had been taught during two halts in the trip; one, at the gates of the "Sam Slick Place," and the other when Kings College came in view.

Many things had been learned in the short excursion which occupied only thirty minutes of school time; and the impression of a delightful trip remained in the minds of all.

S. Ethel Cochrane.

I am going to subscribe to "The School", and I am going to leave enough money for the next teacher to pay up the subscriptions. I am also thinking of subscribing to the "Nature Study Review". The children have never had much study in nature and they ask for a lesson every day.

NOTES.

"At a model school in Ontario the program consists of Folk Dances, clay modelling, flower making, story telling, raffia, kitemaking; organized games, including both home leagues and matches with other grounds; group games for the smaller children; sand boxes, swings, teeters, slides, and other equipment. This year they had also a moving picture machine."

The program of the Ontario Women's Institutes includes:

"Rural Hygiene, Physical development, Medical Inspection in the schools, Ideal Features of the modern rural school, Home and School Club work, the hot noon lunch, equipment for playgrounds, Community Halls, travelling libraries, and Agriculture as Education."

Would this not be a good program for any modern school?

Dr. G. C. Creelman, says that every educational program should provide *something to hear, something to see, something to do.*

Too many of our schools emphasize only the first of these.

The Boy Scouts Headquarters for the Maritime Provinces have been moved from Truro to St. John. The Canadian Girl Guides Headquarters are at 22 College St., Toronto.

Now is the time to begin more serious preparations for next September School Exhibitions. Inexperienced teachers may get suggestions by applying to the Director of Rural Science, Truro.

Rev. A. H. Cormier, speaking at the Belle Cote children's exhibition, said that school exhibitions are a very useful incentive to keep up among the pupils an intelligent interest in the things that make for rural progress.

He admired the *splendid co-operation, helpfulness and sympathy* of our parents in giving a strong helping hand to our teachers which manifests itself in the good standing of the school with the educational authorities.

By thus creating a love for studies and for farm work from an early age, we were doing a great amount of good from an economic point of view and from a moral and religious one as well; for there is nothing to be compared to the calm and peaceful life of the fields to conduce to simple and pure morals, to cause peace and justice to reign supreme and to preserve joy and happiness in this blessed Canada of ours.

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# Rural Science Bulletin.

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Vol V.I

TRURO, 7 MAY, 1920.

No. 9

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

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## SUMMER SCHOOL.

The Summer Session of the Rural Science Training School will be held in Truro, July 7th to August 5th, 1920. This promises to be by far the best session in our history. All our regular Science and Nature Study courses are offered. In addition we have added attractive Lecture Courses on popular and Educational topics; have included household economy; and shall conduct a variety of entertainments, games, plays and sports. We hope to overlook nothing that the modern, progressive teacher will need in her school or her community work. Those who have seen our program pronounce it excellent, those wishing to see it may have a copy for the asking.

Professor H. G. Perry, Acadia University, has consented to join our staff for this year. We congratulate ourselves on securing the services of so able a Biologist and so popular a teacher.

Chautauqua will meet in Truro, July 23-29. We shall arrange our time-table for that week so that those who wish may attend the entertainments and lectures. A Chautauqua program is always worth while.

Mrs. H. W. MacDonald will conduct classes in Folk-dancing and story telling. She will also assist with Community Singing.

To any members of the Summer School who desire private lessons in music—either voice or piano—Professor Wellard has consented to offer reduced rates. This will be a splendid opportunity for beginners who wish to make the right start, or to others who want to add to their present accomplishments.

Our Lecture Course will be a valuable feature. Already, the following persons, many of whom are well known, have agreed to address the School.—

Dr. A. H. MacKay, Superintendent of Education.

Dr. M. Cumming, Principal of the Agricultural College, and Secretary for Agriculture.

Mrs. E. M. Murray, Halifax.

Mr. H. C. Crowell, Halifax, (Promoter of the "Old Home Summer" Movement).

Dr. F. H. Sexton, Principal of N. S. Technical College.

Hon. H. H. Wickwire, M. P. P., Kentville, N. S.

Hon. Wm. Chisholm, M. P. P., Antigonish, N. S.

Hon. R. M. MacGregor, M. P. P., New Glasgow, N. S.

Mr. R. H. Graham, M. P. P., New Glasgow, N. S.  
 Mr. D. MacGillivray, Canadian Bank of Commerce, Halifax.  
 Inspector E. Robinson, Canning, N. S.  
 Inspector W. R. Campbell, Truro, N. S.  
 Principal D. G. Davis, Truro, N. S.  
 Prof. J. M. Trueman, Agricultural College, Truro, N. S.  
 Rev. H. J. Fraser, Truro, N. S.  
 Mr. C. W. Montgomery, Truro, N. S.  
 Rev. W. C. Ross, Director Y. M. C. A., Truro, N. S.  
 Mr. H. O. McLatchy, L. L. B., Truro, N. S.  
 Hon. F. B. McCurdy, M. P., Halifax, N. S.  
 Mr. A. R. Coffin, Mayor of Truro, N. S.  
 Mr. G. W. Casson, Truro, N. S.  
 Rev. F. C. Hartley, Truro, N. S.  
 Mr. E. C. Allen, School for the Blind, Halifax.  
 S. D. McLellan Esq., K. C., Judge of Probate, Truro, N. S.  
 D. L. McKinnon, M. D., Truro.  
 Mr. J. E. Barteaux, Inspector of Technical Schools, Truro, N. S.

Additional names will be added to this list before July.

### THE PLAY CORNER.

*By Dora M. Baker.*

"Give them a chance for innocent sport, give them a chance for fun—Better a playground plot than a court and a jail when the harm is done. Give them a chance—if you stint them now, to-morrow you'll have to pay a larger bill for a darker ill; so give them a place to play."

**Dennis A. McCarthy.**

That spring "tired feeling" is very apt to be a relic of our winter sluggishness. We need plenty of healthful exercise to start the "body sap" circulating vigorously. Then, too, the warmth of spring days is very deceiving. It is still too chilly for merely loafing in the sun. That may be left for midsummer. Just now we need to square our shoulders, lift our heads, and shout. Run, jump, and laugh—and don't forget the laugh. It is by no means the least useful part of our play.

Many of our old games are capable of a little variation to revive interest. For instance, "Tag" in varying forms is as old as history. It is probably the first game Cain and Abel played. Yet "Nose and Toe Tag" will be quite new to the majority of our school children. This rather ridiculous game often affords merriment and exercise for grownups as well as children.

The game is somewhat similar to "Squat." One player is "It" and runs in and out among the other players seeking to tag any who have not assumed the "Nose and Toe" position. The latter is for the protection of the other players. On the approach of the person who is "It" each player must grasp his nose with his right hand, and the toe of his left shoe with his left hand. So long as he maintains this position he may not be tagged. When the tagger has passed by, and all danger of being touched is over, players may assume ordinary standing position, and move about among other players in the playing space. "It" may make use of certain feints and devices for tagging a player, by pretending to pass by and then suddenly turning to tag the player who may thus be caught off guard, having relinquished his "nose and toe" position. Spice and further exercise is added to the game among the older players when attempts are made by the players to elude "It" without taking the "Nose and Toe" position, by dodging among the other players. When more than ten or fifteen are playing it is better to divide the group, or to employ two at a time who are "It."

### EXTRACTS FROM TRAVELLING TEACHERS' LETTERS.

"I want to tell you of one school which I visited this week. In one corner of the room we found the new library—about \$45 worth of books in a nice case. In another corner was a shelf three feet from the floor, covered with white oil-

cloth, on which reposed wash-pan, soap, and water pail. Above this shelf were two nickel towel-racks, with the whitest towels you ever saw—one for each. In another corner was another shelf, five feet high, on which were two tea-pots, dipper, toaster, etc., and underneath a pretty cretonne curtain was a row of hooks holding cups. Under each hook was a label bearing the child's name.

The walls had pretty pictures, nicely bound, the teacher and the pupils having done the work in school. The very air of the room was inspiring."

"I showed the educational slides and film Thursday. Rev. Paterson-Smyth gave the lecture. The Opera House was packed and every one was delighted with the show. Principal Smith presided. F. A. Roach, Chairman of the School Board, paid all extra expenses. Mr. Mitchell, manager of the Opera House, says he will give the building for such purposes again.

Milk-Testing, plans for Arbor Day, and General Improvement keep us busy. Mr. E. C. Shand, florist, has offered some plants for the school yard. An old apple tree at the corner of the school yard is to serve for lessons in grafting and pruning."

"Clementsvalle has two groups of fifteen each competing for library funds. Each group will hold two community suppers, socials, or entertainments. Already they have raised \$25, and have ordered a number of books."

"The Women's Institute, the Agricultural Society, the Trustees, and the School Club are combining for a big school exhibition next fall. We now have hot lunch every day, serving cocoa, soups, custards or cream toast, all of which are rich in milk. The mothers are delighted, and intend that it shall be permanent.

The boys are planing and sandpapering soap boxes for bookcases. They are also making towel racks out of boxwood, and the girls are laundering the school towels. All the larger pupils are working on a "Resource and Industry" Map of Nova Scotia."

"We have started a "Good Health Crusade." By keeping 75% of the prescribed health rules for two weeks, the children become *pages*, later they become *esquires*, and lastly *knights*."

"You don't really know how valuable the Magazine Circuit is to us, the Weekly Bulletin and Nature Study Review are specially helpful. Thru the Magazines, the children become interested in things outside the school books, and often bring clippings or extracts from home."

"I was very glad to co-operate with Mr. H. R. Brown, Superintendent of cow-testing in one of his short Courses. The Rural Science Department and the Department of Agriculture can work together to excellent advantage."

## EMPIRE DAY PROGRAMS.

When this Bulletin reaches you the matter of a program for the celebration of Empire Day will be uppermost in your minds. Those of you who have access to old numbers of the "Educational Review" will find plenty of material at hand. Among other articles which they have printed for such occasions are:

"Our Flags"—a play for small children.

"The Union Jack"—a dialog between teacher and pupils on the formation of the flag, and also the Provincial Coats of Arms. (This was reprinted recently I believe, from the June, 1890 issue).

"The British Empire"—its extent in interesting comparisons, with a poem by Rudyard Kipling appended.

"Flags of the League of Nations"—directions for drawing them, in the April 1919 issue.

Various recitations of value for this occasion in the May, 1919 number.

"How to draw the Union Jack"—exact measurements for correct proportions of the colors, in the December, 1918 issue.

Here is a guessing game for your school: (The answer to each question is a word ending in k-i-n-g. Hence its title—"Kings.")

1. Name the most powerful king on earth?
2. Name the laziest king?

(Wor-king).  
(Shir-king).

- |                                  |              |
|----------------------------------|--------------|
| 3. Name a very doubtful king?    | (Smo-king).  |
| 4. Name the wittiest king?       | (Jo-king).   |
| 5. Name the leanest king?        | (Thin-king). |
| 6. Name the thirstiest king?     | (Drin-king). |
| 7. Name the slyest king?         | (Win-king).  |
| 8. Name the most garrulous king? | (Tal-king).  |

The following are suggestive subjects for essays:

- "Why we observe this Day?"
- "Interesting chapters in our History."
- "Our Canadian Poets."
- "Our native town, past, present, and future."

Let your children dramatize simple scenes from history.

Have an exercise illustrating our industries ( boys in costume, as farmer, lumberman, fisherman, etc.).

**NOTES.**

Referring to teachers' salaries, a magazine says:—

"A dollar will buy only half as much of any other service or material as it would buy three years ago. Why should a dollar of taxes for school purposes be any more elastic?"

\* \* \* \* \*  
 The League of the Empire has made arrangements whereby Canadian teachers may exchange with teachers from London for one year. A group from Ontario is now preparing for a year in England. If interested, write for particulars to Miss F. M. Standish, 643 Euclid Ave., Toronto.

\* \* \* \* \*  
 A well-known University advertises itself as a Producer of Producers. After enumerating its nine Colleges it says:  
 "Nine men, one from each of these nine Colleges, set down on an island together, could start a modern civilization.  
 For civilization is either machines nor wealth, but the skill and the training and the spirit of men."

\* \* \* \* \*  
 Miss McCurdy, Grade VI, Windsor, has organized her class into a School City. There is a Mayor, Council and the various departments belonging to any well governed town. This is practical civics. The reports which each officer must write give excellent training in English. This system, if properly conducted, can be of inestimable value.

During the last two years it is actually true that teachers' salaries have increased 11 per cent, while expenses have increased from 48 to 103 per cent.  
 And what do we expect of our teachers in return for these meager salaries? We expect them to be leaders in the community; to be in the schoolhouse from 8.30 a. m. till 4.00 or 5.00 p. m.; to correct papers till midnight, many a night; to look and dress and act well; to have force and energy and resourcefulness and initiative and breath of view and experience and fine character and above all personality. The personality of a teacher is the most important consideration of all. It counts for more than her educational ability, for we have come in these days to realize that our schools exist to *educate children*, not to *teach subjects*.

**A RURAL SCHOOL LIBRARY.**

*The Illinois Teacher.*

Our school, which is a miscellaneous one has a library of eight hundred books. Money was raised for the first books by the teacher and pupils who gave concerts and sales of various kinds.  
 The efforts of this School interested a man who gave many valuable books to the library. Others followed his example.  
 Several popular magazines are taken by this School, including "The Geographic" "American Forestry," and "The Caledonian."—*Queens County, Nova Scotia.*



Nova Scotia Normal College, Truro.

## RURAL SCIENCE TRAINING SCHOOL.

From 7 July to 5 August, 1920.

### General Program.

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

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

The curriculum of studies is pursued at the Provincial Normal and Agricultural Colleges thru one, two, or three terms of about four weeks each with a course of Reading between terms. On the completion of the course, the candidate may be granted a Rural Science diploma.

**\*Note.**—No Rural Science Diploma will be granted simply on knowledge of the subjects as shown at an examination. Personality, leadership and good judgment, which are so necessary to the real teacher, will count more than will the written examination.

The following arrangements, however, are made for a continuous course of training for Normal students leading to a Rural Science diploma. Graduate and under graduate students of the "B" and "A" classes of the Normal College, possessed of exceptional general ability, of previous knowledge of the natural sciences, and of aptitude for science teaching, may at the be-



ginning of April enrol as candidates for the Rural Science diploma as well as for the diploma of the Normal College. Such undergraduate candidates are released from their regular studies in the Normal College and are permitted to devote themselves to the work of the Rural Science School, remaining in attendance until the closing of its classes in August, at which time they may hope to be awarded the full diploma in Rural Science.

The teaching staff comprises the several science-teachers of the Provincial Normal and Agricultural Colleges, and the laboratories and other equipments of the two provincial institutions at Truro are placed at the disposal of the faculty and students. Tuition is free. Students who have done satisfactory work for the full term in at least two scientific subjects are recouped the amount of their minimum travelling expenses.

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

(7) Teachers who have been regularly admitted to the Rural Science Training School and have during any summer session, done satisfactory work in four scientific subjects may, at the end of the session, be granted cash scholarships of \$10, \$15 or \$20, according to the quality of work done. The class standing degree of leadership and final examinations shall decide the amount of each scholarship. Should the candidate leave the Province or the profession without teaching at least one year subsequent to attending Summer School, any cash bonus and travelling expenses must be refunded.

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

(9) The course of study for the Rural Science diploma shall be as defined from year to year in the Rural Science Training School course of study, provided that on the recommendation of the Director, supported by the Principals of the Agri-

cultural and Normal Colleges, the Council of Public Instruction may authorize promptly through the Superintendent any change likely to be of advantage for the general object in view.

(10) Students who do satisfactory work for one or more sessions at the Summer School and who subsequently attend Normal College may have their term at the latter institution correspondingly shortened.

### **RURAL SCIENCE DIPLOMA COURSES.**

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

For a Rural Science Diploma classes (1) to (3) inclusive are compulsory. In addition to these the candidate must have successfully completed the work of four classes selected from (4) to (15) and must have presented more advanced work in at least two of these during a second term. The classes in which advanced work for a second term is provided are 2, 4, 5, 8, 9.

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

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

### **PLAY AND GAMES.**

The early evening hours and spare hours will be devoted to games and contests. Both out-door and in-door games suitable for schools will be taught. There will also be periods for story telling. Folk dancing and musical games will be an important feature of this part of the program. Community singing also will receive attention.

Those dramatically inclined will have an opportunity to assist in various plays and entertainments.

Simple pageantry as it can be applied to the rural school and community will be dealt with in a practical way. During the summer a parade will be staged featuring the various branches of rural science activity.

### **EXTENSION.**

Under this heading will come suggestions on the use of special days in schools such as Arbor Day, School Improvement

Day, Good Roads Day, Bird Day, Weed Day. We shall have practical demonstrations in the working up of campaigns by means of posters and advertising (purely in the school). An important innovation will be the bringing in of business and professional men to give short talks. For instance a banker will tell us things about his business that everyone should know. A stock broker will give us hints on the arithmetic and business of brokerage. A manufacturer and a dry goods merchant will help us with the commercial geography of their business.

### LECTURE COURSE.

In addition to the short talks by business men (see "Extension") we shall offer a few lectures on practical psychology, corrective punishment, care of the feeble minded, child welfare and allied subjects. Persons of note who should be visiting in Truro or passing thru Truro will be asked to address the Summer School on some live topic. We shall have one or two important lectures on "The Old Home Summer, 1924."

### HOME ECONOMICS.

Home Economics will include talks and demonstrations on Home Nursing, the district nurse, symptoms of common diseases and First Aid. Simple cookery and the school lunch will receive generous attention. So will sewing for rural schools. Every student must do practical work in canning.

### READING COURSE.

A helpful part of our course will be talks on library books, after which the student will be asked to read certain portions. In this connexion we shall devote special attention to books assigned to be read between terms by candidates for a Rural Science Diploma. Selection of books for the school library will be an important item.

### A PHYSICAL TRAINING COURSE

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

## SUMMER SESSION, 1920.

The next summer session of the Rural Science Training School will be held at the Provincial Normal and Agricultural Colleges, Truro, N. S., from 7 July to 5 August, 1920.

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

## TIME TABLE

for the Summer School, Truro, N. S.

Hr.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
8	Drill	Drill	Drill	Drill	Drill	Drill
9	Drill Hort. 2 Chem. 1	Drill Chem. 2 Birds	Drill Hort. 2 Chem. 1	Drill Chem. 2 Birds	Drill Hort. 2 Chem. 1	Drill Chem. 2 Birds
9.45	Hort. 1 Entom. 2 Physics 1	Entom. 1 Nature Plant Diseases Weather Work	Hort. 1 Entom. 2 Physics 1	Entom. 1 Nature Plant Diseases Weather Work	Hort. 1 Entom. 2 Physics 1	Entom. 1 Nature Plant Diseases Weather Work
10.30	Physics 2 Woodwork Botany 2	Biology Brush and Cardboard Work	Physics 2 Woodwork Botany 2	Biology Brush and Cardboard Work	Physics 2 Woodwork Botany 2	Biology Brush and Cardboard Work
11.15	Agriculture Mineralogy	Biology Bacterio- logy	Agriculture Mineralogy	Biology Bacterio- logy	Agriculture Mineralogy	Biology Bacterio- logy
2	Home Economics	Extension	Extension	Extension	Extension	Extension
3	Home Economics	Botany 1 Garden and Greenhouse	Botany 1 Garden and Greenhouse	Lecture Course	Botany 1 Garden and Greenhouse	Lecture Cours
4	Field Work	Garden & Greenhouse	Lecture Course	Athletics	Garden and Greenhouse	Sports
5	Drill Games	Drill Games	Drill Games	Drill Games	Drill Games	Sports
7		Drill	Drill	Drill	Drill	
8	Entertainments, Social Evenings and Community Singing.					

**Note.**—This Time Table indicates that the Summer School is a busy place. The subjects are so arranged, however, that any candidate may have a number of free hours per week.

## OFFICERS AND STAFF.

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

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

**Miss Dora M. Baker,** *Secretary and Assistant.*

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

Instructors are as follows:—

**P. J. Shaw**—Horticulture and Nature Study.

**J. M. Trueman**—Agriculture.

**H. W. Smith**—Plant Diseases, Bacteriology.

**W. H. Brittain**—Entomology.

**J. A. Benoit**—Physics and Weather Work.

**H. B. Vickery**—Chemistry, Mineralogy and Geology.

**F. C. Matthews**—Woodwork, Brush and Cardboard Work.

**R. H. Wetmore**—Botany, Biology.

**L. A. DeWolfe**—Extension, Birds.

**Miss Dora M. Baker**—Garden, Greenhouse, Games and Sports, Entertainments.

**Miss Helen Macdougall,** Home Economics.

## SYLLABUS.

## Nature Study.

Aims and purposes of Nature Study.

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

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

Observation, in the limited sense, distinguished from experiment.

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

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

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

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

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

The place of Nature Study in the Time Table.

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

The use and abuse of collections.

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

### School Gardening and Horticulture.

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

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

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

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

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

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

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

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

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

### General Biology.

Living substance, the cell. Primary functions of the organism, metabolism.

Growth, reproduction.

Organic response, effects of life conditions, principles of classification.

The relation of Biology to health, prosperity and civilization.

### Botany.

Identification of common plants, including ferns, mosses, trees, etc. Plant Societies and Struggle to Exist.

Modifications of parts of plants for special work.

A study of a few garden flowers and vegetables.

Seed dispersal and seed germination.

The form and function of each part of any given plant.

The general physiology of plants.

Relation of Environment to Habit.

Plant collections.

Use of a systematic botanical key.

The strong feature of the course will be the field work. Systematic Botany will be kept in the background and the subject will be simply one phase of Nature Study. The aim will be to acquire habits and information that will be useful in teaching children. A course in formal botany, such as would be given in Colleges, will not be attempted.

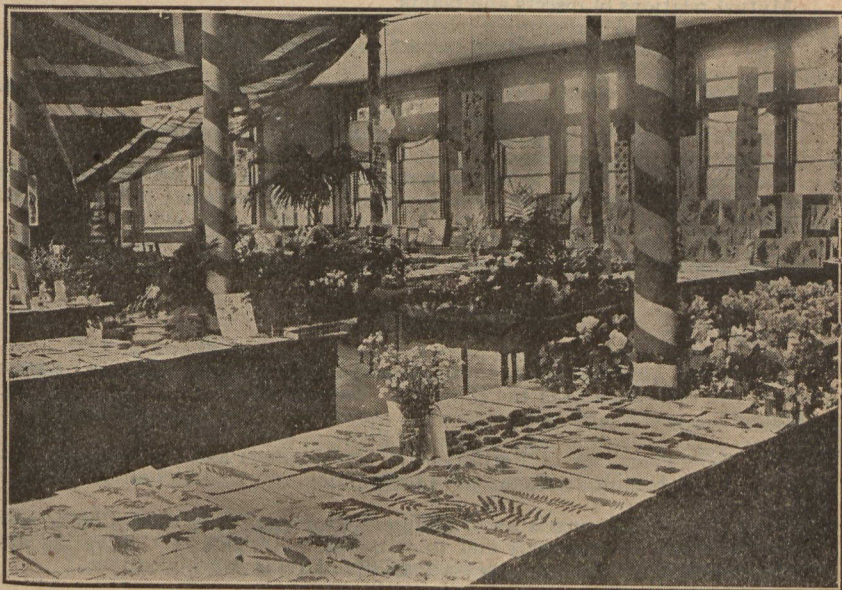
Reference Books:—The Principles of *Botany*, Bergen and Davis, (Ginn & Co. Boston).

Biology, Bailey and Coleman (MacMillan & Co., New York).

Gray's New Manual of Botany, 7th Edition. (American Book Co., New York).

Farm Weeds (Department of Agriculture, Canada).

Those having any botanical text book such as Spotton, Gray or Bailey should bring it to Truro with them.



Exhibition in Science Building, Normal College, Truro, N. S., July, 1915.

### Chemistry.

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

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

The chemistry of carbon; combustion; comparison of fuels.

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

Soap-making.

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

Fermentation.

Ultimate and proximate composition of soil.

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

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

Reference Books:—*Chemistry of Plant and Animal Life*, Snyder. (Macmillan Co.).

#### Entomology.

The economic phases of insect life will receive special attention.

Mutual relations of insects and plants.

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

Study of certain insects, beneficial or injurious, on the farm and in the home.

Structure of mouth, wing, legs, body; adaptations to environment.

Classification so far as to enable a student to place the common insects in their natural orders and the study of a collection representative of the common orders.

Text Book:—*Manual of Insects*, Comstock. (Comstock Pub. Co., Ithaca, N. Y.).

#### Agriculture.

Types and Methods of Farming followed in Nova Scotia with comparisons between the various parts of the Province. Consideration of principles involved including:

*The Soil*—Principles of Fertility—Its Development and Maintenance, Tillage, Drainage, Fertilizers, Rotation of Crops, etc.

*Field Crops*—Characteristics of Different Crops and how these Characteristics adapt them to conditions and to purposes. Methods of Cultivation and handling of each. Farm Implements and Labor Saving Machinery.

*Live Stock*—Its Importance in Farm Economy. Adaptability of Types and Breeds of Stock to the requirements of the Farm. Principles of feeding and care of animals. Care and handling of products including dairying.

Some practical work will be given, the amount depending on the time allowed for the course.

Reference Books:—*Soils* by Burkett. *Agriculture* by Brooks:—*Types and Breeds of Farm Animals*, Plumb.

#### Bacteriology.

An introductory study of bacteria.

Relation to health and disease.

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

Bacteria in relation to dairying.

Methods of disinfection.

Text Book:—*The Story of Germ Life* by H. W. Conn (D. Appleton & Co., N. Y.).



**Mechanic Science.—Brush and Cardboard Work.**

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

Paper and Cardboard Modeling:—The necessary drawings for the development of models. The manipulation of tools and materials.

**Mechanic Science.—Wood-Work.**

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

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

**Physics.—Mechanics.**

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

The salient features of Chaps. I, II, III, IV, V, X, XI, XII and XIV of 'Applied mechanics for beginners,' Duncan, (The MacMillan Co.), indicate what is expected of students in this class.

**Physics.—Weather-Work.**

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

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

Practise in making deductions from the various records kept.

The causes and movements of storms.

Text Book:—*The Story of the Atmosphere*, Douglas, (Appleton & Co.).

**Geology and Soil Physics.**

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

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

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

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

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

The methods of taking samples of soil.

Mechanical analysis of three typical soils.

Determination of the percentage of air and water in soil.

Temperature of soil and its modifying factors.

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

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

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

Reference books:—Introduction to Geology, Scott, (MacMillan & Co., N. Y., Soils, Burkett. (Orange Judd Co.). The Soil, King. (MacMillan Co.).

#### Birds.

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

Methods of bird study in the field.

The careful field-study—appearance, song, flight—of several birds of economic interest.

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

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

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

Recognition of our common birds.

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

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

#### Plant Diseases.

A field and laboratory course in the study of parasitic organisms causing diseases in cultivated plants, e. g. Black Knot, Bunt, Rusts, Smut, Plum pocket, etc.

Life histories and methods of control.

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#### OPENING DATES OF THE SCHOOL, 1920 TO 1922.

Year 1920 10 a. m., 7 July, Truro, N. S.

Year 1921 10 a. m., July, Truro, N. S.

Year 1922, 10 a. m., July, Truro, N. S.

**SCHOOL CHILDREN'S EXHIBITS, 1920.**

In case teachers are unable to get copies of their County or Provincial Exhibition Prize Lists, we are publishing a suggestive list here. This list will be used by practically all the Exhibitions next fall. It will be satisfactory, too, for local exhibitions.

We urge teachers to read this list to their children *now*. Don't wait until next spring. Talk the matter with your classes every few weeks. During the winter the girls can sew, and all can plan their next gardens.

**GENERAL DIRECTIONS.**

1. Label all exhibits with name of article, child's name and age, and name of school.
2. Pin thin *cardboard* labels to vegetables. Paper tears off.
3. Baste fancy work to a cardboard backing; and sew label to the article.
4. Read Journal of Education, October 1916, pages 196 and 200.
5. No *journal* entry need be made for Children's Exhibits; but each exhibitor should attach to each Exhibit a stiff card filled out as follows:

Class.....1.....  
 Section.....9.....  
 Name of Article  
 .....*Carrots—Short*.....  
 Exhibitor.. *John Grant*.....  
 Name of School.. *Hopewell*.

6. Material exhibited must be the product of the child's own work; and must be accompanied by a parent's certificate to that effect.
7. Entries are to be made thru the *teacher* rather than directly by the parents.
8. The teacher should certify to the best of her knowledge, the honesty of the children exhibiting.
9. The exhibitor must certify that all his Exhibits are the result of the *present* year's work.

*Note 1*—Judges may refuse to judge Exhibits not properly labelled, or without the parents' certificate, or if the article is not on the prize list.

*Note 2*—The amount of prize money offered is somewhat commensurate with the amount of work required to produce the Exhibit and with the probable loss.

Where only one or two entries are made in a certain class, a *first* prize will not be awarded unless the Exhibit is of high quality. No exhibitor may win two prizes in the same section.

### HINTS FOR LOCAL SCHOOL EXHIBITIONS.

Judges or others competent to do so might give short talks to the children on selecting prize material.

Arrange judging competitions for the children. Require each competitor to give reasons for his decisions. Vegetables, flowers, live-stock and hand-work furnish abundant material for this exercise.

The best kept garden plot in each school section should receive local recognition.

School parades, pageants, games, contests and sports, should be heartily encouraged. Public speaking contests are particularly desirable.

All Exhibits should be in place and *judged* before the opening hour.

If a number of schools come together for a district exhibition, each teacher should accompany her pupils and take charge of them thruout the day. It is a school exercise—not a holiday.

Each Exhibition should have a general Committee under which should be Entries Committee, Arrangement Committee, Program Committee, Decorating Committee, etc.

One judge in each department or "Class" should be sufficient. Exhibits should not be crowded. Allow ample space.

Why not give prizes in Thrift Stamps instead of in Cash?

#### CLASS A.

##### Grain and Vegetables.

Section.		
1.	Potatoes,	5 White.....25, 20, 15
2.	Potatoes,	5 Red.....25, 20, 15
3.	Potatoes,	5 Blue.....25, 20, 15
4.	Cucumbers,	2 (Table use).....15, 10, 5
5.	Cucumbers,	2 (Seed).....15, 10, 5
6.	Mangels,	2 (Yellow).....20, 15, 10
7.	Mangels,	2 (Red).....20, 15, 10
8.	Beets,	4 without tops.....20, 15, 10
9.	Carrots,	6 Short or Half-long.....20, 15, 10
10.	Carrots,	6 Long.....20, 15, 10
11.	Parsnips,	6 without tops.....20, 15, 10
12.	Turnips,	3 without tops (for table use).....20, 15, 10
13.	Turnips,	2 without tops (for stock).....20, 15, 10
14.	String Beans, (Pole),	one pint in pods.....20, 15, 10
15.	String Beans, (Bush),	one pint in pods.....20, 15, 10
16.	Shelled Beans, (Half pint)	.....20, 15, 10
17.	Cabbage,	1 head.....20, 15, 10
18.	Cauliflower,	1 head.....20, 15, 10

19.	Celery,	1 stalk	25, 20, 15
20.	Pumpkins,	1	15, 10, 5
21.	Squash,	1 (Summer)	15, 10, 5
22.	Squash,	1 (Hubbard)	15, 10, 5
23.	Vegetable Marrow,	1 (Yellow)	15, 10, 5
24.	Vegetable Marrow,	1 (Green)	15, 10, 5
25.	Onions (red)	grown from seeds or sets 5	20, 15, 10
26.	Onions,	(White or yellow) grown from seeds or sets, 5	20, 15, 10
27.	Tomatoes,	Ripe, 4	20, 15, 10
28.	Tomatoes,	Green, 5	15, 10, 5
29.	Corn,	4 ears, (sweet)	20, 15, 10
30.	Flax,	1 small sheaf	15, 10, 5
31.	Barley,	1 small sheaf, neatly bound	15, 10, 5
32.	Oats,	1 small sheaf, neatly bound	15, 10, 5
33.	Wheat,	1 small sheaf, neatly bound	15, 10, 5
34.	Best Collection (at least 5 kinds) of vegetables not on the prize list.		25, 20, 15
35.	Best Collection (at least 4 kinds) pot herbs named		20, 15, 10

**Note**—Suitable vegetables to enter in Section 36 are Kohlrabi, Lettuce, Citron, Chard, Parsley, Chives, Flowering Herbs, Brussels Sprouts, Peas, Radish, Leeks, Salsify, etc.

At the close of the exhibition all vegetables will be given to some charitable organization unless the owner calls or sends some person for them.

**CLASS B.**

**Cut Flowers and Potted Plants.**

**Note**—In this case the number of stalks selected should be governed by the species of flower named in the section. In each case aim at an attractive bunch.

1.	Best Collection Sweet Peas (at least 5 kinds) named	15, 10, 5
2.	Sweet Peas (Bouquet)	15, 10, 5
3.	Asters	15, 10, 5
4.	Annual Pinks	15, 10, 5
5.	Petunias	15, 10, 5
6.	Godetias	15, 10, 5
7.	French Marigolds	15, 10, 5
8.	Calendula or Pot Marigold	15, 10, 5
9.	Calliopsis	15, 10, 5
10.	Clarkia	15, 10, 5
11.	Verbena	15, 10, 5
12.	Annual Larkspur	15, 10, 5
13.	Snapdragon	15, 10, 5
14.	Salvia	15, 10, 5
15.	Cosmos	15, 10, 5
16.	Gladiolus, 3 spikes	15, 10, 5
17.	Dahlias, 5 blooms	15, 10, 5
18.	Any other annual species	15, 10, 5
19.	Mixed bouquet of Annuals (for tea-table)	25, 20, 15
20.	Mixed basket of flowers (at least 4 kinds)	25, 20, 15
21.	Blanket Flower (Gaillardia)	20, 15, 10
22.	Lilies	20, 15, 10
23.	Coreopsis	20, 15, 10
24.	Any other perennial species	20, 15, 10
25.	Pansies, 5 with foliage	15, 10, 5
26.	Best variety of cut flowers (cultivated out of doors)	15, 10, 5
27.	The best bouquet of any one kind of flower	15, 10, 5
28.	Best Foliage Plant (potted)	25, 20, 15
29.	Best Flowering Plant (potted)	25, 20, 15

**CLASS C.**

**Domestic Science.**

Exhibits in this and the following class must come from pupils not attending Domestic or Mechanic Training Schools. Each exhibit must be neatly labelled with the name, grade and age of the pupils and the name of the school.

In this class "Junior" means child 12 or under; "Senior" means child over 12 years.

## Section.

- |     |   |            |
|-----|---|------------|
| 1.  | Best Crocheting (a) Junior, (b) Senior.....   | 40, 30, 20 |
| 2.  | Best Embroidery—White (a) Junior, (b) Senior.....   | 40, 30, 20 |
| 3.  | Best Embroidery—Colored (a) Junior, (b) Senior.....   | 40, 30, 20 |
| 4.  | Best Hemstitching (a) Junior, (b) Senior.....   | 40, 30, 20 |
| 5.  | Best plain sewing on useful article (a) Junior, (b) Senior.....                               | 40, 30, 20 |
| 6.  | Collection of plain sewing to show hemming, felling, tucking, gathering and overhanding.....  | 40, 30, 20 |
| 7.  | Collection of plain sewing to show a gussett, a placket and 3 button-holes.....               | 40, 30, 20 |
| 8.  | Best patching, (a) Junior, (b) Senior.....  | 25, 20, 15 |
| 9.  | Best darning, (a) Junior, (b) Senior.....   | 25, 20, 15 |
| 10. | Best knitting, (a) Junior, (b) Senior.....  | 25, 20, 15 |
| 11. | Best finished garment not necessarily hand-work, (a) Kitchen work-apron, (b) Shirt waist..... | 40, 30, 20 |
| 12. | Best loaf white bread, (a) Junior, (b) Senior.....  | 25, 20, 15 |
| 13. | Best loaf brown bread, (a) Junior, (b) Senior.....  | 25, 20, 15 |
| 14. | Best graham biscuit, (a) Junior, (b) Senior.....  | 20, 15, 10 |
| 15. | Best bran muffins, (a) Junior, (b) Senior.....  | 20, 15, 10 |
| 16. | Best molasses cookies, (a) Junior, (b) Senior.....  | 20, 15, 10 |
| 17. | Best Drop cakes, (a) Junior, (b) Senior.....  | 20, 15, 10 |
| 18. | Best noon-day lunch for school, planned by child.....   | 25, 20, 15 |
| 19. | Best canning of vegetables (1 jar) peas or beans.....   | 25, 20, 15 |
| 20. | Best canned fruit (1 jar) raspberries or pears.....   | 25, 20, 15 |
| 21. | Best collection of canning (at least 5 jars).....   | 50, 40, 30 |
| 22. | Best Pickles in glass jars (1 jar).....   | 25, 20, 15 |
| 23. | Best tumbler of table butter made by child.....   | 25, 20, 15 |

Note—The recipe must be neatly written and pinned to Exhibit in Sections 12 to 17 inclusive.

Fancy work should be launderd.

Canning should be labelled with tag giving time of blanching and sterilizing thus:

Blanched—minutes.  
Sterilized—minutes.

Canned goods and sewing will be returned at the close of the Exhibition.

## CLASS D.

## Woodwork.

## Section.

- |     |                             |            |
|-----|-----------------------------|------------|
| 1.  | Bread Board.....            | 40, 30, 20 |
| 2.  | Fly Trap.....               | 40, 30, 20 |
| 3.  | Nail and Staple Box.....    | 40, 30, 20 |
| 4.  | Bird House.....             | 40, 30, 20 |
| 5.  | Milking Stool.....          | 40, 30, 20 |
| 6.  | Short Step Ladder.....      | 40, 30, 20 |
| 7.  | Trap Nest.....              | 40, 30, 20 |
| 8.  | Saw Horse.....              | 40, 30, 20 |
| 9.  | Lawn or Porch Seat.....     | 40, 30, 20 |
| 10. | Folding Bench or Chair..... | 40, 30, 20 |
| 11. | Fruit Jar Rack.....         | 40, 30, 20 |
| 12. | Sled.....                   | 40, 30, 20 |
| 13. | Soil Sieve.....             | 40, 30, 20 |
| 14. | Book Rack.....              | 40, 30, 20 |
| 15. | Butter Worker.....          | 40, 30, 20 |
| 16. | Foot Stool.....             | 40, 30, 20 |
| 17. | Plant Stand.....            | 40, 30, 20 |

## CLASS E.

## Miscellaneous.

## Section.

- |    |  |            |
|----|--|------------|
| 1. | Collection of injurious Insects.....               | 40, 30, 20 |
| 2. | Collection showing Life History of Any Insect..... | 40, 30, 20 |

3.	Collection of Rocks and Minerals.....	40, 30, 20
4.	Collection of Garden Vegetable Seeds, (at least 5 kinds).....	25, 20, 15
5.	Collection of Garden Flower Seeds.....	40, 30, 20
6.	Collection of Weeds, mounted and labelled.....	40, 30, 20
7.	Collection of Weed Seeds, labelled.....	40, 30, 20
8.	Collection of Photographs, printed by Exhibitor.....	40, 30, 20
9.	Photograph of Children's Garden.....	25, 20, 15
10.	Collection of Garden Sprays, with notes on use.....	20, 15, 10
11.	Collection of Soil fertilizers, with notes on use.....	20, 15, 10
12.	Collection of Household disinfectants, with notes on use.....	20, 15, 10
13.	Collection of Ferns, mounted and labelled.....	25, 20, 15
14.	Collection of Mosses, mounted and labelled.....	25, 20, 15
15.	Collection of Wild Flowers, mounted and labelled.....	25, 20, 15
16.	Collection of Leaves of Native Trees, mounted and labelled.....	25, 20, 15
17.	Collection of Native Woods, showing wood and bark.....	25, 20, 15
18.	Collection representing some important industry of Nova Scotia.....	25, 20, 15
19.	Working model of some piece of Machinery.....	25, 20, 15

**CLASS F.**

**Live Stock.**

Section.		
1.	Lamb.....	50, 40, 30
2.	Calf.....	50, 40, 30
3.	Pig.....	50, 40, 30
4.	Pen of Chickens.....	50, 40, 30
5.	Pet Animals.....	50, 40, 30

**CLASS G.**

**School Room Work.**

Section.		
Grades I & II	1. Paper Mat Weaving.....	20, 15, 10
	2. Elementary paper folding and cutting.....	20, 15, 10
	3. Simple Booklet containing phonic families, list of words, etc.....	20, 15, 10
Grades III & IV	4. A Drawing to illustrate some selection in the Reader.....	20, 15, 10
	5. A Written invitation to a school concert or Social Hour.....	20, 15, 10
Grades V & VI	6. Portfolio for Nature Leaflets.....	20, 15, 10
	7. Map of Nova Scotia showing towns, railways and chief Industrial Centers.....	20, 15, 10
	8. A Business Letter (neatness, handwriting and form will be considered).....	20, 15, 10
	9. An itemized bill, receipted.....	20, 15, 10
	10. A Drawing to illustrate some selection in the Reader.....	20, 15, 10
Grades VII & VIII	11. Map of North America, showing transcontinental railways and chief industrial centers.....	20, 15, 10
	12. A cheque, a receipt, and an Invoice containing 4 items.....	20, 15, 10
High School Gds.	13. A plan of a building, drawn to scale.....	20, 15, 10
	14. Sketch in Water Colors.....	20, 15, 10
	15. Sketch in Crayola.....	20, 15, 10
	16. Sketch in Pen and Ink.....	20, 15, 10
	17. Drawing of School Building with grounds properly landscaped.....	20, 15, 10
	18. Drawing of some piece of Scientific apparatus.....	20, 15, 10
	19. Drawing to illustrate a lesson in Hygiene.....	20, 15, 10
	20. Drawing to illustrate nature lessons or gardening.....	20, 15, 10
Any Grade	21. Working drawing of a piece of machinery.....	20, 15, 10
	22. Nature Booklet showing the past year's nature work in school.....	20, 15, 10
	23. Weather chart.....	20, 15, 10
	24. Garden record of one seasons work.....	20, 15, 10
	25. Record of Actual results in Milk Testing.....	20, 15, 10
	26. Small basket made of raffia, straw or reeds.....	20, 15, 10

27. Relief Map of Nova Scotia, made of plasticine, flour and salt, paper pulp or similar material..... 40, 30, 20
28. Illustrated Poster calling attention to some phase of school activity..... 25, 20, 15
29. Essay on "What we have Done Within a Year to Improve our School"..... 25, 20, 15
30. Essay on "School Room Requirements for Heathful and Sanitary Conditions"..... 25, 20, 15

In addition to the foregoing suggestions, teachers are urged to include sports, contests and school parades in their program. Money prizes should not be given for sports, but ribbons may be awarded.

Sports suitable for either Boys or Girls (in separate races) are as follows:

- |                            |                            |
|----------------------------|----------------------------|
| 1. 50, 75 or 100 yd. Dash. | 5. Potato Race.            |
| 2. Walking Race.           | 6. Shoe Race.              |
| 3. Three-legged Race.      | 7. Relay Race.             |
| 4. Back-to-back Race.      | 8. Thread the Needle Race. |

For the Boys we may also have such races as:

- |                      |                         |
|----------------------|-------------------------|
| 1. Sack Race.        | 7. Hop, Step and Jump.  |
| 2. Hurdle Race.      | 8. High Jump.           |
| 3. Donkey Race.      | 9. Broad Jump.          |
| 4. Wheelbarrow Race. | 10. Running High Jump.  |
| 5. Stilt Race.       | 11. Running Broad Jump. |
| 6. Putting the Shot. | 12. Pole Vault.         |
|                      | 13. Tug-of-War.         |

Either Boys or Girls may enter the following suggested Contests:

1. Driving Nail Contest.
2. Sewing Contests: Junior—Sewing on Button.  
Senior—Sewing Button and making Buttonhole.
3. Bouquet Arrangement Contest.
4. Flower Judging Contest.
5. Vegetable Judging Contest.
6. Stock Judging Contest.
7. Public Speaking Contest.
8. School Parade.

Interesting and educative features on the Fair program could be actual Demonstrations by children in the following:

1. Plant Propagation by means of
  - (a) Cuttings.
  - (b) Layering.
  - (c) Grafting, etc.
2. Potting, Repotting and Shifting House Plants.
3. Treatment of Sick House Plants.
4. Pruning House Plants or Garden Shrubs.
5. Milk Testing.
6. Canning.
7. Preparing an individual well-balanced School Lunch.
8. First Aid Demonstrations.
9. Some phase of the work of
  - (a) The Boy Scouts.
  - (b) The Girl Guides.
  - (c) The Camp Fire Girls.

**Note**—In such contests as "bouquet arrangement", "vegetable judging", "public speaking," etc., teachers should hold frequent practise rehearsals thruout the year. These have an important educative value.

If the actual Demonstrations suggested are carried out by children at the exhibition, it will teach self-composure, give the joy of doing things, and will even be instructive to some of the grown-ups. Patrons of an exhibition enjoy action rather than inaction. The children, of course, must practise thoroly their various demonstrations beforehand.



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

### LOCAL "NATURE" OBSERVATIONS.

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

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

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

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

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

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

The register has a page for a duplicate of such records.

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

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

PHENOLOGICAL OBSERVATIONS, CANADA.  
(1919 Schedule.)

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

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

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

Name and Home Address of Teacher or other Compiler of the Observations responsible for their accuracy.	When First Seen.	When Becoming Common.
<b>Nova Scotia Phenochrons.</b>	1919	1919
(Wild Plants, etc.—Nomenclature as in "Spotton" or "Gray's Manual").		
1. Alder ( <i>Alnus incana</i> ), catkin shedding pollen.....	101	110
2. Aspen ( <i>Populus tremuloides</i> ), shedding pollen.....	111	117
3. Mayflower ( <i>Epigaea repens</i> ), flowering.....	103	115
4. Field Horsetail ( <i>Equisetum arvense</i> ), shedding spores..	127	128
5. Blood-root ( <i>Sanguinaria Canadensis</i> ), flowering.....	127	133
6. White Violet ( <i>Viola blanda</i> ), flowering.....	122	134
7. Blue Violet ( <i>Viola palmata, cucullata</i> ), flowering.....	127	133
8. Hepatica ( <i>H. triloba</i> , etc.), flowering.....	125	138
9. Red Maple ( <i>Acer rubrum</i> ), flower shedding pollen....	126	133
10. Strawberry ( <i>Fragaria Virginiana</i> ), flowering.....	125	133
11. " " " " fruit ripe.....	162	168
12. Dandelion ( <i>Taraxacum officinale</i> ), flowering.....	128	133
13. Adder's Tongue Lily ( <i>Erythronium Am.</i> ), flowering....	129	137
14. Gold Thread ( <i>Coptis trifolia</i> ), flowering.....	184	139
15. Spring Beauty ( <i>Claytonia Caroliniana</i> ), flowering.....	186	140
16. Ground Ivy ( <i>Nepeta Glechoma</i> ), flowering.....	137	145
17. Indian Pear ( <i>Amelanchier Canadensis</i> ), flowering.....	189	144
18. " " " " fruit ripe.....	210	215
19. Wild Red Cherry ( <i>Prunus Pennsylvanica</i> ), flowering...	143	146
20. " " " " fruit ripe....	220	223
21. Blueberry ( <i>Vaccinium Can. and Penn.</i> ), flowering.....	144	149
22. " " " " fruit ripe.....	216	221
23. Tall Buttercup ( <i>Ranunculus acris</i> ), flowering.....	143	156
24. Creeping Buttercup ( <i>R. repens</i> ), flowering.....	155	161
25. Painted Trillium ( <i>T. erythrocarpum</i> ), flowering.....	145	150
26. Rhodora ( <i>Rhododendron Rhodora</i> ), flowering.....	147	151
27. Pigeon Berry ( <i>Cornus Canadensis</i> ), florets opening....	148	154

PHENOLOGICAL OBSERVATIONS.—(Continued.)

Day of year corresponding to the last day of each month.					When First Seen.	When Becoming Common.
Jan. 31	April 120	July 212	Oct. 304			
Feb. 59	May 151	Aug. 243	Nov. 334			
March 90	June 181	Sept. 273	Dec. 365			
[For Leap years increase each number above except that for January, by 1].						
28.	Pigeon Berry ( <i>Cornus Canadensis</i> ), fruit ripe			240	240	
29.	Star Flower ( <i>Trientalis Americana</i> ), flowering			146	153	
30.	Clintonia ( <i>Clintonia borealis</i> ), flowering			153	158	
31.	Marsh Calla ( <i>Calla palustris</i> ), flowering			158	162	
32.	Lady's Slipper ( <i>Cypripedium acaule</i> ), flowering			157	161	
33.	Blue-eyed Grass ( <i>Sisyrinchium ang.</i> ), flowering			157	161	
34.	Twinflower ( <i>Linnaea borealis</i> ), flowering			161	167	
35.	Pale Laurel ( <i>Kalmia glauca</i> ), flowering			156	161	
36.	Lambkill ( <i>Kalmia angustifolia</i> ), flowering			160	164	
37.	English Hawthorn ( <i>Crataegus oxyacantha</i> ), flowering			158	162	
38.	Scarlet fruited Thorn ( <i>Crataegus coccinea</i> ), flowering			159	163	
39.	Blue Flag ( <i>Iris versicolor</i> ), flowering			162	167	
40.	Ox-Eye Daisy ( <i>Chrysanthemum Leucanth.</i> ), flowering			161	168	
41.	Yellow Pond Lily ( <i>Nuphar advena</i> ), flowering			163	169	
42.	Raspberry ( <i>Rubus strigosus</i> ), flowering			158	164	
43.	" " fruit ripe			203	212	
44.	Yellow Rattle ( <i>Rhinanthus Crista-galli</i> ), flowering			166	171	
45.	High Blackberry ( <i>Rubus villosus</i> ), flowering			164	169	
46.	" " fruit ripe			235	240	
47.	Pitcher Plant ( <i>Sarracenia purpurea</i> ), flowering			158	162	
48.	Heal-All ( <i>Brunella vulgaris</i> ), flowering			164	171	
49.	Common Wild Rose ( <i>Rosa lucida</i> ), flowering			171	174	
50.	Fall Dandelion ( <i>Leontodon autumnale</i> ), flowering			166	172	
51.	Butter-and-Eggs ( <i>Linaria vulgaris</i> ), flowering			163	170	
52.	Expanding leaves in spring make trees appear green (a) first tree, (b) leafing trees generally			135	147	
(Cultivated Plants, etc.)						
53.	Red Currant ( <i>Ribes rubrum</i> ), flowering			143	150	
54.	" " fruit ripe			198	206	
55.	Black Currant ( <i>Ribes nigrum</i> ),			144	150	
56.	" " fruit ripe			204	209	
57.	Cherry ( <i>Prunus Cerasus</i> ), flowering			148	153	
58.	" " fruit ripe			213	213	
59.	Plum ( <i>Prunus domestica</i> ), flowering			150	156	
60.	Apple ( <i>Pyrus Malus</i> ), flowering			151	156	
61.	Lilac ( <i>Syringa vulgaris</i> ), flowering			153	163	
62.	White Clover ( <i>Trifolium repens</i> ), flowering			161	167	
63.	Red Clover ( <i>Trifolium pratense</i> ), flowering			157	166	
64.	Timothy ( <i>Phelum pratense</i> ), flowering			164	167	
65.	Potato ( <i>Solanum tuberosum</i> ), flowering			170	179	
(Farming Operations, etc.)						
66.	Plowing begun			115	128	
67.	Sowing begun			132	139	
68.	Planting of Potatoes begun			138	142	

PHENOLOGICAL OBSERVATIONS.—(Continued.)

69. Shearing of Sheep.....	131	137
70. Hay Cutting.....	214	219
71. Grain Cutting.....	246	253
72. Potato Digging.....	264	271
(Meteorological Phenomena).		
73. Opening of (a) Rivers, (b) Lakes without currents.....	89	97
74. Last Snow (a) to whiten ground, (b) to fly in air.....	116	120
75. Last Spring Frost (a) "hard", (b) "hoar".....	130	145
76. Water in streams, rivers, etc. (a) highest, (b) lowest.....	106	.....
77. First Autumn Frost, (a) "hoar," (b) "hard".....	263	290
78. First Snow (a) to fly in air, (b) to whiten ground.....	290	316
79. Closing of (a) Lakes without currents, (b) Rivers.....	335	346
80. Number of Thunder Storms.....		

Jan. 0 Feb. 0 Mar. 1 April 9 May 14 June 13  
 July 4 Aug. 5 Sept. 3 Oct. 5

Day of year corresponding to the last day of each month.						Going North or coming in Spring	Going South or leaving in Fall.
Jan. 31	April 120	July 212	Oct. 304				
Feb. 59	May 151	Aug. 243	Nov. 334				
March 90	June 181	Sept. 273	Dec. 365				
[For Leap years increase each number above except that for January, by 1].							

(Migration of Birds. etc.)

81. Wild Duck migrating.....	87	259
82. Wild Geese migrating.....	84	303
83. Song Sparrow ( <i>Melospiza fasciata</i> ).....	92	.....
84. American Robin ( <i>Turdus migratorius</i> ).....	84	.....
85. Slate colored Snow Bird ( <i>Junco hiemalis</i> ).....	90	.....
86. Spotted Sand Piper ( <i>Actitis macularia</i> ).....	120	.....
87. Meadow Lark ( <i>Sturnella magna</i> ).....	119	.....
88. Kingfisher ( <i>Ceryle Alcyon</i> ).....	122	.....
89. Yellow Crowned Warbler ( <i>Dendroeca coronata</i> ).....	127	.....
90. Summer Yellow Bird ( <i>Dendroeca aestiva</i> ).....	138	.....
91. White Throated Sparrow ( <i>Zonotrichia alba</i> ).....	128	.....
92. Humming Bird ( <i>Trochilus Colubris</i> ).....	145	.....
93. King Bird ( <i>Tyrannus Carolinensis</i> ).....	143	.....
94. Bobolink ( <i>Dolichonyx oryzivorus</i> ).....	138	.....
95. American Gold Finch ( <i>Spinus tristis</i> ).....	142	.....
96. American Redstart ( <i>Setophaga ruticilla</i> ).....	141	.....
97. Cedar Waxwing ( <i>Ampelis cedrorum</i> ).....	185	.....
98. Night Hawk ( <i>Chordeiles Virginianus</i> ).....	129	.....
99. Piping of Frogs.....	98	.....
100. Appearance of Snakes.....	110	.....

(Other Observations or Remarks.)

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

## Phenological Schedules.

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

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

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

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

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

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

## PHENOLOGICAL OBSERVATIONS.

### List of Schools sending in Schedules of Local Observations for the Year ended December, 1919.

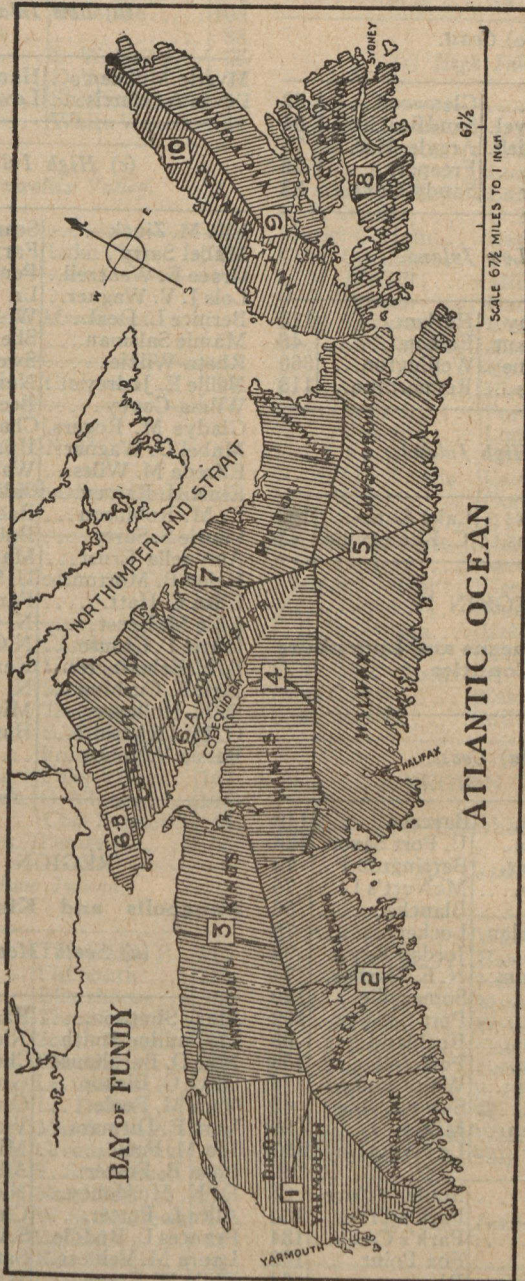
The teachers of Nova Scotia have already acquired a reputation beyond those of any other part of America for their voluntary devotion to and success in the cultivation of the observing faculties of the pupils under their charge. And our first line of biologists, a few widely known already in the world,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

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

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

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

No.	Regions or Slopes.	Belts.
I.	Yarmouth and Digby Counties,	(a) Coast, (b) Low Inlands, (c) High Inlands.
II.	Shelburne, Queens & Lunenburg Cos.	" " "
III.	Annapolis and Kings Counties,	(a) South Mountains, (b) Annapolis Valley (c) Cornwallis Valley, (d) North Mountains.
IV.	Hants and Colchester Counties,	(a) Coast, (b) Low Inlands, (c) High Inlands.
V.	Halifax and Guysboro Counties,	" " "
VI.A.	Cobequid Slope (to the south),	" " "
VI.B.	Chignecto Slope (to the n'west)	" " "
VII.	North'land Sts Slope (to the N'h)	" " "
VIII.	Richmond & Cape Breton Co's,	" " "
IX.	Bras d'Or Slope (to the southeast)	" " "
X.	Inverness Slope (to Gulf, N. W.)	" " "



THE TEN PHENOLOGICAL REGIONS OF NOVA SCOTIA.

## REGION 1.

## Yarmouth and Digby Counties.

## (a) Coast.

Annie L. Ricker...	Glenwood	62
Margaret A. Gavel...	Sand Beach	34
Marjorie C. Smith...	Argyle Har.	73
.....	Freeport	58
Mary E. Ringer...	Sandy Cove	33

## (b) Low Inland.

Annie T. DeVany...	Harlem	112
Mrs. Eva T. Grant...	Easton	48
Maria I. G. Purney...	Wellington	360
James E. Moses...	Reynardton	113

## (c) High Inland.

Dorothy J. Bain...	Lake Annis	183
Grace E. Stevens...	C. Kempville	41

## REGION II.

## Shelburne, Queens and Lunenburg Counties.

## (a) Coast.

Hazel H. Smith...	Baccaro	149
Ida M. Thomas...	U. Port Saxon	128
Bella L. Hopkins...	Barrington P.	73
Ida L. MacKay...	McNutt's I.	76
Ella R. Perry...	Blanche	69
Dorothy P. Phelan...	Lockeport	78
Etta I. Hardy...	Jordan Bay	99
Edith M. Latham...	N. E. Harbor	74
Vera E. Snow...	Somerville	120
Ruby H. Snow...	Port LaTour	102
Estella B. Lewis...	Rockland	98
M. L. Therieau...	Port Joli	153
Mary M. Hicks...	White Point	76
Mrs. J. Baker...	Summersville	45
Winnie Freeman...	Milton	99
M. L. Romkey...	Lower LaHave	91
Eva Sarty...	.....	50
Grace Conrad...	Mader's Cove	85
B. E. Brooks...	Park's Creek	134
B. G. Herman...	Park's Creek	134
M. B. Jewers...	Fox Point	108
Amy Himmelman...	Riverport	54
Ida Hogan...	Vogler's C. W.	90
Amy M. Young...	Blandford	73

M. V. Berringer...	Lr. 2nd Penn.	201
Hazel D. Young...	Martin's Riv.	86
Louise M. Baker...	Mt. Pleasant	100

## (b) Low Inland.

Myrtle McLean...	Hamilton	117
Lewis A. Harris...	Lower Ohio	138

## (c) High Inland.

Ella M. Zinck...	Scarsdale	67
Mabel Sarty...	Farmington	102
Grace E. Wentzell...	Pennys	85
Lois J. V. Wagner...	Lr. Northfield	66
Bernice L. Deal...	W. Northfield	119
Mamie Salsman...	Sherwood	56
Rheta Wilkie...	Sweetland	117
Nellie E. Jodrey...	New Burne	70
Wilma Covey...	Beech Hill	100
Gladys M. Rogers...	Charing Cross	170
Mabel D. Wagner...	Up. Branch	103
Elfreda M. Wiles...	Waterloo	107
Elma H. Ramey...	Oak Hill	80
E. M. Robinson...	Back of Lake	107
Laurie S. Sarty...	Baker Set	61
Amynella Ernst...	Maplewood	95
Helen B. Morton...	U. Woodstock	143
Eliza E. Hatt...	Fancys	78
Effie M. Ernst...	N. Canada	75
Lettie P. Crouse...	N. Cumberland	88
B. E. Etherington...	Kempt	127
Mrs. F. Cushing...	N. Grafton	83
F. E. Holloway...	Middledale	128
G. M. Dukeshire...	Harmony	105
Bessie V. Jones...	.....	128

## REGION III.

## Annapolis and Kings Counties.

## (a) South Mountains.

Mary Simpson...	East Victory	64
M. Pauline Smith...	Nictaux South	61
Mae O. Barkhouse...	Cherryfield	111
Olive G. Bishop...	Greenland	68
Vera M. Poole...	Graywood	117
Vera E. Ditmars...	Victory	101
Ida M. Poole...	Milford	126
Lena B. Foster...	Albany	129
E. K. McAloney...	Nictaux Falls	118
Alice L. Potter...	Clementsvale	185
Frances L. Buddle...	S. Williamston	62
Laura M. Veinott...	Sand Hill	112
Elida W. Foote...	Waterville	140



(b) Annapolis Valley.

Pearl M. Parker	Meadowvale.	73
M. J. Robinson	S. Farmington	268
Alberta M. Apt.	Belle Isle	108
Mabel B. Dickie		98
Laura J. Eaton	L. Wolfville	65
Evelyn V. Fox	Delhaven	77
F. B. Holland	Sheffield Mills	55
Anna Robertson	White Waters	62

(c) Cornwallis Valley.

Olive P. Keddy	Lake View. . . .	86
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(d) North Mountains.

Neomia G. Keddy	Clermont. . . .	93
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REGION IV.

Hants and Colchester Counties.

(a) Coast.

Hazel G. Ritchie	Cambridge. . . .	89
	U Five Islands	36
Susie L. Bradley	Selma. . . . .	44
Bertha H. Curry	Tenecape. . . .	55
I. M. Fletcher	E. Tenecape. . .	111
M. L. Fulton	Folly Village. . .	95
Emma A. Higgins	Folly Village. . .	147
Lena M. Bambrick	G. Village. . . .	145
Velma J. Moore	Cen. Economy	46
Hazel B. Whidden	Pembroke. . . .	5

(b) Low Inland.

G. M. Chase	Three Mile P.	115
Lena B. Deal	Falmouth. . . .	113
Minnie B. Smith	Ellershouse	72
A. M. Robinson	Three Mile P.	80
S. J. Fulton	South Branch	85
Amelia Cox	Elmsdale	167
H. Clara Putman	Lr. Onslow	50
Georgena Reid	Lr. DeBert	86
Janie M. Purdy	Meadowvale	141
Lea T. Roy	Greens' Creek	90
Alice L. Leslie	E. Stewiacke.	123
K. Hennigar	Northfield	154
L. E. Blaikie	W St Andrews	17
Frances Scott	Enfield. . . . .	23
Alma Sheridan	New Dublin. . .	83
A. M. Rose	Urbana. . . . .	134
Irene Cottam	U Pleasant V.	107
A. S. Archibald	Otter Brook. . .	64

Martha H Shortt	L Pleasant V.	29
Hazel Cottam	Gays River	95
Mrs. J. O. B. Turple	Noel Lake	78
K. Hennigar	Northfield	111
Hazel Cottam	Lr. Truro. . . .	15

(c) High Inland.

Jessie M. Hume	S. Waterville.	118
E. M. Mariette	Ardoise. . . . .	111
L. B. Jollymore	Leminster	114
M. Grace Walley	Earltown. . . .	146
F. L. Blake	U Stewiacke	139
Muriel Cottam	East Folly Mt	120
E. M. Creelman	Riversdale. . . .	73
L. M. McGill	Mill Brook	74
V. I. Dillman	Hardwood L.	73
L. M. Lockhart	West Folly Mt	122
Greta McElhinney	Alton. . . . .	79
	Up Rawdon. . . .	109
B. L. Archibald	Birch Hill. . . .	70
C. P. Davison	Porta'que M.	69
M. E. Fleming	Londonderry. . .	109
F. I. I. Foster	Wittenburg. . . .	68
N. M. MacKenzie	East Gore. . . .	55
Ellen Wallace	Gore. . . . .	127
M. F. Bentley	C North River	120
Greta E. McNutt	Hardwood H.	41
A. A. Corbett	McCallum S.	46
Elizabeth Miller	Georgesfield. . .	41
M. L. Lynch	Nuttby. . . . .	46
F. E. Stevenson	Keble. . . . .	126
Eva G. Beattie	Slades. . . . .	93
E. D. McCulloch	M. Stewiacke.	5
Irene Cottam	East Folly M.	29
L. M. McGill	Millbrook. . . .	10

REGION V.

Halifax and Guysboro Counties.

(a) Coast.

K. Martin	Watt. . . . .	64
P. H. Rutledge	Harrigan's C.	72
R. J. Stoddard	Necum Teuch.	62
Annie A. Fancy	Moser River	28
L. T. Strahan	U. White Head	46
May I. Dortt	Cole Harbor	62
E. K. Fogarty	Canso. . . . .	58
C. L. Stropole	S. Intervale. . .	135
J. L. Morris	St. Mary's. . . .	38
Frances McDonald	Whitehead. . . .	39
E. B. Reynolds	Ship H. Lake.	39

(b) Low Inland.

Z. F. Stoddard	Greenwood. . . .	201
Fannie Burris	Sibly. . . . .	95
Ola E. Mosher	Mooseland. . . .	60

Greta M. Lewis.....		80
J. H. Dunbrack.....	Shore.....	129
M. E. Auld.....	Waverly.....	178
Janie Archibald.....	Dean.....	187
Bertha C. Moore.....	Sedgewick.....	116
Ruth S. Ellis.....	Higginsville.....	79
Jean E. Fisher.....	Brookvale.....	65
A. M. Johnson.....	Oakfield.....	160
	Roman Valley.....	61
Isabel Gillis.....	Glenelg.....	78
G. M. Decoffe.....	N. Intervale.....	23

*(c) High Inland.*

K. McLean.....	Lakedale.....	114
M. A. Cameron.....	W. Lochaber.....	65

## REGION VI (A).

**Cobequid Slope to South.***(a) Coast.*

R. J. Graham.....	Green Hill.....	48
Ellen A. O. Regan... and pupils.....	Parrsboro.....	94
G. G. Brown.....	New Prospect.....	75

*(c) High Inland.*

Pearl Trerice.....	Harrison S.....	102
M. B. Jewers.....	Spencers Isle.....	11

## REGION VI (B).

**Chignecto Slope to N. W.***(a) Coast.*

M. J. D'Orsay.....	W. Apple River.....	61
Helen Pugsley.....	Barronsfield.....	68
M. R. Tomlinson.....	Advocate Hbr.....	39
M. McEachrane.....	Advocate.....	46

*(b) Low Inland.*

B. B. Mitchell.....	East Amherst.....	68
B. V. Charman.....	New Salem.....	77
L. A. Lindsay.....	South Athol.....	45
A. L. Wilson.....	Nappan.....	98
E. S. Wilson.....	Nappan.....	34
Lizzie M. Smith.....	Athol.....	91

*(c) High Inland.*

Clara B. Brown.....	E. Mapleton.....	102
Bertha M. Smith.....	Fenwick.....	173

## REGION VII.

**Pictou, Antigonish and Cumberland Counties.***(a) Coast.*

	Malignant C.....	61
M. MacDonald.....	Maryvale.....	90
Sylvia E. Miller.....	Tatamagouche.....	98
G. Sutherland.....	Brule Shore.....	97
Florence Hayman.....	Keble.....	5
Nellie MacKay.....	Bayhead.....	77
F. E. Stevenson.....	Brule Shore.....	20
L. M. V. Colburn.....	Lr. Gulf Shore.....	54
H. B. Langille.....	Westchester S.....	73
Nellie Boyd.....	Tidnish.....	106
S. E. DeWolfe.....	Wallace Bay.....	94
Vila E. Hartling.....	Fox Harbor.....	95
I. D. Brown.....	Amherst B.....	96
G. L. Lindsay.....	Port Howe.....	4
R. MacDonald.....	King's Head.....	67
Edna MacKenzie.....	Lyon's Brook.....	28
H. G. Thomson.....	Lyon's Brook.....	112
Lillian Cameron.....	Caribou Isld.....	144
Janet G. Calder.....	L. Barney's R.....	56
Jessie I. Fraser.....	Sutherland's R.....	128
Alice M. Gray.....	Seafoam.....	78
M. M. Campbell.....	Bay View.....	129
D. E. MacDonald.....	Pictou Isld.....	50
Mary E. Munro.....	Loch Broom.....	110
A. S. MacDonald.....	Pictou.....	152

*(b) Low Inland.*

M. B. Campbell.....	French River.....	58
F. E. W. Sutherland	Carribou R.....	138
H. E. MacKenzie.....	C. Carribou.....	94
A. J. B. Hamilton.....	Bigney.....	119
J. M. Henry.....	Louisville.....	114
J. V. McLean.....	Hodson.....	107
M. Cavanagh.....	Rocklin.....	105
Lila M. Boss.....	Rodney.....	144
E. V. Davison.....	Glenville.....	176
H. Jean Lynds.....	Stake Road.....	39
F. E. Thompson.....	L. M. Pleasant.....	51
R. M. Forbes.....	E. Hansford.....	60
Greta K. Cox.....	S. Pugwash.....	97
M. K. Black.....	Clifton.....	84
J. A. MacCabe.....	Warren.....	93
O. P. McCormick.....	Carrington.....	136
M. M. Filmore.....	Millvale.....	44
I. P. Jackson.....	Tidnish B.....	135

H. V. Darragh	Shinimicas	118
Leta Cox	Collingwood	126
H. E. Newman	Beckwith	45
Laura Black	L. Killarney	70
M. Vincent	Wentworth S.	106

(c) High Inland.

C. A. Tate	Grosvenor	127
N. F. Bradley	Williamsdale	50
H. A. Sutherland	Broadway	102
A. Maclean	Lime Rock	114
Elizabeth Chisholm	Kenzieville	69
Gladys L. Huggan	Avondale	98
Lelia MacKay	Churchville	88
I. M. Chisholm	Woodfield	40
Nellie MacIntosh	Piedmont Val.	71
F. R. Cruikshank	New Lairg	94
M. E. McCara	Rogers Hill C.	73
M. G. Matheson	Meadowville	125
Florence Sillers	Cross Roads	163
Evelyn Cavanagh	Isl. East Riv.	72
M. C. Sutherland	Six Mile Br.	184
Clara G. MacKay	Centredale	119
Mary E. Rae	Plainfield	119
Margaret I. Wright	B. Mountain	103
Ada F. Redmond	Kirkmount	111
E. I. MacIntosh	Fox Brook	64
M. D. McCun	Brookland	115
B. E. MacDonald	Greenvale	127
S. P. McLean	Marshy Hope	17
E. M. Sutherland	MacPhersons	55
Melva Ross	Meiklefield	136
H. M. Johnston	Laggan B. R.	164
Hazel MacKenzie	Springville	183
Jessie L. Campbell	Halford	60
E. M. Brownell	Westchester	82
Mrs. J. R. McDonald	Henderson S.	79
Inez J. Fillmore	Thomson	38
	S. Victoria	90
Nellie G. Johnson	U. M Pleasant	60
Ella M. Ralston	L. Greenville	155
Mabel G. Lamb	Streets Ridge	54
Evelyn Ripley	Rushton	78
Lena B. Rogers	Victoria	104
Katherine F. Dyas	Salem	91
Pearl Dickie	River View	84
Ethel Williams	Greenville Sta.	38
Mabel Lamb	Greenville S.	10
	Farmington	15
Clara B. Brown	N. Greenville	5
Dovi. S. Dewar	Marshy Hop.	15

REGION VIII.

Cape Breton and Richmond Counties.

(a) Coast.

Mamie Currie	Red Islands	97
Clara A. Kehoe	Rocky Bay	86

Iva G. Holmes	Catalone Gut	77
C. A. Nicholson	Barrachois	122
K. A. Nicholson	Boisdale	75
E. McKinnon	Beaver Cove	99
Agnes Nicholson		105
M. B. Macdonald	Christmas I.	80
C. A. MacKenzie	Gr. Narrows	73
Rosie Burke	Benacadie	84
Wm. D. McKenzie	Castle Bay	60
C. I. MacEachen	Escasoni	98
H. F. MacDonald	N. S. East Bay	34
G. Nicholson	Long Isld.	146
Agnes Nicholson	Barrachois	13
M. M. Campbell	Garden M.	8
Martha R. Lahey	Scatarie	21
C. A. MacKenzie	Christmas Isld	14
M. A. O'Handley	Big Beach	3
T. MacDonald	Irish Vale	12
K. MacDonald	Brack's Brook	87
K. L. Gillis	East Bay	66
C. A. Macdonald	Big Lorraine	25
Martha R. Lahey	Baleine	57
Sadie Johnson	Scatarie Isld	49
Nellie M. Riley	Mainadieu	25
Sophie MacLeod	Catalone	111
Mary Kennedy	Albert Bridge	90
M. J. Walker	Point Aconi	64
M. C. Elliott	Groves Point	95
E. B. Nicholson	Eureka	86
M. A. O'Hanley	Big Bank	70
Jessie Nicholson	L. Isld. Main.	144
M. C. Hennessy	Lt Bras d'Or W	86
Sadie C. Collins	Bras d'Or	82
Katie Nicholson	Alder Point	26
M. E. Brennan	Ball's Bridge	20
Alice Boutilier	Pt. Edward	123
Florence Matheson	Edwardsville	87
Wilbert Spencer	Mira Gut	81
Wilbert Spencer	Mira Gut	85
B. H. Sargent	Round Isld.	54
L. M. Dillon	Lakeview	104
E. McSween	Lingan	16
Annie Campbell	South Bar	99

(b) Low Inland.

Harold E. Grant	Grantville	165
Elizabeth Walsh	French Vale	9
A. C. McCuish	Salem Road	39
M. M. McMullin	Salmon River	75
Annie M McArthur	Grand Mira N	17
E. A. MacMullin	Victoria Br.	38
Christine O'Keefe	Grand Mira S.	57
M. C. MacInnes	Millville	26
Annie Johnstone	Leitches C.	152
K. Macdonald	Ball's Creek	30
M. E. MacNeill	Blacketts L.	81
C. MacDonald	Meadow's R.	186
Sarah M. Walker	Marion Br.	80
T. Boutilier	Front Lake	85
	Broughton	38
Sarah M. Walker	Sandfield	12

(c) *High Inland.*

M. MacNeill.....	.....	53
C. McInnis.....	Highland.....	28
C. I. Gillis.....	Gillisville.....	109
J. M. MacLeod....	MacAdam's L.	92
M. A. McDonald..	French Road..	10
E. C. Somers.....	Big Ridge....	104
H. J. MacLeod....	U. Leitches C.	155
Beatrice Langwith.	French Road..	26
H. J. MacLeod....	U. Leitches C.	31
M. A. MacLean...	Forest.....	14

.....	Craigmore....	47
J. J. LeBlanc.....	Belle Cote....	17

(b) *Low Inland.*

A. D. MacKinnon.	MacMillans M	38
A. M. Dowling....	West Bay Cen	60
Dan A. McLeod....	McLean's B...	125
A. E. Canavan....	Kempt Head..	22
F. I. Morrison....	S. Lake Ainslie	27
Mary A. McNeil..	U. Washabuck	52

REGIONS IX and X.

**Bras D'Or and Inverness Slopes.**

(a) *Coast.*

A. E. Kennedy....	French River..	81
Mrs. M. L. Carey..	Cape Dauphin	115

(c) *High Inland.*

C. A. McAskille...	Marbl. Mt....	101
I. A. MacKenzi....	MacLennan's.	55

**Comments by the Members of the Compiling Staff on the Phenological Observations Recorded by the Teachers in the Various Regions of the Province.**

**REGION No. I.**

**Lunenburg, Queens and Shelburne Counties.**

*Clarice A. Zinck, Compiler.*

The Observation schedules had mistakes similar to other years. In some districts the flowers Rhodora and Lambkill were confused. Others reported Mayflower entirely out o season.

On several papers a flower was reported as being first seen and becoming common on the same date.

**REGION III.**

**Annapolis and Kings Counties.**

*Zaidee T. Horsfall, Compiler.*

I compiled Belt "A" alone, using the ten best schedules out of thirteen, and "B" "C" and "D", together using five out of eight from Belt "B", the only one of "C" and the only one of "D".

When a decimal occurred in the averaging, I used the nearest number.

## REGION IV.

## Hants and Colchester Counties.

*Stella L. Lindsay, Compiler.*

This year there were fifty-four schedules. Eleven from belt (a), twenty-three from belt (b), and twenty from belt (c). Forty-five had added observations. Miss Amelia Cox had forty-nine and Miss Katherine Hennigar had forty.

The majority of these schedules were neatly and accurately done. Those of Miss Emma Higgins, Glenholme, Miss Florence Blaikie, Up. Stewiacke, and Miss Jessie Hume, So. Waterville, were especially well done.

Two teachers did not sign their names, and several others did not fill in the blanks at the beginning of the schedules. Why not ask our Inspector to help us with this if we do not fully understand how to do it ourselves?

Nine schedules did not have the 'when common' columns filled in. In other respects two of these were good papers.

One schedule had all dates about thirty days late. For instance, No. 60 (Apple first seen flowering) is given as 184, which is the number corresponding to the date July 3rd. We know that June 3rd, or even earlier, would be more correct. No doubt this error was caused by taking the numbers given on the schedule as the first day of the month instead of the last. The number 181 corresponds to June 30th, not June 1st, as seems to have been taken in this case.

*Senecio Jacobaea* was reported from Up. Stewiacke and Elmsdale. The Brown Tail Moth was reported from Portau-pique Mt. only.

*Hepatica* was reported from four districts. Three of these were in East Hants—and the other joining it.

The meteorological and avian observations were not fully filled by many teachers. Let us try to do better in the future.

Miss A. M. Rose, Urbania, reported all the birds on the schedule and some additional ones. Miss Emma Higgins, Glenholme, reported all but wild duck.

Let us all try to improve our Phenological returns. This can be accomplished by keener observation, and by profiting by the comments made by the compilers of the last few years, as given in the April Journals of Education.

## REGION V.

### Halifax and Guysboro Counties.

*Zaidee F. Stoddard, Compiler.*

Twenty-three schedules were sent in, ten from belt (a) and thirteen from (b), from which four from (a) and nine from (b), were selected for compiling. Several schedules had many interesting observations in addition to the ones asked for, among which were Miss Margaret Auld's of Waverly, and Miss Bertha Moore's of Shubenacadie.

In many cases the teachers were not careful in placing the day of the year directly opposite the name of the observations.

Senecio Jacobea was reported from Lakedale, Guysboro Co., The Brown Tail Moth was not reported from any district.

Several observers reported the Creeping Buttercup, before the "Tall", also the Lambkill before the Pale Laurel and dates for both in most cases were too early.

Bloodroot was reported from Sedgewick School Section, Elmsvale.

Hepatica has only one observer.

In one case Pigeon Berry was reported ripe, twenty-six days before blooming.

Several plants altho very common had only a few observers, among which are:

The Yellow Rattle, Heal-All, Field Horsetail and Pitcher Plant.

The Robin was reported as a winter resident in one section. Very few observers seem to know that the junco hiemalis is a winter resident with us as well as a summer resident.

Special credit is due Miss Auld of Waverly, for the number as well as the neatness and accuracy of her observations.

## REGION VII.

### Northumberland Strait Slope.

Of the eighty-four schedules received twenty were from the coast, twenty-three from the low inland and forty-two from the high inland.

Seventeen teachers, in coast belt, sent in additional observations. Of these, Miss Ada MacDonald had thirty-three observations, mainly on birds. Miss Lillian Cameron, had thirty-two extra observations, and Miss Jessie Fraser, twenty-three.

Blood Root, Hepatica, Heal-all and Butter-and-Eggs, are not reported. Tho the last two are very common in this belt. Spring Beauty is reported twice, 111 and 139. The latter date is quite correct. It does not bloom before the May-flower!

145 is too early for the Ox-Eye Daisy.

April 9th is rather early for sheep-shearing.

Snakes very rarely appear so early as 97 or 101.

Too many teachers neglect the Becoming Common Column.

Sixteen of the twenty schedules in low inland belts had extra observations.

Miss Edith Verna Davidson is to be complimented. She had a list of one hundred and sixteen observations. Many of them were very interesting.

The Hepatica triloba is not reported from this belt.

The Marsh Calla has only two observers, both in the Becoming Common column.

The spring farming operations are well and accurately observed.

Hepatica Triloba is not reported, excepting in three cases and the dates were quite unreliable.

173 is too late for Ground Ivy.

263 is too late for first appearance of August Flower or Fall Dandelion, and 269 for Butter-and Eggs.

130 is too early for Red Clover.

Many teachers have given dates too early for the flowering of Timothy. The usual date is from 170 to 191.

One teacher gives 140 for the flowering of the potato, (May 20!). Potatoes are usually planted about this date. The same teacher gives the date of planting as 144.

Snakes, are given as appearing on April 1st, in one list.



## CADET INSTRUCTION.

It is not known at time of going to press whether the usual Course to qualify male teachers as Cadet Instructors will be held during the months of July and August, 1920, or not. We are unable at present to give any information regarding what courses may be given or what camps can be held for Cadet Corps during 1920. A definite announcement it is hoped, will be made later.

### Corps of School Cadet Instructors.

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

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

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

### Uniform for Corps of School Cadet Instructors.

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

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

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

**CAP**—Forage, N. P.

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

### Allowances to Cadet Corps Instructors.

For the training of a Cadet Corps during the School Year, subject to the certificate of a Military Inspecting Officer that

the Cadet Corps has been well instructed in the course of Military training laid down for it an allowance will be paid as follows:—

Cadets up to 50—\$1.00 per cadet.

Cadets 50 to 100—.75 per cadet.

Cadets exceeding 100—.50 per cadet.

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

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

### **Cadet Corps in Schools.**

It is to be regretted that in some high schools and academies the opportunity for the organization and carrying on of a Cadet Corps is not embraced, and more especially in schools where one of the Teachers is a fully qualified Instructor and was permitted so to qualify on his undertaking to instruct a Cadet Corps. The fact that schools in which are the most efficient Cadet Corps, usually stand high in scholarship attainments, is not only an answer to those who say they have no time for such work but should be an added incentive to the carrying on of this very important branch of education.

School Boards should also realize that a definite bargain has been made with the Militia Department, and financial assistance received from that Department for our teachers in both Military and Physical Drill, in consideration of the encouragement of Cadet Corps in the schools. Some schools are living up to the agreement. Others are profiting by the increased efficiency of the teachers in physique and disciplinary ability imparted by the Physical Training Courses which they have undergone, but are not successful in completing their side of the bargain by organizing a Cadet Corps in their school. Attention of Principals and Teachers is again requested to the loyal carrying out of this bargain, which in future if done, may obviate the introduction of enforced Universal Physical and Military Training in our Public Schools.

The program of training for 1919-20 includes:—

1. Physical Training (Syllabus of Physical Training for schools).
2. Scout Training—(a) Scouting, Reconnaissance, Patrolling (Canadian Boy Scout); (b) Signalling, Semaphore; (c) Map Reading and Field Sketching, Chapter 4; (d) Engineering, Manual of Field Engineering, Chapter 10; Field Geometry, Section 57; Field Kitchens, Section 59; Water Supply, Section 61; Purifying Water, Section 63; Latrines, Section 67.
3. Infantry Training—Squad and Company Drill, Company in Attack, Protection on the March and at Rest, Rifle Exercises where possible and Ceremonial. (Infantry Training, 1914).
4. Musketry—Musketry and Judging Distance up to 800 yards. (Musketry Regulations, Part 1).

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

**Note:** All information with reference to organization and formation of Cadet Corps can be obtained, and a visit paid if requested, from The Organizer and Inspector of Cadet Corps, M. D.; No. 6, R. A. Park, Halifax, N. S.

The following is a list of the Strathcona Trust Military Drill Prize winners, and the percentage of marks obtained in order of merit.

Prize	No.	Name	Percentage	Amount
1st	No. 249	C. C. Halifax Indust. School	94%	\$60.00
2nd	No. 254	C. C. Windsor, K. C. School	91%	52.00
3rd	No. 35	C. Bn. Halifax, A. Coy	90%	47.00
4th	No. 35	C. Bn. Halifax, B. Coy	88%	42.00
5th	No. 174	C. C. Truro, County Academy	86%	37.00
6th	No. 713	C. C. Windsor, The Haig	84%	32.00
7th	No. 206	C. Bn. Halifax, A. Coy	83%	27.00
8th	No. 219	C. Bn. N. Glasgow, A. Coy	80%	22.00
9th	No. 686	C. C. Bridgetown	78%	16.32
10th	No. 117	C. C. Middleton	74%	12.00
11th	No. 254	C. Bn. Windsor, B. Coy	72%	11.00
12th	No. 206	C. Bn. Halifax, B. Coy	69%	10.00
13th	No. 268	C. C. Kentville	68%	10.00
14th	No. 35	C. Bn. Halifax, C. Coy	65%	10.00
15th	No. 206	C. Bn. Halifax, C. Coy	64%	10.00
16th	No. 806	C. C. Sydney, Academy	62½%	10.00

One half of each of the above Prizes, is the property of the Cadet Instructor, the remainder to be used for the benefit of the Corps.

The following Corps also passed an efficient Inspection, and were awarded a bonus of \$5.00 each to be used for advancement of Cadet work.

No. 272, Amherst; No. 285, Antigonish; No. 110, Yarmouth; No. 267, Wolfville; No. 273, Chester; No. 149, Lunenburg; No. 233, Yarmouth; No. 782, Milton; No. 35, Halifax, D. Coy.; No. 219, New Glasgow, B., C. and D. Coys.; No. 308, Sydney, A., B., C. and D. Coys.; No. 206, Halifax, D. Coy.

The organiser and Inspector of Cadet Corps, wishes to impress on all Instructors of Cadet Corps, that the subjects each Corps will be examined in for the Strathcona Trust, Military Drill Prizes, will be as follows:—

Squad, Platoon and Company Drill.  
Discipline and Care of Arms.  
Skirmishing.  
Physical Training.

All Instructors are particularly asked to be sure and always notify the O & I. C. C., of any move they themselves make. Not doing so has led to loss of Arms and Cadet equipment, also much inconvenience for the O. & I. C. C.

Cadet Instructors desirous of entering teams in the Imperial Challenge Shield Competition (Junior and Senior), should apply at once for "Entry Forms", stating the number of teams they wish to enter.

Cadet Instructors desirous of forming a club in connexion with Dominion Marksmen, should communicate direct with Dominion Marksmen, P. O. Box 1200, Montreal. They should also request that they be placed on the regular mailing list of the Dominion Marksmen's Review.

Cadet Instructors, are again reminded that Monthly Reports should be forwarded to reach this office not later than the third day of each month, and all communications touching Cadet Work and Physical Training should be addressed to,—

**The O & I. Cadet Corps.**

*M. D., No. 6.*

*R. A. Park,*

Halifax, N. S.

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**COPY OF HEADQUARTERS ORDER.**

Ottawa, 7th February, 1920.

General Officer Commanding,  
Military District No. 6.  
Halifax, N. S.

**Employment of Active Militia Adjutants to Organize  
and Train Cadet Corps Affiliated with or  
Attached to their Units.**

1. The policy of forming Cadet Corps in affiliation with Active Militia Units, especially City Corps, should be immediately expanded to the fullest possible extent.
2. In this connexion it is pointed out that the employed Adjutants and Regimental Sergeants-Major of City Corps and Machine Gun Units should be utilized to organize and train such Cadet Corps and these Cadet Corps should bear the name of Unit and act as a feeder to it.
3. Sufficient quarters for arms and equipment can in most cases, be provided in the armouries of the Unit concerned.
4. Arms and equipment for these Cadet Corps will be issued on the indent of the Officer Commanding the Militia Unit and the annual money grant towards the cost of uniforms will be paid to the O. C. Militia Unit on the Certificate of the O. & I. C. C.
5. It is also considered advisable that Collegiate and School Cadet Corps should be induced to become attached to City Corps, and you are authorized at your discretion in such cases to utilize the services of the Adjutants and R. S. M. in training them.

(Sgd.) E. C. Ashton,

*Major-General,*

*Adjutant-General.*

### Physical Training Courses.

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

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

#### GRADE "B" PHYSICAL TRAINING CERTIFICATES.

(Antigonish, N. S., 15 Sept. to 12 Nov., 1919).

10298—Ahern, Helen Barbara	Mount St. Bernard, Antigonish.
10299—Dunn, Rebecca M.	" "
10300—Fraser, Mary Veronica	" "
10301—Forbes, Janet Agnes	" "
10302—Grant, Isabel	" "
10303—Gillis, Annie Genevieve	" "
10304—LeBlanc, Loretta	" "
10305—Michaud, Margaret Mary	" "
10306—Mason, Lois	" "
10307—MacAdam, Margaret	" "
10308—MacAdam, Mary Margaret	" "
10309—McDonald, Mary Isabel	" "
10310—MacDonald, Mary Adele	" "
10311—MacDonald, Irene Genevieve	" "
10312—MacDonald, Catherine Mary	" "
10313—McDonald, Rebecca Ann	" "
10314—MacDonald, Margaret	" "
10315—MacGillivray, Annie	" "
10316—MacGillivray, Mary, (Sr. St. John of Sion)	" "
10317—McIsaac, Margaret	" "
10318—MacLean, Pearl	" "
10319—MacLellan, Cecilia	" "
10320—MacLennan, Annie Florence	" "
10321—MacNeil, Margaret	" "
10322—O'Leary, Margaret	" "
10323—Ross, Annie	" "
10324—Somers, Mary	" "
10325—Webb, Constance	" "
10326—Waugh, Mary Ann	" "
10327—Cameron, Angus Joseph	St. Francis Xavier's
10328—Coady, William Arthur	" "
10329—Collins, Daniel Angus	" "
10330—McDaniel, Wilfred Angus	" "
10331—McDonnell, Alexander	" "
10332—MacEachen, John Hugh	" "
10333—MacEachen, Daniel Charles	" "
10334—McEachen, Malcolm Angus	" "
10335—McIntyre, John Archie	" "
10336—McInnis, Alexander	" "
10337—McLellan, Dan Augustine	" "
10338—McLennan, Roderick Alexander	" "

10339—McLean, John Marie.....	St. Francis Xavier's, Antigonish
10340—MacPherson, John Angus.....	“ “
10341—Nearing, Joseph Basil.....	“ “
10342—Nearing, Ignatius.....	“ “
10343—Rogers, Michael Ambrose.....	“ “
10344—Sutherland, Laughlin Joseph.....	“ “

**GRADE "B" PHYSICAL TRAINING CERTIFICATES.**

(Normal College, Truro, N. S., 19 Oct. to 18 Dec., 1919).

10345—Elizabeth Burbidge Eaton.....	Upper Canard.....	Kings.
10346—Vesta Isabel Magee.....	Port Williams.....	Kings.
10347—Daniel Burton Angus.....	Wolfville.....	Kings.
10348—Ruth Isabel Elderkin.....	Wolfville.....	Kings.

**GRADE "B" PHYSICAL TRAINING CERTIFICATES.**

(Normal College, Truro, N. S., 18 Oct., 1919 to 28 Jan., 1920).

10349—Catherine Annie Beaton.....	North East Mabou.....	Inverness.
10350—Myrtle Carrie Carrigan.....	Sand Point.....	Guysboro.
10351—Mabel Blanche Dauphinee.....	West Northfield.....	Lunenburg.
10352—Melinda Idah MacDonald.....	Gabarous, Barrachois.....	Cape Breton.
10353—Lillian Alberta Marshall.....	Burlington.....	Kings.
10354—Marie Caroline Melanson.....	Meteghan.....	Digby.
10355—Hilda May Mosher.....	Lunenburg.....	Lunenburg.
10356—Edith Gertrude Peeples.....	Port Mulgrave.....	Guysboro.
10357—Roxie Mabel Wiles.....	Simpson's Corner.....	Lunenburg.
10358—Pearl Irene Duggan.....	East Dover.....	Halifax.
10359—Nellie Sarah Holmes.....	Mount Auburn.....	Richmond.
10360—Elbert Paul.....	Springhill.....	Cumberland.
10361—Addie Merle Crosby.....	South Ohio.....	Yarmouth.
10362—Anna Cameron Starritt.....	Portapique.....	Colchester.
10363—Mary Cohen.....	Caledonia Mines.....	Cape Breton.
10364—Hattie H. Harnish.....	Lequille.....	Annapolis.
10365—Gertrude Zilpha Lewis.....	Campbellton.....	N. Brunswick
10366—Dorothy Mae Dickie.....	Truro.....	Colchester.
10367—Leonore Lillie.....	St. John's.....	Nfld.
10368—Erna Jean Dowden.....	Truro.....	Colchester.
10369—Lola Eulalia Corkum.....	Chester Basin.....	Lunenburg.
10370—Mary Lena Fisher.....	Somerset.....	Kings.
10371—Lavinia Addean MacLellan.....	Goldboro.....	Guysboro.
10372—Mary MacNeil.....	Lanark.....	Antigonish.
10373—Mary Drysdale.....	Wallace.....	Cumberland.
10374—Eva May Barnhill.....	Belmont.....	Colchester.
10375—Hattie Beatrice Barnhill.....	Belmont.....	Colchester.
10376—Dorothy E. Jennison Belcher.....	Up. Dyke Village.....	Kings.
10377—Mary Ann Cameron.....	Stellarton.....	Pictou.
10378—Marion Leslie Churchill.....	Digby.....	Digby.
10379—Mary Madeline Comeau.....	Weymouth.....	Digby.
10380—Dorothy Beatrice Cook.....	Salem.....	Yarmouth.
10381—Mary Bent Crooker.....	Brookfield.....	Queens.
10382—Beatrice Crouse.....	Lr. Stewiacke.....	Colchester.
10383—Louise Tupper Custance.....	Halifax.....	Halifax.
10384—Anne Rita D'Entremont.....	Lr. West Pubnico.....	Yarmouth.
10385—Helen Jean Covey.....	Louisburg.....	Cape Breton.
10386—Mabel Frances Bentley.....	Otter Brook.....	Colchester.
10387—Britta Canfield.....	Wallace.....	Cumberland.
10388—Minnie Myrtle Durning.....	Five Islands.....	Colchester.
10389—Lillie Olive Jean Berry.....	Truro.....	Colchester.
10390—Mary Ellen Fraser.....	Milton.....	Queens.
10391—Mary Christie Fredea.....	Chester.....	Lunenburg.

10392—Ermyn Hardy.....	Brookfield.....	Queens.
10393—Iva Gladys Holmes.....	Mira Gut.....	Cape Breton.
10394—Marion Evelyn Hutchinson.....	Berwick.....	Kings.
10395—Nellie Edwina Jodrey.....	Barss' Corner.....	Lunenburg.
10396—Florence Olive Lane.....	Mahone.....	Lunenburg.
10397—Mary Langwith.....	Sydney Mines.....	Cape Breton.
10398—Delphina Leblanc.....	Inverness.....	Inverness.
10399—Katie B. Sampson.....	Dominion.....	Cape Breton.
10400—Floretta Catherine Pothier.....	Lower Wedgeport.....	Yarmouth.
10401—Irene Vivian Jackson.....	Bridgetown.....	Annapolis.
10402—Christy Frances Grant.....	Upper Stewiacke.....	Colchester.
10403—Marie Ethel Samson.....	Poulamon.....	Richmond.
10404—Mary Stella McDonald.....	Poulamon.....	Richmond.
10405—Gertrude Morey Lewis.....	Yarmouth.....	Yarmouth.
10406—Jean Gertrude Munro.....	Stellarton.....	Pictou.
10407—Clara Béatrice Lockhart.....	Upper Falmouth.....	Hants.
10408—Mary Vivian McDonald.....	North Sydney.....	Cape Breton.
10409—Euphemia Margaret MacKinnon.....	Port Hastings.....	Inverness.
10410—Thelma Kathleen McLeod.....	South Brookfield.....	Queens.
10411—Edna Marie MacNeil.....	Dominion.....	Cape Breton.
10412—Lillian Isabel McRae.....	Springhill.....	Cumberland.
10413—Christena Mabel Martin.....	Orangedale.....	Cape Breton.
10414—Beatrice Edna Meadows.....	Port Maitland.....	Yarmouth.
10415—Cora Carolina Norrie.....	DeBert Station.....	Colchester.
10416—Helen Merle Peterson.....	Truro.....	Colchester.
10417—Evangeline Bernice Power.....	Sheffield Mills Station.....	Kings.
10418—Dorothy Rand.....	Upper Canard.....	Kings.
10419—Sadie Elfreda Blanche Smeltzer.....	Mahone Bay.....	Lunenburg.
10420—Elizabeth Anne MacKinnon.....	Beaver Cove.....	Cape Breton.
10421—Beulah Grant MacLean.....	Eureka.....	Pictou.
10422—Ellen Sinclair Reid.....	New Glasgow.....	Pictou.
10423—Dorothy Inez Smith.....	South Brookfield.....	Queens.
10424—Norma Blanche Smith.....	Glenholme.....	Colchester.
10425—Roxie Randall Smith.....	South Brookfield.....	Queens.
10426—Dorothy Pearl Smyth.....	Halifax.....	Halifax.
10427—Erdeena Bernice Spinney.....	Aylesford.....	Kings.
10428—Grace Elizabeth Wentzell.....	Riverport.....	Lunenburg.
10429—Allison Louise Wilson.....	Central New Annan.....	Colchester.
10430—Annie Cleta Wright.....	Elmsdale.....	Hants.
10431—Russell Byrns Curry.....	Port Maitland.....	Yarmouth.
10432—William Milne-Miller Fream.....	Brighton.....	Digby.
10433—Douglas DeLisle Lent.....	Freeport.....	Digby.
10434—John Charles McRae.....	St. Rose.....	Inverness.
10435—Ralph Everett Porter.....	South Ohio.....	Yarmouth.
10436—Willard Chipman Thurber.....	Freeport.....	Digby.
10437—Hubert Vernon Trevoy.....	Brighton.....	Digby.
10438—Wylie Hanmer Stronach.....	Bridgetown.....	Annapolis.
10439—Lloyd Douglas Staples.....	Belmont.....	Colchester.
10440—Helen Louise Holland.....	Sherbrooke.....	Guysboro.
10441—Jessie Kathryn Thompson.....	Fort Lawrence.....	Cumberland.

### GRADE "C" PHYSICAL TRAINING CERTIFICATES.

(Antigonish, N. S. 15 Sept. to 12 Nov., 1919).

397—MacDonald, Alexander.....	St. Francis Xavier's.
398—MacLennan, James.....	"
399—Ling, Daniel William.....	"



**PROVINCIAL EXAMINATIONS OF HIGH SCHOOL STUDENTS.**

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

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

94. The examinations shall be held in June, during the last seven teaching days, according to the time tables published in regulation 108 following, for Grades XII, XI, X and IX, and the "Minimum Professional Qualification" of public school teachers, at each of the following seventy stations, viz.:

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

95. (a) Application for admission to the Provincial High School examination must be made on the prescribed form to the Inspector within whose division the examination station to be attended is situated, not later than the 1st day of May. Applications for the M. P. Q. examinations are henceforward required to be sent in at the same time.

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

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

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

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

96. Each Inspector shall forward to the Superintendent of Education, *not later than 15th May*, a list of the applications received for each grade of examination and for M. P. Q., at each

station within his division, on the prescribed form supplied from the Education Office, together with all fees duly credited.

97. The Deputy-Examiner, when authorized by the Superintendent of Education, shall have power to employ an assistant or assistants, according to the number of candidates at his station.

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

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

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

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

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

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

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

A high school pass of any grade ranks as a teachers' pass of the grade next below.

(c) No appeal from the examination of a candidate's answer paper at the Provincial high school examination, shall be entertained by the Superintendent unless it is accompanied by a fee of fifty cents for each paper to be re-examined to cover the minimum expense, and not even then unless a responsible person vouches for the good standing of the appellant, and the appeal is made within the following dates, according to the grade of certificate.

Grade XII: Not before July 14, nor after July 28, 1920.

Grade XI: Not before July 28, nor after August 11, 1920.

Grade X: Not before August 11, nor after August 25, 1920

Grade IX: Not before August 25, nor after Sept. 8, 1920.

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

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

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

### **Provincial Examination Rules.**

107. No envelopes shall be used to inclose papers. *Two* hours is the time allowed for writing each paper, except in the case of the M. P. Q. examinations, where the time allowed for

each paper shall be *one* hour. The following rules must be exactly observed:—

- (1) Candidates shall present themselves at the examination room punctually half an hour before the time set for the first paper of the grade for which they are to write, at which time the deputy examiner shall give each candidate a seat. The candidate's name shall be represented by a number which must therefore be neither forgotten nor changed. Candidates who *present* themselves shall be numbered from 1 onwards in consecutive order beginning with Grade XII, then coming to XI, X and IX in order. Candidates absent at the time of numbering cannot be admitted to examination. Candidates for "Supplementary" examinations need not present themselves until the hour fixed for their papers in the regular time table, provided they have sent in their applications and the titles of the papers on which they intend to write.
- (2) Candidates shall be seated before the instant at which the examination is fixed to begin. No candidate late by the fraction of a minute has a right to claim admission to the examination room, and any candidate leaving the room during the progress of any examination must first hand in his or her paper to the deputy examiner, and not return until the beginning of the next paper.
- (3) Candidates shall provide themselves with pens, pencils, mathematical instruments, rulers, ink, blotting paper, and a supply of good, heavy foolscap paper of the size thirteen inches by eight.
- (4) Candidates may write upon both sides of their paper. When more sheets than one are used they must be fastened together. Each sheet should bear the candidate's grade and number. In order to secure high values from examiners, neat writing and clear concise answers are much more important than extent of space covered or the number of words used.
- (5) Each such paper must be *exactly* folded: First by doubling bottom to top of page, pressing the fold (paper now  $6\frac{1}{2}$  by 8 inches); next by doubling again in the same direction pressing the fold flat so as to give the size  $3\frac{1}{4}$  by 8 inches.
- (6) Finally, the paper must be exactly indorsed as follows:—A neat line should be drawn across the end of the folded paper one-half inch from its upper margin. Within this space  $8\frac{1}{4}$  inches by  $\frac{1}{2}$  inch, there must be written in very distinct

characters, 1st, the Roman letters indicating the grade; 2nd, a vacant parenthesis of at least one inch within which the deputy examiner shall afterwards place the private symbol indicating the station; 3rd, the candidate's number. Immediately underneath this space and close to it should be neatly written the title or subject of the paper.

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

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

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

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

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

the words of the question. The number of the question placed at the beginning of your answer to it, is sufficient.

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

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

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

(13) Candidates intending to apply for license upon a record made at this examination, should fill in a form of application for such license as is expected. The deputy examiner is 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. O. expected. This latter should be placed in *brackets*, which will be understood to mean that it is not yet obtained but is *expected* to be obtained.

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

#### Certificate.

Examination Station.....Date.....June, 192..

Candidate's No. (      ).

I truly and solemnly affirm that in the present examination I have not used or had in the Examination Room any book,

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

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

.....

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

(Full Address)

.....

(Be sure to give County).

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

Foreign Languages Papers written.....

.....  
.....

M. P. Q. Papers written at **this** examination.....

.....  
.....  
.....

M. P. Q. Papers written at *previous* examination.....  
(Give year and station.)

.....  
.....  
.....

**Note.** By Foreign Languages is meant Latin, Greek, French, German.



108.

(a) TIME TABLE.

County Academy Entrance Examination, June, 1920.

Date.	Time.	Subject.
Thursday, 24 June	9 to 11 a. m.	2. English Language.
	2 to 3.30 p. m.	3. Drawing and Book-keeping.
	3.30 to 5 p. m.	4. Geography and History.
Fri. 25 June.	9 to 11 a. m.	5. Mathematics.
	2 to 3.30 p. m.	6. General Knowledge.

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

(b) TIME TABLE.

Regular Provincial High School Examination, June, 1920.

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 21 June.	XII. XI. X. IX.	English (a) English (a) English English	Greek (a) Greek Greek	French. French. French. French.

Tuesday 22 June.	XII. XI. X. IX.	Geometry Geometry Geometry Drawing	General History German German	Physics. Ancient History. English History. Geography.
Wednesday 23 June.	XII. XI. X. IX.	Algebra Algebra Algebra Algebra	Latin (a)	Botany. Chemistry. Physics. Science.
Thursday 24 June	XII. XI. X. IX.	Trigonometry. Prac. Math. Arithmetic. Arithmetic.	English (b) English (b)	Latin (b) Latin Latin Latin
Saturday 26 June.	XII. XI. X.	Chemistry.	Greek (b)	German

## (c) TIME TABLE.

M. P. Q. Examination, June, 1920.

Friday, 25 June.

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

109.

## (d) TIME TABLE.

University Graduates Examination.

At N. S. Tech. College, Halifax, 16 to 21 August, 1920.

[Minor and one-half Major \*Examinations].

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

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

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

**Licensing of Teachers.**

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

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

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

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

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

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

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

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

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

- Academic Class.
- Class A—Superior First Class.
- Class B—First Class.
- Class C—Second Class.
- Class D—Third Class.

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

### MINIMUM PROFESSIONAL QUALIFICATION EXAMINATION.

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

#### 1. *School Law and Forms.*

(a) The Acts of the Legislature and Regulations of the Council of Public Instruction bearing on public education with their latest amendments, and a knowledge of the way in which the law is to be administered with *special attention* to the Education Act, 1918 and Regulations 23 to 42, 52 to 61, 91, 110 to 148, 201 to 202, 232 to 234—more especially those republished in the **Journal of Education**, Also, the Handbook for Teachers. [For certificates higher than *second rank*, a *full know-*

ledge of all the educational statutes and regulations is required.)

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

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

2. *Theory and Practise of Teaching.*

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

3. *Hygiene and Temperance.*

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

4. *School Management.*

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

5. *History of Education.*

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

6. *Pedagogy.*

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

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

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

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

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

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

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

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

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

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

**Form of Application for a Teachers' License.**

To.....

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

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

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

II. My certificate of high school grade.....obtained at..... Examination Station as No.....in the year 19..(Further information below).

III. My certificate of professional qualification of..... Rank No..... obtained at..... 19.....in the month of.....

IV. The prescribed certificate for Physical Training, No.....obtained at..... date.....

(Name in full).....

(Post Office Address).....

County.....

Date.....

**Certificate of Age, Character and Health.**

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

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

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

.....(Name and title).

.....(Church or Parish).

.....(P. O. Address.)

Date.....

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

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

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

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

**Further Information From Applicant.**

1. Class of license already held..... No..... Year.....
2. University Degrees, Scholarship, Professional Training, experience, or any other information candidate may wish to state.  
.....  
.....
3. Provincial Examinations taken in addition to that specified in II above, whether a "High School Pass" certificate was obtained or not.

Univ. Grad. Text Exam. at Examination Station.....	No.....	Year.....
On Grad. XII	"	"
" XI	"	"
" X	"	"
" IX	"	"

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

.....  
 .....  
 ..... Inspector  
 Place and Date. ....

### License Standards.

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

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



120. For a Class A (Superior First) License the following conditions are necessary; (1) A certificate of the full age of twenty years, and moral character as in the foregoing regulation. (2) A teachers' pass certificate of Grade XII. (A B. A. or a B. Sc. degree from a recognized University may be accepted in qualifying for a Teachers' License as the equivalent of a Teachers' Pass of Grade XII). (3) A certificate of superior first rank professional qualification from the Normal College; or a Univ. Grad. Test. Exam. certificate with a superior first rank M. P. Q. and the prescribed Physical Training certificate.

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

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

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

### Temporary and Special License.

124. (a) A third Class (Temp.) License, *valid only for one year*, may be granted (but not previous to the 15th day of September in any school year unless the candidate holds at least a pass certificate of Grade X and proposes to attend the Normal College during the following year) on regular application when the following *four* conditions are fulfilled:—(1) A certificate of the full age of sixteen years and moral char-

acter as in the foregoing Regulation. (2) A pass certificate of at least Grade IX. (3) The third rank minimum professional qualification. (4) A recommendation of the candidate as a temporary teacher for a specified school by the Inspector, who must previously be assured by the trustees of the said school that altho reasonable effort was made to employ a regular teacher of permanent class, one could not be obtained, and that the candidate would be acceptable to the school section as a teacher for the year. Such license can be re-issued for another year when the candidate has demonstrated an advance of *grade or rank* in his qualification at a *subsequent* Provincial Examination.

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

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

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

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

## 222. COUNTY ACADEMY ENTRANCE EXAMINATION, 1920.

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

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

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

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

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

## SPECIAL PRESCRIPTIONS FOR HIGH SCHOOL GRADES.

## 223. HIGH SCHOOL PROMOTIONS.

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

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

(3) Generally the "Teachers' (or high) Pass" shall be an average of 60% on a group of six *subjects* in Grades IX, X and XI; and on a group of nine papers for Grade XII, with no sub-

ject below 40% (in case of two papers on any subject an average of 40%). 50% however must be made on *English* in each grade for a "Teachers' (or high) Pass."

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

(5) Two hours shall be given at examination for each paper.

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

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

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

(9) Candidates for Grade XII certificates who fail on account of being too low in not more than two subjects, but who have made a "high" average pass on the other subjects and 50% on English, shall have the privilege of completing the *high pass* at a subsequent examination by making at least 65% on English and 60% on each of the nine papers not previously up to *this* standard. Failing in this test candidates making 60% on English and an average of sixty on six subjects may be granted a *high* Grade XI pass.

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

(11) The High School subjects to be taught in a rural, or incompletely graded high school, shall be determined (subject to the school law) by the school board in agreement with the principal, with an appeal to the Inspector and from him to the Council in case of disagreement or dissatisfaction. Provided, however, that no pupil of High School Grade shall be prevented from study in the school with at least his or her proportion of the teachers time when most necessary and convenient.

(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 a staff of less than three regularly employed high school teachers.

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

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

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

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

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

103. (a) Candidates failing to make a high school (or low) pass in the grade applied for shall be ranked as making a high school (or low) pass in the grade next below, provided an average of 40 per cent. with no subject below 25 (in the case of two papers on *average* of 25) be made; and as making a pass in the grade second below, provided an average of 30 per cent. be made. For Grade XII, as in Reg. 223 (8).

(b) Candidates failing to make a teachers' (or high) pass in the grade applied for shall be ranked as making a teachers' (or high) pass in the grade next below, provided an average of 50 per cent. be made with no subject below 30 (in the case of two papers an *average* of 30); and as making a teachers' pass in the grade second below, provided an average of 40 per cent. be made. A low pass of any grade ranks as a high pass of the grade next below. For Grade XII, as in Reg. 223 (9).

## 224. HIGH SCHOOL PROGRAM.

**For the Year beginning August, 1920.**

**Note.**—The Prices of the various books may be found in the price list of the **Nova Scotia School Book Bureau**. A few of the texts are *not obtainable bound in boards*.

### Grade IX.

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

1. **English:**—(a) **Literature:**—*Selections: Dickens, A Christmas Carol; Ruskin, The King of the Golden River; (one vol.) (Copp, Clark).* (b) **Composition:**—*Ontario High School English Composition (Copp, Clark) Part 1, Pages 1-159, with essays, abstracts and general correspondence so as to develop the power of fluent and correct expression in writing.* (c) **Grammar:**—*N. S. English Grammar (MacKinlay) except notes and appendix, with easy exercises in parsing and analysis.* (d) **Spelling:**—*Nova Scotia Public School Speller (Copp, Clark), Pages 169 to 183 both inclusive.*

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

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

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

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

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

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

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

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

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

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

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

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

(c) **Physics**:—Oral lessons, with simple experiments based upon *Elementary Physics for High Schools* by Merchant and Chant (Copp, Clark). Text book in hands of teacher only.

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

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

†[Valued thru Inspector of Manual Training].

### Grade X.

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

1. **English**:—(a) **Literature**:—Ontario High School Reader by Marty (Can. Pub. Co.) from page 169 to the end of book including the introductory chapter on the "Principles of Reading", with critical study word analysis, prosody and recitations. (b) **Composition**:—*Ontario High School English Composition*, Part II, pages 160 to end of book, with special attention to the development of readiness and accuracy in written narrative, description, exposition and general correspondence.

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

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

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

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

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

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

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

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

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



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

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

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

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

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

10. **Geometry**:—*The Nova Scotia High School Geometry*, Part I (Copp, Clark).

**Grade XI.**

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

1. **English**:—(Two papers):—(a) **Grammar and Composition**:—a careful review of *N. S. English Grammar*, with special attention given to the information contained in appendix, and the analysis of sentences. (b) **History of English Literature**:—Meiklejohn's *Outline of the History of English Literature*.

(c) **Literature**:—Macaulay's *Life of Samuel Johnson*, and Shakespeare's *Julius Caesar*. For outside reading and theme writing: Stevenson's *Kidnapped*.

2. **Latin**:—(a) **Authors**: Caesar's *De Bello Gallico*, *Book V* and Vergil's *Aeneid*, *Book I*, with grammatical and critical questions. (b) **Grammar**: A careful study of all the accidence and syntax contained in the *Ontario High School Latin Book*. (c) **Composition**: The B exercises English into Latin of the *Ontario High School Latin Book* in Lessons LIX to LXXX inclusive.

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

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

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

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

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

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

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

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

10. **Geometry**:—*The Nova Scotia High School Geometry*, Parts II and III to page 198.

## Grade XII.

(Leaving Examination).

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

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

(c) **Literature**:—Shakespeare's *As You Like It*; Palgrave's *Golden Treasury, Book II* (Macmillan); and the following extracts from *Selected Speeches on Foreign Policy* (Oxford Univ. Press), namely, Gladstone's "The Neutrality

of Belgium" and "Right Principles of Foreign Policy," Sir Edward Grey's "Negotiations," and Lloyd George's "International Honor."

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

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

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

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

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

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

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

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

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

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

7. **Geometry**:—Hall & Stevens' *School Geometry*, Parts V and VI, omitting pages 306 to 310 and pages 411 to the end. [Or, *N. S. High School Geometry* completed†]

†[Solid Geometry in addition to this text as in old text or any equivalent text or lecture course].

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

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

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

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

12. **History**:—Myers' *A Short History of Medieval and Modern Times*.

## COURSE OF STUDY IN HOUSEHOLD SCIENCE.

### A—Aims of Household Science.

#### 1. MANUAL TRAINING.

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

#### II. EDUCATIONAL TRAINING.

1. Neatness and cleanliness in person and in work.
2. Thoroughness in work and in thinking.
3. Economy in materials used, strength, time and money.
4. To waken an interest in the knowledge of the source, manufacture and combination of food materials.

5. To enable the pupil to be of more assistance at home.

For less than a three year course.

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

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

## B—PROGRAM OF STUDIES.

### FIRST YEAR.

**Cookery.**—(20 lessons).

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

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

*Dishwashing*—Methods necessary implements, rules, cleansing agents.

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

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

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

*Basic rules for cooking of—*

White sauce, cornstarch pudding.

Cream soup, sweet sauce.

Potatoes, cereals—Toast making.

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

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

*Flour Mixtures*—Proportions for flour mixtures.

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

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

*Leavening Agents*—Simple explanation of action.

*Milk*—Food value use in cooking and in the diet. Need of care in keeping of milk and cleaning of milk dishes. Junket. Explanation of action of rennet.

*Beverages*—Value, use in body.

Cocoa, source, manufacture, etc. Cocoa-making.

**Administration.**—(2 lessons.)

Simple directions for care of a room.

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

**Sewing and Knitting.**—(12 lessons).

Theory, Linen (or cotton).

Source, Manufacture, buying, etc.

History of sewing equipment (hand).

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

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

**Laundry.**—(1 or 2 lessons).

Washing and ironing handkerchief.

Preparing ironing table.

**Home Nursing.**—(2 lessons).

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

Preparation of tray.

## SECOND YEAR.

**Cookery.**—(22 lessons).

Review theory given in First Year. Elaborated.

Instruction in buying, care and keeping of foods.

Combination of foods and food materials.

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

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

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

Fruits.—Classification, Composition, Food value. Comparison of dried and fresh fruits. Ways of cooking and sewing.  
 Sugar.—Sample candy making (Plain Icing).

**Flour Mixtures.**—

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

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

Leavening Agents, Review first year theory.

Yeast.—Simple account of action.

Steaming.—As a means of cooking.

Flours.—Kinds, composition, manufacture.

Milk.—Composition, Food Value, Products.

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

Cooking of egg and milk combinations.

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

Cooking of Tough Cuts.

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

Gelatine.—Source, Food value, etc.

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

**Administration.**—(1 or 2 lessons).

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

**Laundry Work.**—(4-6 lessons).

Preparation for wash and order of sorting.

Washing and ironing white clothes (small).

Washing wool—small articles.

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

Theory in conjunction with Laundry or Sewing.

Fabrics—Linen, Wool.

Source, Manufacture, Weaving, etc.

**Sewing and Cutting.**—(10 lessons.)

Selection of garment and discussion of pattern.

Cutting of garment.

Review of stitches taught in first year.

New stitches, eyelet, sewing on lace, buttons, buttonhole.

Patching.—Catch stitching.

Suggestion Problem. Corset Cover.

**Home Nursing.**—(1 or 2 lessons).

Simple treatment for burns, cuts and bruises.  
 Review bed-making. Preparation of Tray.  
 Simple Instruction in Invalid Cookery.

**THIRD YEAR.****Cookery.**—

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

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

**Flour Mixtures.**—

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

Leavening Agents—Fuller Explanation of action  
 Yeast Fermentations.

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

Biscuits }  
 Bread } with variations.  
 Cookies }

**Plain Pastry.**

**Meats and Fish.**—To recognize and cook the different cuts and kinds, Comparison as to food value, Cost, etc.

Reheating of meat and fish.

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

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

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

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

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

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

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



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

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

First Aid.—Fainting, nose bleed, headaches.

Invalid Cookery.—Serving of meals for sick person.

**Synopsis of Lessons in Mechanic Science Course.**

The following is a synopsis of the course followed by grades VII and VIII in the Truro Mechanic Science School. Two or three alternative pieces are offered under each heading which, however, require the use of about the same tools and tool operations. The work in the higher grades is mostly on individual projects of the pupils' own selection.

**Grade VII.**

- |   |                   |    |                            |
|---|-------------------|----|----------------------------|
| 1 | Baggage Tag.      | 5  | Calendar Back.             |
|   | Key Tag.          |    | Flat Shield.               |
|   | Plant Label.      | 6  | Pencil Box.                |
| 2 | Fish Line Winder. |    | Carver Rest.               |
|   | Wool Winder.      | 7  | Barrel Cover Handle.       |
|   | String Winder.    |    | Porridge Ladle.            |
| 3 | Pencil Sharpener. | 8  | Hexagonal Mat.             |
|   | Knife Sharpener.  | 9  | Photo Stand (round top).   |
|   | Match Striker.    |    | Photo Stand (sloping top). |
|   | Memo. Board.      | 10 | Photo Frame.               |
| 4 | Pan Rest.         | 11 | Soap Box.                  |
|   | Flower Pot Stool. |    | Window Stick.              |
|   | Flower Support.   | 12 | Paper Knife.               |

**Grade VIII.**

- |   |                          |    |                         |
|---|--------------------------|----|-------------------------|
| 1 | Square Grooving.         | 5  | Pen Rack.               |
|   | Oblique Grooving.        | 6  | Tee Square.             |
|   | Inlaying.                | 7  | Match Holder.           |
| 2 | Plant Stick (round).     | 8  | Crosshalving Joint.     |
|   | Plant Stick (chamfered). |    | Tee " "                 |
|   | Key Rack (chamfered).    |    | Angle " "               |
| 3 | Bread Board.             | 9  | Flower Pot Stand.       |
|   | Steak Board.             |    | Elliptical Egg Stand.   |
|   | Key Rack (two pieces).   |    | Chamfered Flower Stand. |
| 4 | Coat Hanger.             | 10 | Curved Bracket.         |
|   | Round Ruler.             | 11 | Shield.                 |
| 5 | Housing Joint.           |    | Photo Frame.            |
|   | Tooth Brush Rack.        | 12 | Envelope Case.          |

### 232. TEXT BOOKS FOR PUBLIC SCHOOLS.

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

Instructors and teachers are reminded—

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

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

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

(3) Under Section 72 (*e*) of the Education Act, school sections can vote money for the purchase of prescribed school books, and school trustees are free to arrange to distribute them at *cost*, at *reduced price*, or *free* to all pupils of their schools, or to pupils who cannot afford to buy them.

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

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

(5) Following is a list of the prescribed texts, together with the grades in which they are used, which are prescribed for the public schools of Nova Scotia during the school year beginning 1 August, 1920.

The prices of several of the texts have been increasing year by year owing to the very great increase in the cost of paper and manufacturing, and also in cost of transportation.

**BOOKS PRESCRIBED FOR COMMON SCHOOL GRADES.**

- N. S. Primer, Grade I.
- N. S. Reader No. I, Grade II.
- N. S. Reader No. II, Grade III & IV.
- N. S. Reader No. III, Grades V & VI.
- N. S. Reader No. IV, Grades VII & VIII.
- English Dictionary, Grades V to VIII.
- Nova Scotia Public School Speller, Grades III to VIII, IX and X.
- Acadian Reader No. I, Part I, Grade I.
- “ “ No. I, Part II, Grade I.
- “ “ No. I, Complete, Grade I.
- “ “ No. II, Grade II.
- “ “ No. III, Grade III.
- “ “ No. IV, Grade IV.
- Elementary Arithmetic, Part 1, Grades IV to VI.
- “ “ Part 2, Grades VII and VIII.
- Marshall's Bookkeeping, Grade VIII.
- Bookkeeping Blanks, Grade VIII.
- Goggin's Elementary Grammar, Grades VII & VIII.
- Ontario P. S. Composition, Grades VII & VIII.
- “How to be Healthy,” Grades V to VIII.
- Calkin's Brief History of Canada, Grades V to VIII.
- Brief History of England, Grades VI to VIII.
- Calkin's Junior Geography, Grades V to VIII.
- Royal Crown Copy Books 1 to 12, Graded Series.
- Augsburg's Drawing Books 1 to 8, Graded Series.
- Frang's Drawing Books 1 to 8, Graded Series.
- School Day Melodies Pts. I & II, Cover all Grades (Tonic-sol-fa).
- The Common School Book of Music for Miscellaneous Schools (Staff).
- The New P. S. Music Course, (Staff notation), Graded Series.
  - Book I; Book II; Book III; Book IV.
  - Book V (F Clef) Mixed Classes.
  - Book V (G Clef) Girls' Classes.
- Song Reader—Can. Edition of New Educ. Music Course.
- First Reader—N. E. Music Course.

**For Teachers' Use.**

- Primary Reading Manual.
- Reading Manual with Readers II, III & IV.
- Arithmetic Manual.

Syllabus of Physical Exercises.  
 Music in the Public Schools—Newton.  
 Teachers' Edition Elem. Grades—N. E. Music Course.  
 Primary Melodies—Newton.  
 Augsburg's Drawing Manuals, Books I, II & III.  
 Art Manual.  
 Common School Course of Study (Hand Book).  
 Journal of Education (Semi-annual).  
 Brittain's Elementary Agriculture & Nature Study, M. P. Edition.

### BOOKS PRESCRIBED FOR HIGH SCHOOL GRADES.

Dickens: A Christmas Carol, Grade IX.  
 Ruskin: The King of the Golden River, Grade IX.  
 Longfellow: Evangeline, Grade IX.  
 Ontario High School Reader, Grade X.  
 Ontario High School Composition, Grades IX & X.  
 Nova Scotia Public School Speller, Grades IX & X.  
 Nova Scotia English Grammar, Grades IX, X & XI.  
 Eliot's Silas Marner, Grade X.  
 Meiklejohn's Outlines of History of English Literature, Grade XI.  
 Macaulay's Life of Johnson, Grade XI.  
 Shakespeare's Julius Caesar, Grade XI.  
 Stevenson's Kidnapped, Grade XI.  
 Shakespeare's As You Like It, Grade XII.  
 Palgrave's Golden Treasury, Book II, Grade XII.  
 Scott's Talisman, Grade XII.  
 Jeffries' Longer Narrative Poems, Grade XII.  
 Selected English Short Stories, Grade XII.  
 Selected Speeches on Foreign Policy, Grade XII.  
 Bradley's The Making of English, Grade XII.  
 Pancoast & Shelley's First Book of English Literature, Grade XII.  
 Ontario High School Latin Book, Grades IX, X, XI & XII.  
 D'Ooge's Latin Composition, Part I, Grade XII.  
 Caesar's Gallic War, Book 5, Grade XI.  
 " " " Books 2 and 3, Grade XII.  
 Ovid, Myths from the Metamorphoses, Grade XII.  
 Vergil's Aeneid, Book 1, Grade XI.  
 " " Book 2, Grade XII.  
 White's First Greek Book, Grades X, XI & XII.  
 Xenophon's Anabasis, Book 1, Grade XI.  
 " " Books 2 and 3, Grade XII.  
 Ontario H. S. French Grammar, Grades IX, X, XI & XII.  
 Bertenshaw's First Conv. French Reader, Grades IX & X.  
 Berthon's Specimens of Modern French Prose, Grade XI.  
 Sandeau's Sacs et Parchemins, Grade XII.  
 Corneille's Polyeucte, Grade XII.  
 Moliere's LeBourgeois Gentilhomme, Grade XII.  
 Joynes-Meissner's German Grammar, Grades X, XI & XII.  
 Buchheim's Modern German Reader, Part I, Grade XI.  
 " " " Part II, Grade XII.  
 Schiller's Wilhelm Tell, Grade XII.  
 Kennedy & O'Hearn's Academic Arithmetic, Grades IX & X.  
 Nova Scotia High School Algebra, Grades IX, X & XI.  
 Hall & Knight's Sen. Matr. Algebra, Grade XII.  
 Morton's Mechanical Drawing, Grade IX.  
 Thompson's Manual Training, No. 2, Grade IX.  
 Hall & Stevens' School Geometry I to IV, Grade XI.  
 \*Hall & Stevens' School Geometry, Parts V & VI, Grade XII.  
 Nova Scotia High School Geometry, Grades X, XI & XII.  
 Murray's Essentials of Trigonometry and Mensuration, Grade XI.  
 Murray's Plane & Spherical Trigonometry Grade XII.  
 Elementary Physics for High Schools, Grades IX & X.

\*[Not stocked by Bureau].

Ontario High School Physics, Grade XII.  
 Evans' Elem. Chemistry for High Schools, Grade XI.  
 Newell's General Chemistry, Complete, Grade XII.  
 Brittain's Elem. Agriculture and Nature Study, M. P. Edition, Grade IX.  
 Bailey's Beginners' Botany, Grade IX.  
 Bergen & Davis' Botany, Grade XII.  
 Ontario High School History of England, Grade X.  
 Myers' Short History of Ancient Times, Grade XI.  
 Myers' Short History of Med. & Mod. Times, Grade XII.  
 Calkin's General Geography, Grade IX.

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

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

## THE NOVA SCOTIA SCHOOL BOOK BUREAU.

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

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

The Bureau will supply its books to any person, dealer or otherwise, who remits the necessary amount with his order, which order, for convenience, should be filled in on the printed

Requisition Form supplied by the Bureau. School trustees and teachers are the proper persons to purchase the supply of books for the use of the pupils of the section. They should note the conditions laid down herein.

### TO TRUSTEES AND TEACHERS.

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

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

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

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

### TO BOOK DEALERS.

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

1. Dealers, when ordering books from the Bureau, should, as far as possible, use the printed Requisition Form, and should

be very careful to fill in exactly and carefully all spaces, showing number of copies, shipping instructions, name and address, etc. This will obviate many mistakes that are liable to occur when orders are sent in not on the printed form. **Dealers should state explicitly how they wish goods shipped.**

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

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

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

5. On orders of less than \$10.00 (list price), transportation charges from Halifax to destination, by whatever conveyance, must be borne by person sending in the order. (It should be noted that the small costal packets require prepayment of charges in every case. Consequently when books are to be sent this way, sufficient to prepay charges should be sent in with order).

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

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

**How books may be obtained in small lots.**

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

**NOVA SCOTIA SCHOOL BOOK BUREAU.**

**PRICE LIST AND REQUISITION FORM.**

**Effective 10 June, 1920.**

**Supersedes all previous Price Lists.**

..... Place and Date.

..... Name.

..... Place.

..... County.

**Please forward as below:**

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

.....

.....

.....

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



No. of copies	Title of Book.	List Price.	Necessary Postage per Copy.	Total.
<b>Common School Grades.</b>				
.....	N. S. Primer.....	.06	.02	.....
.....	N. S. Reader No. 1.....	.08	.02	.....
.....	N. S. Reader No. 2.....	.11	.04	.....
.....	N. S. Reader No. 3.....	.16	.05	.....
.....	N. S. Reader No. 4.....	.18	.07	.....
.....	N. S. Public School Speller.....	.22	.06	.....
.....	English Dictionary.....	.35	.03	.....
.....	Acadian Reader No. 1, Pt. 1.....	.20	.02	.....
.....	Acadian Reader No. 1, Pt. 2.....	.20	.02	.....
.....	Acadian Reader No. 1.....	.50	.04	.....
.....	Acadian Reader No. 2.....	.50	.06	.....
.....	Acadian Reader No. 3.....	.70	.08	.....
.....	Acadian Reader No. 4.....	.70	.06	.....
.....	Elementary Arithmetic, Part 1.....	*	*	.....
.....	Elementary Arithmetic, Part 2.....	*	*	.....
.....	Marshall's Bookkeeping.....	.20	.02	.....
.....	Bookkeeping Blanks (Set).....	.20	.03	.....
.....	Goggin's Grammar.....	.30	.05	.....
.....	Ontario P. S. Composition.....	.35	.05	.....
.....	"How to be Healthy".....	.55	.07	.....
.....	Brief History of Canada.....	.45	.05	.....
.....	Brief History of England.....	.25	.02	.....
.....	Junior Geography.....	.90	.08	.....
.....	School Day Melodies, Pt. 1.....	.10	.02	.....
.....	School Day Melodies, Pt. 2.....	.10	.02	.....
.....	Com. Sch. Book of Music.....	.60	.07	.....
.....	New P. S. Music Book 1.....	.30	.05	.....
.....	" P. S. " Book 2.....	.30	.05	.....
.....	" P. S. " Book 3.....	.30	.05	.....
.....	" P. S. " Book 4.....	.30	.05	.....
.....	" P. S. " Book 5, F.....	.30	.05	.....
.....	" P. S. " Book 5, G.....	.30	.05	.....
.....	N. E. Music Course, Book I.....	.40	.06	.....
.....	" " " Song Reader.....	.70	.07	.....
.....	Royal Crown Copy Books (ea.).....	.08	.01	.....
.....	† Augsburg's Drawing Books (ea.).....	.12	.02	.....
.....	† Prang's Drawing Books (ea.).....	.20	.04	.....
.....	† .....			.....
<b>Teachers' Books.</b>				
.....	Primary Reading Manual.....	.13	.05	.....
.....	Books II, III, IV Reading Manual.....	.26	.10	.....
.....	Composition & Spelling Manual.....	.21	.08	.....
.....	Arithmetic Manual.....	.20	.07	.....
.....	Literature Manual.....	.15	.05	.....
.....	Syllabus Physical Exercises.....	.35	.05	.....
.....	Primary Melodies.....	.40	.05	.....
.....	Music in the Public Schools.....	1.35	.07	.....
.....	Teachers' Edition, Elem. Grades.....	1.65	.10	.....
.....	Art Manual.....	.40	.14	.....
.....	Augs. Drawing Manuals (ea.).....	.85	.07	.....
.....	Physics Manual.....	.35	.05	.....
.....	Carried Forward.....			.....

\*Price not known at time of going to press.

No. of copies	Title of Book.	List Price.	Necessary Postage per Copy.	Total.
	<i>Brought Forward</i> .....			
	Canadian Civics.....	.35	.05	
	Calkin's Notes on Education.....	1.00	.08	
	Lyster's Hygiene.....	1.50	.07	
	Munro's Brief Course.....	1.50	.10	
	Fitch's Teaching.....	1.00	.08	
	Bagley's Educ. Process.....	1.50	.10	
	Journal of Education.....	.10		
	Handbook, Course of Study.....	.10		
	<b>High School Grades.</b>			
	Evangeline.....	.40	.05	
	Dickens and Ruskin—Selections.....	.40	.05	
	Ont. H. S. Reader.....	.40	.08	
	Ont. H. S. Composition.....	.45	.06	
	N. S. English Grammar.....	.45	.04	
	Silas Marner.....	.40	.05	
	Meiklejohn's English Lit.....	.50	.05	
	Macaulay's Johnson.....	.50	.05	
	Julius Caesar.....	.50	.05	
	Stevenson's Kidnapped.....	.40	.03	
	The Making of English.....	1.50	.07	
	Pancoast & S. English Lit.....	1.75	.10	
	As You Like It.....	.40	.05	
	Golden Treasury.....	.50	.03	
	Sel. Speeches Foreign Policy.....	.50	.05	
	Sel. English Short Stories.....	.50	.05	
	Scott's Talisman.....	.50	.03	
	Longer Narrative Poems.....	.30	.02	
	Ont. H. S. Latin Book.....	.75	.10	
	D'Ooge's Latin Comp., Pt. 1.....	.75	.04	
	†Latin Texts (ea.).....	.50	.03	
	†Greek Text (ea.).....	.50	.03	
	White's First Greek Book.....	1.80	.10	
	Ont. H. S. French Grammar.....	.60	.08	
	French Dictionary.....	.85	.05	
	First French Reader.....	.70	.04	
	Berthon's Spec. Fr. Prose.....	1.00	.03	
	Sacs et Parchemins.....	.50	.05	
	Corneille's Polyucte.....	.50	.03	
	Le Bourgeois Gentilhomme.....	.50	.03	
	Joynes-Meissner Ger. Gram.....	1.50	.10	
	Modern German Reader, Pt. 1.....	.85	.05	
	“ “ “ Pt. 2.....	.85	.05	
	Schiller's Wilhelm Tell.....	.85	.08	
	Academic Arithmetic.....	.40	.04	
	N. S. High School Algebra.....	.90	.10	
	Senior Matric. Algebra.....	1.10	.05	
	N. S. High School Geometry.....	.60	.08	
	Murray's Essentials T. & M.....	1.25	.05	
	Murray's Plane & Spher. Trig.....	1.75	.10	
	Morton's Mechan. Drawing.....	.50	.03	
	Manual Training No. 2.....	.45	.03	
	Brittain's Elem. Agric.....	.85	.08	
	Beginner's Botany.....	.85	.05	
	Bergen & Davis Botany.....	2.00	.10	
	Evans' Elem. Chemistry.....	.60	.07	
	<i>Carried forward</i> .....			

No. of copies	Title of Book.	List Price.	Necessary Postage per Copy.	Total.
	<i>Brought Forward</i> .....			
.....	Newell's Chemistry.....	1.60	.10	.....
.....	Elementary H. S. Physics.....	.75	.07	.....
.....	Ont. H. S. Physics.....	.90	.10	.....
.....	General Geography.....	1.15	.10	.....
.....	Ont. H. S. History of England.....	1.20	.10	.....
.....	Myers' Ancient History.....	1.60	.10	.....
.....	Myers' Med. & Mod. History.....	1.60	.10	.....
	<i>Total</i> .....			.....
	<i>Less</i> .....% discount.....			.....
	(Dealers 15%) (Teachers 10% over \$3)			.....
	<i>Remitted herewith</i> .....			.....

†Specify numbers and quantities of each here.

**AGREEMENT TO SELL AT RETAIL AT LIST PRICES.**

I, ..... N. S., ..... 192.....  
 of ..... in the County of .....  
 Province of N. S., in consideration of the terms offered to purchasers of school books thru or from the School Book Bureau, which terms are set forth and described in the April "Journal of Education," 1920, under the heading entitled "The Nova Scotia School Book Bureau," do hereby promise and agree to and with the said Bureau that I will not sell or cause or permit to be sold any of the said books at a price greater than the list price above given.

(Signed).....

**NEW BOOKS.**

List of books received at Education Office since publication of the **Journal of Education**, October, 1919. The name of the publishers are arranged in alphabetical order.

**EDWARD ARNOLD, LONDON, ENGLAND.**

A **Second German Prose Composition**, by F. W. Wilson, Ph.D., 7x4½, pp. 120.

A **General History of the World**, by Oscar Browning, 7½x5, pp. 800.

**G. BELL & SONS, LIMITED, LONDON, ENGLAND.**

**Bell's Imperial Readers**, by Eva Harris, Primer, Reader I, Reader II, each 7½x5½, pp. vary 32 to 90.

**Ivanhoe**, adapted for schools, 7x4½, pp. 207.

**Bell's Historical Illustrations:—**

- I. The Roman Chariot Race.
- II. Queen Elizabeth at Tilbury, 3/6.

**Bell's Geographical Illustrations:—**

- NR I. The Dutch Folk Going to Market.

**J. M. DENT & SONS, LIMITED, LONDON, ENGLAND.**

**When Canada was New France**, by George H. Locke, 1919, 7½x5½, pp. 154, \$1.25.

**The Young Canadian Citizen**, Studies in Ethics, Civics and Economics, by J. O. Miller, D. C. L., 1919, 8½x5½, pp. 181.

**Cambridge Reading in Literature**, Book I, Part I, 7½x5½, pp. 136, 2/.

**Cambridge Reading in Literature**, Book II, Part II, 7½x5½, pp. 248, 2/3.

**Britain and Greater Britain in the Nineteenth Century**, by E. A. Hughes, M. A., 7½x5½, pp. 295, 5/.

**The Story of the People of Britain**, by Lucy Hanson, 8x5½, pp. 240, 2/9.

**EVANS BROS., LIMITED, LONDON, ENGLAND.**

**The Book of School Games**, by C. E. Hodges, M. A., Illustrated, 10x7½, pp. 96, 4/6.

**The School Hymn Book**, 6½x4½, pp. 112, 1/6.

**A. FLANAGAN COMPANY, CHICAGO.**

**Master Pieces in Art**, by Wm. C. Casey, 8½x6, pp. 258, \$1.25 the copy.

**Busy Hands—Construction Work for Children**, by Isabel Boker, 1919, 8x6, pp. 160, 60 cents.

**Little Journeys Through California**, by Kich & James, 1919, 7½x5½, pp. 222, 65 cents.

**Little People of Japan**, by Mary Muller, 1919, 7x5½, pp. 190, 50 cents.

**Just Stories**, by Annie Klingensmith, 7½x5½, pp. 128, 60 cents.

**Going to School in Animal Land**, by Julia Cowles, 1919, 7½x5½, pp. 111, 50 cents.

**Nature Myths and Stories**, by Flora J. Cooke, 1920, 7½x5½, pp. 159, 60 cents

**Snubby Nose and Tippy Toes**, by Laura Smith 1920, 5½x7½, pp. 112, 50 cents.

**The Candy Shop Cotton Tails**, by Laura Smith, 1920, 5½x7½, pp. 128, 50 cents.

**The Brownie Primer**, by N. M. Banta and A. B. Benson, 6½x8, pp. 96, 50 cents.

**Ten Little Brownie Men**, by N. M. Banta and A. B. Benson, 1920, 6½x8, pp. 125, 60 cents.

**The Brownies and the Goblins**, by N. M. Banta and A. B. Benson, 1919, 6½x8, 60 cents.

**HODDER & STROUGHTON, LIMITED, TORONTO, ONT.**

**New Regional Geographies**, by Leonard Brooks, M. A., F. R. G. S., 1919, for High Schools, pp. vary, prices vary.

**ISAAC PITMAN & SON, LONDON.**

**Selbourne Nature Readers**, Junior Book, 7½x5, pp. 190.

**THE MacMILLAN COMPANY OF CANADA, LTD., TORONTO  
AND NEW YORK.**

**Practical Nursing**, by Louise Henderson, 1919, 7½x5, pp. 224, \$1.50.

**Flag and Fleet**, by Col. W. Wood, published under the auspices of the Navy League of Canada, Price 50 cents.

**Fundamentals in Method**, by Joseph Kennedy, 1918, 7½x5, pp. 341.

**MacCLELLAND & STEWART, LIMITED, TORONTO.**

**Kidnapped**, by Stevenson, in Cassell's Continuous Readers, 7½x5, pp. 294.

**THOMAS NELSON & SONS, LONDON, ENGLAND.**

**The Victory Readers**, Books I to V, each 6½x4½, pp. vary 128 to 256.

**The World's Story**, by Elizabeth O'Neill, 6½x9½, pp. 547, 10/6 net.

**The Story of the Human Body**, by C. Watson, M. B., 7½x5, pp. 320, 75 cents.

**Lower Grade English**, by Dalglish, 6½x4½, pp. 152, 1/.

**Higher Grade English**, by Dalglish, 7½x5, pp. 146, 1/.

**OXFORD UNIVERSITY PRESS, TORONTO, ONTARIO.**

**Tiny Tales for Tiny Tots**, 8 Titles, each 15 cents.

**Pleasant Stories for the Little Ones**, 7 Titles, each 20 cents.

**Folk Stories for Young Readers**, 7 Titles, each 20 cents.

**Stories, Nursery Rhymes, etc., for Little Children**, 2 Titles, each 12 cents

**Tales Retold**, 15 Titles, each 25 cents.

**Myth and Story Series**, 3 Titles, prices 30 cents, 30 cents and 35 cents.

**Little Fairy and Other Stories**, 9 Titles, each 20 cents.

**Classical and Other Stories**, 12 Titles, each 20 cents.

**Masters of Literature**, 21 Titles, each 20 cents.

**Silent Reading Series**, 7 Titles, each 30 cents.

**Literature of the Nineteenth Century**, 60 cents.

**Gateways to Brookland**, 6 Titles prices vary.

**Romance of History**, 6 Titles, prices vary.

**Tales from History**, 3 Titles, Books I and II, 25 cents, Book III, 35 cents.

**Little Dramas of History**, 3 Titles, Books I and II, 30 cents, Book III, 35 cents.

**The British Subject**, price 30 cents.

**Modern Rimes**, price 30 cents.

**Outlines of History of Britain**, price 25 cents.

**Our own and Other Lands**, 9 Titles, prices vary.

**Great Cities of the World**, 9 Titles, each 20 cents.

**Earth Knowledge**, 6 Titles, prices vary.

**Divisional Poetry**, 2 Titles, Book I 15 cents, Books II and III, 20 cents.

**Alexandra Recitation Books**, 3 Titles, Books I and II, each 12 cents, Books III and IV, each 15 cents, Books V and VI, each 20 cents.

**Historical Poems and Ballads**, each 30 cents.

**Season Readers**, 4 Titles, each 20 cents.

**PLOWDEN & THOMPSON (R. H.), LTD., STOURBRIDGE, ENG.**

**Glassware for Laboratories.**

**GEORGE PHILIP & SONS, LTD., LONDON, ENGLAND.**

**Human Geographies**, by Fangrieve and Young, 1919.

Book I—Children Far Away; Book II—Homes Far Away.

Book III—The British Isles; Book IV—In the New World.

Book V—In the Old World.

Each 7½x5, pp. vary 100 to 170, prices vary 1/6 to 2/.

**The New English Books**, by W. J. Glover, Books I to IV, each 7½x5, pp. vary 80 to 112, prices 0/8 and 0/9.

**Philips' Art Pictures for Schools**, 32x23½ to 60x23, prices vary according to style of framing, over 80 subjects.

**Piers Plowman Histories**, Junior Books I to VII, pp. and prices vary.

**Senior Books for Teachers**, I to IV, pp. vary, prices to be announced.

**Elementary Atlas of Comparative Geography**, 7x11, pp. 50 and 11, 2/3 net.

**Visual Contour Atlas**, 7½x8½, pp. 40.

**Model Atlas**, 7½x8½, pp. 40.

**UNIVERSITY TUTORIAL PRESS, LONDON, ENGLAND.**

**The School Geometry**, by Workman and Cracknell, 1919, 7x5½, pp. 348, 4/6

**Magnetism & Electricity**, by Rev. Hutchinson, M.Sc., 1920, pp. 620, 5½x7.

**THE RYERSON PRESS, TORONTO, ONT.**

**Handbook for New Canadians**, by Alfred Fitzpatrick, B. A., 1919, 8x5½, pp. 327.

**WILLIAM COLLINS, SONS & CO., LONDON AND GLASGOW.**

**New Graphic Copy Books**, Nos. 1 to 16, pp. 32, 8½x7½, 3½d.

**Explanatory and Practical Mensuration**, by Dr. W. F. Knight, 7x4½, pp. 128, 1/6.

**Graphic Supplementary Readers**, *The Chimes*, *Marmion's Lays of Ancient Rome*, *The Cricket on the Hearth*, pp. vary, 6d.

ZANER & BLOSER CO., COLUMBUS, OHIO.

Zaner Method Writing, series 1 to 8, 8x4.

Zaner Method Writing, Teachers Manual, series 1 to 8, 6x8, pp., vary.

### BOOKS SUITABLE FOR SCHOOL LIBRARIES.

*The Book of School Games*, (in the Kingsway Series of books for teachers), 96 pp., 7½ in. by 10 in. Evans Brothers, Montague House, Russell Square, London, England. Second Edition 4/6. For first notions of interesting drawing as well as for children's games, teachers appreciation in England is proven by its being referred to in the "Official Syllabus of Physical Exercises," just published, no less than 30 times.

*The Canadian Girl at Work*, by Dr. Marjory MacMurchy, prepared at the instance of the Minister of Education for use in the Ontario School Libraries and printed by order of the Legislative Assembly of Ontario. A book of vocational guidance. 5x7 inches, pp. viii x 152. (A. T. Wilgress, King's Printer, Toronto).

*The Teachers' World* is a periodical magazine, essentially a practical help to teachers with their school work rather than a Journal of news. Altho on English paper for English schools, it affords an opportunity for Nova Scotia teachers to study methods used in other parts of the Empire, and will serve as a link between the Mother Country and the Overseas Dominions. (Montague House, Russell Square, London, W. C. I.).

*The Educator*, the official organ of the Federation of British Columbia teachers, aims at better teaching, and our teachers are given an opportunity to subscribe for it. (The Can. Educator Co., 526 Birks Building, Vancouver, B. C.).

*Principles of Agriculture*, by Gehrs, one of the latest and best books on agriculture, is essential for class use as a text book, practical and interesting. (The MacMillan Company of Canada, Ltd., Toronto).

*Philip's Art Pictures for Schools*, are of the greatest educational value. Not only do they demonstrate the superiority of British artists and British printers but they have real life and beauty, and would make a welcome addition to school and library pictures. (George Philip & Son, Ltd., 32 Fleet St., London, E. C., 4).

*Piers Plowman Histories* and *Piers Plowman Social and Economic Histories* form a set of books edited by E. H. Spalding, M. A., which should be in every school library. They are well illustrated and well bound and uniform in size and appearance. (George Philip & Son, Ltd., 32 Fleet Street, London, E. C., 4).

*Charles G. D. Robert's Romance of Nova Scotia*, (A sister to *Evangeline*), is a most suitable book for school libraries, as is also its companion volume, "The Forge in the Forest." The following well known stories of Animal Life by the same author are considered real classics:—

*The Kindred of the Wild.*

*The Watchers of the Trail.*

*The Red Fox.*

*The Haunters of the Silences.*

*The House in the Water.* (Page Co., Boston).

All the titles mentioned under "New Books Received," published by the Oxford University Press, Toronto, are very suitable for school libraries and for use as Supplementary Readers where necessary.

*Selbourne Nature Readers* in four books—*Fairy Land Lane*, *Walks and Talks*, *Wayside and Seaside*, *Glimpses and Gleams* should be in every school library. The series is beautifully illustrated, each volume having numerous colored plates. These books are charming little stories woven around plants and animals; arranged to follow the seasons; to engage children in acquiring by observation and inquiry knowledge of nature and natural history. (Sir Isaac Pitman & Sons, London, England).

*The Story of the Human Body*, (A Reader in Hygiene for pupils in Form III. (Grades V and VI), of the public schools of Ontario for whose libraries it is officially recommended).

5 in. by 7½ in., pages 320, Chapters 26. Published by Thomas Nelson & Sons, Toronto.

This text is splendidly illustrated in color as well as in black; and makes the subject clearer than any text hitherto used in our schools. It is strongly recommended for Nova Scotian school libraries as well as to the public generally.

*The World's Story*, (A simple History for Boys and Girls). 7 in. x 9½ in., 547 pages. Well illustrated in color and black. By Elizabeth O'Neill. Published by Thomas Nelson & Sons, London, etc. Recommended for school libraries.



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In the list of new books received may be found several sent by A. Flanagan & Company, Chicago. In both content and make up the books appeal to the younger children and contain enough instruction material to make worth while reading. They are most suitable for school libraries.

Glassware for Laboratories is a specialty of Plowden & Thompson (R. H.), Ltd., of Stourbridge, England.

The Education Office has received samples of their glass tubing and considers that these test tubes are most suitable for schools, laboratories and technical schools. A price list is on file at Education Office.

## "MINIMUM" SALARIES

### SCHOOL SECTIONS OF NOVA SCOTIA.

Arranged according to Counties and Districts, showing in Column (1), the No. of the Section, in (2) the Name, in (3) Valuation; in (4) Salary year ended July, 1920; in (5) Minimum legal salary for the school year beginning August, 1920, and in (4) notes (the \* denoting honorable mention for salary already in advance of the old *minimum*; † poor section; †† special poor section).

School Sections having two or more departments with teachers, will be held to have complied with the "minimum salary" law if the aggregate advance beyond the present *minimum* is maintained in the school section.

The Municipal Fund is estimated to give to each School Board from \$120 to \$130 dollars per teacher instead of \$50 for the current school year (Poor Sections getting 50% more may reach \$180 for the teacher).

The Provincial Aid is payable to the Teacher—not to the School Board—and must therefore (when quoted as salary) be over and above the *minimum* specified here.

#### Annapolis East.

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
1	Melvorn (Adv.).....	\$87,460	\$500*	\$600
1	" (Elem.).....		265*	365
2	Forest Glade.....	15,510	350*	400
3	Margaretville, East.....	21,000	325*	425
4	Margaretville.....	22,000	350*	400
5	Prince Albert.....	13,225	225*	320
6	Victoria Vale.....	19,575	275*	360
7	Mosher's Corner.....	15,640	240*	330
8	Port George.....	13,575	228	330
9	Douglas Road.....	7,300	170†	300
10	Mt. Hanley.....	17,220	250*	340
11	Outram.....	10,500	175*	300
12	Port Lorne.....	16,810	310*	400
18	Arlington.....	12,475	205†	300
14	St. Croix Cove.....	10,070	225*	320
15	Hampton.....	21,125	350*	410
16	Clarence West.....	80,000	300*	425
17	Clarence Center.....	65,300	375*	450
18	Clarence.....	62,350	317	430
19	Brooklyn, West.....	47,825	330*	430
20	" East.....		Consol.	430
21	Spa Springs.....	42,000	275*	360
22	South Farmington.....	59,000	364	470
23	Wilmot.....	50,000	295*	400
24	Middleton, (Adv.).....	300,000	1,009	1,100
	" (Prep.).....		425*	475
	" (2nd Int.).....		425*	450
	" (1st Int.).....		400*	450
	" (2nd Prim.).....		400*	450
	" (1st Prim.).....		400*	450
25	Brickton.....	24,300	260	370

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
26	Lawrencetown, (Adv.).....	148,275	900*	800
	(Int.).....		350	450
26	(Prim.).....		350*	450
27	West Inglisville.....	6,475	165†	300
28	Paradise.....	141,125	600*	650
	.....		325*	400
29	Bridgetown, (Adv.).....	395,560	1,600*	1,100
	(Prep.).....		525*	500
	(2nd Int.).....		385*	450
	(1st Int.).....		375*	450
	(2nd Prim.).....		375*	450
	(1st Prim.).....		300*	450
30	Inglewood.....	6,525	200†	300
31	Meadowvale.....	26,890	240*	350
32	Torbrook, (Adv.).....	50,950	400*	500
	(Elem.).....		200*	300
33	Torbrook, East.....	9,275	180†	300
34	Nictaux Falls.....	41,700	340*	440
35	Nictaux, South.....	16,150	300*	340
36	Nictaux.....	70,000	380	480
37	South Williamston.....	52,900	301	420
38	North Williamston.....	20,000	230	330
39	Morse Road.....	4,175	200†	275
40	Carleton, (Adv.).....	103,425	.....	450
	(Elem.).....		350*	400
41	Centrelea.....	60,000	300*	360
42	Tupperville.....	75,000	325*	430
43	Bloomington.....	23,325	262	365
44	Dalhousie Lake.....	7,125	210	300
45	Inglisville East.....	23,790	240†	340
46	Crossburn.....	20,000	327	430
47	North Albany.....	13,900	225*	310
48	North Springfield.....	20,900	350*	450
49	South Albany.....	17,120	220*	320
50	Albany Cross.....	3,475	.....	275
51	Paradise West.....	54,925	300	425
52	Dalhousie West.....	6,800	175*	300
53	Dalhousie Centre.....	6,350	200*	300
54	Springfield.....	21,190	290	400
55	Lake Pleasant.....	15,830	290	400
56	Falkland Ridge.....	20,444	400*	425
58	Dalhousie East.....	21,600	325*	400
59	Torbrook Mines.....	26,000	420*	500
60	Cherryfield.....	9,195	195	300
61	Hunter's Lodge.....	5,452	.....	320

**Annapolis West.**

1	Phinney Cove.....	\$ 6,000	\$195†	\$300
2	You g's Cove.....	10,780	240*	325
3	Parker's Cove.....	17,575	282	400
4	Hillsburn.....	11,250	310*	400
5	Litchfield.....	9,405	275*	370
6	Victoria Beach, (Adv.).....	11,205	300*	360
	(Elem.).....		255	300
	(if ungraded).....		.....	450
7	Fundy.....	775	...../	300

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
8	Port Wade.....	22,500	365*	450
9	Karsdale.....	26,570	310*	400
10	Lower Granville.....	32,600	262	380
11	Stoney Beach.....	40,875	289	400
12	Granville Ferry, (Adv.).....	125,000	500*	525
	"    (Elem.).....		300*	400
13	Granville Centre.....	66,225	350	450
14	Belleisle.....	75,885	350*	450
15	Gesner.....	71,000	350*	450
16	Upper Granville.....	64,879	325*	425
17	Round Hill, (Adv.).....	117,625	560*	650
	"    (Elem.).....		265*	380
18	Moschelle.....	51,155	288	400
19	Annapolis Royal, (2nd Acad.).....	317,220	1,000*	1,100
	"    (1st Acad.).....		650*	600
	"    (Prep.).....		510	550
	"    (2nd Int.).....		350*	450
	"    (1st Int.).....		350*	450
	"    (Prim.).....		400	450
20	Upper Clements.....	36,220	245	350
21	Clementsport, (Adv.).....	50,075	375*	430
	"    (Elem.).....		275*	325
22	Deep Brook, (Adv.).....	53,675	425*	450
	"    (Elem.).....		250*	330
23	Waldeck East.....	13,250	225*	300
24	Bear River, (Adv.).....	141,390	1,000*	900
	"    (Prep.).....		500*	450
	"    (2nd Int.).....		425*	425
	"    (1st Int.).....		325*	425
	"    (Prim.).....		375*	425
25	Bear River East.....	27,000	300	400
26	Greenland.....	6,500	200†	300
27	Clementsvale, (Adv.).....	57,500	425*	430
	"    (Elem.).....		230*	310
28	Wright.....	4,700	†	275
29	Prince Dale.....	10,800	250*	340
30	Virginia.....	4,745	190†	275
31	Beaconsfield.....	23,838	250	360
32	Greywood.....	9,050	250*	325
33	Milford.....	8,700	220*	325
34	Maitland.....	13,135	325*	400
35	Dargie.....	7,270	175†	300
36	Lake LaRose.....	9,000	190†	300
37	Perotte.....	7,925	230	320
38	L'Equille, (Adv.).....	45,715	320	410
	"    (Elem.).....		247	350
39	Lake Munro.....	2,500	175††	275
40	Victory.....	3,400	†	275
41	West Springhill.....			275
42	Waldeck West.....	14,260	200*	310
43	Guinea.....	6,475	180†	300
44	Northfield.....	7,800	225††	300
45	Allen River.....	38,585	280*	340
46	East Victory.....	5,815	240†	300

Antigonish County.

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
1	Antigonish.....	\$558,870	\$6,725	\$8,000
2	North River.....	19,965	210	260
3	Harbor.....	26,990	230*	300
4	Morristown.....	20,800	216	270
5	Lakevale.....	16,000	207	260
6	S. Side Cape George.....	18,445	225	300
7	Cape George Point.....	11,400	160*	230
8	Morar.....	14,080	245*	300
10	Georgeville.....	14,200	260*	340
11	Malignant Cove.....	29,000	230*	300
12	Arisaig.....	29,000	230*	300
13	MacAra's Brook.....	19,200	200*	250
15	Brown's Mountain.....	Inactive		
16	Maple Ridge.....	Inactive		
17	Pleasant Valley.....	27,500	200*	260
18	Clydesdale.....	25,545	250*	300
19	Williams Point.....	12,870	220*	270
20	Lower S. River.....	23,000	265*	330
21	S. Side Harbor.....	17,000	235*	300
22	Monks Head.....	17,785	250*	300
23	Lower Pomquet.....	19,835	290*	350
24	Upper Pomquet.....	20,675	290	350
25	Heatherton.....	48,000	300*	350
26	Bayfield.....	27,300	275	350
27	Afton.....	22,000	225	300
28	W. Tracadie.....	18,785	265*	325
29	Big Tracadie.....	27,000	300*	375
30	East Tracadie.....	16,245	220*	280
31	Linwood.....	25,350	230*	300
32	Haver Boucher.....	33,630	500	700
33	East Havre Boucher.....	15,720	200	270
34	Merland.....	12,365	192	250
35	Fraser's Grant.....	18,395	210*	270
36	Classburn.....	17,955	182	250
37	Caledonia Mills.....	23,400	202	270
38	Marydale.....	30,722	255*	320
39	St. Andrews.....	40,980	535*	650
40	Dunmore.....	19,670	260*	300
41	Fraser's Mills.....	33,000	225	300
42	Upper S. River.....	26,785	230	300
43	Lochaber.....	14,870	240	275
44	W. Lochaber.....	11,750	195*†	250
45	N. Lochaber.....	25,700	230	300
46	Glenalpine.....	18,095	190*	250
47	West River.....	55,360	550*	700
50	Beaver Meadow.....	26,730	234	300
51	Upper Springfield.....	7,450	160†	210
52	Cross Rds. Ohio.....	26,035	280	340
53	Stewarts' Mills.....	2,050	158††	200
54	Morven.....	4,870	145†	200
55	James' River.....	19,140	243	300
56	Brierly Brook.....	30,665	325*	300
59	Pinevale.....	10,120	170†	200
60	Springfield.....	22,500	210*	260
61	North Grant.....	28,670	220*	300
68	Cloverville.....	13,330	180*	250

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
64	Big Marsh.....	10,970	190*	250
65	Fairmont.....	14,300	200	270
66	Hall. Grant.....	9,200	160*†	200
67	Maryvale.....	17,550	220*	280
68	Ashdale.....	15,070	160†	220
69	Avonside.....	4,405	190*†	240
70	Auld's Cove.....	5,825	200	260
71	Middleton.....	7,890	220*	240
72	Copperlake.....	8,755	215*	260
74	Black Avon.....	23,500	192	260
75	New France.....	7,595	170*†	200
76	Frankville.....	15,670	297	350
77	Cape Jack.....	12,415	225	300
78	Union Centre.....	20,455	270*	320
80	St. Joseph's.....	22,550	250	300
81	West Lakevale.....	10,735	165	220
82	College Grant.....	3,965	165*††	220

## Cape Breton County.

2	South Bar.....	\$41,135	\$400	\$460
5	Lingan.....	39,190	410	490
6	Lingan Road.....	27,000	400*	385
8	Lakevale.....	12,000	300	340
9	Gardiner.....	22,760	350	430
10	Gallivan.....	11,000	.....	400
15	Lakeview.....	46,200	330	425
16	Blockhouse.....	17,000	500*	350
19	Homerville.....	14,000	275	340
20	South Head.....	11,405	.....	375
22	Broughton.....	74,500	300	380
23	Round Island.....	9,075	300	325
24	Mira Gut.....	18,620	280	365
25	Horn's Road.....	8,425	225	300
27	Mira Road.....	26,790	350	400
28	Hillside.....	9,996	217†	300
29	Front Lake.....	6,215	.....†	290
30	Caribou Marsh.....	8,210	.....†	300
32	Marion Bridge.....	50,160	400	435
33	Sandfield.....	9,975	275	300
34	Woodbine.....	1,560	.....††	305
35	The Meadows.....	11,950	300	395
36	Sydney River.....	32,300	325	410
37	Coxheath.....	64,286	425	435
38	Blackett's Lake.....	16,575	275	350
39	Edwardsville.....	22,550	310	390
40	Point Edward.....	23,350	300	395
41	Ball's Bridge.....	19,007	325	375
42	Ball's Creek.....	11,000	.....	360
43	Rear of Ball's Creek.....	12,110	176†	275
44	Leitche's Creek.....	15,175	250	335
45	Upper Leitche's Creek.....	9,865	235	315
46	Forest.....	4,500	210†	300
47	Upper North Sydney.....	42,010	400	450
53	Little Bras d'Or West.....	37,200	350	445
54	George's River.....	17,875	275	375
55	Long Island Main.....	15,655	246	340

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
56	Big Bank.....	13,250	259	340
57	Eureka.....	10,001	300	350
58	Victoria.....	2,770	..... ††	250
59	Groves Point.....	26,475	325	395
60	Mill Creek.....	26,860	310	405
61	Point Aconi.....	10,490	290	380
62	Millville.....	23,500	325	390
63	Union.....	12,055	225	315
64	Brickyard.....	9,235	217	305
65	Catalone.....	14,550	291	390
66	Bateston.....	10,580	300	385
67	Clark's Road.....	7,250	.....	250
68	Mainadieu.....	16,500	320	410
69	Scatarie.....	2,815	285†	385
70	Baleine.....	3,195	231	330
71	Little Lorraine.....	6,355	300	400
72	Big Lorraine.....	12,000	247	350
76	New Boston.....	5,765	251†	335
77	Trout Brook.....	7,770	229†	330
78	Big Ridge.....	8,775	250†	320
79	French Road.....	10,515	265	365
80	Ocean View.....	4,000	275††	375
81	Gabarus Bay.....	15,835	296	400
84	Gabarus Lake.....	14,280	.....	375
85	Belfry.....	6,920	..... †	340
86	Canoe Lake.....	8,060	..... †	305
87	Upper Grand Mira.....	7,650	300	320
88	Grand Mira.....	6,250	225†	315
89	Victoria Bridge.....	7,750	261	350
90	Grand Mira North.....	8,325	230†	330
91	Caledonia.....	3,100	..... ††	290
92	Salmon River.....	10,045	270	325
94	East Bay.....	34,680	336	430
95	Ben Eoin.....	3,765	250††	300
96	Brack's Brook.....	10,000	230	380
97	Big Pond.....	11,950	.....	340
98	Irish Vale.....	8,200	260	320
99	Glengarry.....	3,435	..... †	280
100	Salem Road.....	9,530	225	315
101	Enon.....	5,400	.....	290
102	Big Glen.....	7,735	..... †	300
103	Macadam's Lake.....	7,005	235†	325
104	Long Island.....	3,300	200††	280
105	Portage.....	14,750	300	390
106	Gillisville.....	4,415	205†	280
107	North Side East Bay.....	8,600	240	325
108	Eskasoni.....	7,250	250	340
109	Amaguadeez.....	9,340	..... †	330
110	Highlands.....	5,690	250†	320
111	Benacadie.....	19,650	325	400
112	Grand Narrows.....	14,898	300	390
113	Christmas Island.....	20,055	300	400
114	Big Beach.....	12,405	225†	370
115	Shenacadie.....	8,360	230†	310
116	Beaver Cove.....	13,641	260	360
118	Boisdale.....	18,368	290	390
119	Barachois.....	13,575	282	330
120	Frenchvale.....	7,045	215†	300
121	Beechmont.....	3,500	210††	300

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
122	Catalone Gut.....	7,530	240†	310
18	Birch Grove, (Princ.).....	156,355	1,000*	550
	(Dept. 2).....		500*	460
31	Westmount, (Princ.).....	68,000	400	450
	(Dept. 2).....		375	400
51	Alder Point, (Princ.).....	31,320	425	480
	(Dept. 2).....		310	400
74	West Louisburg, (Princ.).....	36,800	450	520
	(Dept. 2).....		350	400
82	Gabarus, (Princ.).....	32,000	403	500
	(Dept. 2).....		253	400
3	Low Point, (Princ.).....	128,500	415	515
	(Dept. 2).....		329	430
	(Dept. 3).....		329	430
52	Little Bras d'Or.....	122,150	600*	520
	(Dept. 2).....		450*	430
	(Dept. 3).....		400	430
17	Gowrie, (Princ.).....	105,000	750	770
	(Dept. 2).....		350	425
	(Dept. 3).....		345	415
	(Dept. 4).....		335	400
14	Big Glace Bay, (Princ.).....	230,000	800*	605
	(Dept. 2).....		375	410
	(Dept. 3).....		375	410
	(Dept. 4).....		375	410
	Pt. Cal. S.....		411*	410
50	Florence, (Princ.).....	213,000	800*	700
	(Class B).....		400	485
	(Class C).....		400	440
	(Class D).....		400	420
73	Louisburg, (Princ.).....	255,854	1,100*	860
	(Class B).....		462*	440
	(Class C).....		360	415
	(Class D).....		315	400
11	Reserve, (Princ.).....	297,460	850	850
	(Princ. St. J. S.).....		411	500
	(Class B).....		378	470
	(Class C).....		354	450
	(Class D).....		378	425
12	Dominion, (Princ.).....	500,000	1,200	870
	(Princ., Pk. St. S.).....		510	550
	(Class A).....		480	500
	(Class B).....		470	490
	(Class C).....		435	450
	(Class D).....		435*	425
48	North Sydney, (Princ.).....	2,270,370	1,500*	1,210
	(V. Princ.).....		1,050*	900
	(Princ. St. J.).....		825*	710
	(Princ., Stan. St.).....		700*	600
	(Class A).....		600*	520
	(Class B).....		500*	480
	(Class C).....		450	465
	(Class D).....		450*	425
4	New Waterford, (Princ.).....	1,200,000	1,350*	1,020
	(Princ. Mt. C.).....		650*	585
	(Princ., St. A.).....		550	550
	(Class A).....		600*	525
	(Class B).....		500*	490
	(Class C).....		420	475
	(Class D).....		385	430



No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
49	Sydney Mines, (Princ.).....	2,273,525	1,750*	1,530
	(V. Princ.).....		975*	900
	(Princ., K. St.).....		715*	590
	(Princ. Con. St.).....		795*	685
	(Class A).....		715*	515
	(Class B).....		615*	515
	(Class C).....		590*	495
13	Glace Bay, (Princ.).....	4,543,622	2,700*	.....
	(Class A).....		625*	490
	(Class B).....		595*	485
	(Class C).....		555*	445
	(Class D).....		540*	440
1	Sydney, (Princ.).....	9,335,154	2,290*	.....
	(Class Acad.).....		1,510*	.....
	(Class A).....		675*	510
	(Class B).....		665*	510
	(Class C).....		645*	500
	(Class D).....		625*	450

Colchester North.

1	Tatamagouche.....	\$61,000	\$500*	\$600
2	" (Prim.).....		375*	425
3	Tarbet.....	21,055	325*	425
4	Forest.....	17,165	360*	425
5	Waughs.....	14,630	325*	425
6	Middleton.....	17,707	340*	425
7	French River.....	17,535	275*	400
8	Murphys.....	18,538	310*	425
9	Bayhead.....	20,795	300	425
10	Lake Road.....	7,655	245†	350
11	Mill Brook.....	15,415	275*	400
12	Olivers.....	13,147	275*	400
13	McLeods.....	14,000	275*	400
14	Byers.....	20,448	350*	425
15	Wilsons.....	15,348	275*	400
16	New Road.....	4,675	.....†	325
17	West Earltown.....	10,925	313*	375
18	Balmoral.....	14,336	265	375
19	Rossville.....	9,405	.....	350
20	Earltown.....	19,990	325*	425
21	Slades.....	11,600	255*	375
22	Brule.....	21,310	350*	450
23	Conkey.....	13,872	243	375
24	The Falls.....	13,406	250*	375
25	Clydesvale.....	7,425	.....	350
26	East Earltown.....	14,350	225	375
27	Truro Road.....	6,400	225†	325
28	Brule Shore.....	7,275	220*	325
29	Keble.....	5,010	220*	325
	Denmark.....	8,905	249	350

## Colchester South.

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
1	Town of Truro.....	\$4,327,900		
	(Class Acad., M. Princ.).....		\$2,600*	\$1,800
	(Class Acad., M. Asst.).....		1,900*	1,400
	(Class Acad., F. Asst.).....		1,250*	1,000
	(Class A. M. Asst.).....		1,650*	1,000
	Common School, (Class A. F.).....		930*	600
	(Class B. F.).....		870*	500
	(Class C. F.).....		870*	450
2	Bible Hill, (Adv.).....	213,865	500*	550
	" (Int.).....		400*	460
	" (Prim.).....		375*	460
3	Upper Onslow.....	44,165	400*	475
4	Central Onslow.....	54,900	350*	475
5	Lower Onslow.....	70,260	400*	500
6	Belmont.....	51,670	400*	500
7	Upper Belmont.....	21,650	300*	400
8	Crows Mills.....	20,510	300*	400
9	Onslow Mountain.....	24,000	350*	425
11	McCallum Sett.....	8,065	220*	300
12	Nuttby.....	11,840	264†	350
13	Upper North River.....	13,624	200†	300
14	Central N. River.....	15,910	250*	350
15	Lower N. River.....	36,585	300*	400
16	Salmon River.....	80,000	400*	500
17	Valley.....	50,350	366*	500
18	Manganese Mines.....	20,250	275*	350
20	Kemptown.....	25,445	300*	375
21	Riversdale.....	38,550	325*	400
22	Greenfield.....	45,170	310*	400
23	Harmony.....	22,205	300*	400
24	Camden.....	18,980	260*	325
25	Lower Truro.....	58,965	380*	500
26	Old Barns.....	60,050	425*	500
27	Clifton.....	11,990	230*	300
28	Princeport.....	16,760	290*	400
29	Beaver Brook.....	20,320	300*	400
30	Green Oaks.....	9,950	260*	350
31	Greens Creek.....	8,090	225*	325
32	Lower Pleasant Valley.....	8,120	216	325
33	Upper Pleasant Valley.....	10,830	240*	325
34	Hilden.....	26,495	300*	400
35	Brookfield, (Adv.).....	48,700	415*	500
	" (Prim.).....		340*	425
37	Forest Glen.....	9,500	200*	300
38	Brentwood.....	12,920	325*	400
39	Riverside.....	10,680	230†	325
40	Fort Ellis.....	30,290	300*	400
41	Stewiacke, (Adv.).....	203,475	650*	700
	" (Prep.).....		500*	550
	" (Int.).....		400*	500
	" (Prim.).....		325*	450
42	Stewiacke East.....	43,000	375*	475
43	Shubenacadie East.....	40,374	360*	460
44	Gays River.....	38,935	325*	450
45	Coldstream.....	16,275	350*	400

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
46	West St. Andrews.....	15,510	230*	325
47	Wittenberg.....	18,390	250†	325
48	Lanesville.....	10,780	240†	325
49	South Branch.....	25,965	300*	400
50	Meadowvale.....	23,245	290*	400
52	Newton Mills.....	28,960	400*	475
53	Eastville.....	53,000	310	475
54	Pembroke.....	13,470	275*	360
55	Burnside.....	20,212	300*	400
56	Cross Roads.....	26,620	400*	475
57	Upper Stewiacke.....	47,180	450*	525
58	Otter Brook.....	29,000	320*	425
59	Smithfield.....	14,435	†	325
60	Middle Stewiacke.....	48,580	430*	500
61	Birch Hills.....	20,325	290*	375
62	Alton.....	14,000	280*	375

Colchester West.

1	Lynn.....	\$13,005	\$240†	\$350
2	Lower Five Islands, (Prim.).....	35,565	350*	450
3	Upper Five Islands, (Prim.).....	45,793	264	375
4	Lower Economy.....	22,982	425*	525
5	Central Economy, (Adv.).....	75,508	270*	375
6	Upper Economy.....	21,940	400*	500
7	Pleasant Hills.....	13,695	500*	600
8	Bass River, (Adv.).....	54,820	371*	425
9	Montrose.....	17,810	371*	425
10	Castlereagh.....	7,025	250*	400
11	Highland Village.....	17,180	†	325
12	Great Village, (Adv.).....	102,420	300*	400
14	" (Int.).....		400*	475
15	" (Prim.).....		350*	475
16	Lornevale.....	15,695	264	400
17	Londonderry, (Adv.).....	122,890	565	675
18	" (Int.).....		360*	450
19	" (Prim.).....		360*	450
20	West Folly Mt.....	19,025	276	400
21	East Village.....	14,000	260*	375
22	Glenholme, (Adv.).....	41,200	400	500
23	" (Prim.).....		265	375
24	Lower DeBert.....	29,975	300*	400
25	Masstown.....	37,290	375*	475
26	DeBert Station.....	40,905	400*	450
27	" (Prim.).....		280*	350
28	East Folly Mountain.....	18,370	240	350
29	Folly Lake.....	16,750	300*	350
30	Londonderry Station.....	12,255	235*	350
31	Portaupique.....	15,645	250	375
32	Hardwood Hills.....	32,480	375*	475
33	Little Bass River.....	29,675	350*	450
34	Portaupique Mt.....	9,420	225	350

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
<b>Cumberland District.</b>				
1	Malagash Point .....	\$24,035	\$350*	\$420
2	North Shore .....	13,915	300*	375
3	Malagash .....	15,937	400*	390
4	Stake Road .....	21,150	308	410
5	East Wallace .....	13,057	300*	375
6	Lower Linden .....	29,071	325	425
7	Richmond .....	15,814	275*	380
9	Six Mile Road .....	22,510	300*	400
10	West Amherst .....	67,545	400*	500
11	South Middleboro .....	22,815	325*	400
12	Wentworth .....	31,100	275*	425
13	East Amherst .....	63,200	350	480
14	Wentworth Station .....	19,150	280*	380
15	North Wallace .....	13,150	290*	375
16	Fox Harbor .....	19,000	291	400
17	Lower Gulf Shore .....	19,650	300*	400
18	Upper Gulf Shore .....	17,705	297	390
20	North Wallace Bay .....	26,153	281	400
21	South Wallace Bay .....	22,250	300*	380
22	Pugwash Junction .....	23,800	367	450
23	Pugwash River East .....	13,400	285*	375
24	Pugwash River West .....	15,808	300*	380
25	Wallace Bridge .....	19,785	310*	400
26	Rockley .....	18,140	300*	380
27	Roslin .....	11,659	218*	320
28	West Hansford .....	9,990	.....	300
29	Victoria .....	11,795	252	340
30	Hartford .....	13,065	300*	375
31	Port Howe .....	25,315	360	450
32	Upper Linden .....	16,710	300*	380
33	Shinimicas Bridge .....	21,720	252	360
34	Lower Shinimicas .....	29,025	325*	420
36	Tidnish .....	43,860	375*	475
37	Amherst Head .....	31,165	350*	450
38	Truemanville .....	41,300	330*	460
39	Warren .....	42,250	340*	460
41	Fort Lawrence .....	122,259	305	500
42	Amherst Point .....	77,000	325*	475
43	North Middleboro .....	14,460	276	375
46	Lower Maccan .....	13,100	290*	360
47	Lower River Hebert .....	19,360	270	375
48	Barronsfield .....	37,750	264	400
49	Lower Cove .....	11,795	325*	390
50	Minudie .....	47,000	360*	450
53	Shulie .....	28,940	400*	450
54	Lorneville .....	36,050	301	450
55	Amherst Shore .....	19,500	265*	350
56	Chapman Settlement .....	16,777	300*	350
57	Tidnish Bridge .....	24,295	350*	425
58	River Hebert Head .....	34,260	290	425
59	Athol .....	25,200	300*	400
60	Southampton .....	32,925	375*	425
61	West Brook .....	17,780	300*	380
62	East Mapleton .....	9,615	240	325
63	Mapleton .....	15,655	255*	360

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
64	Leamington.....	12,895	265*	350
65	South Athol.....	14,885	250	360
66	Windham Hill.....	9,000	279	350
68	Valley Road.....	16,000	284	375
69	Glenville.....	13,700	301	375
70	Brookdale.....	48,800	325*	460
71	Salem.....	25,425	297	400
72	Fenwick.....	39,750	290*	460
73	Upper Nappan.....	47,415	315*	425
74	Streets Ridge.....	36,710	250*	375
75	West Leicester.....	29,850	311	420
76	East Leicester.....	26,470	300*	400
77	Little River North.....	13,300	210	310
78	Mount Pleasant North.....	16,000	300*	380
80	Lower River Philip.....	21,000	300*	400
81	River Philip Center.....	19,425	315*	400
82	Wyvern.....	29,138	310*	420
83	Williamsdale.....	18,700	300*	390
84	Westchester Mountain.....	7,080	270*	340
86	Westchester Station.....	18,000	400*	420
87	Lower Greenville.....	7,820	260†	315
88	Hastings.....	20,515	300*	400
89	Chignecto.....	26,760	467*	475
90	Farmington.....	5,465	220†	300
91	Henderson Settlement.....	19,185	300*	385
93	Appleton.....	5,675	180†	300
94	South Victoria.....	8,900	240†	340
95	Carrington.....	14,890	285	375
96	East Hansford.....	10,165	235†	360
97	Millvale.....	8,515	280*	350
98	South Mount Pleasant.....	11,000	280*	360
100	Greenville Cross Roads.....	3,269	††	300
101	West Pugwash.....	30,720	350*	425
102	East Wentworth.....	18,595	250*	360
103	Lake Killarney.....	9,630	225	320
104	River View.....	9,240	258†	370
106	North Greenville.....	4,080	250†	300
107	Clifton.....	24,265†	390*	420
109	Thomson.....	9,889	300	375
110	Rushton.....	6,315	224†	330
111	Mansfield.....	7,930	240	320
112	South Brook.....	11,080	240*	330
113	Greenville Station.....	5,275	225†	300
114	Little River South.....	12,745	250*	340
115	Black River.....	8,868	243†	340
116	Salt Springs.....	7,725	273†	380
117	Springhill Junction.....	14,695	325*	375
118	Rodney.....	18,736	325*	380
120	Westchester Valley.....	2,985	240†	300
121	Conns Mills.....	6,860	265†	360
122	Beckwith.....	13,770	300	375
123	South Pugwash.....	16,353	272	380
124	Collingwood.....	35,450	350*	450
<i>Graded Rural Schools.</i>				
8	Wallace, (2).....	56,148	910*	1,050
19	Pugwash, (3).....	109,830	1,300*	1,500
35	Northport, (2).....	32,445†	800*	850

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
44	Nappan, (2) .....	120,825	700*	950
45	Maccan, (2) .....	85,470	685*	875
99	River Hebert, (5) .....	159,000	1,828	2,300
<i>Town Schools.</i>				
51	Joggin Mines, (8) .....	129,000	3,215*	3,400
79	Oxford, (7) .....	365,975	3,850*	4,000
108	Springhill, (26) .....	848,115	10,460*	13,100
40	Amherst .....	4,842,450		
	Supervisor of Schools .....			1,500
	Principal, County Academy .....		1,800*	1,450
	First Assistant, Academy .....		1,620*	1,100
	Second Assistant, Academy .....		1,495*	1,050
	Third Assistant, Academy .....		1,380*	900
<i>Teachers in Common School Grades:—</i>				
<i>Class "A," Normal Diploma and with experience.</i>				
	First year of service .....		675	
	Fourth year of service .....		850	
<i>Class "A," Normal Diploma, no experience.</i>				
	First year of service .....		625*	
	Fifth year of service .....		850*	
<i>Class "B," Normal Diploma, with experience.</i>				
	First year of service .....		625*	525
	Fifth year of service .....		800*	600
<i>Class "B," Normal Diploma, no experience.</i>				
	First year of service .....		575*	500
	Sixth year of service .....		800*	650
<i>Class "C," Normal Diploma, with experience.</i>				
	First year of service .....		550*	500
	Fifth year of service .....		700*	575
<i>Class "C," Normal Diploma, no experience.</i>				
	First year of service .....		500*	475
	Sixth year of service .....		700*	575
In addition to the above, the Principal of West Highlands School receives \$100, and the Principal of Acadia Street School \$75, extra. Also teachers of Grade VIII, receive \$50 additional.				

Parrsboro District.

No. of Sect.	Name of Section.	Valuatio ..	Present Salary.	Minimum Salary.
3	Prospect.....	\$14,220	\$266	\$360
4	Green Hill.....	8,640	255†	325
5	Black Rock.....	6,970	258†	315
6	Cross Roads.....	8,430	264	335
7	Diligent River.....	18,545	413*	465
8	Cannonville.....	10,446	410	380
10	Brookville.....	6,760	265*	330
11	Fraserville.....	8,764	290*	360
12	Spencer's Island.....	18,000	392	475
16	New Salem.....	15,045	400*	400
17	Lake lands.....	13,150	288	380
18	Halfway River West.....	13,740	310*	400
19	New Canaan.....	12,075	290*	380
20	Halfway River East.....	17,100	287	390
21	Wharton.....	11,800	225	350
24	Harrison Settlement.....	11,775	285	375
25	Moose River.....	16,315	310*	400
26	West Apple River.....	1,600	260†	300
<i>Rural Schools, Graded.</i>				
2	Port Greville, (3).....	47,297	1,387*	1,550
9	Fox River, (3).....	40,579	1,200*	1,450
14	Advocate, (4).....	57,000	1,585*	1,850
15	Apple River, (2).....	58,585	1,025*	1,100
<i>Town Schools.</i>				
1	Parrsboro.....	451,875	4,847*	5,600

Digby County.

1	Milford Corner.....	\$23,340	\$210	\$325
2	Lansdowne.....	12,478	230*	325
3	Morganville.....	8,285	225*	300
4	Cross Roads.....	15,840	225*	335
5	Smiths' Cove, (Adv.).....	40,000	400*	425
	(Elem.).....		250*	300
6	Acaciaville.....	20,125	285	390
7	Joggin.....	2,250	240††	325
8	Hill Grove.....	10,560	230*	315
9	North Range.....	16,992	300*	375
10	South Range East.....	5,375	†	275
11	Marshalltown.....	18,875	260*	350
12	Brighton, (Adv.).....	40,600	400*	425
	(Elem.).....		275*	340
13	Plympton.....	22,156	350*	420
14	Gilbert's Cove.....	19,460	300*	375
15	Ashmore.....	16,480	275*	390
16	Fort Point.....	9,245	225	325
17	Weymouth North, (Adv.).....	40,280	410	475
	(Elem.).....		320*	390

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
18	Weymouth, (Adv.)	107,825	600*	690
	" (Elem.)		325	425
	" (Prim.)		325	425
19	Weymouth-Mills	12,365	290	390
20	Weymouth Falls	5,250	..... †	375
21	Sissiboo Falls	9,734		300
23	Doucetville	11,400	275*	375
24	Plympton Station	7,715	..... †	320
25	Southville	5,780	185†	300
26	Riverdale	4,400	165†	275
27	Danvers	7,020	215†	300
28	Digby, (2nd Acad.)	620,470	1,500*	1,100
	" (1st Acad.)		750*	750
	" (Prep.)		400*	475
	" (2nd Int.)		400*	460
	" (1st Int.)		400*	460
	" (2nd Prim.)		400*	460
	" (1st Prim.)		400*	460
29	Bay View	9,822	245	340
30	Culloden	10,000		340
31	Mt. Pleasant	13,500	219	320
32	Roxville	12,000	250†	300
33	Rossway	14,766	295*	400
34	Waterford	9,071	290*	380
35	Centreville, (Adv.)	33,334	425*	500
	" (Elem.)		300*	400
36	Lake Midway	6,465	180†	300
37	Sandy Cove	23,500	350†	460
38	Mink Cove	9,000	255*	350
39	Little River	16,845	600*	460
40	Tiddville	4,530	212†	300
41	East Ferry	4,200	262†	325
42	Tiverton, (Adv.)	35,055	650*	550
	" (Elem.)		325*	375
	" (Prim.)		300*	360
43	Central Grove	9,000		385
44	South Range West	6,160	190†	300
45	Freeport, (Adv.)	65,000	600*	650
	" (Prep.)		270	370
	" (Int.)		165	310
	" (Prim.)		225	310
46	Westport, (Adv.)	62,370	700*	650
	" (Int.)		300*	370
	" (Prim.)		225	325
47	Lake Jolly	8,940	225*	310

## Clare District.

1	New Edinburgh	\$19,660	\$425*	\$425
2	Belliveau's Cove, (Adv.)	60,850	395	500
	" (Elem.)		274	375
3	St. Joseph	10,875	290*	340
4	Grosses Coques, (Adv.)	57,455	365*	460
	" (Elem.)		255	360
5	Church Point, (Adv.)	39,535	276	375
	" (Elem.)		249	350



No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
6	Comeauville, (Adv.)	57,750	385*	480
	" (Int.)		280*	380
	" (Prim.)		175	300
7	Saulnierville, (Adv.)	43,320	400*	430
	" (Elem.)		280*	375
8	Meteghan River, (Adv.)	47,120	308	410
	" (Int.)		248	350
	" (Prim.)		240	340
9	Meteghan, (Adv.)	80,000	320*	430
	" (Prep.)		299	400
	" (Int.)		272	375
	" (Prim.)		269*	375
10	Cheticamp	18,720	275*	360
11	Mavilette, (Adv.)	23,325		375
	" (Elem.)		250*	325
12	Salmon River, (Adv.)	46,000	442*	410
	" (Elem.)		270*	375
13	Beaver River	31,650	285*	400
14	Cedar Lake	15,200	255	360
15	Ohio	22,575	280*	375
16	Hassetts	11,750	225*	320
17	Havelock	16,685	225*	325
18	New Tuskot	17,320	285	340
19	Corberrie	20,100	350*	400
20	Concession, (Adv.)	34,000	425*	375
	" (Elem.)		250	340
21	Theriault	19,000	285*	350
22	Meteghan Station	14,725	280*	350
23	Mayflower	10,590	275*	330
24	Harlem	5,825	212†	300
25	St. Martin	13,527	246	350
26	St. Benoni	13,439	268	370
27	Brier Lake	7,245	225†	300
28	Easton	3,765	†	275
29	Lower Saulnierville, (Adv.)	31,535	300	375
	" (Elem.)		240	325
30	Bear Cove	9,578	250*	340
31	Cape St. Mary	11,965	300*	400
32	Hectanooga	8,000	215	300
33	Lake Doucet	11,685	332*	360
34	Richfield	8,000	240*	325
35	Little Brook Station	12,255	225	325
36	St. Bernard	35,000	345*	445
	" (if graded, Adv.)			375
	" (Elem.)			300
37	Saulnierville Station	17,000	325*	350

Guysboro District.

1	Guysboro	\$75,000	\$1,778*	\$2,000
2	Riverside	4,625	210*	300
3	Havendale	2,905	185†	250
4	S. Intervale	5,385	200†	250
5	Roman Valley	4,320	200	240
6	Glenceo	3,940	170*†	225
7	Alder River		Inactive	

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
8	Cooke's Cove .....	10,330	260*	325
9	Prospect .....	3,445	150	200
10	Roachvale .....	7,595	240	300
11	Ogden .....	6,030	200*	260
12	Erinville .....	12,400	200	275
13	Upper New Harb. ....	6,540	275*	300
14	Sandy Cove .....	1,965	150††	200
15	Halfway Cove .....	3,000	235	290
16	Queensport .....	10,955	325*	400
17	Half Island Cove .....	7,300	296*	350
18	Black Point .....	2,355	140*†	220
19	Hazel Hill .....	50,000	1,100	1,300
20	Canso .....	400,076	3,472*	4,500
21	Up. White Head .....	1,990	215	275
22	Lr. White Head .....	9,270	325*	400
23	Tompkinsville .....	2,850	172*	200
24	N. Intervale .....	5,900	215	300
25	Middle Melford .....	7,358	275*	300
26	Sand Point .....	3,800	230	300
27	Up. Manchester .....	5,427	196*	250
28	Mid. Manchester .....	10,305	245	275
30	Lr. Manchester .....	15,700	325*	400
31	Port Shoreham .....	8,020	270*	325
32	St. Francis Harb. ....	7,843	180	240
34	Up. Big Tracadie .....	4,250	140†	200
35	Grosvenor .....	8,360	225*	275
36	Boylston .....	11,860	320*	400
37	Mulgrave .....	21,645	950*	1,000
38	Pirate Harb. ....	49,135	836*	1,000
39	Steep Creek .....	6,730	235	300
40	Oyster Ponds .....	8,560	225	300
41	Cross Rds. C. Harb. ....	18,000	300	350
42	Country Harb. Mines .....	6,585	300*	325
43	Stormont .....	4,268	265	300
44	Lr. New Harbor .....	8,090	290*	350
45	Isaac's Harbor .....	26,595	700*	900
46	Goldboro .....	40,000	920*	1,050
47	Seal Harbor .....	9,130	300*	400
48	Giant's Lake .....	5,855	235*	300
49	Argyle .....	9,000	235*	300
50	Lakedale .....	2,535	168††	250
51	Coddle Harb. ....	2,480	183†	250
53	Dover .....	6,390	300*	350
54	Gosbee .....	1,130	165†	200
55	Yankee Harb. ....	1,090	120††	200
56	N. Ogden .....	3,040	178†	220
57	Forest Hill .....		Inactive	
58	E. Port Felix .....	4,920	300*	375
59	W. Port Felix .....	6,060	300*	375
60	Cole Harb. ....	4,670	270	320
61	Charlos' Cove .....	5,315	350*	500
62	Larry's River .....	9,415	700*	900
64	Gammond's Point .....	2,480	175	225
65	Lundi .....	1,200	160††	200

District of St. Mary.

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
1	Sherbrooke .....	\$91,666	\$1,175*	\$1,300
2	Stillwater.....	25,320	310*	360
3	Glenelg.....	28,510	275*	330
4	Smithfield.....	15,440	275*	300
5	L. Caledonia.....	13,145	250*	300
6	U. Caledonia.....	20,000	265	320
7	Cameron Settlement.....	11,120	260*	300
10	New Chester.....	16,830	240*†	300
11	Aspen.....	31,740	290*	350
12	Greenfield.....		no pupils	
13	New Town.....	14,296	150	220
14	S. Lochaber.....	10,850	225†	275
15	Ecum Secum.....	15,380	325*	400
16	Marie Joseph.....	7,500	325*	400
17	Liscomb Mills.....	14,110	150†	230
18	Liscomb.....	10,340	285*	350
19	Lower Liscomb.....	3,400	205	250
20	Wine Harbor.....	13,990	365	400
21	Port Hilford.....	11,930	315*	330
22	Indian Harbor Lake.....	7,000	300*	350
23	Sonora.....	13,000	300	375
24	St. Mary's River.....	10,230	200†	250
25	Goldenville.....	40,620	325	400
26	Goshen.....	13,000	300*	340
27	Port Bickerton.....	6,940	310	375
28	Cheggoggin.....	2,250	230†	280
29	W. Liscomb.....	4,200	190†	240
30	Spanishship Bay.....	5,818	190	260
32	Union.....	4,300	120†	200
33	Fisherman's Harbor.....	3,200	225	375

Halifax East.

1	Oyster Pond.....	\$17,880	\$425)*	\$425
			225)*	225
2	East Jeddore.....	9,160	300*	300
3	Upper Lakeville.....	3,865	180†	200
4	Lower Lakeville.....	5,880	185†	200
5	Clam Harbor.....	12,863	285	320
6	Owl's Head.....	11,585	250	250
7	Lower Ship Harbor.....	10,000	300*	300
8	Upper Ship Harbor.....	14,265	308	310
10	E. Ship Harbor.....	5,920	300*	250
11	Murphy Cove.....	5,840	290*	250
12	Pleasant Harbor.....	10,435	285*	300
13	Tangier.....	18,995	400*	400
14	Mooseland.....	20,190	225	300
15	Pope's Harbor.....	8,160	260	260
16	Gerrard's Island.....	3,100	110†	150
17	Spry Harbor.....	9,435	240	250
18	Spry Bay, (Henley).....	6,040	250	250
19	Spry Bay, (Leslie).....	8,000	250	250

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
20	Mushaboom .....	4,925	247	250
21	Sheet Harbor Road .....	3,535	120	150
22	W. Sheet Harbor .....	30,145	430	430
23	E. Sheet Harbor .....		310	300
24	Lochaber .....	31,500	435	450
25	Lewiston .....	3,630	200*†	200
26	Watts .....	12,680	225	300
27	Sober Island .....	9,512	300*	250
28	Sheet Harbor Passage .....	6,585	225	250
29	Beaver Harbor .....	4,255	170	200
30	Port Dufferin .....	7,790	234	240
32	Quoddy .....	26,600	450	450
33	Harrigan Cove .....	18,500	305*	300
34	Moser River .....	20,342	300*	300
		27,615	300}* 250}* 375* 275*	300} 200} 375 275
35	Smith's Cove .....	16,185	375*	375
36	Ecum Secum .....	12,950	275*	275

## Halifax Rural.

1	Dutch Settlement .....	\$15,595	\$300*	\$300	
2	Carroll's Corner .....	30,915	290*	300	
3	Cook's Brook .....		280	300	
4	Kerr .....	8,330	200*†	200	
5	Lake Egmont .....	21,535	275*	280	
6	Meagher's Grant .....	45,000	285	300	
7	Sibley .....	15,005		200	
8	Elderbank .....	61,035	325}* 270}* 350* 425}* 250}* 265* 225* 360* 270 300* 300* 16,318 34,990 17,900 12,715 9,090 9,390 13,800 5,335	325} 275} 370 425} 250} 275 225 300 300 275 400 300 250 225 300 300 260 130*†	
9	South .....	36,830	350*	370	
10	North .....	46,158	425}* 250}* 265* 225* 360* 270 300* 300* 16,318 34,990 17,900 12,715 9,090 9,390 13,800 5,335	325}* 270}* 350* 425}* 250}* 265* 225* 360* 270 300* 300* 16,318 34,990 17,900 12,715 9,090 9,390 13,800 5,335	325} 275} 370 425} 250} 275 225 300 300 275 400 300 250 225 300 300 260 130*†
11	Chaswood .....	22,135	265*	275	
12	Glenmore .....	14,085	225*	225	
13	Brookvale .....	22,055	360*	300	
14	Higginsville .....	18,200	270	270	
15	Sedgew ck. ....	34,622	300*	350	
16	Greenwood .....	20,970	300*	300	
17	Hutchinson .....	16,318	255	275	
18	Henry .....	34,990	350	400	
19	Dean .....	17,900	325*	300	
20	Chaplin .....	12,715	240†	250	
21	McKenzie .....	9,090	200	225	
23	Caribou Mines .....	9,390	340*	300	
24	Moose River Mines .....	13,800	260	300	
25	Lindsay Lake .....	5,335	130*†	150	

## Halifax West.

1	Hubbards .....	\$66,000	\$371}* 321}* 350}* 325}	\$875} 325} 350} 325}
2	Black Point .....	54,000		

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
3	Ingram River .....	43,725	400*	400
4	St. James.....	42,840	300*	350
5	East River.....	7,355	198	200
6	Head Harbor.....	10,075	200	225
7	Victoria.....	21,080	284	300
8	Albert.....	10,865	260*	275
9	Glen Margaret.....	13,995	275	275
10	Hacketts Cove.....	16,730	310*	325
11	Indian Harbor.....	21,725	400)*	400
			300)*	300
12	Peggy's Cove.....	4,000		150
13	West Dover.....	13,300	300*	300
14	East Dover.....	14,835	315	325
15	Bayside.....	4,575	225†	225
16	Shad Bay.....	6,655	200*†	225
17	Upper Prospect.....	20,824	330*	330
23	Terrance Bay.....	23,270	300*	325
24	Pennant.....	11,975	210	225
25	Sambro.....	18,680	325*	325
26	Harrietsfield.....	11,500		150
27	Spryfield.....	17,140	300*	350
28	Ketch Harbor.....	12,000	329*	330
29	Portuguese Cove.....	8,030	270*	270
30	Herring Cove.....	13,000	300*	300
31	Falkland Village.....	23,820		300
32	Cunard.....	93,080	400*	400
33	N. West Arm.....	159,970	700)*	700
			600)*	600
34	Rockingham.....	181,116	500*	500
35	Bedford.....	240,830	600)*	600
			525)*	525
36	Hammonds Plains.....	86,805	400)*	400
			275)*	275
37	African.....	11,705	300*†	300
38	Kempton.....	3,205	†	200
39a.	Lucasville.....	4,800	200*	200
39	Upper Sackville.....	23,225	280	280
40	Lower Sackville.....	31,200	300*	300
41	Beaver Bank.....	21,655	300*	300
42	N. Beaver Bank.....	9,910	†	200
43	Windsor Junction.....	24,000	350*	350
44	Grand Lake.....	8,000	129†	200
45	Oakfield.....	14,625	300*	300
46	Oldham.....	14,075	400*	300
47	Goff's.....	13,475	250*†	300
48	Fall River.....	16,369	300*	300
49	Waverley.....	65,230	400*	500
50	Montague.....	6,735	†	200
51	Dartmouth.....	4,264,900		
	Grade I to VI.....		630*	730
	"    VII.....		630*	730
	"    VIII.....		630*	730
	"    IX and X.....		850*	950
	Principal.....		1,790*	2,290
52	Wellington.....	30,410	350*	350
53	Eastern Passage.....	43,000	350*	350
55	Cow Bay.....	19,435	275*	280
56	Cole Harbor.....	43,000	325*	350
57	Preston Road.....	48,500	350*	350

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
58	Lake Loon.....	4,510	†	200
59	New Road.....	3,400	†	200
60	Partridge River.....	22,000	325*	325
61	Mineville.....	11,120		200
62	W. Lawrencetown.....	29,050	340*	350
63	E. Lawrencetown.....	15,700	270*	270
64	Mid. Porter's Lake.....	5,805	†	200
65	Porter's Lake.....	10,925	335*	275
66	Three Fathom Harbor.....	5,810	230*	200
67	Seaforth.....	16,815	260*	270
68	W. Chezzetcook.....	38,470	300*	350
69	Grand Desert.....	18,680	360*	300
70	Hd. Chezzetcook.....	17,375	300*	300
71	Hope Ridge.....	30,865	400* }	400 }
72	Lr. E. Chezzetcook.....	12,000	225 }	225 }
73	W. Petpeswick.....	7,390	210 }	210 }
			275* }	425 }
74	Musq. Harbor.....	62,240	275*	300
75	Bayers Sett.....	6,400	200*	200
76	Lr. E. Petpeswick.....	7,720		225
77	Stevens.....	8,080	235*	235
78	Ostrea Lake.....	10,355	250*	275
79	Pleasant Point.....	6,510	†	200
80	West Jeddore.....	16,880	300*	325
81	Hd. Jeddore.....	16,800	305* }	325 }
			625* }	600 }
82	Woodside and Tufts Cove.....	818,780	625* }	500 }
			500* }	500 }
83	Woodlawn.....	30,025	300*	300
84	Maxwell.....	8,530	225*	225
85	Cobequid Rd.....	3,500	300*	250
86	McNabs Island.....	6,925	350*	350
87	Imperoyal.....	110,000	900* }	900 }
			750* }	750 }

Hants East.

1	Newport.....	\$49,366	\$375*	\$475
2	Rawdon Church.....	28,217	325*	425
3	South Rowden.....	29,835	325*	425
4	Pleasant Valley.....	22,599	250*	360
5	Birch Brook.....	17,068	325*	360
6	West Gore.....	67,000	375*	475
7	East Gore.....	24,500	290*	400
8	Upper Rawdon.....	45,790	325*	425
10	East Uniacke.....	8,000	no p'ls†	325
11	Mt. Uniacke.....	15,815	330*	360
12	Up. Nine Mile River.....	32,136	300*	400
13	West Indian Road.....	17,000	260*	360
14	East Indian Road.....	21,300	275*	375
15	Lr. Nine Mile River.....	30,393	275*	400
16	Renfrew.....	4,995	225	325
17	Balnan.....	22,985	300*	400
18	Hardwood Lands.....	22,719	260*	375
19	Enfield.....	27,500	325*	400

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
20	Elmsdale	60,372	510*	575
	" (Prim.)		300*	400
21	Milford, (Adv.)	73,710	400*	500
	" (Prim.)		325*	400
22	Shubenacadie, (Adv.)	142,768	625*	650
	" (Int.)		375*	450
	" (Prim.)		375*	450
23	Mill Village	26,877	350*	425
24	North Salem	25,886	275*	400
25	Rhines Creek	32,962	315*	425
26	Admiral Rock	9,273	210†	300
27	Urbania	27,430	325*	425
28	South Maitland, (Adv.)	51,000	430*	500
	" (Prim.)		275*	400
29	Maitland, (Adv.)	75,390	450)*	550
			282}	400}
30	East Noel Road	20,521	250	350
31	Selmah, (Adv.)	59,057	415*	500
	" (Prim.)		303	400
32	Lower Selmah	38,985	325*	425
33	Noel Shore	25,639	300*	400
34	East Noel Road	26,692	320*	400
35	Noel, (Adv.)	43,000	450*	500
	" (Prim.)		260*	400
36	Burncoat	18,795	275	400
37	Minasville	20,750	400*	450
38	Tenecape	28,981	310*	400
39	Walton, (Adv.)	69,459	525*	550
	" (Prim.)		325†	400
40	North Noel Road	13,972	230*	325
41	Kennetcook	34,028	400*	475
42	Upper Kennetcook	31,932	400*	475
43	Northfield	23,657	300*	400
44	Five Mile River	27,843	375*	425
45	Maple Grove	20,670	325*	400
46	Georgefield	20,850	235*	400
47	Hillsvale	12,987	200	325
48	Whale Creek	15,037	210*	325
49	Lantz	32,000	350*	425
50	Gore	20,000	300*	400
51	Greenfield	10,534	200†	300
52	Uniacke Mines	3,670	no p'ls†	300
53	East Tenecape	14,086	225*	375
55	Grand Lake, East	27,180	250*	300
	" West		300*	350
58	South Uniacke	3,711	no p'ls†	300

Hants West.

1	Windsor	\$1,416,650	\$1,170*	\$1,145
	"		685	780
	"		530	540
	"		530	540
	"		530	540
	"		495	525

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
1b	"		475	510
1	"		475	510
	"		475	510
	"		475	510
	"		515	515
	"		515	515
	" (Curry's Cor.)		540	520
2	Wentworth	61,125	530	500
4	Three Mile Plain	52,000	400	475
	"		300	325
5	Martock	65,700	325	400
6	Forks	69,885	240	320
7	Vaughan's	7,410	220†	300
8	So. Waterville	9,870	180†	300
9	Falmouth Village	68,800	350	410
10	Falmouth	121,630	475	520
	"		325	375
11	Mt. Denson	50,226	350	400
12	Hantsport	305,000	1,100*	725
	"		375	430
	"		313	380
	"		280	300
	"		280	300
13	Avondale	84,650	410	500
14	Belmont	29,520	300	390
15	Poplar Grove	67,010	313	400
16	Brooklyn	73,520	415	420
	"		325	350
17	Kennt. Dyke	23,815	265	350
18	Cr. Burlington	46,165	400	420
	"		290	325
19	Summerville	39,012	430	420
	"		350	320
20	Cheverie	47,793	300	420
	"		265	320
21	Brookville	43,845	390	400
	"		350	350
22	Cambridge	16,360	300	350
23	Pembroke	15,995	310	325
25	Cogmagun	17,960	256	355
27	Scotch Village	46,360	400	450
28	Woodville	28,848	325	380
29	McKay's	25,000	300	350
30	Greenhill	8,650	220†	285
32	Newport Cor.	23,270	300	375
33	Ardoise	14,375	180†	275
35	St. Croix	53,672	400	450
	"		300	350
36	Five Mile Plain	0,635	300†	325
37	Mt. Summerville	3,770	180†	265
38	Ellershous	62,190	425	450
	"		336	400
41	Riverside	22,163	240	320
42	Mill Brook	10,170	195	270
44	Union	45,960	300	375
45	Mills	10,660	140†	280
46	West Branch Fal.	13,080	160†	280
47	Fal. Valley	41,620	275	350
48	Sweets Cor.	33,280	400	410



Inverness North.

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
1	Pleasant Bay.....	\$4,900	\$400*	\$350
3	Cape Rouge.....	2,600	285*†	300
4	Little River.....	7,120	375*	375
5	Muise.....	6,680	300*	375
6	Prairie.....	3,580	293*	345
7	Cheticamp Chapel.....	4,000	415*	365
8	Eastern Harbor (Sr. Sept.).....	19,200	350*	400
	" (Int. Dept.).....		150	240
	" (Prim. Dept.).....		150	225
9	Plateau.....	3,510	250	350
10	LeFort.....	6,000	330	415
11	LeBlanc.....	5,800	310*	390
12	Ruisseau du Lac.....	9,245	325	430
13	Grand Etang.....	9,500	300*	390
14	Friars Head.....	5,615	300*	400
15	White.....	5,870	225	325
16	Belle Cote, (Sr. Sept.).....	13,000	275	360
	" (Jr. Dept.).....		220	320
17	Jacob.....	6,500	225	325
18	Ford.....	9,830	225	325
19	Margaree Forks, (Sr. Dept.).....	21,000	335*	400
	" (Jr. Dept.).....		225	325
20	Rossville.....	12,800	330	430
21	Frizzleton.....	7,990	300*	340
22	Munro.....	7,335	225	325
25	Big Intervale.....	6,000	205*	315
27	Big Brook.....	3,200	..††	285
28	Margaree Harbor.....	9,735	320	425
29	Chimney Corner.....	4,125	215*	300
30	St. Rose.....	5,000	220	325
31	Dunvegan.....	16,400	325	425
32	Brook.....	4,540	225*	325
33	Broad Cove Chapel.....	5,670	275*	350
34	Big River.....	4,000	225	335
35	Inverness (Principal).....	424,330	1,300*	940
	" (Convent) (H.S. Dept., Girls).....		530*	600
	" (Convent) (H.S. Dept., Boys).....		530*	500
	" (Common School Dept.) C. B.....		480*	450
	" (Common School Depts.) C. C.....		430*	400
	" (Common School Depts) C. D.....		380*	380
36	Broad Cove Banks.....	6,555	260	360
37	Sight Point.....	2,800	..††	300
38	Strathlorne.....	9,500	325*	375
39	Glenville.....	6,400	225	325
40	North Ainslie.....	6,300	225	320
41	Capt. Allans.....	14,600	300*	400
42	McFarlane.....	9,500	250	350
43	Scotsville.....	7,400	300*	350
44	Hamilton.....	6,400	225	325
45	McMillan Mills.....	8,860	300*	350
47	Walker.....	3,250	..†	300
48	Tulloch.....	6,000	250	360

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
49	Hays River.....	6,945	225	325
50	Miller.....	3,400	††	285
51	Centerville.....	4,500	240*	300
52	Skye Glen.....	7,460	230*	330
54	Roseburn.....	5,460	225	320
55	Whycocomagh Mt.....	1,360	††	300
57	Stewartdale.....	6,245	225	325
58	Whycocomagh.....	14,590	400*	475
59	South Lake Ainslie.....	6,375	230	325
60	Aberdeen.....	6,500	230†	325
61	South West Egypt.....	3,300	††	300
62	Widow Lords.....	4,500	†	300
63	Kenlock.....	6,945	225	325
64	Kiltarlity.....	1,000	††	300
65	Campbellton.....	1,200	††	300
69	Glenmore.....	1,500	200††	300
70	North Highlands.....	3,700	††	300
72	Verniere.....	9,000	325*	360

## Inverness South.

1	Hawkesbury, (High School).....	\$108,587	\$640	\$750
	" (Prep. Dept.).....		335	435
	" (Int. Dept.).....		290	375
	" (Prim. Dept.).....		290	350
2	Hastings, (Senior).....	21,385	570	650
	" (Junior).....		240	350
3	Troy.....	5,985	200	300
4	Creignish.....	4,775	210†	310
5	Craigmore.....	4,235	200	300
6	Albion.....	7,940	265	365
7	Lorne.....	6,260	255*	325
8	Judique.....	8,320	240*	350
9	Judique Intervale.....	9,075	275	375
10	Hillsdale.....	3,874		300
11	Little Judique.....	3,810	200	300
12	Dumbarton.....	7,335	225	325
13	Seaside.....	6,630	250*	325
14	Port Hood, (Acad.).....	140,000	867	900
	" (Prep. Dept.).....		300	400
	" (Prim. Dept.).....		240	300
	" (Girls Adv. Dept.).....		300	400
	" (Girls Prep. Dept.).....		240	300
	" (Girls Int. Dept.).....		240	300
	" (Girls Prim. Dept.).....		240	300
15	Port Hood Island.....	7,150	200	300
16	Dunmore.....	4,795	†	300
17	Rear Judique Intervale.....	6,480	240	340
18	Rocky Ridge.....	5,850	200	300
19	Little Mabou.....	5,080	200	300
20	West Mabou Harbor.....	5,545	225*	325
21	Baden.....	7,765	240	340
22	Glencoe Station.....	5,010	210††	310
23	Upper S. W. Mabou.....	2,580		300

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
24	Mabou, (Adv. Dept.)	16,870	150	400
	" (Junior Dept.)		150	300
	" (Boys Dept.)		350	400
25	North East Mabou	7,570	240*	340
26	Mabou Harbor	8,425	240	340
27	Mabou Mines	9,965	200	300
29	Alexander	8,750	270	350
30	Smithville	10,670	265	365
31	Hillsboro	9,000	270	340
32	Brook Village	11,660	270	375
33	Pleasant Hill		200	300
34	Mull River	4,750	225	325
35	Rankin	4,475	210†	300
36	Eden	1,735	200	300
37	Glencoe	6,230	210	310
38	South West Ridge	5,455	225	325
40	River Dennis Road	3,960	200†	300
41	Centennial	4,625	200	300
42	Maple Ridge	4,370	210	300
43	Queensville	5,720	210††	310
44	Lake Horton	2,845	200	300
46	North West Arm	9,340	225	325
47	Duff			300
48	Princeville	11,675	225	325
49	Kingsville	10,955	225	325
50	Glendale	9,680	265	365
52	Big Brook	6,000	200†	300
53	Melford	7,000	225	325
54	MacPherson	7,565	225	325
55	Mill Brook	3,600	200	300
56	Skye Mountain	940	200††	300
57	Maple Hills	6,045	210	300
58	Wilburn	4,980	210*	300
59	Ashfield	4,815	200	300
60	Portage	6,340	200	300
61	Rhodena	2,400		300
62	Victoria	3,605	220†	300
63	Orangedale	9,755	350*	450
64	Seal Cove	2,660	180	300
65	Valley Mills	3,010	200	300
66	McLeans Bridge	11,560	225*	325
67	Church	7,730	225	325
68	South Side River Dennis	4,680	200*	300
69	Malagawatch	7,090	200*	300
70	Big Harbor Island	1,270		300
71	Marble Mt., (Adv. Dept.)	35,525	520*	600
	" (Int. Dept.)		390	450
	" (Prim. Dept.)		370	400
72	Lime Hill	3,760	185	300
73	Ross Mills	5,105	190	300
74	West Bay	7,210	190	300
75	West Bay Center	3,830	165	300

## Kings County.

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
1	Kingston	\$57,000	\$420	\$435
2	Greenwood	37,000	360	420
3	Harmony	27,100	325	400
4	Nicholsville	28,525	320	400
5	Millville	46,950	400	420
6	Morristown	42,525	500*	410
7	Lake George	8,875	280	300
8	Dalhousie	16,290	280	350
9	Sand Hill	35,325	285	400
10	Dempsey Corner	56,600	450	460
			300	325
11	Brooklyn, (a)	35,750	350	400
12	St. Mary's	46,050	450	450
13	Piedmont	69,150	400	475
	"		285	325
14	Clermont	3,125	150†	250
15	Morden	8,350	275†	300
16	Ormsby Rd.	10,275	210	300
17	Fairview	4,200	140†	235
18	Long Point	8,550	210†	290
19	Weston	87,725	400	500
	"		220	300
20	Welsford	68,750	375	450
21	Somerset	94,050	480	520
	"		290	350
22	Berwick	175,450	850*	685
	"		430	480
	"		330	400
	"		350	400
23	South Berwick	67,825	425	475
	"		275	350
24	Waterville	103,150	450	520
	"		385	450
25	Grafton	80,250	375	375
	"		240	250
26	Woodville	112,000	450	500
	"		255	325
27	Lakeview	7,930	195†	295
28	Harborville	13,527	300	360
29	E. Black Rock	6,300	225†	275
30	Chip. Brook	4,500	187†	225
31	W. Halls Harbor	8,475	220†	300
32	E. Halls Harbor	20,275	320	405
33	Lakeville	102,975	450	475
	"		340	375
34	Northville	48,000	350	375
35	Erooklyn, (c)	35,975	225	320
36	Cambridge	56,000	355	400
	"		280	300
37	Coldbrook	42,475	325	400
38	North Alton	34,300	280	375
39	Lake Mills	15,085	220	325
40	Blue Mt.	9,300	240†	300
41	Canaan	23,175	300	390

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
42	Kentville.....	728,500	1,440*	1,100
	".....		675	670
	".....		600	600
	".....		500	550
	".....		450	485
	".....		450	485
	".....		450	485
	".....		450	485
	".....		450	485
	".....		450	485
43	Steam Mill.....	58,225	240	375
44	Centreville.....	70,950	375	380
	".....		300	300
45	Sheffield Mills.....	101,725	450	500
	".....		300	350
46	Baxter's Harbor Mt.....	8,000	250†	300
47	Baxter Harbor.....	5,250	225†	285
48	Pereaux Mt.....	9,650	250†	310
49	Scott's Bay.....	25,200	450	450
50	Scott's Bay Rd.....	8,750	220†	310
51	Lower Pereaux.....	31,750	315	370
52	Upper Pereaux.....	38,750	325	395
53	Medford.....	37,000	375	390
54	Habitant.....	57,900	275	390
55	Canning.....	213,000	800*	790
	".....		400	475
	".....		350	450
	".....		340	425
56	Woodside.....	53,975	325	350
58	Up. Canard.....	168,800	450	500
	".....		360	400
59	Lower Canard.....	195,000	410	510
	".....		325	410
60	Town Plot.....	113,625	315	415
61	Church St.....	90,700	350	420
62	Up. Church St.....	12,250	350	450
63	Port Williams.....	146,825	500	500
	".....		350	425
64	New Minas.....	46,000	300	350
65	Greenwich.....	98,160	375	425
66	Wolfville.....	598,836	1,200*	1,100
	".....		700*	580
	".....		550	525
	".....		450	510
	".....		450	510
	".....		450	510
	".....		450	510
67	Black River.....	14,500	300	350
68	Davison St.....	6,000	238	300
69	Greenfield.....	7,475	300	310
70	Gaspereaux.....	102,000	375	425
	".....		285	375
71	Lr. Gaspereaux.....	64,650	400	450
72	Lr. Wolfville.....	58,000	350	400
73	Avonport.....	73,000	300	380
74	Lockhartville.....	18,760	325	425

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
75	N. Grand Pre.....	21,970	255	350
76	Bloomfield.....	80,725	400	480
	".....		280	375
77	Prospect.....	10,950	200†	300
78	Pine Woods.....	10,125	325†	400
79	Grand Pre.....	445,368	525*	425
	".....		380	380
82	Mid. Pereaux.....	31,700	245	350
83	Half Way River.....	3,740	150†	250
84	Woodlawn.....	7,875	210†	300
85	Up. Gaspereaux.....	9,900	264†	300
86	W. Black Rock.....	11,150	260	320
87	North River.....	4,150	188†	280
88	Pleasant View.....	7,530	215†	300
89	Tremont.....	27,275	340	400
90	Lake Paul.....	7,855	200†	280
91	White Rock.....	20,825	325	380
92	Rockland.....	22,525	225	350
93	Hants Border.....	54,950	365	425
95	Billtown.....	36,850	350	380
99	Highbury.....	34,825	296	375
100	White Waters.....	10,220	200†	260
101	Aylesford Mt.....	7,850	160†	250
102	Kingsport.....	44,000	350	440
103	Windermere.....	29,050	270	375
104	Garland.....	6,675	180†	250
108	Aylesford.....	59,000	450	490
	".....		325	400
109	W. Brooklyn.....	6,500	240†	300
110	So. Waterville.....	9,850	225†	325

## Lunenburg District.

1	Lunenburg.....	\$1,545,000	\$.....	\$.....
	" Principal.....		1,440*	
	" Vice Principal.....		920*	
	" 3rd H. S. Teacher.....		870*	An average
	" 10th Dept.....		605*	increase of
	" 9th Dept.....		480*	\$100 per
	" 8th Dept.....		480*	teacher
	" 7th Dept.....		440*	over Pre-
	" 6th Dept.....		440*	sent salary,
	" 5th Dept.....		440*	amounting
	" 4th Dept.....		440*	to \$1,400.
	" 3rd Dept.....		440*	
	" 2nd Dept.....		420*	
	" 1st Dept.....		440*	
	" Newtown.....		400*	
2	First Peninsula.....	29,000	228	325
3	Second Peninsula, Up.....	23,700	202	300
3½	Centre.....	20,000	180	300
4	Garden Lots.....	59,500	315*	400
5	Blue Rocks, (Adv.).....	22,500	300*	325
	" (Prim.).....		195*	300
6	Black Rocks.....	14,200	275*	300
7	Heckman's Island.....	10,000	165	300

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
8	First South, (Adv.)	58,600	250	350
	" (Prim.)		165	300
9	Middle South	30,000	260	350
10	Feltzen South	44,500	288	400
11	Rose Bay, Upper, (Adv.)	48,000	375*	400
	" (Prim.)		300*	325
12	Rose Bay, Lower	26,600	300	350
13	Kingsburg, Upper	18,000	225	300
14	" Lower	20,000	270	325
15	Riverport, (Adv.)	111,500	400*	500
	" (Int.)		280*	350
	" (Prim.)		245*	350
16	Lower LaHave	41,800	285	400
17	Park's Creek, (Adv.)	68,400	375*	425
	" (Prim.)		310*	350
18	Middle LaHave, (Adv.)	56,400	380*	400
	" (Prim.)		235	325
19	St. Matthews	31,500	285*	350
30	Dayspring, (Adv.)	47,000	400*	400
	" (Prim.)		300*	300
21	Snyders	27,700	225*	300
22	North West	30,100	252	350
23	Fauxburg	16,500	210*	300
24	Wynachts	15,600	200*	300
25	Mader's Cove	33,000	325*	375
26	Mahone Bay	210,200		
	" Principal		1,000*	
	" Dept. VI		411	An average
	" Dept. V		285	increase of
	" Dept. IV		280	\$110 per
	" Dept. III		261	teacher
	" Dept. II		250	over Pre-
	" Dept. I		252	sent salary,
				amounting
				to \$770.
27	Oakland	33,400	330*	400
28	Indian Point	31,400	325*	400
29	Martins River, (Adv.)	26,700	400*	400
	" (Prim.)		215*	300
30	Blockhouse, (Adv.)	60,700	350	400
	" (Prim.)		231	325
31	Cornwall, Lower	18,800	190	300
32	" Middle	22,000	260*	325
33	" Upper	14,100	290*	300
34	New Burn	20,000	280	325
35	Parkdale	12,700	312	325
35½	Maplewood	17,000	310	350
36	Farmington	22,000	325	375
37	Centreville	30,500	400*	450
38	Stanbourne	17,100	216	300
39	Rosedale, South	46,000	325	425
39½	" North	43,500	400*	425
40	Meisner's	13,100	184	300
40½	North River	8,700	300*	300
41	Riversdale	23,500	325*	350
42	West Northfield	38,300	350*	400
43	Cookville	24,300	240	300
44	Oak Hill	10,100	160†	300
45	Maitland	24,000	215*	300

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
46	Sweetland.....	12,600	185*	300
47	Northfield, Lower.....	9,700	190*	280
48	" Upper.....	25,000	300*	350
49	New Canada.....	19,800	300*	325
50	Branch LaHave.....	21,000	290*	325
51	Branch, Lower.....	14,000	240*	300
52	Simpson's.....	17,000	300*	325
53	Hemford.....	30,000	400*	425
54	Branch, Upper.....	20,700	285*	325
55	Midville.....	17,800	300*	325
56	Penny's.....	10,200	215	300
57	Second Peninsula, Lower.....	15,900	171	300
58	Tancook, (Adv.).....	53,500	410	460
	" (Prim.).....		285	325
	" (Misc.).....		285	325
59	Watford.....	21,300	297	350
60	Clearland.....	28,000	244	350
61	Eastern Point.....	8,500	165†	300
62	Big Lots.....	10,500	160†	300
63	Cross Island.....	3,600	200†	300
64	Bridgewater.....	1,043,000		
	" Principal.....		1,290*	
	" Vice Principal.....		750*	
	" Dept. VIII.....		375*	An average
	" Dept. VII.....		375*	increase of
	" Dept. VI.....		350*	\$100 per
	" Dept. V.....		350*	teacher
	" Dept. IV.....		375*	over <i>Pre-</i>
	" Dept. III.....		350*	<i>sent</i> salary
	" Dept. II.....		375*	amounting
	" Dept. I.....		400*	to \$1,200.
	" Kindergarten.....		375*	
	" Riverview.....		325*	
65	Conquerall Bank, (Adv.).....	55,200	340	400
	" (Prim.).....		290*	300
66	Pleasantville.....	24,000	300*	350
67	Fralics.....	54,600	300*	455
68	Pentz's.....	33,400	400*	425
69	Getson's, (Adv.).....	62,000	425*	450
	" (Prim.).....		300*	325
70	West Dublin, (Adv.).....	53,000	350*	400
	" (Prim.).....		280*	300
71	Bell's Island.....	16,600	211	300
72	New Cumberland.....	19,500	240*	300
73	Mt. Pleasant.....	22,600	240	300
74	Petite Riviere.....	73,700	450*	450
	".....		280*	325
75	Broad Cove.....	34,300	290	400
76	Cherry Hill.....	30,200	300*	350
77	Vogler's Cove, West.....	35,000	300*	400
78	Crousetown.....	24,800	235	325
79	New Italy.....	21,000	265*	300
80	Conquerall Mills.....	40,600	300*	400
81	Hebb's Mills.....	24,800	250	350
82	Fancy's.....	4,700	165†	280
83	Rhynos.....	7,000	200†	300
84	Bakers Sett.....	27,100	335*	350
85	Newcombville.....	18,800	250*	300
86	Wileville.....	22,600	255	325



No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
87	Lakeville.....	10,600	187	300
88	Chelsea, Upper.....	11,400	210	300
89	Chelsea, Lower.....	20,000	274	350
90	New Elm.....	5,500	180†	280
91	Lapland.....	20,200	255	325
92	Waterloo.....	20,400	230*	325
93	Indian Path.....	9,300	155†	300
94	Camperdown.....	14,400	246	325
95	Nineveh.....	9,800	240*	300
96	West Conquerall.....	18,100	276	350
97	Pine Grove.....	17,500	161	300
98	Middleton.....	13,100	215	300
99	Little Tancook.....	6,800	200	300
100	East Dublin.....	27,300	310*	350
101	Herman's Island.....	9,700	150	300
102	Lakefield.....	15,700	215*	300
103	Corkums Island.....	12,300	150	300
104	Scarsdale.....	7,300	200*†	300
105	Vogler's Cove, East.....	13,400	240	310
106	Bush's Island.....	11,400	200	300
107	Woodstock, Upper.....	8,300	220†	300
108	Farmville.....	8,700	165†	300
109	Rose Bud.....	7,700	180†	275
110	Crouse's.....	6,300	210*†	275
111	Woodstock, Lower.....	6,100	192†	275
112	Union.....	15,400	288	350
115	Stanley.....	8,500	185†	300
116	Millipsegate.....	9,300	189†	300

Chester District.

1	Chester.....	\$200,000	\$.....	\$.....
	"    Principal.....		850*	An average increase of \$100 per teacher over Present salary amounting to \$600.
	"    Dept. V.....		400	
	"    Dept. IV.....		330	
	"    Dept. III.....		300	
	"    Dept. II.....		300	
	"    Dept. I.....		300	
2	Chester, East.....	37,300	270	350
3	Marriott's Cove, (Adv.).....	32,000	345*	350
	"    (Prim.).....		190	300
4	Chester Basin, (Adv.).....	42,000	378	450
	"    (Int.).....		300	350
	"    (Prim.).....		219	300
5	Windsor Road.....	5,600	168†	300
6	Sherwood.....	2,500	150†	250
7	Norwood.....	9,600	185†	300
8	Chester Grants.....	7,600	180†	300
9	Germantown.....	3,500	165†	275
10	Charing Cross, (Adv.).....	38,600	370	425
	"    (Prim.).....		270	350
11	Mill Road.....	13,500	226	300
12	Caldersville.....	10,300	225*	300
13	Back of Lake.....	22,700	300*	350

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
14	Forties .....	18,500	300	370
15	Gold River, N. ....	24,000	300*	375
15½	Gold River, S., (Adv.) .....	20,000	310*	360
	" (Prim.) .....		235*	300
16	Martins Point .....	19,000	300	370
17	East River Point .....	13,800	231	300
18	Blandford .....	23,800	325*	375
19	Bayswater .....	12,800	232	300
20	Fox Point, (Adv.) .....	28,000	375*	425
	" (Prim.) .....		235	350
22	Leville .....	4,800	171†	275
23	North West Cove .....	8,000	187	300
24	Mill Cove .....	20,600	325*	400
25	Beech Hill .....	6,700	189†	300
26	Lewiston .....	10,400	214	300
27	Harriston .....	3,500	172†	250
28	Pine Plain .....	10,000	175	300
29	Deep Cove .....	20,300	226	325

## Pictou East.

1	New Glasgow .....	\$5,221,145	18,990*	\$20,990
2	Alma .....	41,820	300	400
3	Union Centre .....	33,890	300	400
4	White Hill .....	17,555	232	300
5	Marshdale .....	24,820	250	350
6	Glengarry .....	31,385	270	360
7	Lorne .....	55,870	350*	450
8	Hopewell .....	90,685	700	900
9	Riverton .....	40,000	235	325
10	Fox Brook .....	21,800	211	300
11	Island E. R. ....	21,680	275	350
12	Stellarton .....	1,271,650	10,410	11,460
13	Priestville .....	18,550	300*	370
14	Springville .....	39,135	300	375
15	Bridgeville .....	47,260	425	500
16	Glencoe .....	54,510	295*	390
17	Sunny Brae .....	60,000	500*	600
18	Glenfall .....	40,000	400*	470
19	Blanchard .....	17,010	184†	290
20	Blue Mountain .....	23,490	280	350
21	Moose River .....	22,120	190†	300
22	Garden of Eden .....	33,870	213	300
23	Rocky Mountain .....	13,000	200†	300
24	East River St. Mary's .....	21,300	260	340
25	Elgin .....	30,120	222	310
26	Kirkmount .....	12,370	175†	280
27	Macpherson Mills .....	23,555	240	325
28	Greenwood .....	51,110	600*	775
29	Maclellan Brook .....	33,530	300*	380
30	Linacy .....	46,720	270	370
31	Brookville .....	14,080	180†	285
32	Churchville .....	36,010	325	410
33	Trenton .....	2,828,500	3,525*	4,130
34	Abercrombie .....	54,455	300*	375
35	Chance Harbour .....	16,010	250†	350

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
36	Frasers Mountain.....	25,140	236	325
37	Kings Head.....	30,960	250	325
38	Pine Tree.....	28,150	300	375
39	Sutherland River.....	18,000	235	310
40	W. Merigomish.....	30,460	300	375
41	Merigomish.....	51,500	350	450
42	Piedmont.....	23,695	250	320
43	Avondale.....	25,885	300	375
44	Lower Barney's River.....	37,610	315	400
45	Lismore.....	37,770	300	375
46	Ardness.....	23,140	200	270
47	Bailey Brook.....	26,555	275	350
48	Big Island.....	20,400	216	300
49	Marshy Hope.....	15,095	195†	300
50	Loggan.....	22,000	230	300
51	Marsh.....	13,555	212†	315
52	Kenzierville.....	21,675	240	310
53	Rossfield.....	13,570	206†	305
54	Broadway.....	14,860	234	300
55	French River.....	17,800	220	300
56	New Lairg.....	28,145	275	350
57	Meiklefield.....	16,625	208	280
58	Greenvale.....	5,500	177†	280
60	Little Harbour.....	24,420	268	350
61	Rocklin.....	25,600	300*	375
62	Plymouth.....	57,790	325	420
63	Upper Hopewell.....	32,740	310	400
64	Telford.....	12,085	183	250
65	Barney's River Sta.....	20,460	230	300
66	Woodfield.....	16,370	208†	310
67	Westville.....	1,200,000	8,260	9,880
68	Birch Brook.....	9,070	190†	290
69	Granton.....	18,000	210	280
70	Mount William.....	20,080	229	300
71	Thorburn.....	65,600	1,155	1,375
72	Mount Adam.....	9,255	212†	310
73	Greens Brook.....	6,500	171†	280
74	Centredale.....	19,840	208	380
75	Eureka.....	73,245	670	825

Pictou West.

1	Pictou Town.....	1,200,470	9,200	10,100
2	Caribou River.....	28,710	220	300
3	Toney River.....	47,840	275*	375
4	Seafoam.....	32,415	230	310
5	Melville.....	30,475	200	290
6	Westerly.....	44,245	225	320
7	Poplar Hill.....	18,500	200*†	305
8	Hedgeville.....	30,715	225*	310
9	Marshville.....	36,625	275	350
10	Louisville.....	25,735	210	290
12	Mountain Road.....	28,585	220	300
13	River John.....	121,625	1,095	1,350
14	Hodson.....	23,700	193	280
15	Bigney.....	38,115	260	350

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
16	Welsford	36,500	240	330
18	West Branch R. J.	35,275	295	380
19	East Branch R. J.	16,185	165†	270
20	Loganville	11,333	190†	290
21	Diamond	19,060	200	280
22	Dalhousie	18,950	195†	300
23	Millville	16,300	220	290
24	Elmfield	20,520	200	270
25	Plainfield	24,200	300	370
26	Meadowville	68,340	250*	350
27	Scotsburn	43,485	250	350
28	Heathbell	37,820	245	320
29	Cross Roads	36,010	300	375
30	Rogers Hill Centre	25,420	236	350
31	Six Mile Brook	21,540	233	300
32	Brookland	17,915	200	270
33	Salt Springs	41,350	350	420
34	Upper Mt. Thom.	22,000	240*	310
35	Lower Mt. Thom.	32,730	211	300
36	Watervale	35,180	320*	390
37	West River Sta.	33,300	275	350
38	New Gairloch	23,790	223	295
39	Lansdowne	29,200	297	360
40	Mill Brook	20,500	250	320
41	Loch Broom	25,340	200	275
42	Pleasant Valley	21,950	210	280
43	Lovat	23,000	232	300
44	Green Hill	46,460	300	380
45	Sylvester	22,820	225†	330
46	Lime Rock	20,390	201	275
47	West River	39,940	275	350
48	Durham	51,720	300	380
49	Lyons Brook	153,220	656*	850
50	Sundridge	18,830	180†	290
51	Scotch Hill	26,490	230	300
52	Pictou Landing	83,360	400	480
53	Central Caribou	32,580	225	310
54	Bay View	54,720	285	380
55	Three Brooks	28,710	205	290
56	Caribou Island	16,610	189†	295
57	Pictou Island	38,650	280	350
58	Waterside	18,045	201	275

## Queens South.

1	St. Catherine River	\$12,350	\$153	\$300
2	Port Joli	11,650	300*	325
3	Port Mouton, Cen.	13,900	328	400
4	Port Mouton, North	26,100	350	425
5	Hunt's Point	22,500	300	375
6	Western Head	17,200	240	325
7	Moose Harbor	11,600	225*	300

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
8	Liverpool.....	842,500	1,300*	.....
	" Principal.....		600*	An average
	" Vice Principal.....		515*	increase of
	" Dept. VII.....		475*	\$100 per
	" Dept. VI.....		440*	teacher
	" Dept. V.....		440*	over Pre-
	" Dept. IV.....		440*	sent salary,
	" Dept. III.....		465*	amounting
	" Dept. II.....		440*	to \$1,000.
	" Dept. I.....		465*	.....
	" Parade.....		.....	.....
9	Milton.....	176,700	675*	An average
	" Principal.....		350*	increase of
	" Dept. III.....		350*	\$75 per
	" Dept. II.....		325*	teacher
	" Dept. I.....		350*	over pre-
	" Frederickville.....		275*	sent salary
	" Pulp Mill.....		.....	amounting
			.....	to \$450.
10.	Brooklyn, (Adv.).....	72,400	325*	400
11	" (Prim.).....		300*	325
12	Beach Meadows.....	19,300	300	350
13	Eagle Head.....	20,500	270	350
14	West Berlin.....	27,900	287	350
	Port Medway, (Adv.).....	58,000	400*	450
	" (Prim.).....		260*	340
15	East Port Medway.....	15,400	265	325
16	Mill Village, (Adv.).....	76,600	355	425
	" (Prim.).....		270	350
	" Charleston.....		300	350
17	Port Mouton Island.....	3,000	150†	250
18	Gull Island.....	3,800	150†	250
19	White Point.....	8,900	190	300
20	Dock Cove.....	3,000	120†	225
21	Summerville.....	10,000	261	300
22	S. W. Port Mouton.....	10,200	300*	325
23	E. Port L'Hebert.....	4,200	172†	300
25	Denmark.....	3,000	105†	225

Queens North.

1	Pleasant River.....	\$30,400	\$305	\$400
2	N. Brookfield, (Adv.).....	37,200	343	400
	" (Prim.).....		240	300
3	Westfield.....	12,000	300*	325
4	Albany New.....	4,800	195†	275
5	Kempt.....	28,000	300*	375
6	New Crafton.....	14,400	250*	310
7	West Caledonia.....	20,800	249	325
8	Whiteburne.....	11,700	200†	300
9	Caledonia Central.....	20,400	300*	325
10	Harmony.....	17,200	285*	320
11	Caledonia Corner, (Adv.).....	57,600	430*	475
	" (Prim.).....		340*	375
12	South Brookfield.....	32,700	400*	450
18	Hibernia.....	11,000	210†	300

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
14½	Middledale.....	10,800	200*	300
16	Greenfield.....	23,500	350	400
17	LaBelle.....	6,000	150†	250
18	Buckfield.....	8,700	192	260
19	Bang's Falls.....	7,800	190†	300
20	Molega.....	5,000	275*†	325

## Richmond County.

1	Acadiaville, (Adv. Dept.).....	\$26,935	\$487	\$580
	" (Int. Dept.).....		180	350
	" (Other Dept.).....		140	300
2	Port Royal.....	12,300	285	385
3	Janvrin's Island.....	4,940	200†	300
4	Arichat, (High School).....	87,080	500	600
	" (Prep. Dept.).....		225	350
	" (Int. Dept.).....		225	325
	" (Prim. Dept.).....		225	300
5	Poulaumont, (Senior).....	26,990	420*	520
	" (Junior).....		225	300
6	Martenique.....	7,170	210†	310
7	Lochside.....	3,755	150†	350
8	D'Escousse, (Adv. Dept.).....	34,080	390*	500
	" (Int. Dept.).....		290	375
	" (Prim. Dept.).....		270	300
9	Poirierville.....	9,785	295	400
10	Cape La Ronde.....	18,745	215	325
11	Rocky Bay.....	9,570	210	310
12	Pondville.....	10,075	215	325
13	Petit de Grat, (Senior Dept.).....	15,605	340*	440
	" (Junior Dept.).....		275	350
14	Petit de Grat South.....	16,510	320	420
15	Orange.....	8,085	190	300
16	Cape Auguet.....	8,040	260*	350
17	Little Anse.....	6,685	260	350
19	Louisdale, (Senior Dept.).....	14,885	300*	400
	" (Junior Dept.).....		235*	300
20	Whiteside.....	8,180	235	300
21	Walkerville.....	8,470	285	300
22	Richmond Mines.....	6,675	240	340
23	Port Richmond.....	5,190	210	300
24	Port Malcolm.....	7,675	255	355
25	Sunnyside.....	5,180	225*	300
26	Point Tupper, (Senior Dept.).....	37,197	340*	440
	" (Junior Dept.).....		210*	300
27	Grantville.....	6,605	220	320
28	Cleveland.....	14,665	260	375
29	Kempt Road.....	7,845	175	300
30	Brae.....	9,260	180*	300
32	Seaview.....	7,890	170	300
33	Oban.....	7,455	170†	300
34	Dundee.....	7,130	185†	300
35	St. George's Channel.....	8,380	210	310
36	The Points.....	5,915	195†	300
37	Roberta.....	4,720	170	300
38	Cape George.....	8,350	150†	300

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
39	Lakeside.....	8,140	210	325
40	Maccougall, (H. S.).....	78,525	685	750
	"    (Prep. Dept.).....		365	450
	"    (Prim. Dept.).....		225	350
41	River Bourgois, (Senior Dept.).....	25,000	385	475
	"    (Junior Dept.).....		240	325
42	Cannes, Senior Dept.....	23,045	370*	470
	"    (Junior Dept.).....		210	300
43	Lynch's River.....	7,005	210†	300
44	Salmon River.....	10,887	180	300
45	Soldiers' Cove.....	9,510	225	325
47	Hay Cove.....	9,153	225	325
48	Red Islands.....	13,090	270	375
49	Irish Cove.....	7,255	255	300
50	Peter's Mountain.....	6,775	225	300
51	Loch Lomond North.....	5,745	250†	300
54	Loch Lomond.....	8,390	210*	310
55	Stirling.....	7,040	230*	325
56	Cape Breton.....	6,140	225†	325
57	Forchu.....	15,800	315	450
58	Framboise.....	7,985	225*	325
59	Intervale.....	7,500	255	350
60	St. Esprit.....	10,140	255	350
61	L'Archeveque.....	10,095	210*	350
62	Grand River.....	22,695	275*	400
63	Grand Falls.....	11,680	250	350
64	Lewis Cove Road.....	7,560	210	310
65	Point Micheau.....	7,795	200*	300
66	L'Ardoise Highlands.....	11,320	215*	315
67	Bryaer.....	15,920	290*	400
68	L'Ardoise, (Senior Dept.).....	18,930	360	450
	"    (Junior Dept.).....		195	300
70	Rockdale.....	13,290	280	400
71	Grand Greve.....	8,480	225	325

Shelburne District.

1	Big Port L'Hebert.....	\$3,500	\$140†	\$240
2	Little Port L'Hebert.....	6,700	175†	275
3	East Sable.....	5,575	185†	290
4	Sable River.....	27,400	330*	420
5	West Sable.....	6,600	180*	290
6	Louis Head.....	9,660	200*	290
7	Little Harbor.....	14,750	282	360
8	Matthews Point.....	5,475	200*	280
9	Rockland.....	7,100	225*	300
10	Allendale.....	13,455	300*	375
11	Osborne.....	11,000	300*	375
12	Lockeport, (Adv.).....	213,510	925*	1,025
	"    (Prep.).....		350*	440
	"    (Int.).....		300*	400
	"    (Prim.).....		300*	400
	"    (Misc.).....		258*	350
13	West Head.....	7,700	211	300
15	East Green Harbor.....	10,250	231	310

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
16	West Green Harbor.....	18,165	290*	375
17	East Jordan.....	12,455	272*	360
18	Jordan Falls, (Adv.).....	58,740	315*	400
	"    (Prim.).....		200*	285
19	Jordan Branch.....	9,975	217	300
20	Jordan Ferry.....	13,565	250*	330
21	Jordan Bay.....	16,190	300*	370
22	Lower Sandy Point.....	19,985	290*	375
23	Sandy Point.....	26,385	285*	375
24	Shelburne, (Acad.).....	360,595	900*	1,000
	"    (Prep.).....		393*	475
	"    (2 Int.).....		353*	445
	"    (1 Int.).....		335*	425
	"    (3 Prim.).....		335*	425
	"    (2 Prim.).....		335*	425
	"    (1 Prim.).....		360*	450
25	Lower Ohio.....	12,200	300*	375
26	Middle Ohio.....		220*	320
27	Upper Ohio.....	8,810	255*	330
28	Upper Clyde.....	7,750	240*	315
29	Clyde River, (Adv.).....	37,800	350*	425
	"    (Prim.).....		230*	315
30	Port Saxon.....	13,950	250*	330
31	North East Harbor.....	18,600	222	310
32	Black Point.....	20,750	316	390
33	Roseway.....	15,225	240*	320
34	Gunning Cove.....	16,058	325*	400
35	Churchover.....	9,225	240*	320
36	Birchtown.....	13,875	255	340
37	McNutt's Island.....	3,675	132	230

## Barrington District.

2	Hamilton.....	\$4,375	\$195†	\$290
3	Port Clyde.....	20,673	290*	365
4	Cape Negro.....	11,130	255*	330
5	Blanche.....	4,715	150	250
6	Cape Negro Island.....	5,620	147†	240
7	Upper Port LaTour.....	22,100	360*	450
8	Port LaTour, (Adv.).....	29,610	365	440
	"    (Prim.).....		253	330
9	Baccaro, (Adv.).....	27,015	375*	445
	"    (Prim.).....		300*	375
10	Villagedale.....	5,650	162†	265
11	Hibberts Brook.....	30,878	323	410
12	Oak Park.....	6,800	124†	230
13	Barrington, (Adv.).....	38,825	312	400
	"    (Prim.).....		230*	320
14	Barrington Passage, (Adv.).....	57,225	461	550
	"    (Prim.).....		300*	375
15	Doctor's Cove.....	16,640	295*	375
16	Bear Point.....	16,000	300*	375
17	Shag Harbor, (Adv.).....	27,800	400*	450
	"    (Prim.).....		255	320



No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
18	Woods Harbor, (Adv.)	54,125	600*	675
	" (Prep.)		250*	340
	" (Int.)		300*	375
	" (Prim.)		250*	340
19	Upper Woods Harbor	16,125	350*	480
20	Forbes Point	9,700	240	320
21	Charlesville	10,000	240*	320
22	Centreville	17,750	364	440
23	Newellton, (Adv.)	18,655	425*	500
	" (Prim.)		275*	350
24	Clarks Harbor, (H. S.)	85,200	800*	880
	" (Prep.)		375*	450
	" (Int.)		300*	380
	" (2 Prim.)		310*	400
	" (1 Prim.)		325*	415
25	Hawk Point	15,455	325*	410
26	South Side	18,185	450*	520
27	Stoney Island, (Adv.)	24,911	400*	475
	" (Prim.)		352*	430

Victoria County.

1	Baddeck, (Principal)	\$90,000	\$1,050*	\$980
	" (Prep. Dept.)		350	450
	" (Int. Dept.)		375*	450
	" (Prim. Dept.)		350*	425
2	Red Head	40,000	350	450
3	Nyanza	14,770	300	410
4	Baddeck Bridge	34,260	325	425
5	Baddeck Forks	27,340	315*	400
6	Baddeck Center	10,272	240*	320
8	Hunter's Mountain	4,000	230	340
9	West Middle River	27,575	300	400
10	Church	26,040	252	365
11	McLennan's	17,000	221	330
12	Upper Middle River	15,300	253	350
13	St. Patrick's Channel	8,000	200†	300
14	Bucklaw	7,000	200†	285
15	Little Narrows	5,750	230††	300
16	Hazeldale	5,615	230*†	300
17	Grant	5,450	200†	300
18	Upper Washabuck	2,200	200††	300
19	St. Columba	6,000	200†	285
20	Lower Washabuck	5,000	225	310
21	Gillis Point	10,125	255*	325
22	Iona	19,066	285*	375
23	Barra Glen	8,500	225*	315
24	McKinnon's Harbor	23,600	310*	400
25	Estmere	9,400	220†	320
26	Baddeck Bay	19,000	270	375
27	Plaister Mines	6,650	220*†	300
28	Big Hill	6,000	225*†	300
29	South Gut	18,400	255	360
30	Englishtown	17,500	275*	360
31	Eel Cove	10,360	225	325

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
32	Indian Brook.....	8,300	220†	310
33	Plaster.....	9,760	.....	320
34	French River.....	12,100	.....	350
35	Wreck Cove.....	7,640	.....†	310
36	North Smokey.....	9,100	.....	320
37	South Ingonish.....	14,750	350*	375
38	Clyburn Brook.....	23,000	350*	375
39	West Ingonish.....	8,000	230*†	310
40	East Ingonish.....	14,000	400*	375
41	Neil's Harbor, (Senior Dept.).....	24,700	360*	435
	" (Junior Dept.).....	.....	.....	380
42	South Harbor.....	7,130	.....	325
43	Middle Ridge.....	10,000	250*	340
46	Dingwall.....	10,000	350*	350
47	Sugar Loaf.....	9,000	275*	345
48	Bay St. Lawrence.....	13,500	325*	370
49	Tarbot.....	12,630	275*	350
50	North River.....	32,725	290	400
51	New Harris.....	6,500	200†	300
52	Goose Cove.....	12,100	250	350
53	North Gut.....	6,000	200†	300
54	Cape Dauphin.....	21,700	300	400
55	Big Bras d'Or.....	14,752	325*	370
56	Boulardarie East.....	12,000	240	350
57	Boulardarie Center.....	15,790	270	360
58	Munro.....	16,000	260	350
59	Kempt Head.....	18,655	275	375
60	Island Point.....	10,900	235	325
61	Garry.....	6,030	.....†	300
62	Jubilee.....	3,650	200†	300
63	Wreck Cove.....	.....	.....†	300
64	Gairlock Mountain.....	8,000	.....†	300
66	Cains Mountain.....	4,500	200†	300
67	Big Harbor.....	8,500	200	300
68	New Harris West.....	5,100	.....†	300

## Yarmouth District.

1	Pinkney's Point.....	\$8,200	\$225†	\$380
2	Melbourne.....	54,230	360*	430
3	Arcadia, (Adv.).....	71,775	450*	525
	" (Prim.).....	.....	329	410
4	Central Chebogue.....	42,550	285*	360
5	Rockville, (Adv.).....	72,000	400*	480
	" (Prim.).....	.....	300	380
6	Sand Beach.....	71,225	320*	410
7	Yarmouth.....	3,854,900	1,500*	1,570
	Academy.....	.....	1,330*	1,400
	".....	.....	950*	1,020
	".....	.....	850*	920
	" Milton 8.....	.....	1,150*	1,220
	" " 7.....	.....	650*	720
	" " 6.....	.....	650*	720
	" " 5.....	.....	475*	545
	" " 4.....	.....	475*	545

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
	" " 3		575*	645
	" " 2		625*	695
	" " 1		625*	695
	" Salem (Misc.)		650*	720
	" South End 10		1,050*	1,120
	" " 9		650*	720
	" " 8		500*	570
	" " 7		650*	720
	" " 6		400	470
	" " 5		600*	670
	" " 4		650*	720
	" " 3		500	570
	" " 2		475*	545
	" " 1		475*	545
	" Central 9		900*	970
	" " 8		650*	720
	" " 7		625*	695
	" " 6		650*	720
	" " 5		500*	570
	" " 4		600*	670
	" " 3		500*	570
	" " 2		650*	720
	" " 1		450	520
	" " 1 a		625*	695
8	Overton	50,694	325*	410
9	Cape Forchu	32,320	250*	350
10	South Chegoggin	80,000	350†	425
11	Pembroke	59,755	380	410
12	North Chegoggin	13,260	322	400
13	Sandford	56,785	425*	510
14	Port Maitland, (Adv.)	169,650	800*	875
	" (Int.)		375*	450
	" (Prim.)		375*	450
15	Richmond		300*	380
16	Norwood	20,000	300*	375
17	Lake Annis	21,850	265*	350
19	Bloomfield	18,520	240	320
20	Brenton	29,940	290*	370
21	Ohio, (Adv.)	99,380	500*	575
	" (Prim.)		350*	425
22	Wellington	33,422	300*	380
23	Hebron, (Adv.)	114,675	420	520
	" (Prim.)		325*	410
24	Dayton	50,890	256	340
25	Brooklyn, (Adv.)	57,930	450*	530
	" (Prim.)		240*	320
26	Greenville	6,255	189†	280
27	Somerville	4,750	178†	275
28	Pleasant Lake	27,225	325*	410
29	Raynardton	13,695	300*	375
30	Canaan	12,615	194†	300
31	West Kempt	26,500	365*	450
32	North Kempt	15,595	400*	475
33	Forest Glen	11,140	275*	375
34	Carleton, (Adv.)	49,000	420*	510
	" (Prim.)		250*	340
35	Pleasant Valley	25,440	292	375
36	Deerfield	28,500	300*	380

## Argyle District.

No. of Sect.	Name of Section.	Valuation.	Present Salary.	Minimum Salary.
1	Lower East Pubnico, (Adv.)	\$25,050	\$375	\$450
	" (Prim.)		200	300
2	Mid. East Pubnico, (Adv.)	20,225	325*	420
	" (Prim.)		195	300
3	East Pubnico, (Adv.)	25,300	336	430
	" (Prim.)		234	320
4	Pubnico, (Adv.)	32,000	370*	450
	" (Prim.)		300*	375
5	Upper West Pubnico, (Adv.)	32,000	327	410
	" (Prim.)		240	325
6	Mid. W. Pubnico, (Adv.)	55,000	333	420
	" (Int.)		270	350
	" (Prim.)		217	300
7	Lower W. Pubnico, (Adv.)	42,850	303	400
	" (Int.)		240	325
	" (Prim.)		217	300
8	Argyle Sound	14,475	310*	390
9	Lower Argyle	15,525	325*	410
10	Argyle Harbor	17,250	325*	410
11	Central Argyle	45,850	375*	450
12	Argyle	19,075	250*	325
18	Argyle Head	21,650	280*	350
14	Glenwood	21,575	280*	350
15	Lower Eel Brook	17,000	300*	375
16	Eel Brook, (Adv.)	24,925	310	390
	" (Prim.)		228	310
17	Abram's River	17,275	300*	375
18	Morris Island	6,050	246	345
19	Surettes Island	18,000	350*	420
20	Sluice Point, (Adv.)	31,250	325*	400
	" (Prim.)		250*	330
21	Amirault's Hill, (Adv.)	39,725	330*	410
	" (Prim.)		250*	330
22	Hubbard's Point	16,875	240*	320
23	Tusket, (Adv.)	77,335	510*	580
	" (Prim.)		350*	430
24	Gavelton	24,680	261	340
25	North Belleville	8,525	250†	350
26	Mid. Belleville	18,050	282	360
27	South Belleville	10,000	246†	350
28	Bell Neck	7,325	201	300
29	Springhaven	10,725	230*	330
30	West Quinan	12,000	260*	340
31	East Quinan	17,000	300	375
32	Central Kempt.	18,000	350*	425
33	Rockingham	9,500	214	310
34	Hawthorn	6,650	177	275
35	Plymouth	27,000	300*	380
36	Wedgeport, N., (Adv.)	121,000	360	435
	" (Prim.)		250*	330
	" E. (Adv.)		360*	435
	" (Int.)		265*	340
	" (Prim.)		250*	330
	" S. (Adv.)		360*	435
	" (Int.)		265*	340
	" (2 Prim.)		265*	340
	" (1 Prim.)		250	330
37	Comeau's Hill	11,455	265	340

**EXAMINATION FOR ENTRANCE TO THE ROYAL MILITARY COLLEGE OF CANADA, KINGSTON, ONT.**

1. The regular examination for entrance to the Royal Military College of Canada will commence on Tuesday, June 1st, 1920.
2. Application by the parent, or guardian, of any intending Candidate to be made in writing to the Secretary, Militia Council, Ottawa, Ont., not later than Friday, April 30th, 1920, accompanied by:—
  - (a) Certified Birth Certificate in Duplicate.
  - (b) Certificate of good moral character signed by the Head of the School or College at which the Candidate has received his education for at least two preceding years, or, by a Clergyman of the place of worship attended by the Candidate.
  - (c) Remittance of \$5.00 (five dollars) in favour of the Receiver General.
3. Any further particulars regarding said examination can be obtained from the Secretary, Militia Council, Ottawa, Ont.
4. Attention is called to the various Scholarships which are open to Candidates, particulars of which can be obtained from the Commandant, Royal Military College, Kingston, Ont.
5. Paragraph 8, page 7, of the "Regulations for the Royal Military College" has been amended to read as follows:—  
 "To be eligible Candidates must not be less than 16 or over 19 years of age on the date of joining the College."  
 To provide for boys who during the year 1919-20 were preparing for entrance to the Royal Military College under para. 8, prior to the above amendment, permission may be granted, on SPECIAL APPLICATION giving full particulars, to sit for the Entrance Examination to be held in June next, if under the age of 21 years on January 1st, 1920.
6. It has been decided to readopt the four year course at the Royal Military College. All Candidates entering the College in August, 1920, will be required to enter for four years.

**LEAGUE OF THE EMPIRE.**

Patrons:

- Her Majesty Queen Alexandra.  
 H. R. H. Princess Louise (Duchess of Argyle).  
 Hon. President:  
 H. R. H. Field-Marshal, The Duke of Connaught.  
 President:  
 The Right Hon. Sir Frederick Pollock.

48 Catherine Street,  
 Buckingham Gate,  
 Westminster,  
 London, S. W. I.

20th January, 1920.

Dear Sir:—

By invitation of the Hon., the Minister of Education for Ontario the Second Conference of the Imperial Union of Teachers will be held in Toronto in the summer of 1921.

In preparation for this Conference a meeting of the Imperial Union of Teachers will take place in the middle of July of this year (1920) in London. Should any member of your Department or any teacher under your jurisdiction be in England

may we hope that they will do us the honor to attend this Summer Meeting of the Union. These meetings will henceforth as before the War take place annually. The Agenda and arrangements for the Conference in Toronto will be considered at the meeting next summer and a series of visits of historical and educational interest in London and the neighborhood will be arranged during the latter part of July. As these visits have been much valued by teachers from Overseas we hope that you may be good enough to make the meeting next July in London known amongst any whom it may concern.

Your interest in this matter will be greatly valued.

I am, Sir,  
Your obedient Servant,  
**E. M. Ord. Marshall,**  
*Hon. Secretary.*

The Superintendent of Education,  
Halifax,  
Nova Scotia.

## ENGLISH PRIZE COMPETITIONS.

Intimations of the following competitions in the public schools of Nova Scotia would have been made if received before the publication of the **Journal of Education** for *October*. The **April Journal** this year will be too late to convey the announcements with the terms. We mention the offers, however, which may in future be announced in the *October* issue.

### 1.

#### Lord Meath Empire Day Challenge Cup and League of Empire Prize:

*Senior:* Silver Cup £10/10.  
Second Prize £ 5/5.

*Junior:* Silver Cup £10/10.  
Second Prize £ 5/5.

### 2.

#### Royal Colonial Institute Prize.

*Class A, (over 16 yrs.):* Silver Medal and 3 Guineas.  
Second Prize: 2 Guineas.

*Class B, (13 to 16 yrs.):* Bronze Medal and 2 Guineas.  
Second Prize: 1½ Guineas.

**N. B.**—We hope in future, to have such intimations in time for the *October Journal*, when the subjects, time and conditions of the competitions will be usefully announced.

## UNIVERSITY OF EDINBURGH.

### Admission to Classes of Chemistry.

*The following Regulations will come into force in October, 1921:—*

Students desiring to attend the Classes of Chemistry for purposes of Graduation in the Faculties of Arts, Science or Medicine, are required to pass an Admission Examination in the subject.

**Syllabus.**

Elements and Compounds.  
 The Chemistry of Air and Water.  
 Combustion, Flame.  
 Oxidation and Reduction.  
 Acids, Bases, Salts.  
 Elementary Chemistry of the commoner elements, including:—Hydrogen,  
 Oxygen, Nitrogen, Carbon, Sulphur, Chlorine, Sodium, Calcium, Copper, Lead,  
 Zinc, Iron.  
 Laws of Boyle, Charles, Gay Lussac, Avogadro.  
 Equivalent, Molecular and Atomic Weights, Valency.  
 A working knowledge of Symbols, Formulae and Equations.  
 Empirical and Molecular Formulae.  
 Simple Chemical Calculations involving Weights of Materials and Volumes of  
 Gases.

Exemption from this Examination will be granted to Students who have  
 passed in the Higher Grade of Science (including Chemistry) at the Leaving Certi-  
 ficate Examination of the Scottish Education Department or such other similar  
 examination as the Senatus may from time to time recognise.

July, 1919.

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**DALHOUSIE**
**A GREAT NATIONAL ASSET.**

**By G. Fred Pearson.**

*General Manager Dalhousie Campaign Committee.*

Dalhousie University occupies a unique position in the  
 educational world of Canada. It is at once everyman's college  
 and yet no man's college. It is everyman's college—because  
 it is non-denominational and because grouped around its Arts,  
 Science and Engineering faculties are the professional schools of  
 Law, Medicine, Dentistry and Pharmacy, providing for every  
 man's educational needs. No test save the test of fitness is im-  
 posed upon any student. It is no man's college because no sect  
 or other particular group of men control it or dictate its policy.  
 It lives to serve and it must serve faithfully and well to live.  
 Dalhousie is a democratic non-sectarian University fitted by one  
 hundred years of proved public service to minister to the higher  
 educational needs of the million people of the Atlantic Pro-  
 vinces. Dalhousie is a great National Asset.

Dalhousie is leading the way in Canada for greater mone-  
 tary recognition of the services and sacrifices of the members of  
 the great profession of teaching. In the Maritime Provinces,  
 Dalhousie is bearing unaided the burden of training men and  
 women for all the professions. Dalhousie is striving to offer

more advantages to the present and future generations than were afforded past generations. Dalhousie desires to hold true to her traditions and to live up to the high standards set by her founder and to render to the people of her constituency that service to which they are entitled.

To do this she must have **money**. It costs Dalhousie from two to four times as much as she receives from a student in fees to give the instruction which he or she obtains. In the past the generous benefactions of wise men have enabled her to do this. Dalhousie receives no financial grants from the Province. She depends upon the gifts of private citizens to make it possible for her to carry on. It is as much the duty of a citizen to support Dalhousie, as it is his duty to pay taxes, observe the laws or help the poor.

The world today, more than ever, needs sane leadership. Sane leadership is the product of the trained mind wisely directed. The trained mind is the product of the College. The world then is turning to its colleges to increase their output of trained minds. The demand is imperative and urgent. The colleges are doing their best but the strain is too great for them to bear unaided. Consequently if the Colleges are to meet the demand made upon them by the public, the public must provide the Colleges with money to transmute untrained into trained minds.

Dalhousie has launched a campaign to bring her needs to the attention of the public. In so doing she is rendering a service not only to the people of her constituency but to all institutions of higher education in the Dominion as well. Dalhousie has no selfish aim or purpose to serve. She is simply striving to discharge properly the responsibilities which the people of the Atlantic Provinces are pressing upon her. She must not fail to do this. She will not fail.

Dalhousie's name is written large in the story of Canada. She has left her imprint upon every department and activity of our national life. She has nurtured governors, statesmen, judges, preachers, teachers, lawyers, doctors and business men who have had an influential voice in shaping the destinies of our country. She has stood thru the century for humane, broad and liberal education. She has played a noble part in the sacrifices of war and in the duties of peace. The past is an inspiration. She looks now to the future. Inspired by the ideals of her founder and her benefactors she is facing the imperative demands of the new day with high courage and an ardent desire to serve the common weal.



It is everyman's privilege and duty to help Dalhousie widen her opportunity for public service. Dalhousie has a right to expect that everyman will perform this duty to the full extent of his ability.

## PROVINCIAL EDUCATION ASSOCIATION.

### TENTATIVE PROGRAM.

Wolfville, N. S.

Tuesday, August 24, 1920.

- 9.00 a. m. Registration.
- 10.00 a. m. Opening Address.  
Superintendent of Education.
- 10.30 a. m. Free Schools in Nova Scotia.  
Dr. H. D. Brunt.
- 11.00 a. m. Selection of Resolutions. Committee and General Business.
- 2.30 p. m. Home Lessons.  
Prin. W. A. Creelman.  
Discussion led by Inspectors Robinson, Phelan, Campbell.
- 3.30 p. m. Art in the Public Schools.  
Miss Elizabeth Nutt.  
Discussion led by Dr. Soloan.
- 8.00 p. m. Public Meeting.  
Addresses by Hon. R. M. McGregor.  
President Cutten.  
Rev. Dr. DeWolfe and others.

Wednesday, August 25, 1920.

- 10.00 a. m. Vocational Training in Agriculture.  
Rev. D. J. Macdonald.
- 10.30 a. m. Elementary Sociology and Economics as a High School Subject.  
Prin. H. H. Blois.

11.00 a. m. Music in the Public Schools.  
Harry Dean, Esq.  
Rev. Father O'Sullivan.  
Miss B. J. McNeill.

2.00 p. m. Health in the Public Schools.  
Dr. B. Franklin Royer.

Dental Inspection.  
Dr. G. K. Thompson.

The School Nurse.  
Miss Winnifred Read.

**Thursday, August 26th, 1920.**

10.00 a. m. The Subnormal Child in the Public School.  
Dr. Eliza Brison.  
Dr. George B. Wallace.

11.30 a. m. Meeting of Teachers' Union.  
President Ford.

2.30 p. m. Election of Advisory Board Representatives.  
Election of Executive Committee.  
Report of Resolutions Committee.  
Unfinished Business and Discussions.

For further information, address,

**G. K. Butler, Secretary,**

81 Sackville St.,

Halifax, N. S.



# JOURNAL OF EDUCATION.

APRIL, 1920.

## OFFICIAL NOTICES.

The full number of teaching days in the half school year ended 30 January last was 103. In the half school year ending 25 June, 1920, there will be 102 teaching days. The school year has 205 teaching days.

### *Summer Calendar, 1920.*

- |      |    |  |
|------|----|--|
| May  | 1  | Applications for all examinations due.   |
| May  | 7  | Arbor Day (School Exercises).  |
| May  | 15 | Inspectors' Exam. Lists due, Education Office.   |
| May  | 21 | Empire Day (school exercises).   |
| May  | 24 | Victoria Day (holiday).  |
| June | 3  | King's Birthday (holiday).   |
| June | 21 | High School Examination begins.  |
| June | 25 | Last regular teaching day of school year.  |
| June | 28 | Regular Annual Meeting of School Sections.   |
| July | 1  | Dominion Day.<br>Candidates for Inspectors' Institutes should notify their respective Inspectors not later than this week. |
| July | 7  | Rural Science Training School opens at Truro.  |
| July | 7  | Teachers' Physical Training Course opens at Truro.   |
| July | 26 | Inspectors' Elementary teacher's training Institutes open at their respective centers, for a four weeks Course.            |
| July | 31 | School year 1919-1920 ends.  |

Aug.	1	School Year 1920-1921 begins.
Aug.	5	Rural Science and Physical Training Schools close.
Aug.	16	University Graduates Testing Examination, Halifax, begins.
Aug.	23	First Quarter of School Term begins.
Aug.	24	Provincial Education Association opens at Wolfville, N. S.
Sept.	1	Labor Day (holiday).
Sept.	23	Normal College, Truro, opens.
Sept.	30	Last day for posting of the regular annual rate roll of School Sections.
Oct.	8	Fire Prevention Day.
Oct.		Thanksgiving Day.
Nov.	8	Second Quarter of School Term begins.

#### DATES OF MEETINGS OF BOARDS OF DISTRICT SCHOOL COMMISSIONERS.

- Halifax East**—Thursday, 27 May.  
**Halifax Rural**—Friday, 28 May.  
**Halifax West**—Thursday, 10 June.  
 (a) **Lunenburg**—Monday, 3 May.  
**Chester**—Monday, 31 May.  
**North Queens**—Tuesday, 4 May.  
**South Queens**—Friday, 4 June.  
**Yarmouth**—Monday, 10 May.  
**Argyle**—Tuesday, 11 May.  
**Barrington**—Wednesday, 19 May.  
**Shelburne**—Saturday, 19 June.  
**Annapolis East**—Tuesday, 4 May.  
**Annapolis West**—Friday, 7 May.  
**Digby**—Monday, 7 June.  
**Clare**—Friday, 11 June.  
 (b) **Hants West**—Thursday, 22 April.  
 (c) **Hants East**—Tuesday, 4 May.  
 (c) **Kings**—Tuesday, 11 May.  
 (d) **Colchester South**—Saturday, 1 May.  
 (e) **Colchester West**—Thursday, 20 May.  
 (f) **Colchester North**—Thursday, 27 May.  
**Antigonish**—Tuesday, 11 May.  
**Guysboro**—Tuesday, 18 May.  
**St. Mary**—Tuesday, 25 May.  
 (g) **Victoria**—Thursday, 3 June.  
 (h) **Richmond**—Wednesday, 30 June.  
 (i) **Inverness South**—Wednesday, 2 June.  
 (j) **Inverness North**—Friday, 2 July.

- (k) **Pictou East**—Tuesday, 4 May.
- (l) **Pictou West**—Wednesday, 5 May.
- (m) **Cumberland**—Friday, 7 May.
- (n) **Parrsboro**—Wednesday, 12 May.
- Cape Breton**—Wednesday, 26 May.

(a) Bridgewater; (b) Windsor; (c) Kentville; (d) Truro; (e) Great Village; (f) Tatamagouche; (g) Baddeck; (h) St. Peter's; (i) Port Hood; (j) Margaree Forks; (k) New Glasgow; (l) Pictou; (m) Amherst; (n) Parrsboro. (o) Milford.

**DISTRICT SCHOOL COMMISSIONERS.**

**(Appointed 27 May, 1919).**

- Annapolis West**—W. A. Marshall, Upper Clements.
- Guysboro**—Rev. Chas. Forest, Larry's River.
- Inverness South**—Rev. Donald MacDonald, Hastings.
- Queens North**—Fred Kempton, Kempt.
- Victoria**—Rev. John MacKinnon, D. D., Baddeck.
- Richmond**—Rev. C. R. F. MacLennan, St. Peters.

**(Appointed 11 June, 1919).**

- Inverness North**—Rev. A. H. Cormier, East Margaree.

**(Appointed 17 June, 1919).**

- Halifax West**—Sydney Stephen, Windsor Junction.
- Pictou East**—Rev. J. A. Butts, Lourdes.  
Rev. A. A. McLeod, Trenton.

**((Appointed 29 July, 1919).**

- Colchester North**—Herbert V. Cassidy, Tatamagouche.

**(Appointed 19 March, 1920).**

- Antigonish**—Rev. Ronald McDonald, Havre Boucher.
- Colchester North**—James S. Reid, Brule.  
David E. Stevenson, Brule.

**Victoria**—Rev. Lauchlin McDonald, Bay St. Lawrence.  
Rev. Leo. J. Keats, South Ingonish.

(Appointed 7 April, 1920).

**Kings**—Rufus Power, Grafton.  
William Burgess, Kinsman's Corner.  
Scott Blenkhorn, Canning.  
Edward A. Lewis, Pereaux.  
Miss Annie M. Stuart, Grand Pre.

(Appointed 30 April, 1920).

**Guysboro**—Rev. J. W. McIsaac, Canso.

(Appointed 11 May, 1920).

**Kings**—Mrs. Oressa G. Crichton, Aylesford.

(Appointed 26 May, 1920).

**Cape Breton**—Rev. S. J. Woodrofe, Coxheath.  
Rev. C. R. Cummings, Sydney.

**Yarmouth**—J. Arch. Blackadar, (Mun. Clerk), Yarmouth.  
Howard W. Corning, (Farmer), Chegoggin.  
Jacob W. Grant, (Broker), Yarmouth.  
Edgar J. Vickery, Sr., (Merchant), Yarmouth.  
Rev. Edwin Crowell, Yarmouth.

## SECTIONS HAVING ANNUAL SCHOOL MEETING FIRST MONDAY IN MARCH.

(17 January, 1920).

Craigmore, No. 5, Inverness South.  
Mabou Harbor, No. 26, Inverness South.  
MacPherson, No. 54, Inverness South.  
Maple Hill, No. 57, Inverness South.  
Wilburn, No. 58, Inverness South.  
Orangedale, No. 63, Inverness South.  
Upper Tantallon, No. 5, Halifax, West.  
Dean, No. 19, Halifax Rural.  
Saltsprings, No. 33, Pictou West.

The following Section, which was on the list of those having Annual Meeting in March, has been put on the list for June.

Tarbot, No. 49, Victoria.

### SECTIONS PLACED ON SECOND SCHEDULE.

(1 May, 1919).

Dalhousie Lake, No. 44, Annapolis East.

(17 June, 1919).

Hectanooga, No. 32, Clare.  
Greenland, No. 26, Annapolis West.

(24 Sept., 1919).

Bay View, No. 54, Pictou West.  
Lower Canard, No. 58, Kings.

(19 March, 1920).

Farmville, No. 108, Lunenburg.  
Lower Ohio, No. 25, Shelburne.  
West Hansford, No. 28, Cumberland.  
Forest Glace, No. 2, Annapolis East.  
Bloomington, No. 43, Annapolis East.  
Northfield, No. 44, Annapolis East.  
Grafton, No. 25, Kings.  
Baxter Harbor Mountain, No. 46, Kings.  
Canning, No. 55, Kings.

**Provincial Examinations, 1920, will be on Standard Time (60th Meridian)—not Daylight Saving Time.**

As Inspectors will be held responsible for passing "School Section Returns," in which the statistics do not properly check, or are incomplete, or in which the minimum salaries were not paid, or the vaccination law not observed, teachers and trustees should be careful not to be put on record for sending an incorrect or defective return. (See Education Act, 1918, Sec. 100 and 101).

### The Special Statistics.

to be entered into columns 150 (a, b and c) of the *School Register*, for transference into the *Annual Return*, 1920, are as follows:

150 (a). How many of the pupils enrolled (on the Register) within the school year had been vaccinated before August last?

150 (b). How many have been vaccinated within the present school year?

150 (c). How many were admitted without vaccination on medical certificate or legal declaration as specified in Section 48, of the Public Health Act?

### **The Manual of School Law**

has not yet been completely revised and cannot be issued before next fall. Its publication will be announced by the issue of a copy free to every board in the Province, before which event it is useless to write for a copy. It is regretted that the Education Act amendments cannot be published in this issue of the **Journal**.

### **The Minimum Salary**

for each school section under the Regulations of the C. P. I. will be found from Page 154 to Page 196, of this issue. No school giving a lower salary than the minimum prescribed can be recognized as a public school.

The minimum salary for the school year beginning August, 1920, is indicated in the preceding pages as above noted. If the Annual School Meetings in March, or at any other time, have not voted sufficient money for the (approximate) one hundred dollar increase on the minimum salary of the present year, a special meeting must be called to supplement the vote, of which only approximately *thirty* dollars need be voted by the section as *seventy* dollars extra will come from the Municipal School Fund.

### **Physical and School Record Cards**

five by eight inches ("Physical" on one side and "School" on the other side), have been prepared by the Health and Education Departments. Their use is not imperative; but a sample will be sent to any teacher or school desiring it. Those desiring a card for the record of each pupil (one will serve for the complete common and high school career of a pupil), should intimate as early as possible the number required by the opening of the next school year. If there should be a demand for them the Education Department may recommend their free supply to schools. The "Physical Record" will be filled in by the local health authorities where they may be found. The card costs about two cents as received from the printer.



## The Municipal School Fund

payable this year should be decidedly larger than that of 1919.

## The Compulsory Attendance Law

of 1918, has to be voted upon by every school section which has not adopted it at the Annual School Meeting. If this duty be overlooked at the annual meeting the school can not be recognised as legal until a special meeting is called and a vote taken and reported to the Inspector, as required by the old Regulation (No. 46), of the 1911 Manual which is still in force.

### Teachers, Trustees and Text Books.

From letters received at Education Office, it is evident that many teachers and trustees have not read the announcements of the Nova Scotia School Book Bureau, published in the *Journal of Education*, April and October. Only a few avail themselves of Section 72 (e) of the Education Act. See Regulations published in each *Journal* since 1915.

### Journals Wanted.


*October* numbers of the *Journal of Education* for 1910, 1911, 1912, 1913, 1914 and 1915 are wanted to complete volumes bound for record purposes.

Twenty-five cents and postage will be paid for each copy received.

### In the Supplementary Return

the word "Kindergarten" should be scored out and "Grade I (First Year)" entered. In the second line, "Grade I" should be followed by the word in parenthesis "(Repeaters)".

Or the first may be written "Grade I (a)" and the second "Grade I (b)"; (a) giving the number of Grade I pupils attending school for the first time and (b) the number repeating attendance in Grade I for more than the first year. Kindergarten pupils will not henceforward be distinguished from other Grade I pupils.

 Be careful that the vertical and horizontal columns total not only the same, but the same as the "Rectified Annual Enrolment." This rule is absolute. No "return" should be accepted where this degree of accuracy is not obtained.

**Supplementary Returns** for the *School Year ending 31 July, 1920*, showing the number of pupils enrolled during the year classified into the Grades in which they mainly studied during the year and according to their Ages as entered on the School Register.

Teachers should take care that the total on this table agrees exactly with the rectified total in the main Return. For these tables have to be summed for each Inspectorate, each District and for the whole Province. Discrepancies in a return imposing additional labor on the Inspector who has to return it for correction, delays all the compiling work for the Province. The serious result of any such carelessness in addition to the falsification of the Return, justifies suspension of license and loss of money.

Grade I enrolment must in future be divided into (a) pupils enrolled for the *first* time, and (b) pupils *repeating* attendance in Grade I. Henceforward "Kindergarten" pupils will be considered merely as Grade I pupils.

The Dominion Statistics Bureau has asked the various Provinces of Canada to amplify this table so as to give (a) the boys and girls in each grade, and (b) their age distribution up to 21 years. This may be required in future.

Grade	Under 5 years.	Age 5+	Age 6+	Age 7+	Age 8+	Age 9+	Age 10+	Age 11+	Age 12+	Age 13+	Age 14+	Age 15+	Age 16+	Age 17+	Total
Gr. I, first year															
Gr. I, repeaters															
Grade II															
Grade III															
Grade IV															
Grade V															
Grade VI															
Grade VII															
Grade VIII															
Grade IX															
Grade X															
Grade XI															
Grade XII															
All Grades															

Signature of Principal or Teacher.....  
 Home Address.....  
 Class Room.....  
 School Section.....  
 District.....

**N. B.**—Class Room Returns will be compiled into one for the School by the Principal. The Principal of the Schools of the Section will compile the whole into the same form for the Section. The Inspector will compile the Section Returns into one for the District.

DISTRIBUTION OF 106,802 PUPILS IN THE GRADES, ACCORDING TO AGE, NOVA SCOTIA, 1919.

Grade.	Under 5 Years.	Age Over 5.	Age Over 6.	Age Over 7.	Age Over 8.	Age Over 9.	Age Over 10.	Age Over 11.	Age Over 12.	Age Over 13.	Age Over 14.	Age Over 15.	Age Over 16.	Total.
Kindergarten.....	366	522	367	172	64	31	20	6	3	2				1553
Grade I.....	1021	6665	8071	6174	3676	1801	857	483	220	120	49	16	13	29166
Grade II.....		103	1361	3039	3033	2135	1197	663	356	161	63	17	5	12133
Grade III.....		6	154	1384	2870	2672	2001	1197	682	332	164	41	20	11523
Grade IV.....			13	229	1466	2724	2536	1793	1170	603	283	52	23	10392
Grade V.....		1	1	65	393	1714	2864	2409	1702	1052	486	135	44	10866
Grade VI.....			1	3	47	336	1530	2304	2041	1431	666	209	63	8631
Grade VII.....				2	2	66	365	1386	1982	1698	1029	441	101	7072
Grade VIII.....					2	4	73	431	1272	1736	1382	638	204	5742
Grade IX.....							7	84	405	1287	1602	1122	637	5144
Grade X.....								1	34	187	641	805	830	2498
Grade XI.....									1	14	123	360	840	1338
Grade XII.....										1	4	29	210	24
All Grades.....	1387	7297	9968	11068	11553	11483	11450	10757	9868	8624	6492	3865	2990	106802

The above total 106,802 should have been 106,982, the rectified total enrollment. But some inspector was unable to get all his returns corrected. This discrepancy of 180 pupils lies at a few teachers' doors. What should be done with them?

### How the Minimum Salary for 1919 was found.

*First*, the average salaries for the preceding five years were found for each section.

*Second*, each average salary, in order to be that of a legal school, had to be advanced in 1919 by at least the following percentages, respectively 50, 40, 30, 20, 15 or 10 per cent according as the said average salary was under \$200, \$300, \$400, \$500, \$750 or over \$750. These salaries did not include the Provincial Aid, which is a grant payable directly to the teacher as already pointed out, the main object of which is to encourage advanced scholarship and professional training.

*Third*, the Municipal School Fund was raised from 35 cents per unit of population to 50 cents, thus allowing an increase of \$25 to each school board for each teacher employed—the lowest class teacher in a rural section drawing as much as the highest class teacher in the wealthy sections. Poor sections are entitled to 50 per cent more, and thus will be aided to the extent of \$75 a year instead of the previous \$37.50. The increased sectional taxation under the *second* paragraph above, was therefore substantially reduced by the increased municipal fund.

### The Advance Proposed for 1920

is mainly to make use of the Municipal School fund as it is now perhaps even too exclusively used in the newest legislation of at least one of the western Provinces of Canada, and as many authorities in our own Province advocate. It is simply to raise the rate per unit of population to one dollar per head. Three dollars per head would hardly make it equal to the amount raised by sectional assessment. Such a rate (\$3) would halve the support of the schools between the local and municipal systems, and establish a system of salaries equal, with our advantages, to any inducements offered in the west. But such a step up would be felt too much, altho it would give a very great advantage to the rural schools. The only criticism of our measure of the previous year was that the 50 cent rate should have been then raised to one dollar.

This will allow \$120 to be paid to the school boards for each teacher employed—instead of the old \$25 and the new \$50 payable in July 1920. It will be a clear increase of \$70 per teacher on the present basis, and will allow also a somewhat larger grant for school attendance.

This would reduce sectional assessment—which would be altogether wrong considering the high percentage of increase in all other departments of even unskilled labor, and the increased cost of living. It is therefore proposed to add approximately \$100 to the minimum salary of each teacher in each school section receiving grants from the Municipal School Fund. Approximately \$100; for it is proposed to reduce this amount somewhat for school sections with small assessable property and a high rate of local taxation, while increasing it slightly where there is much property and a low rate. That will

mean that the less wealthy sections need increase their taxation by perhaps no more than \$20; while those which have already gone voluntarily above the old minimum may require no increase of local taxation. For each school section will receive \$120 for each teacher (and poor sections possibly as much as \$180), with a small increase also for days attendance of pupils, it is estimated.

A great advantage our teachers have is the prospect of an annuity. And as the teachers advance in professional classification, they can count equally well time served as a teacher of the lowest class to draw the annuity of the highest class they attain before retiring.

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*Our Teachers* will always be careful to give oral lessons or talks to their pupils when most appropriate and convenient on such subjects as have in former *Journals* been recommended to their attention such as;

The danger from Picnic and other fires, and the care to be observed in "setting out" and "putting out" necessary fires;

Humanitarian instruction, the avoidance of cruelty or anything approaching it, to animals as well as to human beings;

Co-operation in all reasonable and beneficial public movements, not interfering with their studies—their motto being: "All for the general good";

The encouragement of appropriate and approved educational institutions such as the Cadets, the Boy Scouts, the Girl Guides; and athletic games and sports—all in due subordination to their all-round development;

Respect and reverence for their respective religious institutions and authorities, with the most generous toleration for the specific beliefs of each.

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*English of Grade XI*, will have two similar examination papers in which optional questions on Grammar, etc, as recommended by the Advisory Board of Education shall be given. As these papers are prepared and shall be examined by different examiners their average values will eliminate the importance of accidents by candidates, thus giving all a better chance to score. This arrangement is provisional for this introductory examination only.

### Changes in Text Books.

**The Nova Scotia Common School Arithmetic** will be replaced for the school year beginning August, 1920, by a new **Elementary Arithmetic** in two parts.

Part I for Grades IV to VI.

Part II for Grades VII to VIII.

**The Ontario Public School Hygiene** will be replaced for the school year beginning August, 1920, by Halpenny and Irelands' "How to be Healthy."

**The Ontario High School Reader** will not be used, 1920-1921, in Grade IX. Selections from Dickens and Ruskin, as outlined in the High School Program, will be used. The Ontario High School Reader will continue to be used in Grade X, for the year beginning August, 1920.

### Vaccination.

The Provincial Legislature in passing the Public Health Act imposed on the public schools, in Section 48, the duty of admitting no children to school without evidence of vaccination or a medical certificate or a prescribed declaration. The following is the Section most particularly affecting the schools:

48. No teacher of any school or of any department in any school, whether public or private, shall permit any child to attend at such school or department of such school until such child has produced a certificate from a qualified medical practitioner that such child has been successfully vaccinated (and in the case of children of the age of twelve years, or over, re-vaccinated), or that, by reason of the child's health, vaccination is inadvisable. Provided, that if the parent or custodian of the child has conscientious objections to vaccination, a declaration made before a Stipendiary Magistrate or Justice of the Peace, in the form in the Schedule hereto may be accepted in lieu of a certificate from a medical practitioner.

This law has not been changed during the present session (1920) of the House of Assembly, except in the following amendment.

6. Section 48 of said Chapter 6 is amended by adding thereto the following subsection:

(2) The provisions of Sections 42, 44, 46, 47 and of this Section shall not apply to any person who presents a certificate from a duly qualified medical practitioner (a) that he has been successfully vaccinated within five years or (b) that he has had smallpox.

The following amendment is also of interest to the public schools:

7. Section 81 of said Chapter 6 is amended by adding thereto the following subsection:

(6) For the purpose of the medical examination of school children, a divisional medical health officer, or the medical health officer of the health district, or a qualified medical practitioner holding an appointment as school medical inspector, or a public health nurse accredited by the Department of the Public Health, may and is hereby authorized and empowered to enter any school or schools in the health district where such health officer, medical practitioner or nurse has jurisdiction and carry out such physical and mental examination of the children of such schools as may be required by the Department of the Public Health; provided that a notification of such examination shall have previously been given by the teacher to the pupils, and that a parent or guardian who so wishes shall be permitted to be present at such examination.

**NOTES AND COMMENTS.**

**Normal College year Course may be Divided.**

The following report by the Principal of the Normal College is to be considered by the Council of Public Instruction; and if approved will be incorporated in the next Normal College Calendar:—

My suggestions for a two term year at the Normal College have been carefully considered by our staff, and there is general desire to put into effect the arrangements which I briefly proposed some weeks ago. The proposal in its simplest form is to offer a 4½ months' course commencing in September and ending with the school half-year, and a second course, commencing in February and continuing about 4½ months, till the June closing. During the first half-year students of grades XI and XII will be admitted to train for Interim First Rank and Interim Superior First Rank diplomas respectively. Such diplomas are to qualify the holders for First Class and Superior First Class Licenses respectively, valid for only two years. At the expiration of two years the holder of the lapsed license may return to the Normal College for a supplemental term of 4½ months, on completing which he will be entitled to permanent diploma and license of rank and class corresponding to his grade of scholarship. During the Autumn term, students of grade IX will be admitted, as formerly, to train for Third Rank diploma, and during the February-to-June term, students of grade X will be admitted, as formerly, to train for Second Rank diploma. The proposed arrangement provides that each holder of permanent license above Second Class shall get the benefit of those Autumn, Winter and Spring conditions which are vital to good instruction in biological subjects. It is to be expected that the short term for temporary license of high class will attract a large attendance of students. After two years have elapsed, we may expect these holders of temporary license to come back to us in considerable numbers to receive advanced training concurrently with the other classes working for interim diploma and license. During the first two years, it is to be hoped that we shall turn out partly-trained teachers in large enough numbers to meet pressing needs. In subsequent years, we must expect a smaller annual output; but there is reason to believe that the proposed arrangement will be popular with the young people, and that it will continue to provide a larger annual recruitment than the present system. The main ground for this confidence is that the individual candidate, during the first stage of training, will be called upon to provide only half the capital at present required. Having completed her first stage of training, she will be in a position of self-support, and, it is to be hoped, under the new payment scale, in a position to accumulate capital for the completion of the

second stage. The merits of the scheme are not all comprized in the financial field. My colleagues and I are agreed that we may expect in the end a better product in the teaching corps of the Province. The half-year of training followed by a year or two of teaching guarantees during the second half-year of training a mature, experienced, thoughtful and receptive candidate.

### No Teachers' Strikes.

The "Strike" is war, altho attenuated war; and is justifiable only under conditions which would justify war itself. It is a conspiracy of a class to force another class; and affects neutrals (the other classes) just as unfairly as the German march thru Belgium to get at France. But Belgium is being compensated. The neutrals in our "Strike" wars have never been compensated.

Law has lately recognized "strikes" under certain conditions as not illegal. The best authorities acknowledge this modern concession as the mistake of a temporizing and short sighted democracy; and already in the United States there is a state movement back towards the old "conspiracy" statutes.

The teacher should be an example of the good citizenship he or she is developing. They must then carefully guard their honor in keeping an agreement or contract especially when they find it is not as good as they would like. How can the other party be expected to keep his agreement when it becomes undesirable, if the teacher, the public modeler of the citizen, should honor the agreement only so far as it continued to suit him or her?

Agreement and contracts are made for the purpose of holding one of the parties to the agreement when he does not like it. The principle lies at the very base of civilization itself.

Teachers should be careful in making contracts; and when made they must be observed. The Superintendent of Education recommends the suspension or cancellation of License should a teacher break a contract if unable to modify it by agreement; and in such cases the other Departments of Education in Canada are notified of any disqualification of a teacher by the Council of Public Instruction.

Teachers in the public interests are in duty bound to do whatever is fairly possible to advance salaries; because without a fair living salary, it is useless to spend public money in training teachers who cannot be forced to teach when they are offered more for service in other capacities. Improvement is absolutely impossible without adequate remuneration.

As the Government has the power of licensing teachers, it is its special duty, also, to do whatever is fairly possible to raise salaries to the point at which good teachers can be retained.

This cannot be done even by a Government all at once. It must show the people the necessity of paying appropriate salaries; and in raising salaries must do it gradually so as not to create too sudden a pressure or misunderstandings.

In 1919, a very substantial step had been taken; and the great majority of school sections have acted nobly, doing even better than the minimum fixed by law.

By reference to the minimum salaries for next year, beginning August, 1920, (See pages 154 to 196) the starred (\*) Sections form a very creditable exhibit which should be specially pleasing to the Council of Public Instruction. The year 1920 will give us a very satisfactory second step up, and without any harsh feature.



The Government represents all classes; and in the case of our teachers the progress made in two years, without any "class strikes", without any neutrals being worried between the teachers and school trustees, shows what may be done by Governments possibly in other departments of labor.

### The Academic License.

Twenty-five candidates for the University Graduates Testing Examination have intimated their intention to write next August.

Now that the Regulations of the C. P. I. are having their expected result in raising the standard of teachers salaries, university graduates of various degrees of qualification, but agreeing on the one point of not being willing to undergo a general examination test, are trying to climb in by some other way than the open door of examination. Were this allowed it would mean a speedy end to adequate salaries for adequate Academic teachers, and a demoralization of the teaching profession at the fountain head.

From 1876 to 1879 it was tried with such ruinous results that the law was then very promptly repealed by the Legislature.

Teaching is now a profession, more distinctly technical than any of the other learned professions, for the law of the Province has provided a retiring annuity for teachers of all grades. Special advantages are secured for the highest, the Academic class, which sufficiently accounts for the efforts of unqualified parties to gain admission without a uniform test under the control of the state. This is right for various purposes, and for all classes, to which the highest class is open when the qualifications are attained.

The high schools follow a uniform prescribed course yet the people revolt against the idea of the acceptance of local certificates for teachers' scholarship determination.

The universities have not even a common course or a common standard under the control of the Council of Public Instruction; not even one of their own. It is pure unsoundness, the result of greed plus inefficiency, to believe in the fairness much less the efficiency of so retrogressive and degrading a change in our splendid Academic class—to allow competing private corporations to admit individuals to Academic rank and privileges.

Until this law was established persons who never attended a class in a university, passed into the Academic class. Now every university President and Board of Governors is satisfied that no one can become an Academic teacher without a university course; and none of them objects to the testing examination. Those who find this test inconvenient, can turn their attention to other employment where they may be wanted.

They are welcome to enter the "A" class in the teaching profession or any of the classes below. They would be completely out of place in the Academic class as a general rule.

Our University Graduates Testing Examination is doing for our universities what the University of the State of New York is doing for the higher education of New York and of the other states and Provinces which are cooperating to standardize university and vocational collegiate education. Following we publish the latest intimation of this movement by the University of the State of New York.

### University College and High School Coordination and Affiliations in the State of New York.

The Regents of the University of the State of New York have for many years been solving the above problem, and setting the pace for other states and institutions.

Under our high school system all our high schools are affiliated to each other and to our universities.

The University Graduates Testing Examinations are beginning to do for our universities (so far as the profession of teaching is concerned) what our Provincial High School Examinations have done for our County Academies and other High Schools.

The manner in which the Regents of the State University of New York standardize the universities and professional schools (Medicine, Dentistry, Pharmacy, etc. etc.) must be of extreme interest to Nova Scotian educationists, and especially to those interested in the universities and their attached vocational colleges and courses.

**The University of the State of New York.**

**The State Department of Education.**

**CHANGES IN REGENTS RULES.**

*Page 29*

*Section 24 Amend to read as follows*

**24. College defined.** An institution to be ranked as a college must have at least eight professors giving their entire time to instruction therein; must require for admission not less than four years of academic or high school preparation, or its equivalent; and must maintain a curriculum of four full years of approved grade in liberal arts and sciences.

This amendment shall take effect July 1, 1920.

*(Adopted at meeting of December 19, 1919).*

**Note:** The foregoing amendment to Section 24 is made upon the recommendation of the Association of Colleges and Universities of the State of New York, whose suggestive interpretation of the rule is given herewith:

*Interpretation of Sections 24 and 400-c of Regents Rules made by Association Colleges and Universities of the State of New York.*

The Association of Colleges recommends that in interpreting this definition the following principles should be employed, with due regard to the fact that an institution falling below the desired standard in certain particulars may more than make good this lack by excellence in others.

1. A college year should include for each student not less than thirty-four weeks of actual work, of not less than fifteen full periods a week or the equivalent.
2. Members of the teaching staff in independent charge of courses should have not less than one year of graduate study and a majority of them should have had training equivalent to that presupposed by the degree of doctor of philosophy.
3. A decided preponderance of the teachers that have charge of classes should be of professorial rank.
4. The number of teaching hours a week for each instructor should not exceed sixteen.

5. The curriculum should provide both for breadth of study and for concentration.
6. The curriculum should have justifiable relation to the resources of the institution.
7. There should be library and laboratory facilities adequate to the work which the institution attempts to do and these should be kept up to their full efficiency by means of adequate annual expenditures.
8. There should be a minimum productive endowment, beyond all indebtedness, of at least \$500,000. In the case of tax-supported institutions or those maintained by religious or other organizations, financial support or contributed services equivalent in value to the endowment specified are substitutes.
9. Salaries paid the members of the teaching staff should be adequate. The minimum will depend upon the local cost of living as well as upon other factors.
10. In administering entrance requirements, exceptions should be few and made only for reasons of great weight.
11. The graduates of an approved college should be qualified for admission to study as candidates for higher degrees.

Page 153.

*Section 339-f Amend to read as follows*

*f* **College entrance diplomas and certificates.** College entrance diplomas, whose requirements are substantially the same as the entrance requirements of the College of the State, are designed to guide preparation for and to facilitate admission to college and to constitute, in part, the basis for awarding the University scholarships, and will be given only to pupils of the registered secondary schools in this State who take the usual oath of allegiance to the State of New York and to the United States and file the same, together with their respective principal's certificate of their good moral character with a written application for such diplomas by the fifteenth of the month of July next succeeding the completion, within six years from their enrolment which may be at the beginning of any half year, of at least four full school years of time, or of a longer period if the pupils choose, of approved study in such schools, who have earned in Regents examinations, with passing marks averaging at least 75 per cent, the respectively prescribed counts. But such pupils who have earned the required counts for college entrance diplomas, of either class, with minimum passing of marks 85 per cent, and have otherwise qualified therefor, may, upon their principal's certification of exceptional training and ability, receive such diplomas after three and one-half years of such study, and by the unanimous vote of the Regents present at a meeting of the Board, such diplomas may be granted in unusual and extraordinary cases, where a portion of the required time of study has been spent in secondary schools other than the registered secondary schools in this State.

No diploma can be granted without evidence that the pupil to whom it is granted has complied with the requirements of the Regents' rule regarding the study of civics.

*Requirements for a College Entrance Diploma.*

1. The candidate for a college entrance diploma must offer evidence that he has satisfactorily completed a four-year secondary school course approved by the Board of Regents.
2. He must pass a comprehensive examination in each of the following three subjects:
  - a. English, four years.

- b. Latin or Greek, or French, or Spanish, or German, three years.
- c. Mathematics, two and one-half years (Intermediate algebra and plane geometry)

and in fourth subject chosen from the following.:

- d. History, one year.
- e. Physics, or chemistry, one year.
- f. A second foreign language, two years.

3. He must obtain an average rating in all of at least 75 per cent, with a minimum passing mark of 60 per cent for any paper.

4. The five examinations must be taken in any two of three consecutive examination periods.

Persons who, because of not completing the required four-year course of study in registered secondary schools of this State, or for any other reason, are not eligible for a college entrance diploma, but who have passed the examinations prescribed therefor, in Regents examinations, may have the measure of their success therein attested by certificates, to be known as college entrance certificates.

This amendment to become effective for the college entrance diplomas issued in 1921.

*(Adopted at meeting of December 19, 1919).*

Page 175.

*Section 400-c Amend to read as follows*

**c. Hours.** An hour is the measure of the work prepared for a weekly recitation, lecture or quiz in a higher institution. Two hours of practice or demonstration in a laboratory are considered equivalent to a recitation hour. A minimum year is 15 recitation hours for 34 weeks (510 hours) or the equivalent. One hundred thirty hours are the equivalent of 5 counts.

This amendment shall take effect July 1, 1920.

*(Adopted at meeting of December 19, 1919).*

**Note:** The foregoing amendment to Section 400-c is made upon the recommendation of the Association of Colleges and Universities of the State of New York, whose suggestive interpretation of the rule is given herewith:

*Interpretation of Sections 24 and 400-c of Regents Rules made by Association Colleges and Universities of the State of New York.*

The Association of Colleges recommends that in interpreting this definition the following principles should be employed, with due regard to the fact that an institution falling below the desired standard in certain particulars may more than make good this lack by excellence in others.

1. A college year should include for each student not less than thirty-four weeks of actual work, of not less than fifteen full periods a week or the equivalent.

2. Members of the teaching staff in independent charge of courses should have had not less than one year of graduate study and a majority of them should have had training equivalent to that presupposed by the degree of doctor of philosophy.

3. A decided preponderance of the teachers that have charge of classes should be of professorial rank.

4. The number of teaching hours a week for each instructor should not exceed sixteen.
5. The curriculum should provide both for breadth of study and for concentration.
6. The curriculum should have justifiable relation to the resources of the institution.
7. There should be library and laboratory facilities adequate to the work which the institution attempts to do and these should be kept up to their full efficiency by means of adequate annual expenditures.
8. There should be a minimum productive endowment, beyond all indebtedness, of at least \$500,000. In the case of tax-supported institutions or those maintained by religious or other organizations, financial support or contributed services equivalent in value to the endowment specified are substitutes.
9. Salaries paid the members of the teaching staff should be adequate. The minimum will depend upon the local cost of living as well as upon other factors.
10. In administering entrance requirements, exceptions should be few and made only for reasons of great weight.
11. The graduates of an approved college should be qualified for admission to study as candidates for higher degrees.

### Inspectorial Teachers' Training Institutes, 1920.

1. The Education Department is authorized to organize under the principalship of each Inspector an elementary training course during the four weeks beginning on the first Monday after the 25th of July, to be held at any convenient center selected by him in his Division for untrained teachers and students of High School scholarship desiring to teach on Temporary or Permissive Licenses.
2. The Inspector shall have special charge of the subject of School Law and Forms, and his two (or more) associates appointed by the Education Department shall be scholarly and competent teachers of the Theory and Practice of Teaching and School Management, and of any other important accomplishment necessary for efficient teaching.
3. The course will include daily lectures, study of prescribed texts and teaching practise for at least four hours a day and at least five days each week, to be concluded by an examination written, as well as oral, and by practical tests during the course.
4. The successful completion of the course may be recognized by the award of a general M. P. Q. Certificate of the Third Rank; and no Temporary or Permissive License need be recommended by the Inspector to any one within the range of attendance of the Institute who had not attended the course.
5. A *low* high school pass may be raised to a *high* pass on a subject in course and a *low* third rank M. P. Q. mark to a *pass* mark if the Inspectors presiding can prove it to be merited; and evidence of higher M. P. Q. promotion may be similarly considered.
6. The time of Instructors employed, attendance of pupils for teaching practice, on the recommendation of the Inspectors can be credited when deemed

fair to the regular school affected; and Inspectors are authorized to use all school buildings and apparatus for the service.

7. The Common School Register shall be used to record attendance; and the common school texts, and general equipment of common schools, must be specially kept in view by the Instructors.

8. The appointment of instructors should be made by the first week in June; and candidates expecting to attend should notify their respective Inspectors by the first week in July—earlier when possible.

9. Inspectors shall select the location of their Institute, submit their estimates of the cost of each, and nominate their associate instructors, by the first week of June, to the Superintendent of Education who is authorized to provide for emergencies falling within the general scope of these regulations.

10. Instructors may be paid at the rate of twenty-five dollars for each week at the close of the course. All accounts must be accompanied by vouchers, and sent to the Superintendent of Education, Halifax.

11. As soon as possible after the close of the course the Inspector shall send the Superintendent of Education a general report on the work of the Institute, with a classified list of the students in attendance, his recommendations for their professional standing, and any bills for necessary contingent expenses with vouchers.

12. "Fundamentals in Methods" by Joseph Kennedy (Macmillan, New York) is authorized as the text in Method, a supply of which will be obtained at cost price for teachers giving notice of attendance in due time.

## **Imperial Order Daughters of the Empire War memorial 1920.**

In order to perpetuate the memory of the men and women who gave their lives in defence of the Empire in the Great War, the Imperial Order Daughters of the Empire has planned a War Memorial which should be of great educational value to the youth of Canada. Its leading features are (1) Scholarships in Canadian Universities. (2) Post Graduate Scholarships in British Universities, and (3) the placing of Historical Pictures and Libraries in Schools.

### **Scholarships in Canadian Universities.**

1. Nine Scholarships—one for each Province, will be offered annually for a period of 18 years. For these only the sons and daughters of deceased and permanently disabled soldiers and sailors and men of the Air Force are eligible.

2. These Scholarships will be of the value of \$250.00 per annum, tenable for four years, provided that the holder passes in due order the successive examinations of each year.

3. The claim to compete for these Scholarships will be decided in each Province by a Committee of Selection, consisting of the three members of the I. O. D. E. who represent the Province on the National War Memorial Committee, and two or more educationists chosen by the I. O. D. E. members.

4. In selecting the candidates the Committee of Selection will take into consideration their general record and standing in the High Schools (or County Academies), and the circumstances of their family.

5. In Nova Scotia, candidates should be selected before June, 1920,—or before 15 August if the candidate has taken the Provincial High School Examination.

6. The candidates selected by the Committee from Nova Scotia will write the Provincial High School examination of Grade XI or XII in June, and the scholarships will be awarded chiefly on the basis of the marks obtained at that examination. In the event of two candidates in a Province gaining the same number of marks, the I. O. D. E. representatives will reserve the right to make the award.

7. Announcement of the award will be made early in September.

8. In the event of there being no applicant for the Scholarship in any one Province, and conversely, if there be an additional applicant in any other Province, it will be within the power of the I. O. D. E. Selection Committee to award the Scholarship to this applicant.

9. The choice of a University will be left to the scholar.

10. These Scholarships may be tenable with other University Scholarships.

11. Every candidate for a Scholarship is required to furnish to the Provincial Committee of Selection, preferably not later than 1st June, 1920, the following:—

- (a) A Certificate of Age.
- (b) Certified evidence as to the fact that he or she is the son or daughter of a deceased or permanently disabled soldier or sailor, or member of the Air Force.
- (c) A written statement from the Principal of the School he or she has attended as to good character and industry, also that his or her application as a candidate is approved.
- (d) A written statement as to his or her purpose is taking a University course.
- (e) References to not more than three responsible persons whose addresses must be given in full, and of whom one must be a teacher under whom he or she has studied.

Application blanks are obtainable by eligible candidates from the undersigned who will also be glad to furnish any additional information desired.

Mrs. C. K. Ives,

91 Inglis Street, Halifax,

*Convener, I. O. D. E. Selection Committee for the Province of Nova Scotia.*

### Montreal Gift to our School for the Blind.

Sir Charles Frederick Fraser, LL. D., Superintendent of the Halifax School for the Blind, wrote the Superintendent of Education on 11 Nov. 1919, from which the following extract is taken and published for the purpose of public record:—

“Dear Doctor MacKay:—

I have your kind favor of November 4th enclosing a check for seven hundred and fifty-six, (\$756.15), dollars and fifteen cents contributed by the Protestant school children of Montreal to be applied to the improvement of our educational equipment.....

I am today writing to Mr. H. J. Silver, Secretary-Superintendent of the Protestant Board of School Commissioners of Montreal, and expressing my sincere appreciation of this generous contribution toward our facilities for educating the blind and at the same time asking him to convey to the pupils of the Protestant schools of Montreal my sincere gratitude for their timely and welcome help."

### The Canadian Society for the Protection of Birds.

Without the song of birds where would be the charm of forest, field and garden? Without the birds to destroy the insect pests how could man exist? Of all nature's designs the bird is the most perfect and beautiful object. A mossey bank, surrounded by ferns and flowers beside a brook in a quiet valley is delightful, but add the song of a bird and we are thrilled. Many a troubled mind has been thus tranquilized.

The expert informs us that without the birds man could not exist upon this earth; that all vegetation would be destroyed by insects; that many species of birds destroy thousands of insects in a day, equal to their own weight; and that weed seed eating birds are almost equally valuable.

A treaty between Canada and the United States was completed in December, 1916, whereby each country undertakes to do its utmost towards the conservation of bird life. Following this, legislation was passed by the Parliament of Canada on July 21, 1917, for insuring the execution of the Treaty, and an enabling Act was framed for that purpose which is cited as **The Migratory Bird Convention Act**, and assented to August 29, 1917. It is now in force throughout Canada.

The National Association of Audubon Societies in the United States is one of the most popular and honored institutions in that country, and counts among its patrons and members many of the wealthiest and most influential people. It was founded in 1901, with the object of the study and conservation of bird life. Its income is large and its officers are thus enabled to carry on an extensive and attractive propaganda.

Here in Canada, where it was for long a reproach that nothing had been done in this direction, the **Canadian Society for the Protection of Birds** was organized on December 16, 1914, and received its Charter on January 28, 1915. Since that date much has been done in carrying out the chief objects of the Society, which are as follows:

(a) To instruct the public regarding the importance of protecting bird life in the interests of the country by holding meetings, lectures and exhibitions.

(b) To publish and distribute literature relating to birds, and cooperate with the Federal and Provincial Governments and regularly organized natural history societies throughout Canada in this respect; also to acquire and maintain a library.

(c) To secure legislation on behalf of bird protection in addition to existing legislation, and to assist in enforcing the same.

(d) To forward the study of migration and all other matters relating to the nature of birds.

The work is Dominion-wide, and thousands of members have been enrolled, but principally from among children, who are admitted to membership without fee on signing the Pledge of the Society, which is as follows:

"In becoming a member of the Canadian Society for the Protection of Birds, I pledge myself to protect all useful wild birds from their enemies by every means within my power; to promote the study of their life, and to influence others to do the same."



Serious destruction of birds continues in Canada, through ignorance and other causes, and the work of the Society must be constant and extensive. Its Constitution provides for the admission of Benefactors and Patrons in addition to Life, Annual and Junior Members, as will be seen from the subjoined extracts from its By-Laws.

Co-operation is all that is needed to save the birds, and open up to Canadian youth a wide and rich field of culture in this study, and the Directors now invite you to become a member.

If this appeals to you, will you please write: The Secretary  
The Canadian Society for the Protection of Birds, 153 University Avenue, Toronto.

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DOMINION OF CANADA.

SAVINGS CERTIFICATES

AN

INVESTMENT OPPORTUNITY YIELDING

5½%

INTEREST COMPOUNDED HALF-YEARLY.

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“INVEST TO-DAY”

“SAVE BEFORE YOU SPEND”

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THE rate of interest is 5½% compounded half-yearly.

THEY can be bought at the same price at any time, so that you always know how much is required to buy one.

THEY can be cashed at any time at any Bank or Money Order Post Office and interest is allowed dependent upon the length of time the Certificate has been held.

THEY are complete in themselves. They do not require to be affixed to any card or holder.

THEY are duly registered at Ottawa after they have been purchased. It is not necessary to take them to a Money Order Post Office for registration.

THEY are backed by all the resources of Canada the same as “Victory Bonds.”

To assist those who wish to save systematically and to encourage the habit of Thrift the Dominion Government has provided.

### SAVINGS CERTIFICATES,

which can be purchased, at a discount at any Bank or Money Order Post Office, and if held until maturity (3 years from date of purchase) will return to the investor 5½% compound interest.

The discount purchase prices and maturity values are as under:—

Purchase Price at any time.	Value 3 years from date of purchase.
\$ 4.25.....	\$ 5.00
8.50.....	10.00
21.25.....	25.00
42.50.....	50.00
85.00.....	100.00

### THRIFT STAMPS.

These are provided as a convenient method of saving small sums and thus obtaining a Savings Certificate.

Thrift Stamps do not earn interest but 17 of them, placed on a Thrift Card, can be exchanged at any Bank or Money Order Post Office for a \$5.00 Savings Certificate.

### TEACH YOUR CHILDREN TO SAVE.

#### START THEM WITH A THRIFT STAMP TODAY.

Thrift is a good mathematician—he can ADD to your happiness SUBTRACT from your troubles MULTIPLY your joys.

### ANNUITANTS.

Since Teachers' Annuities were first granted in 1907 no less than 172 have been put on the list of which 106 were paid during 1919, a total of \$14,470.01. In the City of Halifax the government annuity is supplemented by a local city system. In Sydney and some towns an annuity is granted by the local school board to retiring teachers of long and successful service.

Schemes applying to teachers in rural and other school sections where no such provision is made as in Halifax, have been formulated and considered. But the cost of administering such systems would be great, even should teachers generally cooperate heartily and continuously to assist the administration. The Provincial Government gives its aid as a separate annuity without any costs of the retiring teachers.

On the recommendation of the Advisory Board of Education, teachers are recommended to take advantage of the Dominion Annuities System as the least troublesome, the most adaptable to varied conditions, the cheapest and the safest as compared with any other system in existence. The following intimation has therefore been published in the official bulletin of the Education Department sent to every teacher.

"The Canadian Government Annuities System is expounded with very clear tables in a small pamphlet supplied free of charge on application to S. T. Bastedo, Superintendent of Canadian Government Annuities. Department of Trade and Commerce, Ottawa."

### A New Poem for "O Canada."

By Hon. W. S. Fielding in the *January Canadian Bookman*.

I have heard the song "O Canada" criticized on the ground that for a national song it was too distinctly Canadian, that it lacked an Imperial note, and this point was deemed of some importance at a time when the whole Empire was straining every nerve in the war against a barbarous enemy. I am far from agreeing that the criticism was just. The Englishman, the Scot, the Welshman, or the Irishman is not deemed less loyal to the Empire when he sings of the beauty or the glory of his particular portion of the Kingdom; nor should anybody lack appreciation of the singing by Canadians of "O Canada!" either in the original French form of Hon. Mr. Justice Routhier, or in the form of one of the several English translations that have been made. Out of the criticism, however, this thought came to me: Why should not the stately music of Mr. Lavallee, with which all Canadians are now familiar, be the vehicle of a song at once Canadian and Imperial—a song of Canada, telling of the beauty of its scenery, the richness of its resources, the charm of its history, and, withal, the pride which Canadians feel in their citizenship in the British Empire? The accompanying song is presented as an endeavor to respond to the question:

#### A new "O Canada."

O Canada\* 'neath Northland's brightest skies,  
From loving hearts our songs of praise arise.  
What grandeur in thy rugged heights,  
What charm in wood and stream,  
What beauty in the myriad lights  
That in thy heavens gleam!

Refrain:

O Canada! let heart and hand  
Yield loyal service in this freeman's land!  
For freemen's rights and freemen's duties stand!

O Canada! where health and wealth intwine,  
Where Northern blasts bear fragrance of the pine!  
From soil and mine and lake and sea  
Come riches for thy dower,  
Cascade and river joyously  
Bring wondrous gift of power.

O Canada! thy page in story glows  
 With chivalry of fleur de lis and rose.  
 Adown the vista of the years  
 Heroic forms advance,  
 In light and shadow, smiles and tears,  
 The flower of Albion-France.

O Canada! thy sons will proudly share  
 Service that links with Empire's world-wide care.  
 Britannia's far flung lands are bound  
 With slender silken cord,  
 Yet strong as steel the tie is found  
 When foes take up the sword.

O Canada! for thee the day-star beams,  
 Youth visions see and elders dream their dreams.  
 An Empire's splendor thou canst share.  
 Thy wealth is labor's crown,  
 Shall not a land so rich and fair  
 Win honor and renown?

O Canada! may we our trust uphold!  
 Life's minor things must not our hearts enfold.  
 Not all the wealth of earth and sea  
 Can win thee worthy fame,  
 If service of our God and thee  
 Be not our highest aim.

\*For adaption to the music, the French form of the exclamation "O Canada!" is retained, the accent falling on the last syllable—This poem is reprinted in order to correct a number of errors which appeared in it in last week's Journal of Commerce.—*Journal of Commerce*, 23 Dec. 1919.

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### "The Dinosaur."

(By *W. D. Mathew*).

Behold the mighty Dinosaur,  
 Famous in pre-historic lore,  
 Not only for his weight and strength  
 But for his intellectual length;  
 You will observe by these remains  
 The creature had two sets of brains,  
 One in his head (the usual place),

The other at his spinal base;  
 Thus he could reason a priori  
 As well as a posteriori;  
 No problem bothered him a bit,  
 He made both head and tail of it.  
 So wise he was, so wise and solemn,  
 Each thought just filled a spinal column,  
 If one brain found the pressure strong  
 It passed a few ideas along.  
 If something slipped in forward mind  
 'Twas rescued by the one behind;  
 And if in error he was caught  
 He had a saving afterthought;  
 As he thought twice before he spoke  
 He had no judgment to revoke,  
 For he could think, without congestion,  
 Upon both sides of every question.  
 O! gaze upon this model beast,  
 Defunct ten million years at least.

(Dr. W. D. Mathew is a son of Dr. Geo. F. Mathew, St. John, N. B.).

"Science is beginning to have its poets as well as its martyrs. says an eminent educationist who sent the gem. "I am sure you will value this effort."

### Old Home Summer for 1924.

Mr. Horatio C. Crowell has been endeavoring to awaken Nova Scotia to the great advantage likely to flow from the efforts to prepare every locality to look its best when our people residing abroad are invited specially to visit their fatherland.


Every school should be a club to organise local improvements to beautify the school, its surroundings, and the conditions of the School Section; and pupils should aid and stimulate teachers to obtain the addresses of all persons originally from the locality, and to send them to any headquarters of the general organisation, so that they can be invited appropriately to visit the homeland in 1924.


All such work is a very proper part of our educational system, the object of which is to prepare ourselves for the betterment of our homes and country.

## DIGEST OF SOME OTHER LEGISLATION OF 1920.

In spite of our most strenuous efforts we have not been able to get the **Journal** out at the proper time; nor even to include in it the rather voluminous Amendments of the Education Act. The following summary of the more important points is therefore made for the information of school officials:—

1. The Provincial Aid next school year will be increased by one-sixth.
2. The Municipal School Fund next school year will be \$120 for each teacher employed by the school trustees—a little more where there are good rural school libraries and school gardens.
3. While the second schedule is abolished, all the school section taxation next school year will be levied as if the sections were on the second schedule of this year. In some places this may require prompt alteration of the boundaries of school sections to secure equitable conditions.
4. There have been changes affecting taxation procedure, etc., in the Education Act, the Assessment Act and the Towns Incorporation Act, to make them more consistent and simple, which cannot be summarized.
5. Hereafter no pupil can be legally admitted to the public schools without either (1) a certificate of vaccination within five years, or (2) a certificate of having had small pox, or (3) a medical certificate of temporary unfitness, or (4) the prescribed Conscientious Objectors' Declaration.
6. Where the Compulsory Attendance Law has been adopted, absence from school on account of non-compliance with the vaccination law is no justification of the absence. The double default is an aggravation of the single default.
7. There was no time to submit the proof of the Minimum Salary list to Inspectors for correction. Any errors can be promptly corrected by the C. P. I. on advice of the Inspector.

 If "separates" of the Education Act Amendments can be obtained from the printer before the Annual School meeting, 28th June, a copy will be mailed to each school section. No use writing for information.

 Teachers desirous of taking a *Cadet Instructors' Course* next July, should intimate the fact to the Superintendent of Education *before* the 20th of June. A good list is expected to help the Department of Militia to decide in favor of a *course*.

Teacher's Notice to Inspector.

To.....
Inspector of Schools.
School opened today in..... Section, No.....
District of..... in which Mr..... is
Sect'y to Trustees. My engagement is for..... Taught
last in..... Section, Co. of.....
My License is Class..... No..... Year, 19.....

Date..... Teacher.
..... P. O. Address.

TRUSTEES' FORMS.

Minutes of Annual Meeting.

The Annual School Meeting of..... Section, No.....
District of..... was held in..... on
June....., 19.....

- 1. .... was elected Chairman.
2. .... was elected Secretary of the meeting.
3. .... retired from office of Trustee.
4. .... was elected to fill the vacancy in the
Board of Trustees.
5. Auditors' Report was adopted (here give it in brief).....
6. Report of Board of Trustees was adopted (here give it in brief).....
7. .... dollars were voted for school purposes.
8. .... dollars were voted for building and repairs.
9. Vote on "Compulsory Attendance" law.....
10. Other business.....

Signed by ..... Chariman and
..... Secretary of the
Meeting.

Countersigned by ..... Sec. to Trustees.

(Copy of this to be sent to Inspector within one week).

# JOURNAL OF EDUCATION.

Published at Halifax, Nova Scotia, 1 June, 1920.

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