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THE SUPERINTENDENT OF EDUCATION FOR

NOVA SCOTIA

APRIL, 1919.



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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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To Teachers employed in the Public Schools for the half year ended 31 January, 1919.

	Number of Teaching Days employed.	Am't paid to Teachers from Provincial Treasury.		
Bent, Lottie A.	102	30 00	Bent, Lottie A.	102
Brown, Mabel C.	97	28 53	Brown, Mabel C.	97
Conrad, Hazel E.	99	29 12	Conrad, Hazel E.	99
Dorman, Ruth E.	13	3 82	Dorman, Ruth E.	13
Foster, Lena B.	101	29 71	Foster, Lena B.	101
Hinds, Elsie L.	102	30 00	Hinds, Elsie L.	102
Jackson, Irene V.	102	30 00	Jackson, Irene V.	102
Lantz, Dorothy L.	102	30 00	Lantz, Dorothy L.	102
Longmire, Vivian R.	88	25 89	Longmire, Vivian R.	88
Lightizer, Evelyn A.	102	30 00	Lightizer, Evelyn A.	102
Morgan, Elizabeth E.	97	28 53	Morgan, Elizabeth E.	97
Morgan, Marion	68	20 00	Morgan, Marion	68
Neily, Ethel G.	20	5 88	Neily, Ethel G.	20
Reinhardt, Janet B.	102	30 00	Reinhardt, Janet B.	102
Sproule, Bernice A.	102	30 00	Sproule, Bernice A.	102
Smith, Evelyn I.	102	30 00	Smith, Evelyn I.	102
Smith, Mary P.	102	30 00	Smith, Mary P.	102
Watson, Florence L.	102	30 00	Watson, Florence L.	102
Young, Mary H.	102	30 00	Young, Mary H.	102
ANNAPOLIS EAST.				
Baltzer, Adelaide	97	71 31	Banks, Olive I.	102
Armstrong, George	97	57 06	Barkhouse, Mae D.	102
Banks, B. S.	98	57 65	Buckler, Nellie M.	101
Bishop, Effie M.	95	55 88	Crouse, Sadie B.	83
Bustin, Harry	97	57 06	Jackson, Ruth	101
Buddle, Frances L.	102	60 00	Messinger, Lizzie	95
Cossett, Ethel J.	102	60 00	Garber, Mildred	49
Davis, Florence C.	102	60 00	Horton, Caroline I.	20
Foster, Ruth R.	102	60 00	Stevenson, Ethel M.	67
Finigan, Elenore M.	101	59 41	Whitman, Marion I.	101
Johnston, Bertha M.	67	39 41	Poor Sections.	
Jackson, L. May	102	60 00	Banks, Olive I.	102
Lloyd, Constance	101	59 41	Barkhouse, Mae D.	102
McCormick, A. E.	102	60 00	Buckler, Nellie M.	101
McAloney, E. Kathleen	102	60 00	Crouse, Sadie B.	83
Marshall, Reta	102	60 00	Jackson, Ruth	101
Parker, Bessie M.	102	60 00	Messinger, Lizzie	95
Parker, Minnie L.	102	60 00	Garber, Mildred	49
Roach, Dorothy M.	102	60 00	Horton, Caroline I.	20
Ritcey, Adelaide M.	97	57 06	Stevenson, Ethel M.	67
Smith, Marguerite I.	87	51 17	Whitman, Marion I.	101
Spinney, Theodore H.	102	60 00	Annuitants.	
Turner, Gladys	97	57 06	Brown, A. D.	60 00
Troop, Alice M.	97	57 06	McGill, Geo. B.	60 00
Thurber, Ronald E.	101	59 41	Richardson, Mrs. R. A.	60 00
Wheelock, Hattie M.	30	17 64	Vidito, Helen A.	60 00
Banks, Eva H.	102	45 00	ANNAPOLIS WEST.	
Buckler, Laura J.	102	45 00	Ruggles, Lenfest	102
Bowly, Cora M.	102	45 00	Crowell, Deborah C.	102
Beckwith, Bessie C.	96	42 34	Woodbury, Ada M.	14
Dodge, Hazel H.	102	45 00	Baxter, Ruth C.	102
Dunn, Hattie E.	102	45 00	Buckler, Kathleen R.	93
Elliott, Muriel E.	102	45 00	Bent, Cynthia J.	102
Fales, Annie	102	45 00	Eaton, Muriel L.	101
Gaul, Ethel	99	43 66	Fitz-Randolph, Mary	102
Harris, Mary H.	102	45 00	Fraser, Katherine	101 1/2
Henderson, Josephine	101	44 56	Fancy, Lydia A.	102
Hines, Celia G.	102	45 00	Gesner, Agnes P.	102
Jackson, Annie L.	102	45 00	Hardy, H. Laura	102
Longley, Sara E.	102	45 00	Harris, C. Louise	102
Mapplebeck, E. D.	102	45 00	Longmire, Flora C.	102
Parker, Pearl M.	102	45 00	Lent, M. Claire	102
Ritcey, Hattie E.	48 1/2	21 38	McCulloch, Alice	102
Robinson, Mary J.	74	32 63	Morehouse, Walter B.	102
Smith, Mrs. A. B.	97	57 06	North, Marjorie D.	102
Staubwhite, Muriel M.	98	43 22	Poole, Vera M.	101
Whitman, Eva M.	102	45 00	Ruggles, Annie B.	99
Barteaux, Vera M.	87	25 59	Stevens, Sadie G.	93
			Troop, Marion L.	102

Tosh, Ivy I.	83	48 82	Kennedy, Mabel T.	102	60 00
Whitman, Minnie C.	88	51 76	Nichols, Mabel C.	102	60 00
Apt, Alberta M.	102	45 00	Macdonald, Mary	100	58 82
Cameron, Margaret I.	102	45 00	McNaughton, Grace	96	56 47
German, Clyda A.	102	45 00	Rogers, Mary E.	102	60 00
Gillis, Josephine	102	45 00	Sister St. Clarissa	102	60 00
Hines, Minnie L.	102	45 00	Sister St. Mary Paula	102	60 00
Mailman, Gladys V.	102	45 00	Sister M. Leonora	102	60 00
Margeson, Hanna L.	102	45 00	Ahern, Emma	102	45 00
Mussels, Dora	102	45 00	Ahern, Mary B.	102	45 00
Potter, Alice L.	102	45 00	Boyd, Effie Ann	97	42 78
Rice, Harriet A.	102	45 00	Bray, Mary	102	45 00
Rawding, Mildred L.	53	23 37	Cameron, Mary Belle	102	45 00
Chute, Mary A.	102	30 00	Dunn, Florence C.	102	45 00
Croscup, Seretta M.	102	30 00	Macdonald, M. Margaret	101	44 56
Fraser, Harold B.	102	30 00	Macdonald, M. M., last sch. yr.	15	00
Hall, John C.	93	27 36	Macdonald, Anna Belle	102	45 00
Harnish, Hattie H.	102	30 00	Macdonald, Margaret M.	77	38 96
Hutchinson, Welthie R.	102	30 00	Macdonald, Catherine	100	44 11
Horsfall, Zaidee T.	102	30 00	Macdonald, Rose	102	45 00
Hogan, Laura H.	95	27 94	McEachern, Penelope	102	45 00
Littlewood, James P.	87	25 59	McGillivray, Mary F.	102	45 00
MacNeil, Margaret O.	102	30 00	McInnis, Mabel C.	102	45 00
Payson, Laura	102	30 00	McIsaac, Catherine M.	102	45 00
Poole, Ida M.	101	29 71	McIsaac, Margaret I.	102	45 00
Ruggles, Ethel C.	49	14 40	McIsaac, Florence M.	102	45 00
Ritchie, Florence	102	30 00	McKenzie, Gertrude	102	44 56
Sulis, Ruth H.	65	19 12	McLean, Sarah Jane	101	44 00
Troop, Lizzie F.	93	27 36	McPherson, Catherine A.	102	45 00
Wright, Dennis B.	102	30 00	Sister St. Hugh	102	45 00
			Sr. St. Mary Beatrice	102	45 00
			Sister St. Olga	102	45 00
			Sister St. Reginald	102	45 00
			Sister St. Walburga	102	45 00
			Sister Rose Berchmans	102	45 00
			Smith, Catherine	102	45 00
			Tate, Catherine J.	102	29 41
			Boyle, Alice E.	100	30 00
			Broussard, Teresa Jane	102	26 18
			Cameron, Jennie	89	27 36
			Cameron, Annie	93	28 83
			Duggan Mary	98	30 00
			Fitzgerald, Mary M.	102	25 89
			Grant, Catherine A.	88	26 18
			Hanrahan, Elizabeth	89	30 00
			Henderson, Elizabeth C.	102	30 00
			Hogan, Catherine H.	102	26 18
			Kiely, Isabel	89	30 00
			McAdam, Mary	102	30 00
			Macdonald, Mary E.	102	30 00
			Macdonald, Laura Bell	102	25 89
			Macdonald Catherine A.	88	30 00
			Macdonald, M. Frances	102	29 12
			Macdonald, Florence K.	99	17 35
			McGillivray, Sadie	59	30 00
			McGregor, Minnie	102	24 71
			McInnis, Hilda May	84	23 53
			McInnis, Sarah I.	80	30 00
			McKeough, Mary	102	25 00
			McLean, Margaret I.	85	28 83
			McLean, Catherine	98	26 18
			McLean, Margaret A.	89	29 12
			McLellan, Sadie May	99	30 00
			McNeil, Rita	102	22 65
			McNeil, Anna	77	30 00
			Roberts, Alice	102	
Poor Sections.					
Allen, Muriel L.	88	33 82			
Bayer, Olivia	78	29 98			
Berry, Ella M.	102	39 20			
Bishop, Olive G.	64	24 59			
Chute, Winnifred P.	88	33 82			
DeLong, Marion R.	43	16 53			
Ditmars, Vera E.	58	22 29			
Hudson, Vera M.	102	39 20			
Miller, Birdie G.	20	7 69			
Simpson, Mary E.	102	39 20			
Wright, Bessie H.	97	37 27			
Annuitants.					
Shaffner, S. C.		210 00			
Jones, Watson C.		45 00			
Rural Science Trav. Teacher.					
Wood, Ruby A.	99½	58 52			
ANTIGONISH.					
Boyle, James	80	70 59			
Coady, Moses M.	80	82 35			
Sr. St. Thomas des Anges	102	90 00			
Cameron, Mary	102	75 00			
Cunningham, Velma	96	70 58			
Dunlap, Evelyn Frances	102	60 00			
Dunlavy, Jennie	98	57 65			
Fuller, Freda	95	55 88			

Rogers, Isabel	84	24 71	Crowell, Wilfred R.	97	71 31
Sister F. Paula	102	30 00	Finlayson, Duncan K.	102	75 00
Stewart, Catherine A.	88	25 89	Fownes, Ella M.	97	71 31
Webb, M. Bernadette	97	28 53	Israel, Doris	97	71 31

Poor Sections.

Cameron, Mary A.	88	34 51	MacDonald, Josephine	97	71 31
Chisholm, Mary A.	68	26 67	McDougall, Lexina	97	71 31
Chisholm, Daniel R.	80	31 37	McEachern, Stephen N.	84	61 76
Decoffe, Grace M.	95	37 25	MacKay, Georgina M.	97	71 31
Forbes, Margaret B.	84	32 94	MacKinnon, Alice B.	97	71 31
McGillivray, Annie J.	86	33 72	MacKinnon, Florence E.	97	71 31
McIsaac, Louise	97	38 04	MacKinnon, Jessie M.	97	71 31
McLellan, Florence	90	35 29	MacLeod, Isabel	97	71 31
Stewart, Sadie Ann	88	34 51	MacPherson, Bertha	97	71-31
Tramble, Jane	98	38 43	MacQueen, Margaret	102	75 00

Special Poor Sections.

Stewart's Mills	90	26 47	Miller, Mary A.	97	71 31
College Grant	88	25 88	O'Brien, Mary E.	97	71 31

Consolidation.

Georgeville	102	60 00	Purcell, Duncan J.	97	71 31
West River	102	60 00	Purcell, Hilda M.	96	70 58

Assistants.

Macdonald, Dan J.	80	23 53	Reeves, Robert L.	97	71 31
Macdonald, Hugh J.	80	15 69	Reid, Agnes I.	92	67 64

Annuitants.

Gillis, Angus		60 00	Sister M. Camilla	90	66 17
Somers, Alex. M.		60 00	Sister M. Fidelis	97	71 31
McLean, William		60 00	Sister M. Vincent	97	71 31
Boyd, Angus A.		45 00	Sister S. Gertrude	97	71 31
Cameron, Wm. D.		45 00	AuCoin, Lucy	97	57 06
Chisholm, Dan M.		45 00	Bissett, Clara V.	97	57 06
Fraser, William		45 00	Bowden, Annie	41	24 11
McDonnell, John		45 00	Bown, Eleanor F.	97	57 06
McPherson, John A.		45 00	Bown, Violet E.	97	57 06
Martin, Ellen		30 00	Boyd, Christina	96	56 47
			Brown, Elizabeth C.	102	60 00
			Bruce, Helen M.	97	57 06
			Cameron, Janet F.	97	57 06
			Carter, Irma E.	93	54 71
			Campbell, Annie	97	57 06
			Campbell, Flo. D.	97	57 06
			Campbell, Jessie	88	51 76
			Campbell, Lizzie M.	97	57 06
			Chalmers, Hazel J.	97	57 06
			Chisholm, Donna G.	97	57 06
			Collins, Sadie C.	102	60 00
			Connors, Irene B.	97	57 06
			Dawe, Elizabeth S.	102	60 00
			Duchemin, E. Parker	97	57 06
			Edgecombe, Ethel L.	97	57 06
			Ferguson, Lillian M.	102	60 00
			Fraser, Katherine C.	102	60 00
			Fraser, Nellie	10	5 88
			Gannon, Mary J.	97	57 06
			Gates, Lena M.	97	57 06
			Gillis, Josephine L.	97	57 06
			Gough, Edna F.	97	57 06
			Grant, Maria	97	57 06
			Greenwell, Bertha L.	97	57 06
			Gunn, Annie	102	60 00
			Hartigan, J. Helen	102	60 00
			Hicks, Blanche G.	97	57 06
			Horton, Emma G.	102	60 00
			Howard, Clarence E.	102	60 00
			Hlsley, Dorothy E.	97	57 06
			Ingraham, Carmita M.	97	57 06
			Ingraham, Grettie I.	97	57 06
			Kay, Mary Elizabeth	102	60 00

CAPE BRETON.

Archibald, John T.	102	90 00			
Bingay, James	102	105 00			
Creelman, William A.	102	105 00			
Davidson, Milton D.	97	99 85			
Ellis, Russell	97	85 58			
MacKay, Annie	35	30 88			
McWhinnie, Elizabeth	97	85 58			
Oulton, Charles A.	41	36 17			
Anderson, Barbara S.	97	71 31			
Bearse, Esther R.	97	71 31			
Bishop, Annetta C.	102	75 00			
Boyd, Ruth T.	67	49 25			
Brehaut, Charlotte E.	97	71 31			
Broad, Ruth	97	71 31			
Broyd, Esther	97	71 31			
Cameron, Guy E.	97	71 31			
Coldwell, Ray L.	97	71 31			

Kay, Mary Ethel	102	60 00	Sister St. Andrew	102	60 00
LeVatte, Emily J. E.	97	57 06	Sister St. Bernard	97	57 06
Livingston, Cassie	97	57 06	Sister St. Dymrna	97	57 06
MacCuish, Catherine G.	63	37 06	Sister St. Jean	97	57 06
MacDonald, Catherine	96	56 47	Sister St. John N.	97	57 06
MacDonald, Jessie E.	102	60 00	Sister St. M. Michael	97	57 06
MacDonald, Mary B.	102	60 00	Sister St. Osmond	92	54 12
MacDougall, Jean	97	57 06	Sister St. Thomas	97	57 06
MacIntosh, Anna B.	97	57 06	Sister St. Ursulina	97	57 06
MacIntosh, Grace A.	97	57 06	Smith, Anna L.	102	60 00
MacIntyre, Mary E.	97	57 06	Somers, Bernadette	101	59 41
MacIsaac, Margaret	102	60 00	Stalker, Elizabeth J.	97	57 06
McKenzie, Jessie	13	7 64	Stevens, Maude A.	97	57 06
MacKenzie, Jessie	97	57 06	Sutherland, Margaret	96	56 47
MacKenzie, Josephine	67	39 41	Sutherland, Mary	97	57 06
MacKinnon, Helen E.	97	57 06	Tobin, Hilda M.	97	57 06
Mackley, Mary A.	97	57 06	Wilton, Richard T.	102	60 00
MacLean, Christina	102	60 00	Woodill, Arthur W.	102	60 00
McLean, Edna	28	16 47	Zinch, Ella S.	97	57 06
McLean, Eleanor C.	90	52 94	Allen, Harriett	102	45 00
McLean, Marjorie R.	89	52 35	Bayer, Isabel F.	97	42 78
McLean, S. Agnes	96	56 47	Baxendale, Annie	82	36 16
McLellan, Stella	97	57 06	Boone, Alice C.	97	42 78
McLennan, A. Josephine	97	57 06	Boutillier, Alice	102	45 00
McLennan, Eva J.	102	60 00	Boutillier, Lily	97	42 78
MacLeod, Roger S.	97	57 06	Boyle, Eileen	97	42 78
McMahon, Marjorie	97	57 06	Brennan, Maude E.	97	42 78
MacMillan, Katherine	102	60 00	Campbell, Margaret	86	37 92
MacNeil, Stella M.	97	57 06	Campbell, Mary A.	97	42 78
McPherson, Ethel M.	97	57 06	Cash, Elizabeth J.	97	42 78
Martin, Catherine C.	77	45 29	Costello, Georgina	97	42 78
Martin, Katie	97	57 06	Currie, Jessie	97	42 78
Meagher, Hilda	97	57 06	Currie, Mary L.	97	42 78
Morrison, Annie E.	97	57 06	Elliott, Laura	102	45 00
Munn, Ella M.	81	47 64	Elliott, Mary C.	101	44 56
Nicholson, Katie	94	55 30	Embree, Laura H.	102	45 00
Nicholson, Mary	97	57 06	Farquharson, Annie	97	42 78
Nicholson, Mary A.	96	56 47	Ferguson, Elizabeth	102	45 00
O'Brien, Miles A.	101	59 41	Fougere, Hattie J.	75	33 08
O'Connell, Bridget	85	49 99	Fougere, Timothy	97	42 78
O'Keefe, Margaret M.	91	53 53	Fyfe, Magdalen M.	102	45 00
Peach, Annie C.	102	60 00	Fyfe, Nora	102	45 00
Peck, M. Emily	102	60 00	Giffin, Susie L.	102	42 78
Phillips, Ella M.	97	57 06	Gillis, Mary E.	97	42 78
Porter, Mary I.	99	58 28	Gillis, Isabel	97	42 78
Power, Winnifred L.	97	57 06	Gillis, Katherine L.	97	42 78
Ritcey, Geraldine O.	97	57 06	Gillis, Mary Josephine	97	45 00
Schurman, Sadie	97	57 06	Gillis, Minnie	102	42 78
Scott, Katherine B.	97	57 06	Grant, Bertha A.	97	44 56
Sister Agnes Marie	97	57 06	Gustafson, Marjorie E.	101	45 00
Sister Leo Joseph	30	17 64	Hamilton, Agnes E.	102	45 00
Sister M. Aloyse	97	57 06	Harrises, Eliza E.	97	42 78
Sister M. Ambrosia	87	51 17	Hennessey, Maude C.	102	45 00
Sister M. Andrea	95	55 88	Hillier, Bertha E.	84	37 04
Sister M. Camillus	97	57 06	Hollett, Effie M.	102	45 00
Sister M. Chrysostom	102	60 00	Horton, Marjorie V.	97	42 78
Sister M. Cleophas	51	30 00	Jeffrey, Dorothy M.	97	45 00
Sister M. Ignatia	101	59 41	Johnston, Agatha A.	102	45 00
Sister M. Isidore	97	57 06	Johnston, Annie	102	85 72
Sister M. Josepha	96	56 47	Laffan, Mary H.	81	28 87
Sister M. Josita	97	57 06	MacArthur, James Ed.	53	89 69
Sister M. Leonarda	97	57 06	MacAulay, Ida	90	45 00
Sister M. Margaret	97	57 06	McCormick, Katherine	102	45 00
Sister M. Mercedes	95	55 88	McCuish, Agnes C.	102	86 60
Sister M. Ursula	97	57 06	Macdonald, Christina	83	38 96
Sister Teresa Joseph	97	57 06	MacDonald, Daisy F.	77	

McDonald, Genevieve	86	37 92	Sister St. Genevieve	97	42 78
McDonald, Joanna	29	12 79	Sister St. Henedine	102	45 00
Macdonald, Katie A.	100	44 11	Sister St. John C.	102	45 00
MacDonald, Loretta	97	42 78	Sister St. M. Agatha	97	42 78
McDonald, Nellie	90	39 69	Sister St. Mary R.	97	42 78
McDonald, Sara A.	97	42 78	Sister St. Pancratius	97	42 78
McDonald, Sarah A.	97	42 78	Sister St. Roseline	97	42 78
McDonald, Sarah B.	97	42 78	Simpson, Margaret J.	102	45 00
McDonald, S. Cassie	4	1 76	Smith, Annie	102	45 00
McDonald, Theresa	94	41 45	Spencer, Mildred	84	37 04
MacDougall, Cassie	102	45 00	Sutherland, Mary	102	45 00
MacDougall, Mary	97	42 78	Timmons, Maud M.	99	43 66
MacDougall, Mary M.	101	44 56	Traske, Elizabeth B.	74	32 63
MacDougall, Mildred	101	44 56	Williams, Edith J.	97	42 78
MacEachern, Anna M.	88	38 80	Anderson, Mary	97	28 53
MacIsaac, Margaret	97	42 78	Battersby, Ethel E.	102	30 00
MacIsaac, Margaret	97	42 78	Beaton, M. Margaret	97	28 53
MacIsaac, M. Catherine	97	42 78	Beaver, Lena M.	97	28 53
MacIvor, Anna A.	97	42 78	Blake, Margaret F.	89	26 18
McKenzie, Catherine A.	102	45 00	Boutilier, Laura M.	97	28 53
MacKinnon, Hilda	20	8 82	Burchell, Alice Eva	22	6 47
MacKinnon, Jessie M.	97	42 78	Burke, Rosie T.	102	30 00
MacKinnon, Katie	102	45 00	Campbell, Florence M.	97	28 53
MacLean, Christine F.	97	42 78	Campbell, Margaret	97	28 53
MacLean, Rachael I.	97	42 78	Carlin, Margaret	97	28 53
McLeod, Cecilia I.	97	42 78	Coady, Margaret A.	102	30 00
McLeod, Tena H.	97	42 78	Costella, Concessa G.	97	28 53
McNeil, Annie S.	97	42 78	Dillon, Leonora M.	95	27 94
McNeil, Katherine	97	42 78	Driscoll, Lillian	97	28 53
McNeill, Loretto	95	41 90	Forbes, Florence	97	28 53
McNeill, Mabel E.	99	43 66	Fraser, Josephine	97	28 53
McNeil, Mary C.	97	42 78	Gillis, Bertha	97	28 53
Martin, Catherine A.	88	38 80	Gillis, Jimina	102	30 00
Maxwell, Annie M.	82	36 16	Gillis, Seraphina	97	28 53
Moore, Elizabeth	97	42 78	Jones, Estella A.	101	29 71
Moore, Maude	87	38 36	Keats, Teresa	97	28 53
Morrison, Lottie M.	97	42 78	Kennedy, Mary	100	29 41
Morrison, Perle T.	97	42 78	Kyte, Mary J.	101	29 71
Mullins, Mildred	97	42 78	Kyte, Viola	68	20 00
Oram, Margaret	102	45 00	Lahey, Martha R.	78	22 94
Phalen, Annie J.	4	1 76	Ley, Mary S.	101	29 71
Power, Margaret E.	99	43 66	Ling, Ethel G.	92	27 06
Read, Pearl B.	17	7 49	McArthur, Margaret A.	89	26 18
Riley, Nellie M.	101	44 56	McAulay, Christie	102	30 00
Sargeant, Bertha	102	45 00	McAulay, Elizabeth	93	27 36
Sister A. Margaret	20	8 82	MacCormick, Marv	102	30 00
Sister Vincent	97	42 78	MacDonald, Annie	93	27 36
Sister M. Ambrose	101	44 56	MacDonald, Christina	102	30 00
Sister M. Angelorum	101	44 56	MacDonald, Christina A.	102	30 00
Sister M. Crescentia	97	42 78	MacDonald, Dora G.	88	25 89
Sister M. Dionysia	71	31 31	MacDonald, Catherine	89	26 18
Sister M. Eulalia	101	44 56	MacDonald, Kathryn	89	26 18
Sister M. Joseph	94	41 45	MacDonald, Mary	98	28 83
Sister M. Lucina	97	42 78	MacDonald, Mary A.	85	25 00
Sister M. Oswald	97	42 78	MacDonald, Mary J.	102	30 00
Sister M. Philippa	97	42 78	MacDonald, M. Josephine	77	22 65
Sister M. Stephen	94	41 45	McDonald, Mary S.	97	28 53
Sister M. Teresina	91	40 13	MacEachen, Catherine I.	88	25 89
Sister M. Thomas	97	42 78	McEachern, Elizabeth A.	83	24 41
Sister M. Veronica	97	42 78	MacGillivray, Mildred	102	30 00
Sister M. Xavier	97	42 78	MacInnes, Mamie C.	102	30 00
Sister Regina DeL.	97	42 78	MacInnes, Margaret	97	28 53
Sister St. Alexander	102	45 00	MacInnes, Annie	102	30 00
Sister St. Augustin	97	42 78	McIntosh, Mary E.	23	6 76
Sister St. Demetrius	97	42 78	MacIntyre, Effie A.	95	27 94
Sister St. Frances	102	45 00	McIsaac, Bessie	102	30 00

McLennan, Florence	102	60	00
McLeod, Dolena J.	102	60	00
McLean, Sophia	102	60	00
McMinn, Georgie	102	60	00
Putnam, H. Claire	102	60	00
Simpson, Elsie V.	102	60	00
Smith, Mary B.	99	58	23
Turner, Flora D.	102	60	00
Vaughn, Hilda	102	60	00
Archibald, Bessie L.	102	45	00
Brown, Jennie E.	101	44	56
Blois, Cassie O'Brien	97	42	78
Cann, Muriel	102	45	00
Creelman, Marie	101	44	56
Crouse, Alice M.	102	45	00
Dillman, Clara P.	102	45	00
Dill, Bessie J.	39	17	19
Fulton, Sarah J.	102	45	00
Irving, Mabel	42	18	52
Kent, Florence S.	102	45	00
Langille, Ada L.	102	45	00
Miller, Agnes	102	45	00
Mosher, Una	97	42	78
Moore, Gertrude	101	44	56
Matheson, Nellie	102	45	00
MaCara, Mary	102	45	00
McRea, Beatrice	102	45	00
McElhinney, Greta	102	45	00
Parsons, Annie M.	100	44	11
Purdy, Jean M.	102	45	00
Rutherford, Elva C.	102	45	00
Rankin, Ella E.	102	45	00
Sharpe, Margaret	86	37	92
Shortt, Martha H.	98	43	22
Turner, Josephine	102	45	00
Vance, Alberta	102	45	00
Archibald, Alice C.	44	12	93
Bentley, Mabel	73	21	47
Blacke, Dorothy	102	30	00
Blaikie, Lillian	50	14	70
Cottam, Irene H.	102	30	00
Custance, Ena G.	89	26	18
Dunlap, Jean	48	14	11
Fancy, Annie A.	80	23	53
Graham, Bertha	102	30	00
Johnson, Annie L.	91	26	77
Langille, Minnie	102	30	00
McDougall, Bertha E.	101	29	71
McIntosh, Jean C.	56	16	46
McIntosh, Gladys	99	29	12
Ray, Lea Teresa	84	24	71

Poor Sections.

Corbett, Annie A.	35	13	72
Dimmock, Georgie L.	102	40	00
Foster, Frances	93	36	47
Langille, Beatrice	75	29	41
Lynche, Mabel	33	32	55
McKay, Elizabeth M.	60	23	53
Fratt, Gladys	102	40	00
Rolph, Ethel	72	28	23

COLCHESTER NORTH.

Miller, Sylvia	102	75	00
MacKay, Lena	98	57	65
Reid, Minnie V.	102	60	00
Foster, Violet E.	102	45	00
Harris, Mattie T.	50	22	05
Langille, Annie M.	97	43	22
MacKay, Minnie	99	43	66
MacKay, Marion Nellie	102	45	00
McGill, Letitia M.	102	45	00
Nelson, Nancy	101	44	56
Tucker, Elizabeth M.	102	45	00
Thompson, Ada C.	102	45	00
Walley, M. Grace	100	44	11
Blair, Katherine	102	30	00
Bulmer, Sarah M.	102	30	00
Beattie, Eva G.	102	30	00
Cameron, Luella H.	102	30	00
Murdock, Ethel	83	24	41
Murray, Anna K.	82	24	12
MacKay, Isabel	91	26	77
McKay, Gladys	97	23	53
Nelson, Viola May	96	28	24
Reynolds, Margaret A.	102	30	00
Sutherland, Gladys J.	102	30	00
Wilson, Mary A.	102	30	00

Poor Sections.

Murray, Belle J.	82	32	15
Stevenson, Frances	102	40	00

COLCHESTER WEST.

Moore, Velma J.	102	75	00
Bambrick, Lena J.	102	60	00
Baxter, Jean L.	100	53	82
Cottam, Muriel	102	60	00
Blenkhorn, Ida M.	102	60	00
Creelman, Amelia C.	102	60	00
Higgins, Emma A.	102	60	00
Parke, Nellie L.	102	60	00
Reid, Georgiena	102	60	00
Weldon, Edith	102	60	00
Weldon, Georgie	102	45	00
Bagnall, Robert N.	102	45	00
Carter, Hattie N.	102	45	00
Casey, Gladys	102	45	00
Fisher, Marion	102	45	00
Fleming, Mattie E.	102	45	00
Fulmore, Della M.	102	45	00
Fulton, Martha L.	89	39	24
Hamilton, Mabelle	84	37	04
Morrison, Ida M.	102	45	00
O'Connell, Mary J.	102	45	00
Upham, Flora J.	97	42	78
Vance, Dora	102	45	00
Nelson, Bertha	88	25	89
Creelman, Annie E.	87	25	59
Davidson, Pearle	87	25	59

Davies, Mabel	100	29 41	Newman, Caroline	95	55 88
Durning, Myrtle	102	30 00	Nodwell, Crandell	102	60 00
Lewis, Nellie V.	102	30 00	O'Rourke, Mary	97	57 06
Lockhart, Lillian M.	102	30 00	Palfrey, Mary	97	57 06
McLaughlin, Charlotte	102	30 00	Reid, Willena	102	60 00
McNutt, Greta E.	98	28 83	Ripley, Mildred	102	60 00
Slack, Alice R.	94	27 65	Ross, Jean	97	57 06
Starrit, Anna C.	102	30 00	Schurman, Gladys	97	57 06
			Secord, Muriel	97	57 06
			Short, Josephine	102	60 00
			Smith, Nettie	102	60 00
			Soley, Mary	97	57 06
			Sutherland, Elaine	96½	56 77
			Tabor, Gladys	97	57 06
			Tait, Nellie	97	57 06
			Trerice, Ruth	68	40 00
			Webb, Harriet	91	53 53
			Wilson, Edith	102	60 00
			Zwicker, Flora	102	60 00
			Aitchinson, Annie	100	44 11
			Beckwith, Winnifred	84	37 04
			Boyd, Nellie	102	45 00
			Bradley, Nina	102	45 00
			Brundage, Katherine	96	42 34
			Chapman, Flora	97	42 78
			Chappell, Sadie	53	23 37
			Clarke, Helen	102	45 00
			Cox, Leta	102	45 00
			Craig, Muriel	93	41 01
			Creelman, Willa	100	44 11
			Davison, Edith	102	45 00
			Deckman, Clara	97	42 78
			DeVine, Susie	102	45 00
			Dewar, Eva	97	42 78
			DeWolfe, Myrtle	97	42 78
			Fillmore, Inez	101	44 56
			Gallager, Adelaide	96½	42 56
			Harpell, Mabel	102	45 00
			Hartling, Vila	102	45 00
			Hawbolt, Gertrude	77	33 96
			Jeffers, Myrtle	49	21 60
			Lamb, Ferne	100	44 11
			Langille, Hilda	102	45 00
			Lewis, Alice	102	45 00
			Lindsay, Lillian	102	45 00
			Lysaght, Jane	97	42 78
			Marshall, Ethel	100	44 11
			McCabe, Georgia	102	45 00
			McDonald, Christena	102	45 00
			McFadden, Beryl	94	41 45
			McIntosh, Annie	102	45 00
			McKim, Rachel	96	42 84
			McKenzie, Charlotte	101	44 56
			Newcombe, Hattie	83	36 60
			O'Brien, Mary	102	45 00
			O'Brien, Agnes	102	45 00
			Pugsley, Mary	97	42 78
			Roach, Bessie	98	43 22
			Roach, Lena	102	45 00
			Rogers, Lena	93	41 01
			Scott, Annie	102	45 00
			Smith, Mamie	100	44 11
			Smith, Lettie	77	33 96
			Vincent, Marguerite	97	42 78
			Walker, Ethel	102	45 00
			Watt, Daisy	97	42 78

Poor Sections.

McBurnie, Leona A.	88	34 51
McLellan, Ada J.	95	37 25
Patterson, Alice	102	40 00

CUMBERLAND.

Campbell, Jessie B.	87	76 06
Lay, E. J.	102	105 00
Morehouse, F. G.	97	85 58
Muise, J. B.	97	85 58
McLean, Viola B.	96	84 70
Withrow, Helena H.	100	88 23
Black, Catherine	97	71 31
Doyle, Gertrude	5	3 67
McCaughy, Hilda	97	71 31
McKim, Katherine	97	71 31
Blanche, Julia	20	11 76
Boran, E. S.	97	57 06
Boss, Maude	97	57 06
Brannen, W. E.	102	60 00
Campbell, Helen J.	97	57 06
Carter, Lillian	97	57 06
Chandler, Isabel	77	45 29
Chapman, Marjorie	102	60 00
Charman, Jennie	102	60 00
Coates, Hazel	96	56 47
Conway, Isabella	97	57 06
Conway, Jean	97	57 06
Craig, Jean	93	54 71
Edwards, Elsie	97	57 06
Fife, Cynthia	101	59 41
Forbes, Roberta	102	60 00
Fraser, Lulu	97	57 06
Gallager, Louise	102	60 00
Glennie, Edith	97	57 06
Highet, D. H.	20	11 76
Hunter, Augusta	5	2 94
Lake, Pauline	102	60 00
Lavers, Winnifred	97	57 06
Lawlor, Rose	102	60 00
Lynds, Jean	102	60 00
Mitchell, Beryl	102	60 00
Mott, Effie	97	57 06
Murray, Annie	97	57 06
Murray, Lexie	24	14 12
McCarthy, Vila S.	73	42 94
McDonald, Joan	97	57 06
MacInnis, Julia	95	55 88
MacInnis, Alice	102	60 00
McKenzie, Anna	97	57 06
McKenzie, Estelle	20	11 76
McLellan, Sadie	102	60 00
McLean, Pearl	77	45 29
MacPherson, Le Etta	97	57 06

Wells, Marie	94½	41	67	O'Regan, Elmer	90	26	47
Wilson, Winnifred	92	40	57	Paul, Gertrude	97	28	53
Aitchison, Minnie	99	17	35	Pugsley, Helen	97	28	53
Atkinson, Laura	96	28	24	Roblee, Thelma	97	28	53
Beattie, Clara	102	30	00	Roney, Lottie	97	28	53
Beaton, Olga	102	30	00	Sarson, Jessie	102	30	00
Beaton, Hughena	97	28	53	Shiple, Bessie	102	30	00
Black, Matilda	100	29	41	Siddall, Belle	92	27	06
Bond, Elsie	101	29	71	Skidmore, Ellen	97	28	53
Boss, Lila	92	27	06	Smith, Lizzie	100	29	41
Brown, Clara	69½	20	44	Smith, Bertha	101	29	41
Brown, Ada	102	30	00	Steele, C. B.	94	27	65
Brown, Inez	97	28	53	Stetson, Mabel	102	30	00
Brownell, Edna	93	27	36	Thompson, Jessie	97	28	53
Brownell, Edith	102	30	00	Thompson, Fannie	90	26	47
Bulmer, Marjorie	102	30	00	Thompson, Carrie	102	30	00
Cameron, Mary	97	28	53	Wilson, Hazel	90	26	47
Canfield, Britta	96	28	24	Wilson, Allison	102	30	00
Chambers, Lydia	101	29	71	Yorke, Bessie	92	27	06
Colburne, Lavenia	102	30	00				
Corbett, Minnie	102	30	00				
Cottenden, Annie	97	28	53	Poor Sections.			
Cox, Greta	96	28	24	Cooper, Bella	102	40	00
Craig, Winnifred	96	28	24	Cove, Leonce	78	30	59
Darragh, Hazel	101	29	71	Dickie, Pearl	76	29	80
DeWolfe, Emma	66	19	41	Fitzpatrick, Hazel	80	31	37
Dow, Alta	102	30	00	Halliday, Myrtle	95	37	25
Drysdale, Mary	97	28	53	Howard, Jennie	67	26	27
Dyas, Katherine	102	30	00	Rolston, Ella	101	39	61
Embree, Edith	97	28	53	Schurman, Cora	88	34	51
Embree, Vivian	102	30	00	Smith, Eva	31	12	15
Fage, Lillie	73	21	47	VanBuskirk, Florence	40	15	68
Farrell, Annie	97	28	53				
Fillmore, Mary	102	30	00	Special Poor Sections.			
Foster, Emma	97	28	53	Greenville Cross Roads		20	00
Gilroy, Jennie	97	28	53				
Gilroy, Delia	102	30	00	Consolidation.			
Hamilton, Blanche	97	28	53	Joggin Mines		30	00
Halliday, Freda	96	28	24	Springhill		30	00
Hartling, Lottie	102	30	00	Wentworth		30	00
Hayden, Beryl	102	30	00				
Hunter, Emma	101	29	71	Annuitants.			
Hunter, W. P.	102	30	00	Charman, Mary		60	00
Hunter, Gladys	73	21	47	Charman, Eliza		45	00
Jackson, Ila	15	4	41	O'Brien, R. B.		45	00
Johnson, Nellie	102	30	00	Phinney, E. C.		45	00
Jones, Oliver	97	28	53				
King, Nellie	93	27	36	Rural Science Trav. Teacher.			
Lamb, Mabel	64	18	82	Boss, Marjorie	88	64	70
Landry, Georgina	102	30	00				
Lawrence, Abbie	97½	28	68				
Layton, Fannie	102	30	00				
Lorrimer, Minnie	97	28	53				
Manuge, Genesta	93	27	36				
McArt, Florence	97	28	53				
McCabe, Alice	102	30	00				
McCabe, Jane	102	30	00				
McCullum, Martha	95	27	94	PARRSBORO.			
McDonald, Emma	101	29	71	Morash, Sarah	102	75	00
McEachern, Annie	101	29	71	Moss, Alva	102	75	00
McIsaac, Martha	97	28	53	Allen, Vera	102	60	00
McLellan, Sarah	100½	29	56	Clay, Jean	102	60	00
McLellan, Lila	102	30	00	Crowe, Georgie	102	60	00
MacMillan, Mary	102	30	00	Harrison, Irene	82	48	23
Newcombe, Edna	101	29	71	Langille, Ella	102	60	00
Newman, Hattie	92½	27	21	Leslie, Pearl	102	60	00

Moore, Ralph	15	8 82	Turnbull, Bessie B.	102	60 00
Morris, Lucy	102	60 00	Trevo, Hazel M.	82	48 23
MacLean, Annie	102	60 00	Ring, Myra C.	20	11 76
Nelson, Mary	102	60 00	Young, Alva Jones	102	60 00
O'Mullen, Mary	102	60 00	Bingay, Honoria	102	45 00
O'Regan, Ellen	102	60 00	Cameron, Gertrude	102	45 00
Trerice, Gladys	102	60 00	Himmelman, Carrie E.	97	42 78
Brown, Annie	102	45 00	Marshall, Anna M.	102	45 00
Canning, Edith	102	45 00	Marshall, Carrie O.	89	39 24
Coates, Leona	87	38 36	Melanson, Eunice	102	45 00
Cochrane, Mary	102	45 00	Morrell, Dorothy R.	102	45 00
Duffy, Marie	101	44 56	Oliver, Marion E.	91	40 13
Kerr, Minnie	102	45 00	Outhouse, Eunice	102	45 00
MacAlpine, Edith	98	43 22	Thurber, Annie M.	102	45 00
McLeod, Neva	94	41 45	Walsh, Grace B.	102	45 00
Nelson, Yvonne	102	45 00	Bishop, Freda	102	30 00
Tomlinson, Mabel	102	45 00	Carty, Beulah B.	93	27 36
Ward, Cora	102	45 00	Carr, Susie L.	102	30 00
Ballantyne, Agnes	102	30 00	Comeau, M. Zelee	83	30 00
Berry, Ella	102	30 00	Dodge, Evelyn R.	97	28 53
Brown, Gussie	101	29 71	DeForest, Ethel V.	102	30 00
Charman, Bernice	73	24 47	Emery, Daisy H.	102	30 00
Doncaster, Mary	100	29 41	Franklin, Frances	102	30 00
Fullerton, Sarah	102	30 00	Jeffrey, Marion	102	30 00
Fullerton, Emma	102	30 00	Marshall, Mary	88	25 39
Kelso, Mary	78	22 94	Morrell, Maud E.	102	30 00
Sears, Genevieve	96½	28 39	Muise, M. Edesse	88	25 89
Seavey, Elizabeth	102	30 00	Outhouse, Florence E.	102	30 00
Trerice, Pearl	99½	29 27	Prime, Levetta	102	30 00
Willigar, Ethel	87	25 59	Poole, Wylie E.	102	30 00

Poor Sections.

Graham, Reta	102	40 00
D'Orsay, Margaret	49	19 21
Duffy, Gladys	101	39 61

Special Poor Section.

West Apple River	30 00
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Consolidation.

Advocate	30 00
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DIGBY.

Harding, Malcolm K.	102	105 00
MacKay, Mable C.	102	75 00
Titus, Elva B.	102	75 00
Balcom, Irene C.	100	58 82
Coumans, Emily R.	102	60 00
Crowell, Gladys R.	102	60 00
Churchill, Helen L.	102	60 00
Gibson, Blanche O.	102	60 00
Haines, Viola V.	102	60 00
Holmes, Margaret E.	102	60 00
Millett, Mabel V.	102	60 00
McNeill, Bessie J.	102	60 00
Prime, Daisy R.	102	60 00
Roney, Annie I.	102	60 00
Robertson, Alice	102	60 00
Ringer, Mary E.	101	59 41
Steeves, Hazel	49	28 82

Turnbull, Bessie B.	102	60 00
Trevo, Hazel M.	82	48 23
Ring, Myra C.	20	11 76
Young, Alva Jones	102	60 00
Bingay, Honoria	102	45 00
Cameron, Gertrude	102	45 00
Himmelman, Carrie E.	97	42 78
Marshall, Anna M.	102	45 00
Marshall, Carrie O.	89	39 24
Melanson, Eunice	102	45 00
Morrell, Dorothy R.	102	45 00
Oliver, Marion E.	91	40 13
Outhouse, Eunice	102	45 00
Thurber, Annie M.	102	45 00
Walsh, Grace B.	102	45 00
Bishop, Freda	102	30 00
Carty, Beulah B.	93	27 36
Carr, Susie L.	102	30 00
Comeau, M. Zelee	83	28 53
Dodge, Evelyn R.	97	25 89
DeForest, Ethel V.	102	30 00
Emery, Daisy H.	102	30 00
Franklin, Frances	102	30 00
Jeffrey, Marion	102	30 00
Marshall, Mary	88	30 00
Morrell, Maud E.	102	30 00
Muise, M. Edesse	88	25 89
Outhouse, Florence E.	102	30 00
Prime, Levetta	102	30 00
Poole, Wylie E.	102	30 00
Seeley, Emma E.	83	24 41
Thurber, Bessie G.	102	30 00
Vidito, Pearl M.	98	28 83
Welch, Fannie A.	102	30 00

Poor Sections.

Ashe, Elizabeth	86	33 72
Ashe, Mabel L.	90	35 29
Comeau, Jessie	83	32 55
Eldridge, Laura	88	34 51
Eldridge, Mary S.	88	34 51
Mallette, Phyllis	93	36 47
Marshall, Edna	102	40 00
McNeil, H. Eudora	89	34 90
Messenger, Effie G.	102	40 00
Oikle, Edna A.	77	40 00
Sulis, Myrtle E.	42	30 19
Ward, Harold D.	102	16 47

Annuitants.

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

CLARE.

Belliveau, Willie J.	93	54 71
Belliveau, Marie Amy	102	60 00
Belliveau, Zita	102	60 00
d'Entremont, Blanche	102	60 00
d'Entremont, Catherine	102	60 00
d'Entremont, Hattie L.	102	60 00

d'Entremont Artemise M	102	60 00	King, Alice	67	39 41
Sister M. Madeline	102	60 00	LeBlanc, Marie H.	102	60 00
Sister M. Cecile	97	57 06	Lukeman, Eva Florence	102	60 00
Belliveau, Camilla C.	102	45 00	McGillivray, Amelia J.	102	60 00
Belliveau, Marie A.	102	45 00	McLeod, Mary M.	13	7 64
Bourque, Estelle	102	45 00	Maguire, Eva Louise	102	60 00
Comeau, Annie E.	94	41 45	McNeil, Mary Agnes	100	58 82
Comeau, Artemise	100	44 11	Purdy, Agnes Lane	102	60 00
Doucet, M. Adele	102	45 00	Reeves, Mary Amelia	102	60 00
d'Entremont, Edna C.	102	45 00	Self, M. Carrie	102	60 00
d'Entremont, Mary L.	102	45 00	Warner, Mildred B.	102	60 00
Deveau, Katherine	39	17 19	Boudreau, Evangeline E.	102	45 00
Hatfield, Amy V.	102	45 00	Burns, Edith Blanche	102	45 00
LeBlanc, Sara	102	45 00	Cameron, Annie M.	20	8 82
LeBlanc, Marie Rose	102	45 00	Chisholm, Catherine M.	102	45 00
LeBlanc, Marie Amy	102	45 00	Goodwin, Leda M.	102	45 00
Parry, Mary A.	102	45 00	Hart, Augusta M.	102	45 00
Robichaud, Marie Lea	102	45 00	Lawlor, Hilda L.	102	45 00
Saulnier, Fedora	102	45 00	Lawlor, Margaret E.	102	45 00
Sister M. Anthony	102	45 00	Levandier, Mary I.	102	45 00
Sister M. Modeste	102	45 00	Lipsett, Lydia E.	102	45 00
Sister M. Bernadette	102	45 00	Miller, Florence A.	102	45 00
Thimot, Marie Elee	102	45 00	Stuart, Lillian G.	102	45 00
Amirault, Celestine M.	102	30 00	Carrigan, Myrtle C.	84	24 71
Belliveau, Mary S.	102	30 00	Chiasson, Catherine T.	101	29 71
Comeau, Marie Alex	88 ³	26 04	Critchett, Edith M.	102	30 00
Comeau, Azelle	77	22 65	Crittenden, Edith	102	30 00
Comeau, Marie E.	102	30 00	Dort, May Isabel	64	18 82
Geddry, Mary F.	102	30 00	Fitzgerald, Annie	67	19 70
LeBlanc, Estelle	82	24 12	Fogarty, Eva K.	102	30 00
LeBlanc, Elizabeth M.	102	30 00	Hudson, Ina A.	73	21 47
Melanson, Marie M.	100	29 41	Hendsbee, Mrs. Annie M.	20	5 88
Palmer, Vera E.	88	25 89	Hendsbee, Mildred	84	24 71
Robichaud, Eveline	102	30 00	Holloran, Bernetta M.	102	30 00
Sabeau, Mabel M.	101	29 71	Kenny, Margaret	102	30 00
Sabeau, Millie	83	24 41	Kennedy, Lena	102	30 00
Sister M. Luella	102	30 00	LeBlanc, Lucy Agnes	101	29 71
Saulnier, Pauline M.	94	27 65	Luddington, Sadie A.	59	17 35
Surette, Ann Estelle	102	30 00	Macdonald, Clara	68	20 00
Thimot, Marie Elise	102	30 00	McIsaac, Sadie	102	30 00
Therault, Symphorien	102	30 00	McIsaac, Mary	102	30 00
Thibeau, Cordelia	102	30 00	McKenzie, Mary I.	102	30 00
			McNeil, Mary	89	26 18
			Mitchell, Iva N. H.	82	24 12
			Munro, Winnifred	78	22 94
			Myers, Eva Leona	86	25 30
			O'Hara, Mary F.	88	25 89
			Sangster, Mary B.	86	25 30
			Scott, Eva Martha	102	30 00
			Silver, Alvenia	88	25 89
			Strahan, Lillian	85	25 00

Poor Sections.

Comeau, Margaret M.	102	40 00
DeVany, Annie Teresa	83	32 55
Goucher, Audrey	79	30 98
Grant, Eva T.	81	31 76

Annuitants.

Sister M. Ursula	45 00
LeBlanc, Symphorien	30 00

GUYSBORO.

Hemmeon, M. DeW.	102	105 00
Dawson, Catherine R.	102	75 00
Daniel, Augusta L.	102	75 00
Mattatall, Florence	88	64 70
Giffin, Amy Clare	102	60 00
Hurst, Antoinette	102	60 00
Kedy, Elva May	102	60 00

Poor Sections.

Forbes, Emma J.	49	19 21
Girroir, Cecile P.	39	15 29
Graham, Hattie Belle	88	34 51
Kelly, Mary	102	40 00
Lawlor, Monica	48	18 82
Lukeman, Jessie M.	90	35 29
McLean, Catherine	95	37 25
Millar, Mary C.	102	40 00
Rogers, Elizabeth	29	11 37
Somers, Mary Alice	89	34 90
Stropie, Carrie L.	85	33 33

Special Poor Sections.		
Lakedale	95	27 94
Lundi	39	11 47
Glencoe		50 00
Annuitant.		
Hannifen, Maggie		30 00
ST. MARY.		
McNaughton, Sarah I.	102	60 00
Urquhart, Gertrude	97	57 06
Cameron, Isabel	97	42 78
Corkum, Violet	102	45 00
Hattie, John D.	40	17 64
Jollotta, Muriel G.	20	8 82
Leslie, Esther L.	102	45 00
McKiel, Martha Jane	81	35 72
Archibald, George H.	88	25 89
Cameron, Jean Mary	86	25 30
Cameron, Flora E. M.	102	30 00
Chisholm, Annie May	53	15 58
Gillis, Isabel	88	25 89
Hudson, Winnifred	102	30 00
Hudson, Cordelia	63	18 53
Holland, Helen Louise	90	26 47
McLean, Emma	83	24 41
McMillan, Gertrude	97	28 53
Morton, Julia M.	18	5 29
Munroe, Evelyn B.	68	20 00
Smith, Lelia L.	85	25 00
Wilson, Florence	102	30 00
Poor Sections.		
Ashton, Beatrice M.	50	19 60
Macdonald, Helen	71	27 84
Morris, Ida Lyall	87	34 11
Pace, Delilah M.	102	40 00
Special Poor Sections.		
New Chester	102	30 00
HALIFAX CITY.		
Butler, G. K.	102	105 00
Blackwood, E. Florence	102	90 00
Blois, H. H.	102	90 00
Brunt, H. D.	102	90 00
Cummings, E.	88	77 64
Henry, Jessie	15	13 23
Marshall, G. R.	102	90 00
Matheson, D. J.	102	90 00
Matheson, D. M.	102	90 00
Morton, S. A.	102	90 00
Murray, Mme. E. M.	102	90 00
Sister M. Rosaire	102	75 00
Trefry, J. H.	102	90 00
Sister F. Agnes	102	75 00
Sister M. Augustine	102	75 00
Bigney, Ella M.	101	74 26
Bollong, Zillah	102	75 00
Campbell, Jean P.	102	75 00
Sister F. Cecelia	102	75 00
Clark, Lillian G.	102	75 00
Colquhoun, Lillias W.	102	75 00
Sister Marion Concepta	102	75 00
Sister F. deChantal	102	75 00
Sister M. deChantal	102	75 00
Dexter, Hilda E.	102	75 00
Distant, Mary L.	102	75 00
Douglas, H. G.	97	71 31
Finn, Mme. A. E.	102	75 00
Sister M. Frances	102	75 00
Gleeson, Jerrine	102	75 00
Haverstock, Alice M.	99	72 79
Henrion, Mme. K.	102	75 00
Holder, Ella G.	87	63 96
Jamieson, Harriette J.	102	75 00
Malcolm, Florence P.	102	75 00
Sister Marie	102	75 00
Marshall, Lillian E.	102	75 00
Martin, J. P.	102	75 00
MacDonald, Helen M.	102	70 58
McManus, Marie	96	70 00
Sister M. Michael	102	75 00
Nicoll, Margaret W.	96	70 58
Phelan, F. J.	102	75 00
Reinhardt, Ethel B.	102	75 00
Shiers, Mildred B.	102	58 82
Sibley, Gladys M.	80	57 34
Sister Julia Teresa	78	75 00
Tolson, Elizabeth A.	102	75 00
Sister A. Vincent	102	75 00
Sister M. Vincent	102	49 99
Sister T. Vincent	68	75 00
Warner, Irene	102	75 00
Wynne, Mme. A. M.	102	60 00
Sister M. Agnes	102	55 30
Allen, M. Edith	94	15 29
Allum, Beatrice	26	60 00
Sister M. Aquinas	102	51 17
Archibald, Susan E.	87	60 00
Armitage, F. Mary	102	60 00
Baldock, Olive M.	102	60 00
Sister M. Beatrice	102	60 00
Sister M. Bernard	102	60 00
Blackman, Winifred	102	60 00
Bowden, Ida M.	102	60 00
Bowden, Laura J.	102	60 00
Brady, Esther	102	60 00
Brims, Mary C.	102	60 00
Brodie, Isabel	102	60 00
Burgoyne, Grace	102	60 00
Sister A. Carmel	102	60 00
Sister M. Cecelia	102	60 00
Sister M. Clarissa	102	35 29
Clark, Esther	60	60 00
Sister M. Clement	102	60 00
Collings, Gladys P.	102	60 00
Sister M. Concepta	102	60 00
Conrad, Ethel M.	102	11 76
Cunningham, Laura M.	20	45 88
Dean, Bertha	78	60 00
Dempsey, Isabel	102	

Dempster, Mary W.	102	60 00	Wallace, Eva M.	102	60 00
Distant, Dorothy	102	60 00	Wambolt, Gertrude	102	60 00
Sister M. Dolorita	102	60 00	Warner, Edna B.	102	60 00
Dwyer, Mary T.	86	50 58	Warner, Eliza	12	7 06
Sister M. Edwina	102	60 00	Wickwire, Annie L.	102	60 00
Sister M. Ernestine	102	60 00	Wiswell, Ida M.	97	57 06
Sister M. Ethelbert	102	60 00	Woolrich, Mary E.	102	60 00
Sister M. Florence	102	60 00	Sister F. Xavier	102	60 00
Flowers, Edith M.	102	60 00	Zive, Alta M.	76	44 70
Flowers, Harriet L.	102	60 00	Ackhurst, Minna L.	102	45 00
Foley, Irene	102	60 00	Sister J. Baptist	102	45 00
Fox, A. D.	102	60 00	Bayer, Annie L.	95½	42 12
Franklyn, Grace G.	102	60 00	Bell, Marie	5	2 20
Fry, Beatrice	102	60 00	Blakeney, Edna M.	102	45 00
Gallagher, Mildred J.	102	60 00	Cameron, Minnie T.	102	45 00
Gardner, Jennie	24	14 12	Sister M. Catherine	102	45 00
Greig, Lillian C.	102	60 00	Sister M. de Pazzie	102	45 00
Harlow, Agnes O.	102	60 00	Devine, Mary E.	102	45 00
Harris, Jean G.	102	60 00	Sister M. Dorothy	102	45 00
Hayford, A. C.	102	60 00	Sister M. Ethelburga	102	45 00
Henry, Jean	10	5 88	Sister M. Evangelista	102	45 00
Hines, R. May	102	60 00	Sister M. Felix	102	45 00
Hunter, Alice M.	97	57 06	Grierson, Frances	102	45 00
Kelly, Mme. M.	102	60 00	Grierson, Mary H.	102	45 00
Kenney, Mary B. D.	102	60 00	Sister M. Gualbert	102	45 00
King, Berta D.	102	60 00	Healy, Katherine E.	102	45 00
Laracy, Annie X.	102	60 00	Herman, Edith	102	45 00
Sister C. Lawrence	102	60 00	James, Clara A.	102	45 00
Sister M. Leon	102	60 00	Johnston, Isabel	102	45 00
Sister M. Leontine	102	60 00	Kennedy, Mary C.	92	40 57
Lockward, Grace E.	102	60 00	Kennedy, Winnifred	102	45 00
Sister Marianita	102	60 00	Lawrence, J. Lenore	92	40 57
Maxwell, Jessie B.	102	60 00	Sister M. Leo	102	45 00
Mingo, Irene B.	10	5 88	Lyall, Beatrice	102	45 00
Mooney, Ethel M.	89	52 35	Martin, M. Isabel	102	45 00
McCurdy, Elizabeth R.	12	7 06	Maskell, Eva M.	102	45 00
McDonald, Annie A.	102	60 00	Mitchell, Lillie F. J.	102	45 00
McKinnon, John J.	97	57 06	McDonell, Mme. F.	102	45 00
O'Brien, Mary A.	102	60 00	McGillivray, Flora G.	102	45 00
O'Connor, Mme. G.	102	60 00	McQuarrie, Catherine	102	45 00
Pace, Juene I.	102	60 00	McLean, Annie	102	45 00
Palmer, Gladys M.	102	60 00	O'Donoghue, Margaret	102	45 00
Patton, Arthur H.	102	60 00	Sister M. Pelagia	24	10 58
Peart, Ada H.	102	60 00	Sister M. Perpetua	102	45 00
Phelan, Margaret T.	102	60 00	Power, Nora N.	102	45 00
Pitman, Marion V.	102	60 00	Reinhardt, Margaret	102	45 00
Sister M. Pius	102	60 00	Remigius, Bro.	102	45 00
Publicover, Lila D.	102	60 00	Sister M. Reta	102	45 00
Pye, Ethel A.	83	48 82	Rockett, Margaret	102	45 00
Pye, Eva C.	102	60 00	Ross, Christen	8	3 52
Rankine, Annie B.	102	60 00	Sister M. of St. Gaeton	102	45 00
Sister M. Raphael	102	60 00	Sullivan, Margaret	102	45 00
Ross, E. J.	102	60 00	Sullivan, Margaret T. R.	102	45 00
Saunders, Amy C.	102	60 00	Sullivan, M. Theresa	102	45 00
Shields, Ella G.	102	60 00	Theakston, T. Emma	102	45 00
Smith, Eunice C.	102	60 00	Travis, Ada A.	102	45 00
Smith, Sophie B.	102	60 00	Vaughan, Ethel M.	102	45 00
Thompson, Frances	102	60 00	Vaughan, Kathleen	102	45 00
Toomey, Fannie	84	49 40	Warner, Mabel F.	25	11 03
Trefry, Edith C.	102	60 00	Wells, Clara	102	45 00
Tulloch, Mary E.	102	60 00	Fraser, Gwendolyn	78	22 94
Tynan, Joanna C.	102	60 00	Hopkins, Annie	22	6 47
Sister R. Vincent	102	60 00	Jemmott, M. F.	102	30 00
Wakely, Agnes C.	102	60 00	Patrick, Bro.	102	30 00

Annuitants.					
O'Hearn, Peter	250 00	Webber, Kathleen	23	13	53
Huggins, George M.	215 15	Archibald, Janie	102	45	00
Mackintosh, Kate	180 00	Armstrong, Mary H.	102	45	00
Creighton, Ida M.	60 00	Auld, Margaret E.	102	45	00
Delahanty, Kate	60 00	Baker, Ella P.	89	39	24
Gaul, R. E.	60 00	Boutilier, Adelaide C.	97	42	73
Hall, Helen McG.	60 00	Cook, Lena C.	34	14	99
Hamilton, Mary A.	60 00	Courtney, Mabel K.	93	41	01
Peters, Florence A.	60 00	Cox, Sara E.	102	45	00
Shields, Sarah	60 00	DeVan, Eileen M.	100	44	11
Theakston, H. S. Frances	60 00	Elliot, Ruth	102	45	00
Cunningham, Anna Matilda	60 00	Findlay, Sadie	100	44	11
Lawrence, Samuel H.	60 00	Fox, Martha	69	30	42
Sims, Susan A.	60 00	Hamilton, Annie K.	102	45	00
Broadhurst, M. E.	45 00	Harpell, Cora M.	95	41	90
Coleman, H. E.	45 00	Hawkins, Ora W.	96	42	34
Curren, Ella M.	45 00	Healy, Gertrude M.	99	43	66
Johns, M. A.	45 00	Hilchey, Stella B.	82	36	16
Logan, Annie	45 00	Hume, Bessie	100	44	11
Lyle, E. R.	45 00	Johnson, May	96	42	34
McDonnell, John	45 00	Keeler, Pearl	102	45	00
McArthur, Janet	45 00	Laidlaw, Elizabeth	102	45	00
Putnam, A. F.	45 00	Langille, Maud	99	43	66
Torry, Eleanor C.	45 00	Lawrence, Lemore	30	13	23
Walsh, Alice M.	45 00	Loundes, Vera E.	43	18	96
Willis, Eliza J.	45 00	MacCarthy, Katherine	102	45	00
Hamilton, Harriet H.	45 00	McDonald, Laura	95	41	90
McGregor, Annie	45 00	MacInnes, Edith L.	102	45	00
Cunningham, Edith	45 00	Maguire, Nola P.	102	45	00
		MacKay, Isabel	102	45	00
		MacKenzie, Margaret A.	102	44	11
		McLeod, Beatrice	100	45	00
		MacQuarrie, Gladys M.	102	42	78
		Martin, Kathryn	97	42	78
		Moore, Bertha C.	97	11	47
		Murphy, Edna	26	45	00
		Murray, Bertha F. J.	102	36	60
		Reid, Victoria	83	45	00
		Roche, Agnes D.	102	45	00
		Roche, Mary	102	45	00
		Siteman, Eva K.	102	45	00
		Smith, Isabella	75	33	08
		Thomas, Bessie	100	44	11
		Thompson, Myrtle F.	102	45	00
		Wright, Nellie M.	102	28	86
		Webber, Greta M.	65	14	70
		Ayer, Flossie	50	18	82
		Benedict, Thelma G.	64	25	89
		Beaver, Beulah M.	88	16	76
		Burnett, Ruby E.	57	30	00
		Burris, Fannie	102	10	59
		Callahan, Augusta W.	36	26	18
		Conrad, Beatrice M. J.	89	29	71
		Cooke, Nettie M.	101	30	00
		Daye, Clara E.	102	30	00
		Dechman, Anna M.	102	30	00
		Dickie, Ida M.	102	25	59
		Dunbrack, Josephine	87	30	00
		Eisenhaur, Carmen	102	28	83
		Ellis, Ruth S.	98	28	83
		Evans, Ruby S.	98	5	88
		Fancy, Annie A.	20	30	00
		Faulkner, Nina	102	21	47
		Forbes, Myrtle V.	73	30	00
		Fraser, Melissa	102	30	00
		Gammon, Vivian	102	30	00

HALIFAX COUNTY.

Stapleton, W. C.	100	102	94		
Moore, Jamesina	102	75	00		
Archibald, Mabel	102	60	00		
Burrill, Hilda	102	60	00		
Burris, Jennie P.	102	60	00		
Cameron, Sadie E.	100	58	82		
Christie, Margaret A.	102	60	00		
Clark, Adelia M.	97	57	06		
Conrad, Mary L.	102	60	00		
Corkum, Florence J.	100	58	82		
Devan, Maud	102	60	00		
Fisher, Jean E.	102	60	00		
Foster, Christie A.	100	58	82		
Hanson, Ethel W.	102	60	00		
Hiltz, Adelaide S.	100	58	82		
Hiltz, Ethel M.	100	58	82		
Hamilton, Mary A.	17	10	00		
Horton, Gladys J.	102	60	00		
Houghton, Cyretha	102	60	00		
Keeler, Celia	102	60	00		
Kent, Mabel J.	101	59	41		
Manson, Katherine	102	60	00		
Moseley, Mabel C.	100	58	82		
Murchy, Alice	102	60	00		
Noonan, Gertrude	100	58	82		
Reeves, Helen	84	49	40		
Scott, Catherine M.	94	55	30		
Stephens, Beatrice	102	60	00		
Sterns, Dorothy E.	100	58	82		
Sutherland, Gladys	102	60	00		

Garrison, Goldie	97	28 53	Keddy, Violet V.	100	39 21
Gates, Gertrude	95	27 94	Lewis, Greta M.	69	27 06
Gates, Nora E.	100	29 41	MacKenzie, Jessie M.	87	34 11
Grace, Dorothy C.	57	16 76	Peeples, Edith G.	79	30 98
Grady, Stella	99	29 12	Skerry, Emma	102	40 00
Haverstock, Beatrice	22	6 47	Stewart, Florence M.	48	18 82
Hilchec, Esmeralda	102	30 00	Stewart, Grace M.	80½	31 57
Hilchey, Nellie M.	101	29 71	Stewart, Jean M.	88	34 51
Holman, Alice I.	98	28 83	Upshaw, Maggie M.	86	33 72
Hubley, Irene G.	102	30 00	Upshaw, Rachael	102	40 00
Hubley, Minnie	34	10 00	Whallen, Jean May	85	33 33
James, Cora V.	102	30 00			
Keating, Muriel H.	102	30 00	Annuitants.		
Kedy, Emily M.	102	30 00	Herdman, W. C.		60 00
Kelly, Cela May	80	23 53	Sister Mary Ann		60 00
Kent, Helena M.	102	30 00	Cook, Mary L.		45 00
Kerr, Bessie D.	79	23 23	Hume, Mary E.		45 00
Kidston, Winnifred M.	101	29 71	Wier, Amelia		45 00
Lay, Marguerite	101	29 71	Bacon, Amelia		30 00
Lemoine, Annie L.	89	26 18	Gibbons, John		30 00
Leslie, Jean I.	87	25 59			
Leslie, Olive J.	102	30 00	Rural Science Trav. Teacher.		
Logan, Catherine	100	29 41	Stanford, Pearl C.	46	33 82
Mitchell, Alice	89	26 18			
Mitchell, Marion	50	14 70			
Mosher, Ola E.	102	30 00			
Myers, Leah M.	97	28 53			
Myers, Sedella M.	102	30 00			
Myra, Blanche M.	93	27 36	HANTS EAST.		
Newcombe, Alice V.	102	30 00	Harrison, Laura M.	102	75 00
O'Leary, Mary C.	102	30 00	Bradley, Susie L.	102	60 00
Oxner, Eugenie F.	88	25 89	Bradshaw, Janet M.	102	60 00
Porper, Marie	50	14 70	Cox, Mary	82	48 23
Power, Eva B.	40	11 76	Cox, Amelia	102	60 00
Rhyno, Mary E.	102	30 00	Carter, Elverena	98	57 65
Robinson, Margaret	101	29 71	Hennigar, A. Katherine	102	60 00
Rutledge, Effie	20	5 88	Irving, Jessie L.	100	58 82
Rutledge, Effie	39½	11 62	King, Ada A.	102	60 00
Rutledge, Pearl H.	84	24 71	McLellan, Evelyn L.	102	60 00
Siteman, Ella R.	98	28 83	McPhee, Ruth R.	88	51 76
Siteman, Laura A.	102	30 00	O'Brien, Annie B.	102	60 00
Siteman, Laura A.	30	8 82	Stoddard, Hildred B.	102	60 00
Smith, Elmira E.	102	30 00	Vance, Emma Maud	89	52 35
Smith, Laura E.	91	26 77	Bailey, Susie G.	102	45 00
Smith, Lucy K.	89	26 18	Bond, Marion I.	102	45 00
Stewart, Elsie N.	102	30 00	Casey, Gertrude	90	39 69
Stoddard, Jennie A.	84	24 71	Hall, Ella C.	83	36 60
Stoddard, Jobina	24	7 06	Hennesey, Reba	20	8 82
Stoddard, Rebecca J.	69	20 29	Laffin, Elizabeth E.	102	45 00
Stoddard, Zaidie F.	102	30 00	Morrow, Ethel	40	17 64
Sutherland, Emily A.	96	28 24	McKinnon, E. J.	101	44 56
Walters, Margaret	100	29 41	McDonald, Donnie	102	45 00
Webber, Ida M.	89	26 18	McKenzie, Elsie P.	84½	37 26
Webber, Mary M.	102	30 00	Pearn, Catherine J.	102	45 00
White, Edith M.	102	30 00	Robinson, E. May	102	45 00
Wiggins, Althea	93	27 36	Rose, A. M.	98	43 22
Williams, Edna	74	21 76	Simm, C. J.	102	45 00
Withrow, Flossie L.	83	24 41	Thompson, Sadie A.	102	45 00
Zinck, Sadie B.	102	30 00	Withrow, Lizzie	102	45 00
			Withrow, Elsie May	35	15 43
			Wallace, Ellen	102	45 00
			Curry, Bertha	75	22 06
			Dillman, Vera	102	30 00
			Harvey, Aletha	102	30 00
			Hill, Maggie J.	98	28 83

Poor Sections.

Berry, Alfretta	84	32 94
Dow, Nellie	53	20 78
Grant, Gertrude V.	53	22 74
Harpell, Theodosia E.	73½	28 82

Johnson, Myrtle	102	30 00	Mariette, Emma	102	45 00
Hamilton, Annabel	93	27 36	Morrison, Madge	44	19 40
Laffin, Ruby	102	30 00	Palmer, Queenie	101	44 56
Loughead, Bessie	102	30 00	Ray, Florence	102	45 00
Mason, Bessie E.	79	23 23	Ritchie, Hazel	102	45 00
Miller, Elizabeth	91 ¹ / ₂	26 92	Robinson, Alice M.	102	45 00
McCulloch, Lucy M.	102	30 00	Roy, Maude E.	88	38 80
McInnis, Eva May	89	26 18	Sanford, Kathleen	93	41 01
McKenzie, Nettie	101	29 71	Sanford, Ida M.	102	45 00
Northup, Wilhelmina	100	29 41	Sim, Jennie P.	100	44 11
Sawler, Inez M.	102	30 00	Smith, Florence E.	100	44 11
Scott, Francis	97	28 53	Smith, Minnie	84	37 04
Scott, Kathleen	102	30 00	Smith, Melicent	96	42 34
Smith, Ellen E.	102	30 00	Sweet, Annie E.	94	41 45
Spares, Gladys	102	30 00	Bowes, Innettia M.	94	27 65
Sutherland, Jessie	90	26 47	Carr, Enna M.	20	5 88
Stevens, Minerva	98	28 83	Cochrane, Jean	102	30 00
Woodworth, Abbie L.	91	26 77	Cochrane, Mabel	102	30 00
Wood, Winnie R.	100	29 41	Cole, Lydia M.	102	30 00
			Custance, Mabel	102	30 00
			Custance, Marjorie	102	30 00
			Davison, Nellie E.	102	30 00
			Frail, Elizabeth	59	17 35
			Johnston, Lillian	87 ¹ / ₂	25 74
			Laws, Lillian	96	28 24
			Sanford, Gracie	101	29 71

Poor Sections.

Brison, Ethel F.	89	34 90
Fletcher, Isabel	102	40 00
Frail, Gertrude A.	98	38 43
Spares, Ruby C.	102	40 00
Sheridan, Alma	102	40 00

HANTS WEST.

Dill, Geo. W.	48	35 29
Smith, John A.	96	98 82
Barnes, Myra	96	70 58
Lowther, Anna	102	75 00
Marsters, Gladys	75	55 14
Scott, Agnes B.	96	70 58
Silver, Basil C.	49	36 02
Chase, Gertrude M.	102	60 00
Foley, Arley M.	73	42 94
Friggins, Vera	99	58 23
Jacques, Violet	102	60 00
Kempton, Bertha	100	58 82
King, Florence E.	93	54 71
Lawrence, Lily	102	60 00
Miller, Lena	99	58 23
McCurdy, Helen	92	54 12
McLellan, Mary	96	56 47
Powell, Lillian	101	59 41
Tingley, Ruth	92	54 12
Troop, Beatrice	101	59 41
Wickwire, Olive	102	60 00
Anthony, Minnie	81	35 72
Barkhouse, Hattie	95	41 90
Boylan, Frances	98	43 22
Bowes, Viola A.	94	41 45
Covert, Stella M.	101	44 56
Deal, Lena Boyd	102	45 00
Dimock, Annie A.	96	42 34
Duncan, Floretta	89	39 24
Fisher, Ethel	102	45 00
Fraser, Daisy R.	102	45 00
Hennigar, Edith	20	8 82
Kelley, Minnie	96	42 34
Lynch, Jessie	102	45 00

Poor Sections.

Bush, Ethel	43	16 86
Hume, Jessie	101	39 61
Jollymore, Leila	89	34 90
Porter, Mildred	54	21 17
Russell, Ella A.	80	31 37

Anniutants.

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

INVERNESS SOUTH.

Chisholm, Ethel May	102	105 00
Doucet, Pauline M.	102	105 00
MacLean, Jessie B.	102	75 00
MacMaster, Margaret J.	102	75 00
MacDonald, Katherine	4	2 35
MacNeil, Anna W.	10	5 88
Sister M. Bridget	102	60 00
Sister St. Catharine	102	60 00
Campbell, Margaret M.	9	3 97
Campbell, Alexandrina	102	45 00
Campbell, Lucy J.	102	45 00
Embree, Viola G.	102	45 00
McDonald, Mary Jane	92	40 57
McDougall, Annie M.	85	37 48
McDougall, Mamie R.	102	45 00
MacLean, Edgar H.	88	45 00
McLennan, E. Mae	102	45 00
McMaster, D. B.	102	45 00
McPhee, Bessie	101	44 56
Martin, Mary M.	45	19 84

Ross, Ella C.	102	45 00
Sister St. Mary	102	45 00
Sister St. Marcella	101	44 56
Boyle, Veronica	96	28 24
Graham, Margaret M.	98	28 83
McAskill, Christina A.	54	15 87
MacCormack, Mary J.	97	28 53
MacDonald, Christina K.	48	14 11
MacDonald, Kathryn A.	83	24 41
McIntosh, Mary M.	98	28 83
McIntyre, Florence	102	30 00
McKinnon, Euphemia M.	102	30 00
MacLennan, Mary	102	30 00
McLeod, Dan Angus	98	28 83
McMaster, Margaret	102	30 00
McQuarrie, Ellen	100	29 41
Moran, Helen F.	88	25 89
Munro, Olive E.	102	30 00
Sister St. Thomas	102	30 00
Beaton, Catharine	55	16 17
Beaton, Katharine A.	76	22 35
Beaton, Mary C.	91	26 77
Blue, Effie Christina	69	20 29
Blue, Isabel Violet	79	23 23
Cameron, Mary Jane	98	28 83
Campbell, Flora Jane	54	15 87
Gillis, Katie E.	36	10 59
Graham, Annie Bell	102	30 00
Greaves, Lillian E.	89	26 18
Kennedy, John Dugald	48	14 11
Lamond, Susie M.	68	20 00
MacCalder, Catharine M.	88	25 89
MacColl, Catharine	69	20 29
McDonald, Mary K.	86	25 30
McDonald, Rose E.	89	26 18
McDonnell, Margaret	91	26 77
McDougall, Clara	72	21 17
McEachen, Mary C.	70	20 58
MacInnis, Christina	99	29 12
McKay, Alice M.	80	23 53
McKenzie, Annie M.	74	21 76
McKinnon, Martha M.	83	24 41
McLellan, Mary Ann	78	22 94
McMaster, Margaret	83	24 41
McPhail, Jessie K. B.	96	28 24
McQuarrie, Katie S. F.	102	30 00
Russell, Mary J.	87	25 59

Poor Sections.

Botherson, Helen J. (omitted last term)	17	95
Breen, Frances E.	101	39 61
Calder, Mabel	55	21 56
McDonald, Margaret	35	13 72
McLellan, Katharine J.	68	26 67
McLeod, Sara Margaret	90	35 29
McPhail, Jessie C.	59	23 13
McQuarrie, Margaret	88	34 51
Ryan, Mary P.	102	40 00

Annuitants.

Chisholm, Duncan	60	00
Davis, Mrs. Mary	30	00
McQuarrie, Angus	30	00

INVERNESS NORTH.

Boudreau, A. C.	102	60 00
Campbell, C. A.	102	60 00
Coady, Agnes R.	102	60 00
LeBlanc, J. J.	102	60 00
Morse, E. P.	102	60 00
Sister St. Mary	102	45 00
Aucoin, James H.	102	45 00
Austin, Bella M.	102	45 00
Austin, Annie	99½	43 88
Burns, Eva	102	45 00
Boudreau, P. C.	102	45 00
Cahill, Catherine	102	45 00
Campbell, Hazel	102	45 00
Chiasson, Ephraim	102	45 00
Coady, Theresa	67	29 54
Deveau, Mary E.	90	39 69
Donohue, Mary Alice	102	45 00
Gillis, Jessie Mae	93	41 01
LeBlanc, Catherine M.	102	45 00
LeBlanc, Lucy Agnes	76	33 52
LeBlanc, Annie R.	92	40 57
MacDonald, Margaret	102	45 00
MacDonald, Mary C.	102	45 00
MacEachern, Marjorie	102	45 00
MacIsaac, Mary Ann	102	45 00
MacKinnon, Nora	10	4 41
MacKinnon, A. D.	97	42 78
MacLellan, Mary	94	41 45
MacLellan, Annie J.	102	45 00
MacLennan, Mary A.	102	45 00
MacLeod, Lauchline	102	45 00
MacLeod, Lauchlina	91	40 13
MacMaster, Margaret	102	45 00
Macquarrie, Annie	102	45 00
Roach, Arsene H.	102	45 00
Sister Marie du Cenacle	102	45 00
Sister St. Marie Hector	92	40 57
Smith, Helen	102	45 00
Arseneault, Mathilda	102	30 00
Boudreau, W. C.	68	20 00
Cody, Annie B.	102	30 00
Collins, Margaret B.	102	30 00
Delaney, Juliet	102	30 00
LeBlanc, Mary C.	102	30 00
Macdonald, Anna C.	102	30 00
Macdonald M. Agnes	101	29 71
Macdougall, Annie J.	102	30 00
McFarlane, Sadie	95½	28 09
MacKay, N. D.	78	22 94
MacKenzie, Hannah	59	17 35
MacLellan, A. Josephine	91	26 77
MacLellan, Christina S.	63	18 53
MacLeod, Mary A.	102	30 00
MacMillan, D. H.	94	27 65
Macphail, C. Eleanor	98	28 83
Macquarrie, Margaret	92	27 06
Morrison, Florence I.	60	17 64
Morrison, Mary J.	102	30 00
Parke, Olga	88	25 89
Phillips, Maude	102	30 00
Sister St. Alexander	102	30 00
Sister Margaret Marie	102	30 00
Sister Mary St. Achille	102	30 00

Poor Sections.								
Cameron, Christina J.	64	25	10	Mason, Helen	102	60	00	
Dunn, Rebecca Margaret	78	30	59	McKay, Ethel	102	60	00	
Macfarlane, Jessie A.	89	34	90	Newcombe, Gladys	102	60	00	
MacKinnon, Mary Belle	83	32	55	Newcombe, Louise	57	33	53	
MacLellan, Dan J.	60	23	53	Nichols, Harriet	97	57	06	
Nelson, G. A.	55	21	56	Nichols, Allison	102	60	00	
				Nunn, Mary E.	97	57	06	
				Patterson, Mary E.	89	52	35	
				Reid, Evelyn J.	97	57	06	
				Stevens, Genevieve	20	11	76	
				Swallow, Jessie P.	102	60	00	
				Trevo, Nellie	87	51	17	
				West, Gladys I.	91	53	53	
				White, Emma L.	102	60	00	
				Webster, Abbie R.	20	11	76	
				Wheelock, Mildred	98	57	65	
				Young, Reta M.	102	60	00	
				Zinck, Florence	102	60	00	
				Atwell, Lenna	102	45	00	
				Bennett, Bertha E.	102	45	00	
				Bishop, Hilda M.	102	45	00	
				Blenkhorn, Ethel	102	45	00	
				Bowlby, Helen G.	94	41	45	
				Boylan, Alice	96 ⁺	42	56	
				Campbell, Lena	102	45	00	
				Campbell, Irma	74	32	63	
				Coldwell, Mary	76	33	52	
				Corkum, Prudence	74	32	63	
				Davison, Reta	102	45	00	
				Dickie, Mabel B.	102	45	00	
				Downie, Helena	52	22	93	
				Eaton, Laura J.	102	45	00	
				Forsythe, Evelyn R.	102	45	00	
				Fulton, Mildred	58	25	57	
				Henderson, Ethel	102	45	00	
				Harvey, Elizabeth	87	38	36	
				Jenkins, Abbie	102	45	00	
				Kaiser, Mary B.	102	45	00	
				Laffin, Lillian	102	45	00	
				Lynch, Mabel P.	102	45	00	
				Mapplebeck, Laura	102	42	78	
				Morse, Dorothy	97	42	78	
				Morse, Kate	97	45	00	
				Mullett, Ruth V.	102	35	72	
				Nichols, Loza M.	81	42	78	
				Parker, Essie	97	45	00	
				Patterson, Florence	102	44	11	
				Ritchie, Myrtle	100	45	00	
				Sanford, Alida	102	43	22	
				Sawler, Pearl	98	43	22	
				Sawler, Merinda	98	43	22	
				Schofield, Evelyn	102	44	11	
				Sheffield, Alice Shaw	100	38	80	
				Smith, Lizzie A.	88	19	40	
				Spinney, Laura B.	44	45	00	
				Spinney, Helen L.	102	45	00	
				Sutherland, Bessie	102	43	22	
				Ward, Edith R.	98	45	00	
				Watson, Annie	102	45	00	
				Weaver, Carrie A.	102	45	00	
				Woodworth, Alfreida	102	30	00	
				Crooker, Charlotte	102	30	00	
				Churchill, Orpha	102	30	00	
				Dickie, Ada B.	102	30	00	
				Hale, Florence	102	30	00	
				Harvey, Kathleen	102	30	00	

Consolidation.

Eastern Harbor (1918) 115 33 82

Annuitants.

Gillis, Malcolm H. 60 00
 Gillis, Michael 45 00
 Macdonald, Teresa 45 00
 Macdougall, A. S. 45 00
 MacInnis, W. C. 45 00
 MacLellan, A. N. 45 00

KINGS.

Ford, R. W. 97 99 85
 Osborne, N. A. 97 85 58
 Trask, J. L. 101 103 97
 Webster, Winnifred 96 84 70
 Baxter, Susie 97 71 31
 Douglas, Hilda 102 60 00
 Fox, Evelyn V. 102 60 00
 Higgins, Stella 80 58 82
 MacGregor, Anna 96 70 58
 Thomas, Blanche E. 95 69 84
 Thorpe, Violet G. 96 70 58
 Bryden, Alice E. 102 60 00
 Bryden, Ella M. 102 60 00
 Burgess, Nellie 98 57 65
 Chase, Millicent S. 92 54 12
 Chase, Leontine M. 102 60 00
 Chute, Frances 91 53 53
 Cook, Belle J. 69 40 58
 Crocker, Hilburne M. 97 57 06
 Croypley, Bertha O. 102 60 00
 Eaton, Leta G. 102 60 00
 Eaton, Vera H. 15 8 82
 Elliott, Edna G. 94 55 30
 Foote, Marguerite 102 60 00
 Foote, Elida W. 102 60 00
 Fulmer, Vola A. 102 60 00
 Gilliatt, Evelyn R. 102 60 00
 Graham, Creta 102 60 00
 Haley, Gertrude 101 59 41
 Hardy, Jean S. 93 54 71
 Henry, Ella 77 45 29
 Holland, Florence B. 102 60 00
 Hawkins, Marion 84 49 40
 Kennedy, Gladys B. 97 57 06
 Kent, Mary Alice 95 55 88
 Knowlton, Cassie 97 57 06
 Lantz, Verta P. 100 58 82
 Lewis, Dora F. 96 56 47
 Marchant, Laura 102 60 00
 Margeson, Susie 21 12 35

Illsley, Lillian	102	30 00	Ernst, Rhoda	97	57 06
Lyons, Elizabeth	97	28 53	Gillmore, Ada	97	57 06
Newcombe, Marjorie	102	30 00	Hebb, Bessie C.	102	60 00
Parker, Maude	102	30 00	Hiltz, Wilfred	10	5 88
Pineo, Pauline	85	25 00	Hirtle, Bertha	81	47 64
Regan, Queenie M.	102	30 00	Hirtle, Pearl	102	60 00
Spinney, Bessie	102	30 00	Johnson, Mary	102	60 00
Spinney, Erdeena	68	20 00	Kedy, Pearl	102	60 00
Starr, Muriel	102	30 00	Knickle, Jennie	102	60 00
Veinott, Laura M.	98	28 83	Knickle, Kathleen	102	60 00
Weaver, Margaret	102	30 00	Leary, Mary E.	102	60 00
White, Hazel	98	28 83	Miller, Sadie	102	60 00
			Munro, Cora	96	56 47
			Quinlan, Clara	102	60 00
			Rafuse, Eva	102	60 00
			Romkey, Nellie	102	60 00
			Rudolf, Adah	102	60 00
			Veinotte, Alice	102	60 00
			Veinotte, Doris	102	60 00
			Verge, Ethel	25	14 70
			Walters, Muriel	102	60 00
			Wentzell, Elsie W.	102	60 00
			Wynacht, Margaret	102	60 00
			Young, Bessie	102	60 00
			Young, Helen R.	102	60 00
			Young, Mary E.	102	60 00
			Atkinson, Vera H.	95	41 90
			Brooks, Blanche	102	45 00
			Bushen, Oda	102	45 00
			Corkum, Hazel	102	45 00
			Crawford, Florence	97	42 78
			Conrad, Grace	102	45 00
			Croft, Margaret	96	42 34
			Crouse, Lettie	102	45 00
			Crouse, Naomi	102	45 00
			Crouse, Viola	17	7 49
			Deal, Bernice	102	45 00
			Dolliver, Olive	97	42 78
			Dominey, Margaret	97	42 78
			Eisenhauer, Margaret	97	42 78
			Himmelman, Amy	102	45 00
			Hirtle, Erema	102	45 00
			Hirtle, Nora	102	45 00
			Keddy, Bessie	97	42 78
			Knox, Vera	101	44 56
			Mailman, Mary	97	42 78
			Naugler, Etta	102	45 00
			Nauss, Mamie	102	45 00
			Ramey, Elma	102	45 00
			Ripley, Lola	24	10 58
			Risser, Maud	102	45 00
			Sarty, Laurier	92	40 57
			Sarty, Mabel	102	45 00
			Simpson, Bertha	79	34 84
			Stevens, Evangeline	102	45 00
			Tobin, Mary E.	97	42 78
			Warner, Emma L.	102	45 00
			Wile, Dora A.	102	45 00
			Wile, Lela E.	102	45 00
			Wilkie, Rheta	102	45 00
			Young, Hazel	102	45 00
			Smith, Eva M. (1918)	89½	39 46
			Baker, Louise M.	102	30 00
			Barkhouse, Florence	74	21 76
			Berringer, Mabel	102	30 00
			Berringer, Merle	102	30 00

Poor Sections.

Ayer, Violet R.	10	3 77
Borden, Aletha	79	29 79
Bowlby, Vera M.	70	26 40
Coleman, Jennie	34	12 82
Conrad, Carrie E.	99	37 35
Croft, Neva G.	76	28 66
Graves, Parne	66	24 89
Hale, Etta M.	89	33 58
Hiltz, Louise J.	102	38 47
Hume, Viola M.	82	31 31
Jess, Alice M.	90	33 95
Keddy, Olive P.	41	15 45
Levy, James R.	102	38 47
Marshall, Lillian	19	7 17
Morton, Annie A.	102	38 47
Morse, Thelma M.	89	33 58
McConnell, Kathleen	102	38 47
McConnell, Grace B.	102	38 47
Redden, Delia M.	88	33 21
Robertson, Anna	90	33 95
Sponagle, Tessie	101	38 10
Sturk, Clydia	87	32 82
Westcott, Verna M.	84	31 69

Assistant.

Palmer, Annie G.	98	19 22
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Annuitants.

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

LUNENBURG.

MacLeod, R. H.	102	105 00
Hirtle, A. G. G.	97	99 85
Hewitt, Minnie C.	102	90 00
Rudolf, Laura M.	102	90 00
Jacques, G. V.	102	75 00
Kelly, Cecilia	97	71 31
Spindler, Helen	101	74 26
Backman, May	78	45 88
Baizley, Abby	102	60 00
Baker, Dorothy	102	60 00
Crooker, Gladys	99	58 28
Draw, Nellie	95	55 88
Edmonds, Josephine	101½	59 71

Boehner, Ora	93	27 36	Young, W. G.	30	8 82
Burns, Margaret	100	29 41	Zinck, Muriel	101	29 71
Cahoon, Beryl	67	13 82	Zinck, Amy	102	30 00
Conrad, Pearl	74	21 76	Zwicker, Constance	101	29 71
Corkum, Clarice	102	30 00			
Corkum, Mary	102	30 00			
Croft, Hazel	75	22 06			
Crouse, Effie	102	30 00	Baker, Emily	79	30 98
Crouse, Gertrude	102	30 00	Boliver, Jennie	78	30 59
Daurie, Florence	102	30 00	Corkum, Beryl	92	36 08
Deal, Annie	102	30 00	Croft, Rhena	97	38 04
DeMond, Agnes	76	22 35	Hatt, Eliza	78	30 59
Eisenhauer, Florence	102	30 00	Herman, Vera	73	28 63
Eisnor, Mildred	98	28 83	Morton, Helen	87½	34 31
Ernst, Amyntilla	102	30 00	Ritcey, Erna	89	34 90
Ernst, Belle	101	29 71	Seamone, Effie	102	40 00
Ernst, Effie	102	30 00	Selig, Minnie	98	38 43
Ernst, Glennie	102	30 00	Zinck, Ella	102	40 00
Ernst, Margaret	102	30 00			
Ernst, Winifred	102	30 00			
Fancy, Elizabeth	102	30 00			
Fraser, Mary E.	102	30 00			
Hagan, Ida	102	30 00	McKittrick, B.		260 00
Hebb, Evelyn B.	101	29 71	Risser, Daniel		60 00
Hebb, Evelyn M.	102	30 00	Kaulback, Laura		30 00
Herman, Blanche	102	30 00	Heckman, A. D.		30 00
Hiltz, Evelyn	102	30 00	Smith, Ada A.		30 00
Hiltz, Muriel	102	30 00			
Hiltz, Vera	102	30 00			
Hirtle, Alice	82	24 12			
Hirtle, Mabel	102	30 00			
Hirtle, Marion	102	30 00			
Hirtle, Rae	74	21 76			
Jodrey, Nellie	102	30 00			
Kaulbach, Hazel	102	30 00			
Lacy, Hattie	19	5 59			
Maxner, Leah	101	29 71			
Mills, Pearl	102	30 00			
Morash, Emma	102	30 00			
Morash, Mona	102	30 00			
Mosher, Hilda	83	24 41			
Naugler, Ida	102	30 00			
Nowe, Annie	102	30 00			
Oickle, Mary	102	30 00			
Rafuse, Amy	98	28 83			
Rafuse, Hazel	102	30 00			
Ramey, Mildred	99	29 12			
Richards, Laura	95	27 94			
Robar, Evelena	100	29 41			
Romkey, Mildred	102	30 00			
Sarty, Eva	102	30 00			
Seamone, Marion	102	30 00			
Simpson, Bernice	102	30 00			
Sperry, Florence	102	30 00			
Sperry, Hazel	79	23 23			
Tanner, Ethel	101	29 71			
Wagner, Lena	102	30 00			
Wagner, Lois	102	30 00			
Wagner, Mabel	102	30 00			
Wambach, Iona	102	30 00			
Wambach, Winnie (1918)	56	15 46			
Wentzel, Grace	87	25 59			
Wentzel, Jennie	48	14 11			
Wentzel, Mabel	19	5 59			
Young, Eva	100	29 41			

Poor Sections.

Baker, Emily	79	30 98
Boliver, Jennie	78	30 59
Corkum, Beryl	92	36 08
Croft, Rhena	97	38 04
Hatt, Eliza	78	30 59
Herman, Vera	73	28 63
Morton, Helen	87½	34 31
Ritcey, Erna	89	34 90
Seamone, Effie	102	40 00
Selig, Minnie	98	38 43
Zinck, Ella	102	40 00

Annuitants.

McKittrick, B.		260 00
Risser, Daniel		60 00
Kaulback, Laura		30 00
Heckman, A. D.		30 00
Smith, Ada A.		30 00

CHESTER.

Cann, A. J.	102	60 00
Conrad, Rhoda	38	22 34
Corkum, Inez	99½	58 52
Silver, Effie	102	60 00
Zinck, Jessie	102	60 00
Crouse, Viola	35	15 43
Jewers, Beatrice	99	43 66
Kaulback, Ella	62	27 34
Mader, Jessie	91	40 13
Stevens, Effie	102	45 00
Webber, Mamie	102	45 00
Webber, Ola	102	45 00
Young, Amy	102	45 00
Backman, Ora	102	30 00
Barkhouse, Ruey	102	30 00
Corkum, Harold	96	28 24
Corkum, Lola	99	29 12
Corkum, Ruby	102	30 00
Evans, Frances	102	30 00
Hebb, Mabel	102	30 00
Kaulback, Lily	102	30 00
Lindsay, Ellen	79	23 23
Mitchell, Hazel	102	30 00
MacInnes, Muriel	102	30 00
Rafuse, Hazel J.	102	30 00
Rogers, Gladys	102	30 00
Smith, Mildred	102	30 00
Strum, Emma	40	11 76
Webber, Esther	102	30 00
Zinck, Edna	102	30 00
Zinck, Olive	80	23 53

Poor Sections.

Broome, Pearl	78	30	59
Countway, Virginia	102	40	00
Herget, Gertrude	69	27	06
Salsman, Mamie	78	30	59

PICTOU EAST.

McLeod, John T.	102	105	00
Baillie, A. G.	102	75	00
Logan, Jessie B.	97	71	31
Larsen, Lida M.	97	71	31
McCabe, J. M. S.	102	75	00
McLellan, Ruth	102	75	00
Moran, Sadie M.	102	75	00
Porter, Williamina	96	70	58
Robertson, Edna	97	71	31
Rose, Annie J.	97	71	31
Tattie, Katherine	81	59	55
Wadden, Olive R.	97	71	31
Atkinson, Mattie	97	57	06
Bannerman, Margaret	97	57	06
Baylee, Susie	97	57	06
Bonyman, Bernice	97	57	06
Balcome, Lewis	82	48	23
Clarke, C. Margaret	97	57	06
Cameron, Isabel	102	60	00
Cameron, Margaret J.	45	26	46
Davis, Mary T.	97	57	06
Freeman, Annie M.	102	60	00
Fraser, Alice E.	97	57	06
Fraser, Annie D.	97	57	06
Grant, Hazel	102	60	00
Hayman, Catherine B.	97	57	06
Holmes, Brenton M.	20	11	76
Hadley, Agatha	97	57	06
Hamblen, M. Elsie	102	60	00
Kennedy, Sarah C.	100	58	82
Lockhart, Ethel J.	102	60	00
Lent, Frank I.	102	60	00
MacDonald, Ruth	97	57	06
MacDonald, Margaret J.	102	60	00
MacDonald, Margaret K.	97	57	06
MacDonald, Mary C.	99	58	23
MacGregor, Jessie	97	57	06
MacGregor, Margaret A.	97	57	06
MacKay, Catherine V.	102	60	00
MacKay, B. Maude	102	60	00
MacKay, Robertta J.	97	57	06
MacKenzie, S. Viola	102	60	00
MacKenzie, Christena M.	102	60	00
MacLean, M. Estelle	102	60	00
MacLean, Cassie	97	57	06
MacLellan, Barbara	97	57	06
MacLeod, E. Gertrude	97	57	06
MacPherson, Eliza	97	57	06
Munro, Edna	97	57	06
Munro, Katherine	102	60	00
Murray, Sadie	77	45	29
Qulton, Millage	97	57	06
Powell, Violet H.	102	60	00
Robertson, Sarah E.	97	57	06
Russell, Martha	97	57	06

Smith, J. Rose	97	57	06
Sutherland, Ella F.	97	57	06
Thompson, Elizabeth	20	11	76
Wright, Margaret I.	99	58	23
Watt, Annabel	102	60	00
Young, Nettie	97	57	06
Allen, Lottie M.	97	42	78
Blair, Margaret L.	102	45	00
Calder, Janet G.	30	13	23
Chisholm, Marguerite	97	42	78
Chisholm, Mary M.	97	42	78
Cox, Jeanette	102	45	00
Cruikshank, Ruth	102	45	00
Cruikshank, Alice P.	102	45	00
Fraser, Jennie	102	45	00
Fraser, Barbara	102	45	00
Graham, Gertrude M.	102	45	00
Hanna, Viola	102	45	00
Harvey, Meta	97	42	78
Johnston, Hughena	91	40	13
Keith, Sylvia	97	42	78
Kirk, Gertrude B.	99	43	66
Maxwell, Bessie B.	102	45	00
Meikle, Anna B.	97	42	78
Munroe, Christie	102	45	00
MacDonald, Annie M.	97	42	78
MacDonald, A. Fraser	94	41	45
MacDonald, Ida	36	15	87
MacDonald, Agnes C.	102	45	00
MacDonald, Roberta	101	44	56
MacGillivray, Jane R.	97	42	78
MacLeod, Catherine E.	102	45	00
Prowse, Cornelia	102	45	00
Robertson, Tilly A.	15	6	61
Ross, Bessie B.	102	45	00
Smith, Laura E.	57	25	13
Sutherland, Annie M.	97	42	78
Baillie, Anna	97	28	53
Campbell, Jessie L.	83	24	41
Campbell, Mary B.	102	30	00
Cameron, Hannah	97	28	53
Cavanagh, Evelyn	102	30	00
Cavanagh, Muriel	90	26	47
Chisholm, Elizabeth	102	30	00
Chisholm, Jessie A.	101	29	71
Crockett, Elsie	102	30	00
Fleming, Elizabeth	97	28	53
Fraser, Elma	100	29	41
Fraser, Jessie I.	97	28	53
Huggan, Gladys	102	30	00
MacBean, Mary G.	97	28	53
MacDonald, Annie B.	18	5	29
MacDonald, Bessie E.	75	22	06
MacEachern, Ruth	102	30	00
MacIntosh, Elsie	89	26	18
MacIntosh, Nellie	102	30	00
MacKay, Clara G.	84	24	71
MacKay, S. Jean	97	28	53
MacKay, Lelia C.	102	30	00
MacKenzie, Hazel	102	30	00
MacLeod, Christena	97	28	53
MacNaughton, Margaret	97	28	53
MacWilliam, Margaret	97	28	53
Mills, Martha	97	28	53
Muir, Annie	102	30	00
Murray, Catherine	43	12	64

Munro, Laura J.	102	30 00
Ormiston, Irene	102	30 00
Ross, Tená J.	85	25 00
Ross, Anna	45	13 23
Ross, Melva	102	30 00
Smith, Marion	102	30 00
Sutherland, Elizabeth	102	30 00

Poor Sections.

Cameron, Daisy B.	87	34 11
Cameron, Margaret I.	73	28 63
Cameron, Elizabeth	10	3 92
Chisholm, Elizabeth	82	32 15
Gunn, Elizabeth	53	20 78
MacDonald, Henrietta	55	21 56
MacHardy, Joanna	89	34 90
MacLean, Pearl	81	31 76
Redmond, Ada F.	94	36 86

Special Poor Section.

Green's Brook	25	60
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Consolidation.

Bailey's Brook	90	00
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Annuitants.

Cruickshank, Jessie J.	45	00
Ross, Margaret (Est.)	4	38

PICTOU WEST.

MacLellan, Robt.	97	99 85
MacDonald, J. C.	97	85 58
MacInnis, R. J.	63	55 59
Archibald, Greta	101	74 26
Kedy, Claude	97	71 31
Harris, W. E.	34	19 99
Highton, Anna B.	98	57 65
Hutchinson, Gladys	101	59 41
MacArthur, Olive E.	96	56 47
MacDonald, Ada	96	56 47
MacKenzie, Edna	102	60 00
Sillers, Violet A.	102	60 00
Cameron, Annie M.	76	33 52
Campbell, Menah	101	44 56
Creighton, Jessie M.	100	44 11
Elliott, Bessie	92	40 57
Fullerton, Irene	101	44 56
Gilchrist, Christine	101	44 56
Graham, Margaret M.	98	43 22
Grant, Etta W.	20	8 82
Haley, Mary	96	42 34
Harris, Catherine	102	45 00
Malcolm, Jennie	98	43 22
Matheson, Muriel G.	101	44 56
Murray, Bessie L.	102	45 00
McCara, Ellen	102	45 00
MacCarthy, Tená J.	102	45 00
MacKay, Ethel A. M.	93	41 01
MacKay, Marion	102	45 00

Maclean, Adelaide	82	36 16
MacQuarrie, Rena	94	41 45
Reid, Muriel	97	42 78
Ross, Jessie	96	42 34
Sillers, Florence	101	44 56
Sutherland, Margaret C.	102	45 00
Sutherland, Sadie	101	44 56
Thomson, Helen	102	45 00
Baillie, Christena	102	30 00
Campbell, Roberta	68	20 00
Dwyer, Mary V.	102	30 00
Fulmore, Beatrice	98	30 00
Fraser, J. M.	102	28 83
Gray, Aline M.	18	30 00
Hamilton, Annie	99	5 29
Henry, Jeanette M.	100	29 12
Harris, Elsie M.	100	29 41
MacCallum, Elizabeth	96	29 41
MacCunn, Marion D.	94	28 24
MacCunn, Mary A.	88	28 24
MacDonald, Donelda	86	27 65
MacDonald, Florence	102	25 89
MacKay, Annie E.	92	25 30
MacKay, Helen M.	102	30 00
MacKenzie, Hazel	102	27 06
MacKenzie, Ella	98	30 00
MacLean, Jean V.	101	30 00
MacPherson, Christine	91	28 83
Morris, Nan H.	97	29 71
Rae, Mary E.	99	26 77
Robertson, H. R.	72	28 53
Sutherland, Frances	102	29 12
Sutherland, Margaret E.	102	29 17
Sutherland, Annie C.	98	30 00
Watt, Anna A.	102	30 00
Whidden, Hazel B.	102	30 00
Young, Katherine	93	27 36

Poor Sections.

Cameron, Lillian	101	39 61
Campbell, Christena	102	40 00
Gunn, Mabel A.	102	40 00
Langille, Dorothea	102	40 00
Robertson, Annie I.	88	34 51
Stewart, Margaret C.	92	36 08
Sutherland, Blanche	89	34 90

Annuitants.

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

QUEENS SOUTH.

Morton, R. F.	102	105 00
Freeman, Jessie E.	92	67 64
Clements, Mary	102	60 00
Freeman, Grace D.	78	45 88
Freeman, Winnie	92	54 12
Harrington, E. B.	102	60 00
Hemeon, Elizabeth	102	60 00
Locke, Helen	102	60 00

Mosher, Hilda	102	60 00
Parks, Evelyn	102	60 00
Redding, Nellie M.	14	8 23
Sabeau, Olivedenne	102	60 00
Smith, I. alia J.	102	60 00
Soley, Emma M.	102	60 00
Anthony, Flora	54	23 81
Bell, Marie R.	10	4 41
Eisenhauer, Belle	102	45 00
Hardy, Martha	102	45 00
Meisner, Bertha	89	39 24
Mouzar, Effie	102	45 00
McGowan, Estella	102	45 00
Wamboldt, Sadie	102	45 00
Wharton, Ethel	102	45 00
Anthony, Dora	102	30 00
Baker, Lois	101	29 71
Brooks, Lena	102	30 00
Farrington, Helen	102	30 00
Fralic, Enid	84	24 71
Gardiner, Mossie	102	30 00
Hardy, Ermyrn	84	24 71
Hartlen, Gladys	102	30 00
Heckman, Belle	92	27 06
Hicks, Mary	102	30 00
Kempton, Cora	9	2 64
Manthorne, M. K.	102	30 00
Reynolds, Elsie	102	30 00
Robertson, Margaret	102	30 00
Shields, Freda	102	30 00
VanHorne, Marion	102	30 00

Poor Sections.

Theriau, Mildred	55	21 56
Melancon, Mercy	93	36 47

Annuitant.

Mullins, Jennie E.		180 00
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QUEENS NORTH.

Etherington, Bernice	102	60 00
Frank, Mabel	101	59 41
Graham, B. Helen	102	60 00
Parker, Edna	102	45 00
Canning, Margaret	102	30 00
Chute, Naomi	102	30 00
Crooker, Mary	102	30 00
Cushing, Florence	95	27 94
Dukeshire, Gladys	97	28 53
Himmelman, Eva	102	30 00
Hume, Bessie	102	30 00
Rogers, Florence	102	30 00
Smith, Dorothy	102	30 00

Poor Sections.

Lohnes, Vernie	94	36 86
Parks, Bessie	92	36 08
Smith, Roxie	71	27 84
Vaughn, Jennie	50	19 60

RICHMOND.

Boyd, Gertrude	102	75 00
Collins, Catharine	102	75 00
MacLeod, Jessie	98	72 05
Boudreau, Miss	102	60 00
Britten, James D.	102	60 00
Etienne, George W.	86	50 58
MacKichan, Annie B.	102	60 00
Macneil, Hilda	52	30 59
Samson, Marie E.	102	60 00
Sister M. St. Firminie	102	60 00
Boudreau, Cecilia I.	102	45 00
Britten, Mary Ella	102	45 00
Cameron, Mary M.	102	45 00
Cameron, M. Margaret	18	7 93
Gillis, Cecilia H.	102	45 00
Hureau, Clara M.	96	42 34
Jackson, Henrietta E.	102	45 00
Kemp, Dora C.	101	44 56
Landry, Caroline	10	4 41
McDonald, Cassie	17	7 49
MacKay, David	101	44 56
MacKay, Flora C.	100	44 11
MacLeod, Margaret	102	45 00
MacLeod, Marie S.	102	45 00
Macneil, Minnie P.	102	45 00
Mauger, Tina I.	20	8 82
Monbourquette, Clara D.	102	45 00
O'Toole, M. Alberta	102	45 00
Samson, Clara J.	102	45 00
Sister Cecile Marie	102	45 00
Sister Mary St. Hugh	102	30 00
Bissett, Helen E.	102	30 00
Boudreau, Marguerite M.	102	30 00
Brymer, Emma J.	39	11 47
Brymer, Lottie M.	67	19 70
Currie, Mamie	102	30 00
Ferguson, Annie May	102	30 00
Grimes, Alberta	102	30 00
Kehoe, Clara	93	27 36
King, Dora V.	102	30 00
Lavandier, Marie I.	78	22 94
McNamara, Minnie E.	102	30 00
Mauger, Agnes Jane	102	30 00
Pertus, Marie Leontine	94	27 65
Poirier, Jeffrey H.	102	30 00
Poirier, Mary Juanita	98	28 83
Riley, Ada	102	30 00
Samson, Mary Louise	102	30 00
Sister Marie St. Prudent	92	27 06
Baccardax, Caroline J.	86	25 30
Cameron, Annie B.	40	11 76
Campbell, Mary M.	82	24 12
Campbell, Mary E.	40	11 76
Holmes, Nellie S.	102	30 00
Edwards, Ivy	95	27 94
Kemp, Christina	78	22 94
LeBlanc, Elizabeth	89	26 18
Matheson, Christina K.	84	24 71
Monbourquette, Abraham	50	14 70
McAskill, Cassie A.	80	23 53
McDonald, Mary A.	67	19 70
McDonald, Margaret	20	5 88
McLeod, Agnes	81	23 82
McLeod, Florence M.		

MacNeil, Gertrude	50	14 70	MacKay, E. B.	102	30 00
Monbourquette, M. Alma	102	30 00	MacKenzie, S. Viola	102	30 00
Spray, Charles P.	60	17 64	MacKenzie, Florence	101	29 71
Strachan, Jean	87	25 59	Nickerson, Norma	102	30 00
Urquhart, Gladys A.	97	28 53	Pierce, M. Jeane	102	30 00

Poor Sections.

Boudreau, Blanche M.	102	40 00
Doyle, Johanna C.	102	40 00
Doyle, Tena A.	73	28 63
McInnis, Catharine S.	88	34 51
McKinnon, Christine M.	61	23 92
MacLean, Annie May	79	30 98
MacRae, Annie M.	78	30 59
MacRae, Barbara K.	98	38 43
Murray, Elizabeth V.	89	34 90
Ross, Alexandrena	89	34 90
Shaw, May C.	84	32 94

Consolidation.

Acadiaville	10 00
Louisdale	30 00

Annuitant.

McLeod, Malcolm	60 00
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SHELBURNE.

Rudolf, A. Mary	102	105 00
Bower, Dorothy B.	102	60 00
Crowell, S. B.	102	60 00
Hood, H. Augusta	99	58 23
Langille, E. H.	102	60 00
MacKay, M. A.	101½	59 70
McGinnis, G. R.	102	60 00
Bower, Elizabeth C.	102	45 00
Chute, Althea S.	102	45 00
Cole, Elizabeth P.	102	45 00
Etherington, Lillian	102	45 00
Firth, E. Louise	102	45 00
Harding, Dorothea	102	45 00
Hardy, Etta F.	102	45 00
Hemeon, Eunice F.	102	45 00
Jones, Bessie V.	102	45 00
Kean, Evelyn S.	102	45 00
Littlewood, E. C.	10	4 41
MacDonald, K. G.	102	45 00
MacKenney, E. A.	102	45 00
Morton, E. M.	102	45 00
Pennington, J. G.	102	45 00
Ringer, Muriel	102	45 00
VanAmburg, B. M.	102	45 00
Bower, Alberta C.	102	30 00
Crouse, Hattie B.	102	30 00
Decker, Erminie	72	21 17
Doane, Dorothy A.	89	26 18
Downie, Valda B.	87	25 59
Harding, Zella M.	101	29 71
Jones, M. I.	47	13 82
Latham, E. M.	102	30 00
Latham, H. E.	70	20 58

Shupe, J. B.	102	30 00
Smith, Ivy V.	20	5 88
Townshend, Sarah	102	30 00
Turner, Jennie	58	17 05
Whitman, G. R.	102	30 00

Poor Sections.

Craig, H. M.	90	35 29
Kendrick, Mabel	102	40 00
MacKay, Ida L.	73	28 63
Smith, Edna	79	30 98
Smith, Helen C.	77	30 19

Annuitants.

McLeod, A. N.	250 00
Goodrick, J. D.	45 00
MacMillan, Elizabeth	45 00

BARRINGTON.

Martin, O. MacNutt	102	105 00
Hermann, Ella	100	73 53
Heckman, Katie	102	60 00
Rafuse, Vera G.	102	60 00
Sears, Louise F.	100	58 82
Snow, Ruby H.	102	60 00
Awalt, Florence	102	45 00
Christie, K. E.	102	45 00
Forbes, L. Beatrice	68	29 98
Hines, Mildred	102	45 00
Hopkins, B. L.	102	45 00
McGinty, K. C.	102	45 00
Nickerson, Doris G.	102	30 42
Nickerson, Lucy I.	69	45 00
Nickerson, Lorna J.	102	45 00
Nickerson, Reta G.	102	25 13
Nickerson, Lelia F.	57	45 00
Nickerson, Verna B.	102	45 00
Smith, Hazel H.	102	45 00
Spinney, M. V.	102	45 00
Thomas, Ida M.	102	45 00
Wilson, Lois E.	102	30 00
Brannen, Ruby V.	102	30 00
Hardy, Amanda B.	102	30 00
Hitchens, J. L.	102	30 00
Langille, Jean A.	102	7 35
McGuire, Maggie I.	25	2 94
Morse, Hazel G.	10	26 77
Nickerson, Adele	91	30 00
Nickerson, Clara G.	102	14 40
Nickerson, W. Vaughan	49	30 00
Nickerson, Frances D.	102	25 30
Perry, Ella R.	86	30 00
Reynolds, Frances E.	102	5 88
Seaboyer, Teresa	20	30 00
Smith, Gordon	102	30 00
Swimm, Hazel O.	102	29 41
Williams, Hazel C.	100	

Poor Sections.

Black, Elsie C.	102	40 00
McLean, Myrtle	69	27 06
Seaboyer, Myra	90	35 29
Smith, Elizabeth M.	102	40 00

Annuitants.

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

Annuitant.

Matheson, W. H.	45 00
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VICTORIA.

MacLean, Christena O.	102	105 00
Maddernid, Rachael	102	60 00
MacLennan, Jessie M.	102	60 00
MacLeod, Georgie	102	60 00
Austen, Catherine	54	23 81
Canavan, Annie E.	99	43 66
Carey, May Lily	94	41 45
d'Entremont, Eleanor M.	102	45 00
MacAskill, Flora B.	102	45 00
MacKay, Hannah	102	45 00
MacKenzie, Margaret	102	45 00
MacLeod, Abbie	102	45 00
MacNeil, Kathryn	102	45 00
Matheson, Helen	92	40 57
Nicholson, Mary	101	44 56
Brewer, Willena	51	14 99
Buchanan, Sadie	102	30 00
Kennedy, A. C.	102	30 00
Lord, Helena	83	24 41
Macdonald, Elizabeth J.	71	20 88
MacIver, Henrietta	94	27 65
MacIver, Annie	97	28 53
MacIver, Archibald	49	14 40
MacKay, Agnes	78	22 94
MacKenzie, Margaret	102	30 00
MacKenzie, Isabella	102	30 00
Macleod, Dolena C.	101½	29 86
Macleod, Dolena C.	95	27 94
MacMillan, Malcolm	71	20 88
Macquarrie, Mary	96	28 24
MacRae, Georgie	102	30 00
MacRae, Ruby	102	30 00
MacRae, Mabel	102	30 00
Miller, Raymond	97	28 53
Montgomery, Christene	56	16 46
Nicholson, Christy	47	13 82
Nicholson, Annie	76	22 35
Wright, Ida	79	23 23

Poor Sections.

Buchanan, Tena	102	40 00
Fraser, Katherine	101	39 61
Logan, Edward D.	83	32 55
Macdonald, J. R.	98	38 43
MacLennan, Christene	56	21 96
MacNeil, Mary A.	78	30 59
MacNeil, Catherine A.	40	15 68
Russell, Hannah	102	40 00

YARMOUTH.

Wyman, Harry J.	102	105 00
Horner, A. W.	102	90 00
McGray, M. W.	102	90 00
Gray, Hazel	102	75 00
Horner, Norna B.	102	75 00
Lewis, Winnifred	102	75 00
McLeod, A. J.	102	75 00
Perry, Evelyn	102	75 00
Ross, Frances G.	102	75 00
Tooker, Beatrice	102	60 00
Allen, S. B.	102	60 00
Bellevue, Winnifred	102	60 00
Bond, Mary G.	101	59 41
Bower, Bernice	102	60 00
Brooks, Ruth P.	102	60 00
Burrows, Louise	98	57 65
Churchill, Hazel M.	102	60 00
Corning, Jennie E.	102	60 00
Durland, Addie W.	102	60 00
Ellenwood, Margaret	102	60 00
Elliott, Mabel	102	60 00
Goodwin, Effie B.	102	60 00
Grant, Melford	102	60 00
Gray, Eva I.	102	60 00
Hines, Nora G.	102	60 00
Hopkins, Anita W.	102	60 00
Kinney, Laura	102	60 00
Meuse, F. E.	102	60 00
Moses, Dorothy M.	82	48 23
Pike, Mary W.	102	60 00
Pitman, Jeanette	1918	10 00
Pitman, Helen V. Lib.	102	60 00
Platt, Bessie H.	102	60 00
Potts, Dorothy	102	60 00
Rafuse, Neta B.	102	60 00
Raymond, Luella	102	60 00
Ryder, K. A.	102	60 00
Snow, Marguerite	20	11 76
Wetmore, M. Beryl	102	60 00
Wyman, Mary	102	45 00
Allan, Frances L.	102	45 00
Allen, Annie D.	102	45 00
Brown, Maude S.	102	45 00
Bryant, Arletta D.	101	44 56
Curry, Mattie	102	45 00
Delamere, S. P.	102	45 00
Gavel, Margaret A.	102	45 00
Hopkins, Jane W.	102	45 00
Killam, Gertrude	102	45 00
Lyons, Sarah R.	102	45 00
MacKay, J. MacP.	102	45 00
McNeill, Doris G.	102	45 00
Morton, Hilda E.	102	45 00
Platt, Ada M.	102	45 00
Pothier, Emma M.	102	45 00
Purdy, Lennie S.	102	45 00

Randall, Theora W.	102	45 00	Amiro, Jessie M.	102	45 00
Reeves, Florence P.	40	17 64	Babin, Mary C.	102	45 00
Tanch, Hannah	66	29 10	Comeau, Anna E.	99	43 66
Trefry, Josie	102	45 00	d'Entremont, Emilie A.	102	45 00
Winter, Sadie L.	102	45 00	d'Entremont, Victorie	99	43 66
Bain, Dorothy	102	30 00	Doucette, Marie R.	102	45 00
Cameron, M. L.	99	29 12	Hamilton, Stella G.	101	44 56
Cann, Lawrence	91	26 77	LeBlanc, Exilda	99	43 66
Cook, Dorothy	102	30 00	McCarthy, Emma L.	19	8 37
Crosby, Addie M.	102	30 00	Murphy, Kate M.	98	43 22
Kempton, Cora A.	36	10 59	Nickerson, Stella	101	44 56
McLeod, Thelma K.	102	30 00	Pottier, Estelle J.	102	45 00
Moses, Jas. E.	75	22 06	Prosser, Jennie	102	45 00
Moses, Maude G.	102	30 00	Robichaud, Marie	102	45 00
Mullon, Beulah	100	29 41	Sister M. Elise	102	45 00
Purney, Maria I.	102	30 00	Sister M. Celeste	102	45 00
Wyman, Thirza H.	92	27 06	Sister M. Eugene	102	45 00

Poor Sections.

DeViller, Elsie A.	102	40 00
Parris, Spurgeon	29	11 37
Piper, Elsie I.	102	40 00
Snow, Vera E.	80	31 37
Stanwood, Frances	89	34 90
White, Hazel E.	99	38 82

Annuitants.

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

ARGYLE.

Amirault, Estelle	102	60 00
Belliveau, Catherine	102	60 00
Comeau, Lucie	9	5 29
d'Entremont, Jeanette	99	58 23
d'Entremont, Marie C.	102	60 00
D'Eon, Lorette F.	102	60 00
Hurlbert, D. Alta	102	60 00
Perry, E. Caroline	102	60 00
Ricker, Annie L.	101	59 41
Sister M. Seraphia	102	60 00
Surette, Hilda	102	60 00
Abbott, M. Ora	102	45 00
Ahern, Mary E.	20	8 82
Amirault, Ambrosine	102	45 00
Amirault, Mary I.	102	45 00

Stevens, Grace	102	45 00
Surette, Rose A.	102	45 00
Amirault, Muriel	102	30 00
Amirault, M. R.	102	30 00
Amirault, Emilie M.	102	30 00
Amirault, Bernice	83	24 41
Babin, Rose A.	95	27 94
Babin, Chantal	100	29 41
Bourque, Emma R.	101	29 71
Burke, Marguerite	102	29 00
Crowell, Alton F.	102	30 00
d'Entremont, Anne R.	5	1 47
Fitzgerald, Lauriè	79	23 23
Goodwin, Rosa P.	100	29 41
Hagar, Lena	77	22 65
LeBlanc, John B.	102	30 00
Meuse, Agnes B.	54	15 87
Naas, Mabel	17	5 00
Pothier, Catherine M.	15	4 41
Robichaud, Eva	102	30 00
Sister M. Gonzaga	87	25 59
Smith, Marjorie C.	102	30 00

Poor Sections.

Babin, Caroline	102	40 00
Bourque, Helen M.	102	40 00
Burrell, Fanny	50	19 60
Nickerson, Irma	102	40 00
Surette, Pierre G.	73	28 63
Trefry, Elsie P.	99	38 82

Annuitants General.

Hall, Dr. J. B.	300 00
Smith, Oressa A.	250 00
Estate late Dr. J. B. Calkin	78 90

Rural Science Bulletin.

Vol. IV.

TRURO, 14 MAY, 1918.

No. 8

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

NOTES AND COMMENTS.

In Pictou town the Curling Club will open their rink for a Children's Exhibition next fall, and will co-operate with the teachers in making such exhibition worth while.

In connexion with the Y. M. C. A. Canadian Standard Efficiency tests, those in authority are seeking information about school gardens, school exhibitions and general rural science activities. "Home Relationships" is the particular heading under which this phase of Y. M. C. A. work comes.

A dozen Women's Institutes thruout the province are already busy with next fall's exhibition prize lists.

At least two dozen clergymen are urging their teachers and school board to use the "Greater Production" movement as a basis upon which to build a patriotic and useful citizenship.

Edmonton schools last year grew 480 bushels of potatoes on their school grounds. They sold them for \$350 and are using the money for athletic equipment.

With Curling Club, Y. M. C. A., Clergymen and Women's Institutes all pushing school activities, is it not strange that some of our teachers are still merely "holding down a job?" In some cases, we see why salaries are low. Make yourself worth more than you get; and in time you'll get more.

DAYLIGHT SAVING IN UNITED STATES.

The Canadian daylight saving law is modelled after that of the United States, and Uncle Sam is not doing things by halves as the following news item indicates:—"John Shull, arrested in Sedalia, Mo., upon allegations that he declared he would not comply with daylight saving or other useless Government regulations was convicted of disturbing the peace and sentenced to three months in jail and fined \$100."—Kentville Advertiser.

CHILDREN'S FARM CONTESTS.

Last year we offered bonuses for certain farm and garden contests. In a few cases children were disappointed because their produce was not judged. This year we shall modify our offer as follows:

"To the boy or girl who exhibits the best pig, calf, lamb, pen of chickens or collection of canning for his county the Education Department will pay a bonus of five dollars."

The general regulations of last year will still hold [See Journal of Education, April, 1917, page 118]. In order to claim the bonus at least a dozen entries should be made in each item, representing at least four school sections. Teachers concerned must notify the Director of Rural Science, Truro, not later than Sept. 6, stating the names of the contestants, what they will exhibit and to what centers they can bring their material.

In this connexion may we repeat a request of a year ago, viz.,—"Will all teachers let us know not later than June 10 how many of their children have home gardens and what the total area of these gardens is? Let us know also what the prospect is for a good exhibition next fall.

IDENTIFICATION OF INSECTS.

At the last provincial exhibition, Mr. H. Piers, curator of the Provincial Museum, Halifax, was much interested in the insect collections exhibited by school children. On looking over them, he noticed several specimens incorrectly named. He expressed his desire to assist any children or teachers who would send him material for identification. We hope many will avail themselves of the assistance so kindly offered by Mr. Piers.

Mr. E. C. Allen, Normal College, Truro, and Mr. W. H. Brittain, Agricultural College, Truro, will also cheerfully furnish information relative to insect study.

CONSERVATION OF TREES.

The following clipping from the Halifax Morning Chronicle, Oct. 11, 1916, has something worth thinking about. Children who plant trees have the chance of living until they see those trees full-grown. Older people have not the same hope.

PLANT TREES ON ROAD SIDES OF THE PROVINCE.

To the Editor of The Chronicle.

Sir:—I have read several suggestions for road improvement in the Province but they are all temporary expedients, and after the fever is over, you get back again into the old rut. Every one is looking to the Government for assistance, but the revenue of this Province is not sufficient to carry out such a public improvement and pay the other expenses without increased taxation. Here are a few items that might be seen to, to get more money. Tax the increment of all property so that when sold 50 per cent. above the valuation will go into the Treasury. Increment is produced by the mass, then it should go back to the people. In Germany, Italy and other countries this is done. The first thing to be attended to is that all roads encroached on should at once be brought back to the 66 feet width.

Timber is getting scarce, and every year will become more so. Then I propose the following to raise a permanent revenue that will last for all time. The Government only can tackle such a proposition. There are 20,000 miles of roads in this Province. Plant trees, say 600 to the mile. This will give 12,000,000 in suitable places, peaches, apples, plums and cherries—like in Luxemburg and the north of France. In ten years this class would pay for the section hands who would tend them, and the improved road bed laid down. The rest could be hard wood as suited the regions. In 20 years you would have an asset at least worth

six million dollars, and these, by thinning and replanting, capable of producing a revenue of at least \$150,000 per annum.

The Municipalities should be encouraged and empowered by law to purchase and plant Municipal Forests as in Switzerland, by Government aid. By this means they would increase their assets and according to the size of their woodland decrease their rates. The Government should take over and plant all waste places. The merest tyro knows that the price of timber is going up at a fearful rate. You feel it, Mr. Editor, and I expect to see the Chronicle either doubled in price or reduced in size thru a corner in "pulp." Trees growing cost nothing, but they are great money makers, as the Lord of Dumbles Dikes reminded his son.

I believe there are some Provinces like Quebec and New Brunswick which own forests and derive revenue therefrom. I believe Nova Scotia possesses nothing of this kind. I am under the impression one of the North Western Provinces is planting all its roadsides with suitable trees. One hundred years ago Orsa, a town in Sweden, planted all its roads and streets with trees. For years all its taxation has been paid out of revenue from the sale of the Municipal timber. The town of Zampden on the Zuyder Zee raises all its taxes in the same way.

The attraction of visitors to see a country with boulevards of trees would also be another source of revenue.

Hantsport, N. S., October 11th, 1916.

The Windsor Tribune thru a correspondent shows how trees planted by the roadside fare in parts of Nova Scotia. An Act similar to the Massachusetts Act mentioned would seem to be needed.

Mr. Editor,—

There seems to be a malicious, envious, or malevolent turn of mind amongst certain persons, young or old I know not which who use the so called "bog road" from Hantsport to Windsor.

Some eight years ago I planted a number of oak trees for the purpose of giving shade and adding to the beauty of the place bordering the highway. Scarcely were they set out than hoodlums or evil minded cads cut several of them down. Sporadically a few more disappeared till now there are 4 out of 40.

Two years since I planted about 30 apple trees along the road way to replace the oaks. Surely, thought I, they will leave these alone, and as they blossom they will be things of beauty for the tourists and others to look at, whilst in a few years there will be apples in plenty for the thirsty pedestrians or motorists to slake their thirst. Now all but three have been cut down or broken. Savages of the Red Indian type could not act worse. Sunday, I was out at the place and I found several panes of glass broken by stones or other missiles, tho on the previous Saturday week this glass was intact. Such destruction is purely malicious. I think it advisable that the Township be made responsible for such wanton destruction of property, when the culprit is not traceable.

If it were found out that small boys were guilty, an act similar to the Massachusetts Act might be passed making the parents responsible for their guilty offspring.

Several notices were placed at various dangerous places informing motorists of the way to Windsor, but these also have been destroyed. This is an important public question for what happens to my property today, unless checked, may occur to any other resident's property tomorrow. When we pay our rates and taxes we are entitled to police protection.

To reduce such outrages to a minimum either the Municipality or the Province should establish mounted patrols to keep the hoodlums in check. For this service I would only be too pleased to contribute my quota of taxes so that I may have the advantage of law and order.

I have several acres of land here which in this time of dearth could be usefully employed growing food, but in face of this blackguardly conduct on which I animadvert it would be futile for me to attempt it.

T. O'Connor.

Hantsport, N. S., April 30, 1918.

ARBOR DAY IN OKLAHOMA.

On March 12, is Arbor Day in Oklahoma. Wouldn't it be nice for every boy and girl who reads this to plant a tree on that day? Maybe it will be planted in the yard at home to make things look prettier for mother. Maybe it will be planted on your school ground. R. H. Wilson, state superintendent, is urging that every school observe this Arbor Day. Ask teacher if you can't all bring your shovels and spades and plant trees after last recess. You'll have more good out of that day than you dream of now, for you do much more than planting a few little trees may seem. You'll plant tiny brown buds to swell and burst into tender, feathery green at the first call of spring, and you'll plant cool, green leaves to give grateful shade from summer's heat. You'll plant strong boughs to give shelter to the nesting birds, and nuts and fruit to eat when harvest days come. Maybe you'll be planting chairs and tables and houses—who knows? All these things come from trees. You'll be planting refreshment and beauty and pleasure for yourselves after you are men and women grown, and for other girls and boys who come years after you are gone. Isn't it a wonderful thing to plant one little tree? [Oklahoma Farmer].

"Trees for beautifying school grounds are furnished free to rural schools in California by the Chico State Normal School. Chico will also send, on request a man to lay out school gardens in rural communities."

When shall we in Nova Scotia attain this? That is for the school children and their parents to decide.

A SUGGESTIVE LETTER.

The following letter from Miss Ada MacDonald, Pictou, is given not for the information it contains, but that the experienced teacher may see how many things outside of reading and arithmetic belong to the modern school.

In Pictou we have had a flock of twenty robins all thru the cold weather. A Lady from High St. reported to me that she had a pair in her garden all winter. Every morning they come to the door to be fed. The children were quite delighted when the robins would come to our part of the town to pay us a friendly visit.

On Jan. 14th a flock of Pine Grosbeaks came to town and we have seen them almost every day since then. They are so tame, that now, they are not afraid of anyone. On Feb. 2nd two Red Polls were with the Grosbeaks. Since then about a dozen are often seen with them.

We have had very interesting lessons about all the birds as they arrive, and even some of the Primary children are now familiar with the common ones. All my children, Grades VI—VIII are intensely interested in Bird Study. The good and bad qualities; song, habits, etc., are all studied carefully. When a young lad came in the other day with a smile on his face I knew something was coming. "Oh! Miss MacD—I saw the Wild Goose trail his harrow." Another said, "Please I got a good look at the Blue Jay with his bonnet strings. I fed him on corn and he is a glutton." Still another said, "I heard the Robin sing cheerily, cheerily this morning. I know spring is now here."

The children have learned all about the food of these birds and many have fed birds on cold stormy days.

We had a school Exhibition last fall and plan on having a better one next September. Our home gardens were fine last year. Many more are to be started this spring. Besides this the Women's Council in conjunction with the teachers of the town, are going to start the Vacant Lot Gardens. There are to be two large ones. One at each end of the town. These gardens will be worked by children who cannot have Home Gardens.

All our work is not one sided. We try to be "four square." Lessons, Nature work of all kinds, school savings bank, Gardens and any good cause. Last year we supported a Belgian child. On Valentine's day this year the childer gave up their usual fun and Valentine box, and sent the money thus saved, fifteen dollars, to Sir Frederick Fraser to help on his good work for the Blind. I received a lovely letter in reply. We are now collecting for the Serbians.

At the beginning of the war, when collections were asked for the N. S. School Ambulance, we gave a helping hand and later a picture of the Ambulance was sent to the school. All this means work to the teachers but it pays, not in money but in moral upbuilding of the children.

Prin. West End School, Pictou, N. S.

DR. SOLOAN SUPPORTS SUMMER SESSION OF RURAL SCIENCE SCHOOL.

Has Good Words for its Objective—Its Efficiency and Its Hive of Busy Workers.

Mr. Editor:—

Many thanks for your courtesy in offering me an opportunity for friendly comment upon your suggestion for the closing of the Rural Science School this summer.

At the present time, in the U. States, France and England, extraordinary efforts are being put forth to maintain the elementary schools in a state of increasing efficiency. The U. States Commissioner of Education is most urgent in his appeal to the nation, public, teachers and pupils for vigorous educational effort to meet the enormous wastage of human skill and efficiency sustained thru the ravages of war.

In the British parliament a new education bill provides for extension of the age limit in compulsory school-attendance, and emphasizes the present need of just such educational activities as are being promoted thru our Rural Science and School Garden movement. Even in the war-area of France the people's schools, driven underground by German shells, utilize the vast caves and champagne cellars of Rheims and Epernay to train the new generation of boys and girls upon which the nation relies to uphold its noble civic ideals, its artistic conceptions and its superb craftsmanship. The two or more score of French normal schools are still busy, only now they are expending their energies, just as we are, to fit young women to replace the schoolmasters called to the battle front.

On every hand it is recognized that before us in the after-war period lies a future of fiercest economic struggle and fiercest competition. Canada can ill afford to ignore the signs which our neighbors and allies read with deep concern.

As to the teachers who at considerable outlay of hard won earnings attend our short summer session,—held during the least stressful weeks of the farming season,—it may confidently be believed that only those whose immediate opportunity for productive industrial effort is small, will attend the school. Those who do come will be able in the ensuing season to multiply tenfold in their school and home garden efforts the results they could achieve by devoting the four weeks to helping with the hay or the weeding.

All honor to the fine young women of Nova Scotia, who, seeing an opportunity to serve their country, tho with prospect of small material reward, prepare themselves for their task according to the plans outlined for them by a well-informed educational administration. And if they really do, as you imply, find it easy to be jolly in these circumstances, I am sure that you are not the one to admire them the less for it. Your constant readers have always fancied that in you, we have an embodiment of the real Mark Tapley spirit.

Cordially yours,

DAVID SOLOAN.

The Doctor well knows that old Chuzzlewit's witty man servant could at times be gravely sober—when exigency demanded;—so the Tapley of the News considered these stressful war times an occasion for only such work and toil that could be made immediately productive, but we are not particularly wed to the abandonment of this Rural Science School even for this summer; and when these pretty white-gowned, girl students flit into the "Forest Lawn" gardens, as they generally do you may be sure they will be as welcome as the flowers of May.—Ed. News.—*Daily News, Truro.*

COPY OF DOMINION STATISTICS TO BE FILLED IN BY NOVA SCOTIA SCHOOLS.

Annual Returns of Crops and Live Stock, 1918.

Province of Nova Scotia.

Under arrangements made between the Dominion and Provincial Governments, it is intended, in future, by means of a schedule filled up by individual farmers, to collect Annual Returns thruout Canada of the **Areas Sown to the Principal Field Crops** and of the **Numbers of Farm Live Stock**. This plan was applied successfully in four provinces last year, and is now being extended to the whole of the Dominion.

An accurate knowledge of the total areas of Field Crops and of the Numbers of Farm Live Stock, and of their annual increase or decrease in each province in Canada, will be a guide to every farmer in marketing his products and in making his arrangements for the future. Producers of grain and live stock have repeatedly asked the Government for more complete statistics of this nature. To obtain statistics that are accurate and trustworthy, the co-operation is necessary of **every farmer and stockowner in the country**. The completed schedules will be treated as absolutely confidential by both Dominion and Provincial officials, and no individual returns will be divulged.

The facts supplied by you will not be used in any way for taxation purposes nor for the imposition of any other liability.

The schedules when filled up will be collected from individual farmers thru the medium of the school teachers, who will forward them to the Secretary of Industries and Immigration at Halifax. You are therefore earnestly requested to fill up the schedule on the back of this card to the best of your knowledge and belief and to return it not later than **Saturday, June 15, 1918**, to the School Teacher in your School District.

The information in the schedule is to apply (a) to crops for this year's harvest and (b) to live stock on the farm in June.

R. H. COATS,
Dominion Statistician, Ottawa.

ARTHUR S. BARNSTEAD,
Secretary of Industries and Immigration, Halifax, N. S.

Fill in and Return by June 15, 1918, Sure.

(See Schedule Overleaf).

See directions overleaf.

Annual Returns of Crops and Live Stock, June 15, 1918.

Province of Nova Scotia.

Schedule to be filled up and returned to School Teacher of local School District not later than Saturday, June 15, 1918.

Name of Farmer..... P. O. Address.....
R. R. No..... County.....
No. of Municipal District..... Name of School District.....

ACREAGE UNDER FIELD CROPS.

	Acres.		Acres.
Fall Wheat.....		Potatoes.....	
Spring Wheat.....		Turnips.....	
Oats.....		Mangolds.....	
Barley.....		Other Roots...	
Rye.....		Fodder Corn...	
Peas.....		Land for Hay..	
Beans.....		Landfor pasture	
Buckwheat.....		Alfalfa.....	
Mixed Grains.....		Other Crops...	
Other Grains.....		Fallow.....	
		Tree Fruits.....	
		Small Fruits...	

NUMBERS OF FARM LIVE STOCK.

	No.
Stallions, 2 years old and over.....
Mares, 2 years old and over.....
Geldings, 2 years old and over.....
Colts and Fillies under 2 years.....
Bulls for breeding.....
Milch Cows (only cows milked or to be milked in 1918).....
Calves, under 1 year.....
Steers, 2 years old and over.....
All other cattle.....
Sheep.....
Swine.....
Turkeys.....
Hens.....
Geese.....
Ducks.....

N. B.—Where the answer is “none,” indicate the fact by a dash(—).

Certified complete and correct to the best of my knowledge and belief.

Date:—June....., 1918.

Signature.....

TO SCHOOL TRUSTEES AND TEACHERS.

As the April JOURNAL OF EDUCATION may be late in reaching some schools on account of conditions beyond the control of the Education Office, this is to intimate that the Food Conservation Committee for the Province of Nova Scotia intend to make a special effort during the fortnight beginning 19 May, to impress the people of Nova Scotia with the urgent necessity for saving wheat at the present time.

The situation, briefly is that while the crop prospects on this continent, today are most encouraging, there will not be a sufficient supply of wheat for overseas needs between now and the middle of August, unless everybody on this continent makes an effort to reduce his consumption of wheat bread and other wheat products.

The Superintendent of Education therefore suggests that on Empire Day such exercises shall be conducted in the schools as will stimulate the interest of the pupils in this question which is of so great importance at the present time. The help of local speakers, who will address the pupils on this question, should be utilized.

If such exercises cannot be arranged for Empire Day, it is recommended that these be held on Friday, 31 May, the school day immediately before the anniversary of the King's Birthday.

A. H. MacKAY,
Superintendent of Education.

Education Office,
11 May, 1918.

Rural Science Bulletin.

Vol V.

TRURO, 16 SEPTEMBER, 1918

No. 1.

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

EXHIBITIONS.

As usual, the first Bulletin of the school year urges children's exhibitions. To know what we have said in the past, please read the following:

- Journal of Education, October 1916, pages 195 and 200.
- “ “ April, 1917, page 33.
- “ “ October, 1917, page 211.

Following are the dates of County Exhibitions this year:

Inverness.....	Sept. 10, 11.
Bridgewater.....	“ 24, 25, 26.
Antigonish.....	“ 24, 25.
Stewiacke.....	“ 26, 27, 28.
Sherbrooke.....	Oct. 1, 2.
Sydney.....	“ 1, 2, 3, 4.
Yarmouth.....	“ 2, 3, 4.
Bear River.....	“ 3.
Little Brook.....	“ 8, 9.
Shelburne.....	“ 10, 11.
St. Peters.....	“ 10, 11.

Teachers should see that children's exhibits are at the place of exhibition *the day before* the exhibition opens.

Besides sending material to the County or District Exhibition, don't neglect your local one. This year when every patriotic child has had a war garden and when everyone should have canned his immature or perishable vegetables, there will be more to exhibit than ever before. At the local exhibition is where the home folks can actually see what the children of their section did. Progressive men and women are stepping in to do this work which really belongs to the teacher. Teachers should be the leaders; but they will heartily welcome the support of the citizens in this matter.

Don't forget to send a report of your exhibition to Truro. We want to know of your success. Did it pay? You were tired, of course; but did you not get a hold on your pupils and their parents which you would not have got otherwise?

We'll let you know in the November Bulletin how the province did. Old centers will continue to exhibit. A number of new ones are promised.

See Journal of Education, October, 1917, page 307, for suggested prize list. Let the Director of Rural Science know at once what your school will send to the County Exhibition.

RURAL SCIENCE GRANTS AND PRIZES.

As is well-known the only rural science grants paid these last two years have taken the form of exhibition prizes. In future very few such prizes will be paid. It was our custom to pay a teacher \$5.00 for holding a local exhibition, \$5.00 for sending exhibits to the County or District Exhibition and \$5.00 for the Provincial Exhibition. On this basis, some teachers got \$5.00 for sending four barrels of exhibits while others got an equal amount for sending a few parcels in a soap box. This is scarcely fair.

Up to the present we have encouraged even the smallest efforts. It is now time, however, to expect something better. Don't feel disappointed, therefore, if no grant is forthcoming next year. Your enhanced standing in the Section will repay you for all effort put forth in garden and exhibition work. We need leaders. Prove yourself to be one and your reward will not be long delayed.

NOTE.—Notice the reference to Grade VIII examination in Agriculture on page 130 of the Journal of Education, April 1918.

WHAT SOME PEOPLE ARE DOING.

The teachers at Mahone, N. S., add 10% to the grading examination results for good garden work. They say the plan works well.

A group of school girls in Stewiacke have a large garden, the products of which are sold for Red Cross purposes. These girls call themselves the Order of Good Times Club.

The American Soldiers at Camp Dix, New Jersey, work a very large war garden, and practically produce all their own vegetables.

Two million school children in the United States are this year working war gardens.

It is the rule in the United States for industrial firms to establish large gardens for their employees. In Canada, it is the exception.

The following clipping may set some one a-thinking:—

"The Sunday Schools of Lockport, N. Y., undertook to save crops as well as souls, and volunteered by classes for the peach orchards and saving peaches."

TIMELY REMINDERS.

Prepare the soil now for next year's garden. The garden may be on the school grounds; but by no means should the child's home garden be neglected.

Save seeds and tubers from this year's garden for next year's planting.

Plant one hundred tulip bulbs on your school ground about October 20. They will bloom next May. If you don't know how to plant them, ask someone.

Before the ground freezes, take a barrel of soil into the cellar for early window boxes.

Read garden books and magazines. Learn something from local gardeners.

EDUCATION FOR COUNTRY LIFE.

The Farmer's Work Analyzed.

By Professor S. B. McCready, in Canadian Countryman.

As a tiller of the soil, he clears land, drains it, plows it, harrows it, cultivates it, fertilizes it. The soil is the source of all his wealth. If he abuses it, he suffers. If he does well by it, he benefits, and the world at large benefits. If he leaves it better than he found it, he is a public benefactor and deserves well of posterity; a good citizen. If he leaves it poor and depleted, he has stolen from posterity; in ignorance, it may be, but Canada is poorer for his having lived in it. His has not been the service of a patriot.

The work of the farm becomes more and more the work of a skilled mechanic. The farmer must be very largely his own carpenter and builder, mason and cement worker, blacksmith and tinsmith and plumber, painter and glazier. He should be an all round expert equipped to perform the commoner tasks pertaining to a dozen different trades.

On that side of his work in which science plays a part, there are manifold requirements also. For the best kind of intelligent work—and there should be nothing but this kind of work on the farm—he requires at least elementary knowledge of the sciences of botany, zoology, physiology, physics, chemistry and meteorology; not in the manner that the secondary schools of the country teach them at the present time, but in their intimate application to weeds and weed seeds, insects and plant diseases, domesticated animals, soils, drains, fertilizers and manures, rainfall and frost, fruit growing and grain growing, the laws of breeding and the principles of feeding. Farming is an art, agriculture is a rare complication of sciences. For these there must be found teachers.

HOW SHOULD SCHOOL GARDENS BE SUPPORTED?

If gardens for children are worth while they are worth supporting. The one institution that has been developed for the education of children is the public school. School Gardening and Home Gardening, because they are fundamentally educative, should be supported out of the funds raised for public education. Thousands of school gardens have failed because they have had no adequate support. Every city in the country appropriates a number of dollars for each individual child to support instruction in spelling, yet very few cities as yet appropriate as many cents for a child to support School Gardening. Yet the more the child learns of the wonderful realities of nature in its garden, the more he feels the pleasure in a growing plant; the more he exults over the beauty of the fragrant flower; the better he can think and the more surely he can learn to spell.

In every graded school there should be at least one teacher who is able to teach the sciences and gardening. The equipment and supplies necessary for that work should be supplied directly by the Board of Education.—*Outdoor Education.*

EXTRACTS FROM TEACHERS' LETTERS.


"During the winter our Audubon Society had a feeding box set up where we could watch it and never tired of watching the bluejays, moosebirds and chickadees flock around it. Last fall I had one of the children make a breeding case and we have had three polyphemus and eighteen cecropias emerge. We could even watch the worms making their cocoons and watching the moths emerge seemed a miracle to us all.

"My scheme for teaching the children sewing served a double purpose for we organized ourselves into a 'Red Cross Society' and pieced two quilts, also made some towels and handkerchiefs.

"These are just a few of the things which filled our year to overflowing. Their little Current Events books kept them posted on the war and little problems from the "Weekly Food Bulletins" such as you suggested were worked out with the greatest interest.

"I certainly regret not being able to attend any classes in Truro this summer, but shall try to read as much as I can on R. S. subjects for they certainly do help a great deal in keeping children interested in school."

"We have secured the help of several farmers and have been fortunate enough to get a scientific gardener to look after the garden during holidays, also to assist with the fall exhibition."

 Mr. R. B. Miller, "Field Laboratory of Plant Pathology," Fredericton, N. B., desired teachers as early as the last week of August or first week of September, if possible, to ask their more intelligent pupils to search for currant or gooseberry leaves, garden or wild, which have any suspicious patches of rust or mold on their under surfacés. Any such found should be sent to the address given first above to determine whether it may be the rust which threatens to exterminate our White Pine, producing the White Pine Blister Rust now spreading over the continent.

Teachers and pupils in doing this work will be practically doing research work in science, while patriotically aiding our Governments in saving the White Pine and the industries dependent upon it in this province and continent.

Rural Science Bulletin.

Vol. V.

TRURO, 24 OCTOBER, 1918.

No 2.

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

COMMENTS ON EXHIBITIONS.

Everywhere school exhibitions are improving. Not only are they increasing in number, but the quality of material has greatly improved. This is due largely to the instruction teachers give on selection of exhibits.

A few teachers used old prize lists, and permitted the children to exhibit candy and frosted cakes. This happened, however, in very few cases. From that we see that our teachers are teaching practical patriotism by passing along the information gleaned from the Canada Food Bulletins.

It is unfortunate that some County Exhibitions set the children a bad example by giving prominence to *preserved* fruit in the prize list for the grown-ups. Children imitate their seniors. Teachers must undo much of the bad work done by the parents. When a girl sees her mother waste sugar by *preserving* fruit instead of *canning* it, that girl is tempted to do the same for her school exhibition. Furthermore, the wasteful custom of calling for *quart* jars when pint jars serve the same purpose is frequently copied by the children.

We are proud to report that the children thru their canning work at school are teaching the parents much needed lessons in patriotism thru food conservation.

Notable among the towns holding rural science exhibitions this year for the first time are Annapolis and Windsor. In both towns remarkably good exhibitions were held, including exhibits from eight or nine surrounding rural districts.

Glace Bay had a four-day exhibition combined with other school activities. It was the biggest affair of its kind yet held in the province. It included children's exhibits of all kinds, singing by the children, competitive school sports and athletics, talks on Agriculture, Band Concert, Cadet March and review, presentation of S. O. S. medals and graduation exercises of the High School. Supervisor Bingay and his staff are certainly to be congratulated on the success of their venture. At the close of the Fair, the children's vegetables were sold by auction.

At the Sydney County Exhibition, a boy from Little Bras d'Or won \$11.00 in prizes. Another from Coxheath won a bicycle. That means that every boy in those sections will want to try his luck next year.

Pictou issued a very attractive and effective folder announcing to the parents the annual School Exhibition.

TIMELY SUGGESTIONS.

Now is the time to order bulbs for fall planting. Tulips are the most satisfactory for school purposes. They should be planted in October or November for next spring flowers. Every seed merchant handles them. In spite of the war, European bulbs have already been shipped to America. There is no duty on bulbs imported from the United States.

Dig the ground now for next year's home gardens. Plow a strip along one side of your school grounds; and plant potatoes there next year. The following year, that plot will be in excellent condition for a flower garden.

The National Plant, Flower and Fruit Guild, 70 Fifth Ave., New York, is heading a movement to make large flower gardens at every Soldiers' Training Camp in the United States. The officers and soldiers are doing the work, and the Guild is supplying material and instruction. Already flowers and shrubs have been given by the hundreds of thousands. If such work is worth while with a temporary Soldiers' Camp, how much more is it worth while with a permanent institution such as a home or a public school! Children will never be proud of their school until it looks more attractive than a barn or a black smith shop. Teachers it is up to you.

We have now seven travelling rural science teachers who will gladly help anyone who will accept their assistance. They do not reach all parts of the province; but their services are available over limited areas. Make inquiries about these teachers. Already the public have received them cordially and, in a few cases, enthusiastically.

Get all helpful literature that you can. Write the Departments of Agriculture at Truro, Ottawa and Washington for their lists of Publications. Have your trustees subscribe to one or two good magazines for school use. The Garden Magazine, published by Doubleday, Page & Co., Garden City, N. Y., is good. It costs \$2.35 per year. For your ordinary school work, an excellent little book is Contest Arithmetic by Carroll & Francis, Waverly, Iowa, price 25c. From it, you could adapt the Contest idea to every subject on the School Course, and thus render school work somewhat of a game rather than a grind.

Rural Science work is two fold. It aims at teaching the art and science of gardening and kindred subjects, and it also aims at using these subjects as a basis for all regular school topics. May we suggest, therefore, that in marking your garden and exhibition essays, you allow 50% for composition and 50% for subject matter? We in Truro shall be pleased to see at any time a few of your best samples of work.

WHAT BOYS MAY DO WHEN GIRLS SEW.

Three years ago, we suggested a number of things boys could do in a rural school when girls sew. Here is an additional list:—

Test seeds; find out treatment of various kinds of seeds; sift earth; bring soil and peat from the woods; make sieves; make flats and window boxes; draw

garden plans; read garden literature; find out how and when to spray; order seed catalogs, farm bulletins, etc.; read farm papers; make hot-bed; make dibbles, markers and other garden tools; frame pictures.

Sometimes a boy whose father is a carpenter can teach the other boys how to use a saw, plane, chisel, etc., as well as how to finish wood.

We quote the following extract from a teacher's letter to show what opportunities every teacher has for real live lesson topics. Speaking of the children the teacher says, "They want to know all that is going on outside even if they don't get all that is in their lessons." That is the point exactly. The good teacher bases her lessons on what is "going on outside." The author of this letter did so. Every section hasn't a pulp mill or electric lights; but every section has some industry upon which to hinge the school lessons. Read this letter and see how many lesson topics you can derive from it. Geography, History, Gardening, Physics, English are all there.

Before telling you anything about my school I want to describe the situation of the school house. It is in full view of the LaHave River (Nova Scotia's Rhine), which is spanned, north of the school house by two bridges, one a railway bridge. Rising above the hill on the eastern side of the river, the cross on the spire of a church may be seen from the window.

Below the school house the pulp mill is built. The mill and the trains running down to it are great temptations to the pupils. They want to know all that is going on outside even if they don't get all that is in their lessons. Just above the mill the river is crossed by a foot bridge. This bridge as well as the mill and manager's house, is lighted by electric lights.

We have nice large playgrounds which have a good supply of wild shubbery. We added to that this year by making a flower garden, which is doing nicely.

BULB GROWING IN BRANTFORD PUBLIC SCHOOLS.

Thru the Brantford Horticultural Society the pupils of the city public schools have been supplied with several thousand bulbs for use in the schools. The varieties include hyacinths, narcissus, tulips, crocus, snowdrops, iris, oxalis and Belgian blue bells.

The primary object of the Society is to beautify the city with flowers. This can best be done by starting with the children, who, having once acquired the habit, will continue it, and eventually increase the membership of the Society.

The teachers will find their work easier and the interest of the pupils greater because the rooms will be more beautiful, and there will be material available for nature work. Afterwards the observations on planting, cultivation, etc., will form material for composition work for the pupils.

To the pupils, however, the benefits will be greatest. They will enjoy the beauty of their surroundings, learn thru practise much information as to the care and growth of plants, and learn to respect the property of others thru the personal interest they have in their own bulbs. Perhaps the greatest benefit derived is the spirit of generosity which is developed in the children. The pleasure derived in sending some of their plants to fellow pupils who are ill, to the sanitarium, to the widow's home, to the children's shelter, is an indication of a spirit in the children that is much to be desired. [Mr. Kilmer, School Inspector, in Canadian Horticulturist].

EDUCATION IS THAT TRAINING WHICH FITS FOR THE DUTIES OF LIFE.

The growing belief that the schools must deal with everyday living is the greatest forward movement in modern education.

No amount of talent, or culture, or knowledge is worth much in the hands of a man who can not make a living.

Education is the training which fits for the duties of life—all the duties—development of mind and muscle, training for citizenship, for home making, for parenthood, for social and economic duties.

Education is derived from all our surroundings and experiences and can not be limited by any set term of years, nor any place nor system. It is a progression all thru life.—*International Harvester Company.*

THINGS TO READ.

If bright teachers want to get out of the rut, look up the references headed "Where to Get Ideas," in the Journal of Education, April, 1918, page 42. Read also "What the Rural School Can Do," in the Agricultural Gazette, August, 1918, page 816. Frequently, in past numbers of the Bulletin, we have referred to Magazines and Magazine articles. Look up these. They are in recent numbers of the Journal of Education. Use the index to find them.

Younger teachers might get many hints from circulars which we can send you from Truro. Write us.

Rural Science Bulletin.

Vol. V.

TRURO, 23 NOVEMBER, 1918.

No. 3

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

WAR ECHOES.

The actual fighting has ceased, the war is not yet over. Neither are the opportunities it has afforded for better teaching in our schools.

If lessons on patriotism were ever real and living, they should be now. Has any teacher passed over the events of the past month without seriously and intelligently discussing them? Pupils are interested in present day happenings. Teachers, too often, require recitation of the events of past centuries. Now is the time to make history and geography lessons vital.

What has the war done for us? What can we do for those who have suffered because of it? More than ever are we required to produce and conserve food; for not only our allied nations but our former enemies are calling for the necessaries of life. "Do good to your enemies." Here is a chance to do it.

The war has brought changes in everything. People think in new terms. Only the schools have remained outside the march of progress. They are largely as they were a half century ago. Now is the time to modernize them without being criticized. Try it.

HOME GARDEN CONTESTS.

We should like to work out some plan for conducting home garden contests. Teachers may and should organize local contests; but we hope to develop County contests as well.

In districts covered by travelling teachers, the plots could be judged by a more or less uniform standard. Elsewhere, we shall meet with difficulties. Possibly teachers can offer helpful suggestions. We shall heartily welcome them. Gardens should be judged somewhat in line with the following score card:—

Condition of Garden, (neatness, freedom from weeds, etc.).....	15
Variety of Vegetables and Flowers.....	15
Productive Value of Garden, (shown by records, inspection, etc.).	25
Amount and Value of Canning, (garden products).....	25
Showing made at Exhibition, (local or county).....	20
	100

To the boy or girl making the highest score in each County we should like to donate a free trip to the Summer School at Truro. That trip would cover one week's attendance—possibly the last week of July. We could organize a special class for these prize-winners during that week, and should probably have to limit it to pupils of Grades VII, VIII and IX. Teachers, will you please tell us what you think of it, and offer suggestions?

EXHIBITION REPORT.

In Nova Scotia this year 231 schools exhibited the produce of their gardens and their homes. 28 of these were one room schools, holding their own local exhibitions. The remaining 203 exhibited at 29 different centers covering from 4 to 30 schools. In this summary, we are counting all the schools of a town as *one school* even if every department in the town exhibited. About 450 teachers assisted their pupils in this work. That means that approximately one-seventh of the teachers in the Province have actively supported school children's exhibitions this year. We appreciate this helpful co-operation; and feel that we are making progress. Let us make even a better showing next year.

Most of the local and town exhibitions were self-supporting. They raised their own prize-money by various means. Canso raised \$76; Windsor \$70; Lawrencetown \$76; South Berwick \$35; Collingwood \$24. Other places did equally well.

Parrsboro conducted a successful exhibition without money prizes. The Women's Council of Truro raised over \$100 for their Bible Hill Children's Show. Glace Bay for their exhibition and sports combined raised nearly \$300.

RURAL Y. M. C. A. WORK.

In towns, boys and young men spend the winter evenings at the Y. M. C. A. where they can read, debate, play games, or otherwise pass the time pleasantly. Thus far, the country boy has not had the advantage of a corresponding organization. Fortunately, however, such conditions are now improving.

Teachers who are interested in rural betterment will welcome the announcement that county Y. M. C. A. work is now being organized. The teacher and the county organizer can co-operate to their mutual advantage. Thus the school will be linked up with the social activities of the community. In general, the Y. M. C. A. aims to develop the physical, social, intellectual and moral sides of a boy's life. A teacher interested

in any one of these factors may be a leader in developing that side, while other factors can be left to someone else. Anyone willing to benefit her community by bringing in such helpful agencies should consult: E. J. Arnot, Town and Country Secretary for the Maritime Provinces, National Council of Young Men's Christian Associations, Halifax, Nova Scotia.

THE FARMER'S EDUCATION.

"If the farmer as he trudges down the corn rows under the June sun sees only clods, and weeds, and corn, he leads an empty and a barren life. But if he knows of the work of the moisture in air and soil, of the use of air to root and leaf, of the mysterious chemistry of the sunbeam, of the vital forces in the growing plant, of the bacteria in the soil liberating its elements of fertility; if he sees the relation of all these natural forces to his own work; if he knows of the hundreds of commercial products obtained from his corn or the animals that it fattens; he then realizes that he is no mere toiler; he is marshalling the hosts of the universe, and upon the skill of his generalship depends the life of nations."

L. H. Bailey.

SCHOOL LUNCHES.

The following letter from Miss Gladys Marsters, travelling teacher in Hantsport district, may encourage someone else to inaugurate the hot lunch. Let us know your success.

FLOWERS AND THEIR MISSION.

A great deal has been written and said about the flowers being non-essential and superfluous since our entry into the World War. Most of these articles are by writers who have never understood the full mission of flowers to our homes and hospitals, where our loved ones are lying sick and wounded. Great Britain and other countries have advocated the growing and use of flowers for the above purposes, and we think that American flower lovers and growers are advocating these flowers at this time believing that with all the cruelty of war something is needed to brighten life and make it more like living, and many sore hearts are finding solace and quiet recreation in their gardens, more than they can in any other way. Let the cultivation of flowers go on; do your bit, read of them, plant them, grow them, show them, and get others interested in a like work. Something has also been said about using the land of flowers that might be used for food purposes. That might be true if land were scarce, but in this wonderful country of ours there are yet millions of acres of land uncultivated, enough to spare to grow all the vegetables all the world might need. Why then begrudge a small portion of the land or time for the flower garden?—*Horticulture, Boston.*

"Last Monday, a rainy disagreeable day, the school at Avonport enjoyed its first hot lunch. Two little girls helped make cocoa, two others served as waitresses, two more as dishwashers, while another acted as treasurer, collecting one cent from each one present. How the little folk enjoyed it all! The greater part of the equipment was purchased with funds raised at the Exhibition which, by the way, proved a great success in every way. In a sewing lesson, which preceded the lunch, the little girls made a holder.

At Summerville, a garden club was organized to be known as "Weldon Farmers." A membership fee of five cents per month is to furnish funds to buy seeds for the school garden. Part of the program at their first meeting is to be the performing of two experiments with soil—the results of which are to be reported to me on my next visit."

EXTRACTS FROM TEACHERS' LETTERS.

"I feel well repaid for the extra work involved by the increased interest of the children in their school-work during the weeks of preparation and by the satisfaction and interest shown by their parents at the exhibition."

"This is my first attempt at an exhibition, and altho it means a great deal of labor on a teacher's part, I myself am repaid by the interest and pleasure the children took out of it."

"Enclosed you will find my report of our first School Exhibition, held Oct. 7th. It certainly was an eye-opener. It showed what our schools can do. It also caused an enthusiastic spirit among teachers, pupils and parents."

"This spring we started quite a large garden on the school grounds. After school hours we spaded the hard soil, removed the sods, manured it, and prepared it generally for planting. Now we have a nice vegetable garden, about forty feet by twenty feet, in which we have potatoes, beans, peas, broad beans, corn, carrots, beats, turnips, onions, lettuce and radishes. Everything is growing nicely. We have, I think, about the best garden in the locality, and the children take a great pride in it, and do their share of the work faithfully. In the fall we hope to make some money for the Y. M. C. A., by selling the vegetables."

"Our fancy work and cooking exhibits were good. The children used many of the war flour recipes or war-saving recipes and it was interesting to note their success."

GIVE CHILDREN PLANTS.

Have a few house plants: geraniums for sunny windows, ferns and begonias for north and east exposures, and give each child some special plant for its very own. These will do to draw on for a centerpiece when winter days are long.

Then in spring teach the children to bring from field and wood the flowers that are so abundant. What could be lovelier than a big bowl of marsh marigolds, a cluster of trilliums, or bunch of starry hepaticas, or later in the summer the common but beautiful field daisies, or even the troublesome mustard? How often I have seen mothers consign carefully treasured bunches of flowers held in hot, grubby little hands, to the limbo of the dust bin as "trash," when right here was a heaven-sent opportunity to inculcate lessons of beauty that would have been invaluable. Teach the children to love flowers; open your own eyes to see the beauty that is all around you. Make a solemn vow that next spring you will have a garden and that henceforth your home will be blessed by the constant presence of flowers—"the sweetest things God ever made and forgot to put a soul into."—Ed'th Stevenson Rutherford, in Canadian Horticulturist.

Rural Science Bulletin.

Vol. V.

TRURO, 8 JANUARY, 1919.

No. 4.

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

RURAL CITIZENSHIP.

In this issue of the Bulletin are a number of quotations from **Studies in Rural Citizenship**. This is the title of a 90 page booklet which every thoughtful person should have. It costs 25 cents; but to those who are doing things it is worth 25 dollars. Address:—Canadian Council of Agriculture, 613 Boyd Building, Winnipeg. Another book which every school should possess is, **Community Civics** by Field and Nearing. It is published by The MacMillan Co. Toronto, Price 60 cents.

Teachers should be among the most advanced thinkers in any community. These books will equip them with mental ammunition, which should do good service when they meet the hard-headed conservatism which belongs to the "old school." Teachers! don't attempt to reform your community alone. Get a few leaders to help you. You may furnish some of the arguments, which your Lieutenant may use more effectively even than you can do. It is easier to teach in the time-honored way; but is it better? Read what modern people are saying about Education and see how your school measures up to the newer standards. Then act.

TRY THIS WEEKLY SELF-EXAMINATION.

1. What have you done (1) to improve, (2) to injure, your health this week?
2. What effort have you made to improve your spoken or written English? By it you are judged.
3. What have you done to make your school and home surroundings brighter better, prettier, and more sanitary?
4. How much have you learned about the debt we owe birds, toads and snakes?
5. How much do you know about painting, staining and finishing woodwork; about metal working, mining, fishing and other industries? (See Technical Course of Study, in Journal of Education, Oct. 1913, page 201-204).
6. Have you been respectful towards, and considerate of, every one you met, and helpful to your mother?
7. How many people have (1) been made happy, (2) been made unhappy by your actions this week? How many of your acts were manly, and how many were unmanly?
8. What manual work have you done of a productive nature?
9. Have you kept a diary of work hours and play hours of each week? How many hours did you waste this week? Whom did you injure besides yourself by such waste?
10. Have you made a garden to be proud of, and kept a record of all doings and of cost?
11. Have you grown a calf, or pig, or chickens? Have you read all available literature on the subject, and exhibited your produce?

CANADIAN GOVERNMENT WAR-SAVINGS STAMPS.

Has every teacher called the attention of her children to the war-savings stamps and urged upon them the desirability of purchasing such stamps? If not, she should lose no time in doing so. Full information may be obtained thru the local post office.

Not only will the children form habits of thrift by purchasing these stamps, but the teacher will have the opportunity to teach vital lessons in patriotism, business and civics. Help some child start a bank account thru this channel.

WHAT THE ALL-ROUND TEACHER SHOULD KNOW.

The all-round teacher should know, and teach something of, Sewing, Cooking, Designing, Domestic Sanitation, Chemistry of Foods, Symptoms of Common Diseases, Poultry, Farm Accounts, Horticulture, Dairying, Economic Insects, Architecture, Fertilizers, Field Crops, Animal Husbandry, Soil and Plant Life. She should be proficient in Home Economy, including the Canning, Drying, Salting, and Preserving of Fruits and Vegetables.

REQUIREMENTS FOR 30% IN AGRICULTURE EXAMINATION.

In order to qualify for the 30% exemption in Agriculture (See Journal of Education, April 1918, pg. 130), the candidate

- (1) Must have a garden of his own, at least 600 sq. ft.
- (2) Must have grown at least 5 kinds of vegetables, and 3 kinds of flowers the year preceding or have planted them the present year.
- (3) Must have plan drawn to scale.
- (4) Must have exhibited vegetables the previous fall.
- (5) Must have canned at least 3 kinds of vegetables.
- (6) Must be able to identify a dozen kinds of weeds when called upon to do so.
- (7) Must also identify $\frac{1}{2}$ doz. injurious insects, and tell how to control them.
- (8) Must furnish parents' or teachers' certificate of work done when asked to do so.

THE KIND OF BOY WHO IS GOING TO BE IN GREATEST DEMAND.

One of the most valuable qualities in a workman is the ability to see what needs to be done and does it without being told. It is a rare thing for employees in either office or workshop to do things that need to be done without being told, i. e., to do the little extra jobs. Young men working their way thru college will be invaluable if they cultivate this quality. Book-learning, scholastic training and mental development generally are, of course, valuable in any line of business today, but thoughtfulness and thoroughness are essential all the time and everywhere. A tool is left out of its place, a book has fallen to the floor, a pane of glass is loose, or something trivial needs attention. The boy who attends to such things habitually and instinctively, not because he is ordered, but because they need attention, is the boy who is going to be in demand when he goes out into the world, and he is the one whose job will be safe and for whom promotion will always be waiting. It is this habit of observation, attention to little things, that makes some men and women exceedingly useful—for such there will always be a position and a call to take the higher job. In the coming days of reconstruction and readjustment such men need fear no competition.—Halifax Herald, Dec. 10.

READ THIS.

All children should have:

- 1—Well trained, well paid permanent teachers.....
- 2—A ten months' school term.....
- 3—Abundant facilities for organized recreation.....
- 4—Beautiful sanitary buildings.....
- 5—Excellent large libraries.....
- 6—Expert supervision of the individual school and of the system of schools....
- 7—Medical inspection of school children to prevent the spread of disease and the elimination of physical defects.....
- 8—Rich well-graded course of study, actually taught.....
- 9—Practical instruction and training in agriculture or other industries.....
- 10—Community interest in maintaining or securing educational and sanitary standards in schools.....

How do we in Canada measure up to such an ideal?

STUDIES IN RURAL CITIZENSHIP, WINNIPEG.

There is a growing demand for help in outlining social studies. Farmers' organizations are feeling the need of educating their members; women's clubs are anxious to enlarge the scope of their discussions; young people's societies are discovering that practical subjects create the greatest interest. It is hoped that these studies may meet the needs of these various classes.—J. S. Woodsworth.

CORRECTION.

In our issue dated 23 November 1918, the printer misplaced the paragraph "Flowers and their Mission" The extract written by Miss Marsters begins "Last Monday.....etc.....". Also on page 1, the line "M W Rural Science Bulletin, Galley 1 Nov 19, B 2" does not belong there. It has nothing to do with the proposed score card.

THE SCHOOL AS A COMMUNITY CENTER.

"For generations the school houses have been monuments of neglected opportunities. The policy of closing them to the people outside of regular school hours has retarded the development of that higher type of citizenship which makes for better government. It matters not where it is located, whether in a congested city district or in a hamlet, or on a prairie among scattered farm houses, a public school building is a potential center of civic activities, a potential neighborhood civic club house. If there should be realized anything like a fair measure of that which the thousands upon thousands of public school buildings of the nation offer in raising the plane of citizenship and in increasing the people's capacity for self-government, democracy would be vitalized to a degree that would make it militant and all-conquering. It is no exaggeration to say that in making the school house the forum of the people lies the chief hope of perpetuating the republic and of perfecting its institutions.—J. C. Ward.

Contrasting with the foregoing picture which is an all too common one, read the following description of a small village school in the west.

A fine new two-storey building had been erected containing four class rooms a laboratory and teachers' room. The laboratory was equipped at an expense of \$200.00 with apparatus and material for doing efficient work in the various branches of science. There was a library of some two hundred volumes, also maps and other equipment. But further, in one room was a set of ten benches for manual training work.

The children had become interested in nature study and one of the class rooms was a veritable museum with loan collections of every conceivable description. A little local "social service club" had installed a piano, and concerts and lectures were held in the evenings. The only trouble was that already the building was quite too small.

The out-of-door equipment was still more interesting. Adjacent to the school on the one side was a good playground with inexpensive but useful apparatus.

On the other side was located a school garden and a small experimental farm. This was only about an acre in extent, but there was a wealth of flowers which made at least one beauty spot in the crude new "town." In the experimental plot there were growing some forty or fifty kinds of grain obtained from the Agricultural College. Since my visit I learn that with the co-operation of the local Agricultural Association the school has purchased a block of some three acres which will be used for school gardens and agricultural plots.

All this was largely the work of a live teacher and one or two enterprising citizens, who had managed to organize the scattered forces of the community.—Studies in Rural Citizenship.

TRAINING FOR COUNTRY LIFE.

But all our country social workers are agreed that the training of the country boy or girl should be pre-eminently training for country life. Country life is good. Parents should work to make it better and inspire their children with the ambition to make it better still. If the farmer's ideal is that of a soft handed city job, or his wife's that of a pleasure-seeking "city lady"—and these are constantly sighed after—it is not much wonder that the country girls and boys do not stay on the farm.

Farm life is good. It can easily be made much better.

First of all must come the realization that the chief end of man is not money-making. Living is first. Many a farmer slaves from early morning to late at night, his wife slaves from still earlier in the morning to still later at night. The boys and girls slave until their eyes are opened to the situation and then they run away from it. And what is it all for? Often just to buy another quarter of a section and then another, or to add to the bank account that is to be a doubtful benefit to the next generation, or to more quickly be able to sell out and move to the city to live an aimless, dissatisfied life. Prematurely bent and broken down men and women may have been a necessary result of pioneer conditions, but today all is changed, or may be changed.

Think of the opportunities of the long winter evenings and sometimes the long winter days—opportunities for social life and culture and mental development and vocational training and all that goes to develop efficient and noble citizenship.

For years country children have been sent to the city to "finish" their education. The time is coming when city children will be sent to the country to receive a grounding in the essentials of true living.—Studies in Rural Citizenship.

GOOD WORK.

"The High School Boys have formed a Club, self-governing, with a splendid leader. At present they are correlating their club work with Botany. From their dues they want to subscribe to a good garden magazine. The girls are in readiness for their Camp Fire organization, and can hardly wait to get their charter.

In all departments Friday afternoons are devoted to Sewing and other Domestic Science subjects. The mothers are helping the Camp Fire Girls, and the Sewing Classes. The Agricultural Society has voted money for a Dairy Contest.

The fact that a young man from the section is attending the Agricultural College this winter, serves to increase the children's desire to learn. We are suggesting that a letter from him to the school each month, would be of interest.

The children keep note-books, and illustrate them with clippings and pictures from magazines. We are organizing a small Institute of the neighboring teachers, and will meet once a month. I think the idea of County Garden Contests a great one. A week or two at Summer School would work wonders for the boys and girls.

I wrote Mr. Arnot, Y. M. C. A. Secretary, and received an encouraging reply. This County will soon be organized, and I am speaking a good word on behalf of the enterprise whenever opportunity offers. We want a Boy Scouts' Organization next."—Irma Campbell, Bear River.

Rural Science Bulletin.

Vol V.

TRURO, 4 FEB., 1919.

No. 5

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

SCHOOL LIBRARIES.

School libraries are desirable. Teachers, however, sometimes lack judgment in the selection or use of books. Last year a teacher raised about \$50.00 to establish a library. In selecting the books she chose nothing but fiction. Not a single reference book was included. This year another teacher has charge of the school. At the request of a number of parents she has closed the library; for, as the parents assert, the children neglected lessons and home duties in order to read school fiction. This is something to think about.

In a number of cases we learn of teachers who receive the *Agricultural Gazette* and *Experimental Farm Bulletins*, but who never take them to school. That is a serious mistake. Give your children every opportunity to look over government publications as well as other magazines. The pictures will teach more in an hour than the average teacher can teach in a week.

HELPFUL HINTS.

The following clipping, tho descriptive of an agricultural course in British Columbia, might apply to any system of school instruction.

"The work thruout is intensely practical. Lectures are reduced to a minimum. Illustrative material and periods devoted to demonstration and judging work are strong features of the courses. No entrance examination is required, nor are students asked to write an examination at the conclusion of the course."

BRINGING IN OUTSIDE HELP.

The teacher is the leader in her school, but she need not do all the teaching. A fruit grower, for instance, can teach grafting and budding better than the teacher can. When grafting is being done in a near-by orchard, have a man come into school and teach the children how it is done. After he has gone, one or two of your pupils should give a similar demonstration to make sure that they had mastered it; and then all your pupils may write the story of "How and Why we Graft Fruit-trees."

Thruout the year, too, have a competent man give demonstrations on seed-testing, seed-selection, judging vegetables or anything else pertaining to the welfare of the community. Women will willingly give a few lessons on sewing, cooking, butter-making, household decoration, labor-saving devices and allied topics.

MANUAL WORK FOR SCHOOL CHILDREN.

The following five paragraphs are five separate extracts from a very readable book "Community Civics", by Field and Nearing. They suggest activities that any strong teacher might introduce. Note, for instance, the fifth paragraph. The teacher, we assume, cannot splice a rope. How interested her boys would be, however, if some rainy day she invited a man to school to teach rope-splicing. The same applies to other things which are outside the teacher's experience. Here are the clippings:—

"In one school the boys made a reading table from pieces that were left over in building a house near the school. They stained it a pretty brown, and on it they put many farm journals and other magazines that people, who had already read them, gave to the school. These boys made a rack, too, for filing farm bulletins, and a sand table for the little children. They mended a place in the fence that was broken, and made a cupboard to put the dinner pails away in. The girls did their part, too. They stenciled and hemstitched sash curtains for the windows. They stretched dark green burlap in one corner on the wall on which the best school work could be mounted. They drew each month a pretty calendar on the blackboard."

"In one country school a girl read in a farm paper on the reading table how to make a fireless cooker. She took a box, some hay, and some muslin, and made one according to directions. In this the school often cooked rice for the hot lunch."

"Part of a child's education comes from the study of books; part of it comes thru doing things; and another large part comes thru being a member of the school family."

"The school exists to train better farmers, better homemakers, and better citizens. The things a boy or girl does at home, if done in the right way, are quite as much a part of his or her education as the things done at school. Because of this, many of the country schools are now giving credit for home work—for milking the cows, washing the dishes, getting the meals, ploughing a field,—if it is done well. From this same idea grows the movement of boys' and girls' clubs."

"On one farm the hay rope broke in the midst of the haying. Just then the farmer's son came into the barn, and said: "I can splice the rope in a few minutes so it will be as good as new. I learned how at school last week." That farmer now believes in his school more than ever before.

SHOW THIS LETTER TO YOUR RATE-PAYERS.

The following letter was addressed to Miss MacCarthy, travelling rural science teacher in Pictou County. We reproduce it with the hope that other sections in other counties will take similar forward steps.

R. R. No. 3, River John, Pictou Co.,
November 26th, 1918.

Miss Tina J. MacCarthy,
P. O. Box 370, New Glasgow, N. S.

Dear Miss MacCarthy,—

At our last annual Agricultural meeting held in the Marshville school-house, Nov. 18th, a small amount of money was voted to be used for the advancement of Rural Science work in this district.

We had with us at the meeting Mr. H. R. Brown, Provincial Supervisor of Cow-testing, who told us about the work which was being so well carried on in the other districts under your direction.

We, the people of Marshville school district, are very anxious to obtain your services in this connexion, and would like to know if you would be able to visit our school in the very near future and arrange some work along the lines of Rural Science and Agriculture, to be carried on throuth the year in accordance with whatever arrangement you may see fit to make.

The school house is about 3½ miles from the railway station, River John, but should it be any inducement for you to come, I might say that a house to house canvass has been made of the section and everyone is agreed and willing to take their turn in meeting you at the station, and driving you back—free of charge. In other words, your transit to and from the station is guaranteed for an indefinite time, and you will be given a welcome at any house, either in turn, or you are at liberty to go to whatever place you choose yourself.

Kindly let me know when you can arrange to come, and a representative of the district will be at the station, River John, to meet you.

Yours very truly,

Baxter Langille,
Secretary to Trustees.

SLOWNESS OF RURAL SCHOOLS.

"The one institution that has been merely marking time or marching with leaden footsteps is the rural school. * * * Methods of business have changed and competition is so much keener that the boys and girls of today, who are to be the business men and women of tomorrow, must have a decidedly deeper, broader and more liberal training than their fathers. The sickle and the cradle have given way to the binder; the ox team has been replaced by the gas engine, and almost every device of fifty years ago has been given over to more modern methods. The railroads have greatly modified and changed conditions. Standards of living are entirely different. The simplicity and barrenness of yesterday have given place to the comfort and plenty of today. There is in fact but little left of the 'good old times.' The increase in population and the rapid rise in land values have rendered imperative a more intensive form of tillage. Farming is no longer merely a matter of industry and muscle, but of thought and study.

"Everything relative to the farm and farming has improved and hence it is highly necessary that the farmers' children should receive an education, and under conditions that will fit them properly to carry on their work of the future. The proper education of the boys and girls of the rural communities cannot be neglected without bringing ruin on these communities. If these advantages are not provided they will drift away into other callings.

"On the other hand, if schools of the right kind are provided and equipped and suitable facilities furnished so that all may avail themselves of the educational opportunities, these children will remain at home on the farms to receive their general education, and afterwards, when they come to take charge of affairs, will prove towers of strength to the rural communities on account of their education.

"The old time schools as remembered by many of us are gone forever. The large attendance, the male teacher, the pupils running from six to twenty-one years of age, are things of the past. In their place is the small room of a half dozen or so small children, and perhaps a young inexperienced girl in charge. The 'good teacher' has too often gone to the town or village where the older pupils follow, or cease going to school altogether.—*Canadian Welfare League, Winnipeg*

PROGRAMS FOR RURAL SCHOOLS.

"The program needed to unite rural schools and farm communities is then, first, to enrich the course of study by adding nature study and agriculture, and about these co-ordinating the conventional school subjects; second, to encourage the co-operation of the pupils, especially for the improvement of the school and its surroundings; third, to bring together for discussion and acquaintance the teachers and patrons of the school; fourth so far as possible to make the school house a meeting place for the community for young people as well as old people, a place where music, art, social culture, literature, study of farming and, in fact, anything that has to do with rural education may be fostered; and fifth, to expect the teacher to have a knowledge of the industrial and general social conditions of agriculture, especially those of the community in which her lot is cast."—*Butterfield.*

* * * * *

"But if this attraction—the attraction of common work and social intercourse with a circle of friends—is to prevail in the long run over the lure which the city offers to eye and ear and pocket, there must be a change in rural education. At present country children are educated as if for the purpose of driving them to the towns. To the pleasure which the cultured city man feels in the country—because he has been taught to feel it—the country child is insensible. The country offers continual interest to the mind which has been trained to be thoughtful and observant; the towns offer continual distraction to the vacant eye and brain. Yet the education given to country children has been invented for them in the town, and it not only bears no relation to the life they are to lead, but actually attracts them toward a town career."—*Sir Horace Plunkett.*

THE COUNTRY CHURCH.

How different the ideals and work of a Canadian country minister! He remains but a few years in one place. His ambition is probably to pass from the country "circuit" to the town charge and thence to the city pulpit—and that as quickly as possible. Too often, as Butterfield says, "the rural parish is regarded either as a convenient laboratory for the clerical novice, or as an asylum for the decrepit or inefficient."

Then what is the work of the country minister? He preaches three times on Sunday—often the same sermon. If only twice he probably teaches a class in the Sunday School. During the week he may conduct a prayer meeting or possibly attend a young peoples' meeting. He visits in the homes of the people, and on occasion baptizes a child, performs a marriage ceremony or conducts a funeral. Outside of these regular duties he may carry on "special services" or assist in a local option campaign. If he does all this he is considered an all round minister—a preacher, a pastor and an organizer and fitted to minister to a larger congregation.

Aye! that's the rub, his whole ideal is to minister to a congregation—not to lead the congregation in ministering to the community.

* * * * *

The time has arrived when the church must take a larger leadership, both as an institution and thru its pastors, in the social reorganization of rural life. * * * It must be a leader in the attempt to idealize country life.

The country church doubtless faces special difficulties. As a rule, it is a small field. The country people are conservatives. Ordinarily the financial support is inadequate. Often there are too many churches in a given community. Sectarian ideas divide unduly and unfortunately. While there are many rural churches that are effective agents in the social evolution of their communities, it is true that as a whole the country church needs new direction and to assume new responsibilities. * * * Most of the gatherings are designed for the church people themselves rather than the community. The range of social influence is, therefore, generally restricted to the families particularly related to the special church organization, and there is likely to be no sense of social responsibility for the entire community."—*Studies in Rural Citizenship, Winnipeg.*

MEDICAL INSPECTION IN SCHOOLS.

"There are numerous chronic ailments of childhood which absolutely prevent or militate against its receiving instruction. The more important of these are serious congenital mental defects and defects of the heart and organs of speech. There exist, also, many minor defects, eradicable, provided the parents are informed that such defects exist. The existence of these minor defects, such as squint, near-sightedness, adenoids, enlarged tonsils, bad teeth, nervous twitchings and so on, are not often discovered by the parents nor is their seriousness realized until the child has for some time been under the influence of school life."—*Foght.*

PUBLIC HEALTH.

"The city is not the only place confronted by the problems of water and food supplies, sewage and garbage disposal, living and working conditions, child labor and long hours, school hygiene and medical examination of scholars, play spaces and bathing facilities, commercialized amusements and recreations, the great white plague, the social evil and venereal diseases, typhoid fever and influenza, high infant mortality, house fly, malaria and the mosquito."—*John Brown, M. D.*

Rural Science Bulletin.

Vol. V.

TRURO, 1 MARCH, 1919.

No. 6

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

WHAT DO YOU WANT TO BE TEN YEARS FROM NOW?

This question was recently asked of all boys in New York State between the ages of 16 and 18 years, except those who still remained in school. It is a good question to ask of everyone. Let us frequently put the question to our pupils and to ourselves. It will do wonders in developing the ambition bump.

FORESTRY.

The Canadian Forestry Association is doing much to educate us to the value of our forests and the need of our protecting and conserving them. They are leading the way; our people are not keeping up. What can the teacher do to help? It is as much her duty to teach forest protection as it is to teach arithmetic. In fact she can teach both at once, for the forest will supply many very vital problems in arithmetic.

Would it not be a good community investment if a school were paid a cash bonus of five cents for every spruce tree *successfully* planted by the children? The owner of the land might be given the lumber crop for having cared for it, just as the government model orchards are managed now. This is a good topic for teachers to discuss with farmers and business men.

A PIG FOR EVERY BOY.

"A Pig for Every Boy" was the slogan used by the International Harvester Co., Chicago, in its campaign to interest boys in growing live-stock. In small towns and villages, the Company interviewed bankers and business men and induced them to lend money to boys at 6%, with which to buy young pigs. The boys gave their notes without security. Some reliable person was required to say that the boy was honest.

This not only led to greater food production, but was good business training for the boy. It taught him to live up to responsibilities. He was required to grow at least a half-acre of food for the pig, and was urged the following year to invest his profits in a heifer calf. These animals were to be wholly the property of the boy. His parents could claim nothing from the proceedings. As an educative exercise, the young owner had to write a report of feeding, care and profits.

There are hints here that our teachers might use to good advantage.

ANNAPOLIS ROYAL SCHOOL GARDEN.

Following is an account of the 1917 Annapolis Royal School Garden, written by Principal Ruggles:

The garden consisted of one-third of an acre. The land was in grass, and had not been plowed for many years. It was plowed, two *deep* furrows, then a shallow one, and so on. The manure was put in every third row, the seed dropped and covered by means of hoes.

The crop was hoed by the principal, assisted by some of the older boys. The men of the Entomological Laboratory looked after the spraying. There were 24 rows sprayed as follows:

1 to 5	} Dry Bordeaux.
6 to 10	} Arsenate of Lead.
11 to 14	} No Spray.
15 to 20	} 1-4-40 Bordeaux.
21 to 24	} 4-4-40 Bordeaux.

The results of spraying were very marked, and the "patriotic potato patch," was watched by many interested people. Signs were put up next the main road across the end of the strip stating the spray used so that all could see, and judge for themselves. The strip "no spray" had dead-looking tops early in the fall—the last to fade was the 4-4-40 Bordeaux strip. The yield was more than three fold greater in the 4-4-40 strip than in the "no spray." The practical result of spraying was an object lesson to the entire community and if for no other reason was worth while.

Owing to lateness of the season and difficulty in getting a team the potatoes were not planted until school closed the last part of June. But after paying all expenses the plot gave a small margin of profit.

In 1918, the garden was run as a private venture by the Principal, but the pupils, particularly those of the lower grades, thru their teachers were able to obtain much valuable material for study from it.

Potatoes, peas, beans, corn, squashes, onions, salsify, cucumbers, beets and tomatoes, were grown, and excellent crops raised. One very interesting matter for study was the fine crop of potato balls. I am sure a bushel of potato balls could have been gathered. I have some balls saved and intend experimenting with potato seed, hoping that in 3 or 4 years I may obtain a new kind of potato. I have a lot of these to different persons interested—one lot going to the Agricultural Farm in St. Paul, Minn.

Our teacher grew some fine Sweet Peas in about a 30 ft. row in this garden. The pupils brought the seed. She also experimented with potatoes and beans. Shall try to interest other teachers and pupils next season. They see now what can be done. "Nothing succeeds like success."

TRY THIS PLAN. IT "WORKS."

Mr. E. C. Allen, Normal College, Truro, N. S.

Instead of having a nature lesson without warning, or previous preparation on the part of the pupils, try the plan of posting up somewhere in the room, several days or even a month before the day set for the lesson, a set of questions intended to stimulate real observation and inquiry on the part of the pupils.

The set of questions on the Robin given below illustrates the idea. When the day comes for the Robin Lesson, the pupils will have been really investigating for the purpose of securing correct answers. Requiring pupils to bring their answers in writing on the day appointed insures better work.

It will take some time to thoroly discuss the relative merits of the answers brought in, but one nature lesson like this, in which the pupils really investigate, is worth more than a dozen taught in the old-fashioned way.

Similar sets can be prepared on other common, and easily observed, natural objects.

QUESTIONS ON THE ROBIN.

- What time do the robins become common in this section?
- What time do they become scarce in the fall?
- Do any stay in this section all winter?
- One often hears that robins are plumper in winter than in summer. Can you explain this?
- There are several patches of white on the robin. Where are they?
- What color is the robin's bill? Its legs?
- Can you detect any difference in the coloring of the male and female?
- Does the robin run, hop or walk when on the ground?
- What peculiar habit has the robin—noticeable when first a-lighting after a flight?
- How does the robin find its worms?
- Have you ever seen the robin eating any other animal food than earth worms? If so, what?
- What vegetable foods have you seen the robin eat?
- How many different kinds of language has the robin; and for what occasion is each used?
- What is the earliest date that robins begin to build in your locality?
- What places other than in trees can you positively find nests?
- Of what material or materials do they make their nests?
- Can you find out the time required for building?
- Do both birds assist in building?
- Do both sit on the eggs?
- What is the color of the eggs? Why?
- How long after the eggs are laid before they hatch?
- Look for the empty egg-shells beneath the nest. What becomes of them?
- Are the young blind or not when first hatched?
- Are they naked, or down—covered like chickens?
- Do both parents feed the young?
- Is food predigested as with some birds?
- How long are the young in the nest?
- Do the young differ in coloring from the parents? If so, how?
- Watch the nest (unobserved) for one hour after the young are fairly large. How many times are they fed in the hour?
- Are the young robins ever fed by the parents after leaving the nest?
- Can you be sure that the same pair of robins ever raise more than one family in a season?

- Can you get any certain record of the same nest ever being used for more than one family?
 Can you find a robin's nest containing no mud? Reason for this?
 Name as many of the robin's enemies as you can?
 What winter fruits and berries do the robins which remain here eat?

SUGGESTED MENTAL ARITHMETIC QUESTIONS ON THE ROBIN.

Make up More.

1. A naturalist who tried the experiment found that a young robin required half its own weight of animal food a day to keep it well. At the same rate how much beef could a young man weighing 130 lbs. eat in a day, and what would it cost at 25 cents a pound?
2. Another naturalist found that a young robin would eat 165 cut-worms in a day. If each cut-worm could destroy only one young corn plant, and each corn plant would yield only 2 cents worth of corn, how much money would that one day's food of the robin save the farmer?
3. How many baskets of strawberries at 20 cents a basket would the robin have to destroy to cancel the value of the corn saved?
4. Still another naturalist watched a female robin, and found that she took cut-worms out of the garden at the average rate of one in five minutes. In a robin's working day, from 4 a. m. to 7 p. m., how many would she destroy?
5. When young are large they are fed by parents on an average once in three minutes. How many times from 4 a. m. to 7 p. m.?
6. If cut-worms are brought on 40 per cent. of these trips, and only two cutworms at a time, how many cut-worms destroyed in a day?
7. If 20 white grubs (larvae of the June Beetle) from a strawberry garden are fed to a nest of young robins each day, how many would be used in three weeks?
8. If every five grubs would destroy a strawberry plant that would yield a 15 cent box of berries, what would the presence of this nest of robins be worth to the farmer?
9. Suppose each pair of robins on an average, barring accidents, could rear 4 young each year for five years, what would the whole family, including the first two, amount to in that time?
10. Why do they not increase at this rate? Figure percentage of mortality among robins.

THE THRIFT MAGAZINE

is sent, free of cost, to every teacher in Canada. Any teacher who fails to receive a copy needs only to write for it. Copies for pupils cheerfully supplied.

Inspectors, teachers, public libraries, persons interested in thrift education, will be placed on the mailing list on request.

The Thrift Magazine,
 Faculty of Education Building,
 371 Bloor Street West,
 Toronto, Canada.

Rural Science Bulletin.

Vol. V.

TRURO, 3 APRIL, 1919

No. 7.

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

CHILDREN'S GARDENS.

The spring restlessness is again showing itself. Home or school gardens will be a healthful outlet for part of the surplus energy that your pupils must expend in some way. As a teacher, you may direct these energies whether you know much about gardening or not. Suggest making gardens, give what instruction you can, and leave something for the children to learn from reading and from inquiry among farmers and gardeners.

The teacher must supply the enthusiasm. She must use the children's garden experiences to good advantage in the school room. She must keep in touch with what the children are doing and urge them to do their best. Her attitude will determine entirely the children's success or failure.

Study the accompanying score card. Read it to the children and comment upon it. Find out at once how many of your children will make home gardens worthy of being inspected; and then write to Truro for the number of score cards you will actually need.

GARDEN SCORE CARD.

Name and Address of Pupil.....
 Age.....Grade.....Size of Garden.....*
 Name of Teacher.....Name of School.....

		JUDGE'S SCORE				
		Possible Score	1st Judging	2nd Judging	3rd Judging	Average
1.	Condition of Garden					
	(a) Planting and arrangement of plots..... 5	} 40				
	(b) Thinning, training, regularity in row.... 5					
	(c) Cultivation and freedom from weeds... 10					
	(d) Freedom from diseases and insect pests. 10					
	(e) General neatness of paths, labels, stakes, etc. 5					
	(f) Consideration for adverse conditions, if any 5					
2.	Range of Variety in Flowers and Vegetables.....	10				
3.	Amount and quality of bloom (flowers) and crop (vegetables).....	15				
4.	Amount and value of Canning or of Sales.....	20				
5.	Showing made at Exhibition.....	15				
		100				

Total Points Awarded.....
 (Judge's Signature).....

THREE GOOD REPORTS.

1. Play in Country Schools.

Our rural schools lack much they should have in the way of school equipment, revised programs, up-to-date methods, and modern buildings. They also lack something else as essential as any of these, viz., supervised and organized play.

In modern education play is taking a larger and larger place, as people realize it is the natural method by which the child learns. The teacher, especially the teacher of primary grades, who makes a game of the arithmetic or English lesson, has no difficulty in maintaining interest and progress in those subjects. The same method can be applied to every lesson of the day, tho the exact form will differ. Those who have access to the magazine called "The School" will find in the March, 1919 number an excellent article on "Language Games", that is brimful of suggestions.

It is not, however, of the games in the school-room, but of those on the school-grounds, that we wish to speak. You teachers with your own playgrounds in mind, what can your boys do at recess? What *do* they do? Have you ever watched them? Perhaps you have. You wanted to see that they didn't climb on the shed roof, or throw stones at the next house. Or you were called to the door to settle big James for knocking down little John and teasing Sarah until she cried. You wondered why boys must be always in mischief. Recess is allowed that pupils and teacher may, thru change of position find rest and relaxation, and return to work refreshed in mind and body. Does your recess do that? Don't you usually put exercises on the blackboard that fifteen minutes? Do not your girls sit around in the room talking of the new dress or the Lodge program, while the boys lounge around the door, or wrestle roughly with each other?

The boys and girls act thus because they have nothing better to do. It is a lamentable fact that they know no games to play, and they have no one to teach them unless the teacher assumes leadership. In the United States, Y. M. C. A. secretaries travelled from one country school to another, requesting the privilege of teaching the children a few games. Such work was done in 90 counties, and was pronounced "invaluable" in its results. Teachers can do that work for their communities as well as Y. M. C. A. secretaries can. Associating with her pupils on the playground will not tend to weaken her influence or control over them, but rather the contrary; and her presence there will be a check on rough play and bad language.

How many of your boys bring their lunch to school? How many girls do the same? Do you know how they pass the noon hour? Have you ever stayed with them? The noon-hour period is the greatest menace to the wholesome atmosphere of the rural school. Can you not arrange to stay one day per week, and get four of your older pupils to take the other days in turn? You could institute the "hot lunch," and then go to the playground later for the new games. It would be worth trying to see what results it produces.

The idea of play is to develop physically, to train for citizenship, and to maintain a clean moral tone by providing ample scope for employing surplus energy. The very best games to fulfil all these requirements are the so-called Relay Games, because the spirit of team-work is part and parcel of them. These games combine running with passing or throwing of balls, overcoming or carrying of obstacles, etc., and admit of endless variation. Ten cents sent to "The Youth's Companion," Boston, Mass., for the April 19, 1917 issue will provide you with a whole page on Relay Games. An additional dime will bring "Neighborhood Play"—an excellent pamphlet.

Folk Games and dances combining movement with singing are favorites with little children. "Popular Folk Games and Dances," by Mari Ruef Hofer may be obtained from the A. Flannigan Company of Chicago. Price 75 cents. This book contains simple music and full directions for movements.

Without any extra expenditure, however, the teacher has a source of information and suggestion in the prescribed text for Physical Drill. The pages at the back contain games for both children and adults. The drill itself, performed out of doors in fine weather, provides interesting exercise.

One game every country school should aim to teach—Basket Ball. The baskets can be made of No. 9 (1-6 inch) wire, with a piece of netting or burlap sewn around. The ball must be purchased, but a few cents from each pupil will provide sufficient funds for an inexpensive ball which will serve the purpose. The teacher does not need to know the fine points of the game. A few simple rules, a whistle, and you have a game which will hold the interest of and develop teamwork among the older pupils.

"Aim High," is a good motto. Why not try to have a few simple amusements for the little children to counter-balance the basket ball for the older ones? A sand pile will keep little tots busy, clean, and happy, and out of the way. It is easily available in most sections. A swing or two, and a couple of teeters would provide the children of the intermediate grades with exhilarating occupation at recess and noon. People will put up swings and teeters on a picnic ground for one day's pleasure. Why not put them on a school ground where they would give five month's pleasure? A sand-pile, swings and teeters, and Basket Ball facilities ought to be the *minimum equipment* provided by a section for its school playground. Basket Ball is good, but the average rural school ground is too small for it; results—broken windows and hurt pupils.

Don't you think some such scheme of play is needed at your school? The best of it all is that there can be no objection or difficulty in trying it. It interferes in no way with an already over-crowded curriculum. It need await no sanction from education boards. The most conservative section can find no fault with its introduction. The opportunity is open to every teacher in every rural section. Will you be the first to try it? Start to-day by teaching the children one new game,—say "Fox and Geese," or "Double Dodge." *Play, with them.*

Why not aim at having your section the first to put in this minimum rural playground equipment? Write us the results of your efforts.

Dora M. Baker.

A GOOD REPORT.

Athol, Cumberland Co., N. S.,
January 24th, 1919.

L. A. DeWolfe, M. Sc.,
Dear Mr. DeWolfe:—

We have organized a small teachers' Institute of the teachers of Wyvern, Collingwood, Rr. Philip Center, Rr. Philip and Glenville schools.

Both teachers and pupils have welcomed the circulating library. All of my monthly supply, and the most of my other books, are already in circulation. The plan of allowing pupils a reading period during school hours as a reward for quickness or neatness in class work seems to work well. Here we use not only circulated books, but also pamphlets, thrift magazines, and any magazines or bulletins we can collect.

I have organized nine clubs which in some cases meet weekly, in others, fortnightly. The teacher is merely the Supervisor. All officers are elected from the pupils, and thus we hope to teach them how to conduct a meeting properly. The minutes give a chance to bring in composition. They must be approved by the teacher as to neatness, writing and composition.

Each club has a charter printed in their club colors giving name, purpose and rules of the club. In one section two women are coming to teach the girls to sew. While the girls sew the boys will make articles such as breeding cases for insects, birds' houses, stretching boards, etc.; also do work in seed testing.

In some sections the people seem to prefer to have the children learn of injurious insects, plant diseases and natural resources, rather than sewing. In such places our club work consists of discussions on such subjects.

Many schools have no reference books. Here in our clubs the children have ordered bird pictures with descriptions; and of these at our club meetings, they will make a bird scrap book for reference purposes.

Audubon Societies are popular. All children are interested in birds. In four schools where the children were anxious to own a thermometer, we organized contests between adjoining clubs. The one which has the most complete and nearest weather record for a month is to receive a thermometer.

In one club the children are very anxious to have some books of their own. Their teacher and I have agreed to spend Saturday seeking help in the section. We will solicit money or books. (The latter either reference books, or such standard fiction as Scott, Dickens, etc.). The people are very interested in the school and I believe we will be quite successful. Two people to whom I was speaking of the circulating library you had started, offered to give us a book.

In the same section two women have ordered scrim for sash curtains for windows, to make the schoolroom look more homelike. The girls in the club are to make the curtains in their sewing class. If we could make more schoolrooms look brighter and prettier, I believe much better results might be obtained in school work.

I have a small mineral collection which I am circulating. In the spring we plan to form club contests in garden work between adjoining sections; but will tell more of that when our plans are more matured. So many people say to me: "I think school clubs are splendid. They give the children a chance to gain confidence as well as to learn to conduct a meeting properly." When the children have become a little better acquainted with their duties as club officers, we plan to have some public club meetings. The parents will be interested to see how their children are getting along and we hope thus to bring the parents into closer touch with the school.

(Sgd.) **Marjorie Boss.**

"I gave three lessons on soils to every grade, with suggestions for experiments and work to be carried on in my absence. I also gave a lesson on vegetables, with a view toward having a Seed Production Contest in the section next spring. Altho I could not arrange for a general meeting of the parents, I spoke to as many as possible; and they seemed pleased that the schools were becoming more interested in rural matters."

"After coming back to Dartmouth I promised to give a demonstration lesson once a week in the Halifax schools. I chose Milk as the subject, as it seemed suitable for the city child, and because it furnishes so many interesting lessons. The Scotia Pure Milk Company is most obliging, and is giving me much material which I could not possibly get otherwise."

P. Clayton Stanford.
(Extract from full report).

Dear Mr. DeWolfe,—

Lawrencetown, Annapolis County,

March 1, 1919.

Enclosed is a brief sketch of some of our work, it leaves out a lot I'd like everyone to know regarding the real work done by the girls in selling and serving—taking charge. They certainly can be taught to accept responsibility.

At our Exhibition at Lawrencetown Center, the children won in all \$128.00, besides a government prize for cattle of \$25.00, there being over 50 head of live stock exhibited.

Two splendid clubs have been formed and chiefly thru their work conducted a good Fair, Sale and Tea on Dec. 21st. Proceeds \$61.00, towards next years' prize list.

These clubs, as well as the school stoo small for clubs, are learning in classes to do darning, weaving, sewing, wood-work, burnt work, raffia, knotting and weaving.

A school magazine is to be subscribed for from their Funds on hand. Their chief aim is a bigger and better Exhibition this Fall.

J. Aileen Henderson.

A SUGGESTIVE LETTER FROM A SCHOOL CHILD.

Bedford, N. S., Rural Route, No. 2,

March 13, 1919.

Dear Mr. DeWolfe,—

We are making dolls at noon-hours and on Friday afternoons we are to get prizes for the best ones. We do not go home to dinner so we have the whole noon-hour to sew. First we work the doll's nose, mouth and eyebrows, with thread, and sew buttons on for eyes. Then we sew the sides up and stuff them with saw dust, and then we sew the bottom up. Then we make the clothes and dress them. The prize for the best doll is a two dollar and a half gold piece; the prize for the second best is enough duck for a middy suit, and the third is a doll's silk dress. My sister is giving the first prize and my mother the second and Mrs. Wier the third.

At the end of the term we are going to have an Exhibition at the school. We are going to have cooking and sewing among the exhibits. After the Exhibition we shall send the dolls to the children's hospital in Halifax.

I am nine years old and I am in Grade V.

Yours respectfully,

Mabel H. Fenerty.

RURAL SCIENCE TRAINING SCHOOL.

From 9 July to 7 August, 1919.

General Program.

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

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

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

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

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

(6) Application for admission to the courses leading to a Rural Science diploma will be received from Superior First, First and Second rank graduates of the Provincial Normal College, and from First and Second class teachers specially recommended to the Faculty of the Normal College by the Inspectors on the ground of effective work done in Nature teaching. Application must be received not later than 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 at least three scientific subjects may, at the end of the session, be granted cash scholarships of \$10, \$15 or \$20, according to the quality of work done. The class standing and final examinations shall decide the amount of each scholarship.

(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, 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 and the Dean of the Rural Science faculty, supported by the Principals of the Agricultural and Normal Colleges, the Council of Public Instruction may authorize promptly thru the Superintendent any change likely to be of advantage for the general object in view.

RURAL SCIENCE DIPLOMA COURSES.

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

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

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

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

TIME TABLE
for the Summer School, Truro, N. S.

Hour	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
8	Drill	Drill	Drill	Drill	Drill	Drill
9	Drill Hort. 1	Drill Nature	Drill Hort. 1	Drill Nature Chem. 1	Drill Hort. 1	Drill Nature Chem. 1
10	Entom. 1 Hort. 2	Biology	Entom. 1 Hort. 2	Chem. 1 Biology	Biology Hort. 2	
11	Entom. 1	Biology Woodwork	Entom. 1	Biology Woodwork	Biology Woodwork	Entom. 1
2	Extension Work (compul'ry)	Birds Physics	Extension Work (compul'ry)	Physics Birds	Extension Work (compul'ry)	
8	Mineralogy Chemistry 2	Physics Agricul- ture	Mineralogy Chemistry 2	Physics Agricul- ture	Botany	
4	Weather Work Plant Diseases	Botany	Weather Work Plant Diseases	Botany	Weather Work Plant Diseases	
7	Drill	Drill	Drill	Drill	Drill	Drill
8	Drill	Drill	Drill	Drill	Drill	Drill

N. B.—8 o'clock Drill Class can't take Hort. 1, unless at Normal College.
9 o'clock Drill Class can't take Hort. 1, or Nature or Chemistry 1.

Instructors are as follows—

- P. J. Shaw—Horticulture and Nature Study.
- J. M. Trueman—Agriculture.
- H. W. Smith—Plant Diseases.
- C. L. Moore—Biology and Birds (lectures). Botany.
- E. C. Allen—Chemistry, Entomology, and Birds (field work).
- J. A. Benoit—Physics and Weather Work.
- F. G. Matthews—Woodwork, Brush and Cardboard Work.
- L. A. DeWolfe—Mineralogy and Extension Work.

SUMMER SESSION, 1919.

The next summer session of the Rural Science Training School will be held at the Provincial Normal and Agricultural Colleges, Truro, N. S., from 9 July to 7 August, 1919.

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

A Physical Training Course.

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

OFFICERS AND STAFF.

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

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

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

Miss Dora M. Baker, *Secretary.*

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

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

LOCAL "NATURE" OBSERVATIONS.

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

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

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

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

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

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

The 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.
.....		
Nova Scotia Phenochrons.		
(Wild Plants, etc.—Nomenclature as in "Spotton" or "Gray's Manual").		
<ol style="list-style-type: none"> 1. Alder (<i>Alnus incana</i>), catkin shedding pollen..... 2. Aspen (<i>Populus tremuloides</i>), shedding pollen..... 3. Mayflower (<i>Epigaea repens</i>), flowering..... 4. Field Horsetail (<i>Equisetum arvense</i>), shedding spores..... 5. Blood-root (<i>Sanguinaria Canadensis</i>), flowering..... 6. White Violet (<i>Viola blanda</i>), flowering..... 7. Blue Violet (<i>Viola palmata, cucullata</i>), flowering..... 8. Hepatica (<i>H. triloba</i>, etc.), flowering..... 9. Red Maple (<i>Acer rubrum</i>), flower shedding pollen..... 10. Strawberry (<i>Fragaria Virginiana</i>), flowering..... 11. " " " fruit ripe..... 12. Dandelion (<i>Taraxacum officinale</i>), flowering..... 13. Adder's Tongue Lily (<i>Erythronium Am.</i>), flowering..... 14. Gold Thread (<i>Coptis trifolia</i>), flowering..... 15. Spring Beauty (<i>Claytonia Caroliniana</i>), flowering..... 16. Ground Ivy (<i>Nepeta Glechoma</i>), flowering..... 17. Indian Pear (<i>Amelanchier Canadensis</i>), flowering..... 18. " " " fruit ripe..... 19. Wild Red Cherry (<i>Prunus Pennsylvanica</i>), flowering..... 20. " " " fruit ripe..... 21. Blueberry (<i>Vaccinium Can. and Penn.</i>), flowering..... 22. " " " fruit ripe..... 23. Tall Buttercup (<i>Ranunculus acris</i>), flowering..... 24. Creeping Buttercup (<i>R. repens</i>), flowering..... 25. Painted Trillium (<i>T. erythrocarpum</i>), flowering..... 26. Rhodora (<i>Rhododendron Rhodora</i>), flowering..... 27. Pigeon Berry (<i>Cornus Canadensis</i>), florets opening..... 		

PHENOLOGICAL OBSERVATIONS.—(Continued).

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

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

	When First Seen.	When Becoming Common.
28.		
29.		
30.		
31.		
32.		
33.		
34.		
35.		
36.		
37.		
38.		
39.		
40.		
41.		
42.		
43.		
44.		
45.		
46.		
47.		
48.		
49.		
50.		
51.		
52.		

(Cultivated Plants, etc.)

53.		
54.		
55.		
56.		
57.		
58.		
59.		
60.		
61.		
62.		
63.		
64.		
65.		

(Farming Operations, etc.)

66.		
67.		
68.		

PHENOLOGICAL OBSERVATIONS.—(Continued).

- 69. Shearing of Sheep.....
 - 70. Hay Cutting.....
 - 71. Grain Cutting.....
 - 72. Potato Digging.....
- (Meteorological Phenomena).**
- 73. Opening of (a) Rivers, (b) Lakes without currents.....
 - 74. Last Snow (a) to whiten ground, (b) to fly in air.....
 - 75. Last Spring Frost (a) "hard", (b) "hoar".....
 - 76. Water in streams, rivers, etc. (a) highest, (b) lowest...
 - 77. First Autumn Frost, (a) "hoar", (b) "hard".....
 - 78. First Snow (a) to fly in air, (b) to whiten ground.....
 - 79. Closing of (a) Lakes without currents, (b) Rivers.....
 - 80. Number of Thunder Storms, with dates of each.....

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

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

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

Going North or coming in Spring

Going South or leaving in Fall.

(Migration of Birds, etc.)

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

(Other Observations or Remarks).

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

Phenological Schedules.

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

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

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

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

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

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

PHENOLOGICAL OBSERVATIONS.

List of Schools sending in Schedules of Local Observations for the Year ended December, 1918.

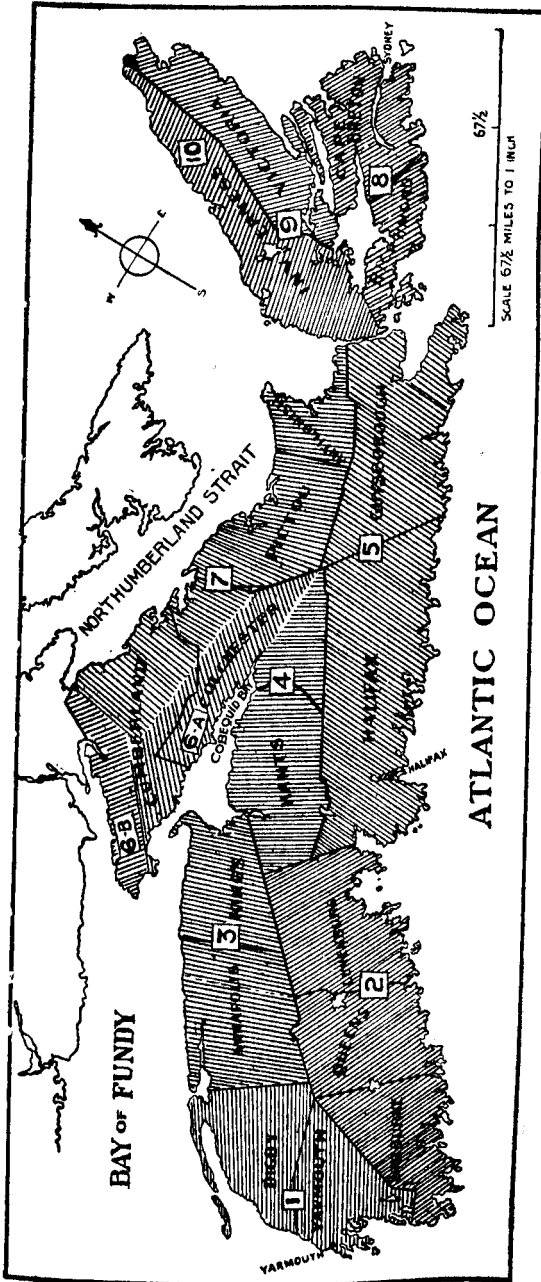
The teachers of Nova Scotia have already acquired a reputation beyond those of any other part of America for their voluntary devotion to and success in the cultivation of the observing faculties of the pupils under their charge. And our first line of biologists, a few widely known already in the world, 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 & Lunen'g 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'rland Sts Slope (to the N'h),	" " "
VIII.	Richmond & Cape Breton Co's.,	" " "
IX.	Bras d'Or Slope (to the southe't),	" " "
X.	Inverness Slope (to Gulf, N.W.),	" " "



THE TEN PHENOLOGICAL REGIONS OF NOVA SCOTIA.

REGION I.

Digby and Yarmouth Counties.*(a) Coast.*

Helen L. Churchill.	Freeport	64
Marie E. Thimot . .	Little Brook . . .	101
Marion M. Harvey .	Lake Midway . . .	81
Grace Lindsay	Bay View	59
Eliz. A. Fancy	Rockville	100
I. eora H. Kenney . . .	Cent. Argyle . . .	59
Vera E. Snow	Somerville	89

(b) Low Inland.

L. Gert. Cameron . . .	North Range . . .	164
Violet May Rice . . .	So. Range W. . . .	155
Maria Purney	Wellington	250
Annie L. Ricker . . .	Argyle	38
Edna A. Hagar	Argyle Head . . .	63
Gert. A. Killam	Richmond	127
Maria I. Purney	Wellington	36

(c) High Inland.

Pearle M. Vidito . . .	Hill Grove	71
Bertha M. Johnston .	Milford Cor. . . .	86
Ethel V. DeForest . .	Morganville . . .	135
Margaret Journeyay .	Easton	79
Frances Reynolds . . .	Rockingham . . .	89
Dorothy J. Bain	Lake Annis	197
Hazel H. Smith	Baccaro	129

REGION II.

Shelburne, Queens and Lunenburg Counties.*(a) Coast.*

M. A. Robertson . . .	White Point . . .	100
Lalia J. Smith	Port Medway . . .	89
Alice May Colp	St. Cath. Riv. . .	68
Ida Victoria Hagan . .	Summerville C . .	118
J. B. M. Brooks	Hunt's Point . . .	108
Gert. E. Cooper	West Berlin	33
Eliz. E. Cooper	B. Meadows	29
M. O. Wamboldt . . .	E. P. Medway . . .	71
Blanche E. Brooks . . .	Park's Creek . . .	105
Blanche G. Herman . .	Park's Creek . . .	105
Grace V. Conrad	S. Gold River . . .	80
A. M. Veinotte	Mahone Bay	130
P. L. Kedy	Mahone Bay	180
Florence L. Awalt . . .	N. Gold River . . .	75

Amy M. Young	Mill Cove	79
Muriel A. Zinck	U. Kingsburg . . .	97
Isabel C. Hirtle	Lower LaHave . . .	185
Louise M. Baker	Vogler's Cove . . .	105
Laura P. Richards . . .	Pentz	64
Lola E. Corkum	Chester Basin . . .	49
Nellie L. Romkey	Riverport	45
Minnie E. DeLong . . .	Petite Riviere . . .	109
Helen L. Zwicker	Martin's Riv. . . .	123
N. Edna Backman	Lr. 2nd Penn. . . .	111
Verna I. Reynolds . . .	McNutt's Isld. . . .	115
Mary W. Pike	Hibbard's Brk . . .	98
Bella L. Hopkins	Barrington P. . . .	62
Flor. MacKenzie	L Pt L'Hebert . . .	58
Alberta C. Bower	Villagedale	55
L. I. Nickerson	Port LaTour	187
Geraldine MacKay . . .	Roseway	79
Ida L. MacKay	Blanche	68
Effie G. Mouzar	E. Jordan	86
Edith M. Latham	E. Sable River . . .	71
Hattie B. Crouse	Rockland	84
Alice W. Firth	Jordan Ferry . . .	60
Ida M. Thomas	U. Pt. LaTour . . .	127
Hazel H. Smith	Baccaro	181
E. M. Nickerson	Stony Island	116

(b) Low Inland.

Bertha A. Kempton . . .	Milton	38
Mildred V. Eisnor . . .	Bang's Falls	92
Naomi B. Chute	Buckfield	102
S. B. Crowell	Clyde River	60

(c) High Inland.

Frances Holloway . . .	Middledale	168
Mamie O. Abbott	C. Caledonia	66
Vera R. DeLong	Albany New	111
Gladys M. Rogers	W. Caledonia . . .	220
G. M. Dukeshire	Harmony	111
Esther B. Hanley	La Belle	109
Lois J. V. Wagner	Crouses	49
G. E. Kaulback	Watford	100
Bernice L. Deal	Union Square . . .	106
Lavinia S. Rafuse	Farmington	65
Olive L. Zinck	Back of Lake . . .	164
Amy M. Zinck	Maitland	109
Millicent S. Baker	S. Rosedale	129
Lettie P. Crouse	N Cumberland . . .	94
Viola G. Crouse	Conquerall M. . . .	55
Elma H. Ramey	Oak Hill	106
Mabel V. Frank	Maplewood	100
Mary A. Hirtle	Wynacht's	85
Minnie E. Selig	Rhynos	11
Effie M. Ernst	Upper Branch . . .	64
Amynella M. Ernst . . .	New Burn	127
Agnes V. Naugler	Hebville	126
Marion L. Hirtle	U. Woodstock . . .	113
J. H. Dauphinee	Lr. Woodstock . . .	74
Gordon H. Sarty	Lr. Branch	67
M. H. Westhaver	Fauxbourg	70
Laura M. Baker	Up. Chelsea	88

Mae Barkhouse...	Norwood.....	129
Constance Zwicker.	Millisigate....	72
Laurier Sarty....	Lapland.....	59
Emily C. Baker....	Lakeville.....	128
Florence O. Lane..	Mid. Conwell..	130
Lily M. Kaulback	Clearland.....	119
Glen. E. M. Ernst..	Sweetland....	151
Eva L. Young.....	L. Northfield..	51
Doris G. Veinotte..	Newcombville..	82
Bessie V. Jones....	Upper Ohio....	149

REGION III.

(a) South Mountains.

Flora C. Longmire	Litchfield.....	101
Eleanor Robinson.	Lockhartville..	95
Florence M. Morris	Halfway Riv...	49
Frances L. Buddle..	Harmony.....	46
Evorna V. English..	North River...	83
M. A. McAloney...	Torbrook.....	121
Pearl M. Parker....	South Albany	99
Edna A. Oikle.....	Cherryfield...	103
Bessie H. Wright...	Virginia.....	84
Ivy Tosh.....	Clementsvale	250
Alice Potter.....	Clementsvale	250
Lulu deB. Potter...	Bear R. East..	67
M. J. Robinson....	N. Albany....	216
Hattie Cooke.....	Prince Dale...	93
Mrs. L. M. Simpson	Victory.....	121

(b) Annapolis Valley.

Dorothy M. Roach	Kingston Vil..	109
Laura M. Veinott..	Windermere...	136
Hattie L. Bishop...	Auburn.....	67
E. K. McAloney...	Nictaux Falls..	116
Irma B. Campbell..	Brickton.....	130
Minnie L. Banks...	Piedmont.....	128

(c) Cornwallis Valley.

Kathryn Martin...	Centreville...	111
Verta P. Lantz....	Greenwich....	91

(d) North Mountains.

Mary E. Longley...	Port Lorne....	170
Florence Holland..	Scott's Bay...	38

REGION IV.

Hants and Colchester Counties.

(a) Coast.

F. Emma Smith...	Falmouth Vil..	18
Lena B. Campbell..	Walton.....	76
M. L. Custance....	Lower Selmah	42
Mrs. J O'B. Temple	New Dublin...	196
Bertha H. Curry...	Tenecape.....	11

(b) Low Inland.

M. D. Anthony....	Riverside Cor..	77
Jean E. Fisher....	Otter Brook...	64
J. Blair Wyllie...	Lower Debert..	53
W. E. Conroy.....	Lanesville....	113
S. L. Lindsay....	Landor.....	85
Nellie Matheson..	Brookfield...	99
Sylvia Miller.....	Brookfield...	85
Greta E. McNutt..	E. Folly Mt...	56
L. M. Bambrick...	Gt. Village...	105
M. D. Crowe.....	Upper Anslow	59
Florence Blaikie.	Stewiacke...	126
Amelia J. Cox....	Stewiacke...	126
Mary E. Smith...	Folleigh Vil..	82
L. I. Maxwell....	Folly Vil.....	67
Mildred L. Reagh.	Up. Economy	114
Janet Clarke....	Riverside....	73
Flor. J. McCully..	Highland Vil..	134
Muriel Cottam...	E. Folly Mt...	16
Irene H. Cottam...	U. Plea. Valley	10
Gertrude M. Chase	Three Mile P..	14
Alice M. Robinson.	Three Mile P..	4

(c) High Inland.

L. B. Jollymore...	Leominster...	73
E. M. Mariette...	Ardoise.....	113
Ora Rockwell....	Renfrew.....	136
M. M. MacDougall	Pleasant Val..	150
Lillian Laffin....	East Gore...	92
M. D. MacDougall.	Up. Rawdon...	98
Sadie J. Mason....	N. Noel Road..	45
C. L. Whittier....	West Gore...	152
N. M. MacKenzie	Burnside....	90
Marion N. MacKay	Waldegrave...	74
Nancy Nelson....	Wilsons.....	57
M. Grace Walley..	Earltown....	124
Nettie T. Harris..	Waugh's.....	47
Leta Cox.....	Londonderry S	95
Vera M. Poole....	Riversdale...	106
M. A. Creelman...	C. North Riv..	108
Bessie J. Dill....	Hardwood H..	60
E. Dell McCulloch	Denmark.....	74
G. M. McElhinney	French River..	88
Hazel B. Whidden..	Nuttby.....	47

M. A. Robinson...	Porta'que Mt.	55
Nellie L. Parke....	Londonderry..	70
L. M. McGill.....	Millbrook.....	6
Emma M. Manetta	Ardoise.....	114

REGION V.

Halifax and Guysboro Counties.

(a) Coast.

Ella P. Baker.....	Shore.....	86
Daisy Crowell....	Spryfield.....	129
Kathryn N. Scott..	Ketch Har....	50
Fannie Burris....	Pleasant Har..	72
Lelia L. Smith....	Owl's Hd. Hr..	114
P. H. Rutledge....	Sheet Har....	68
Joyce Webber....	Moser River	70
Sara M. McDonald	Md. Melford..	40
Mary I. Dortt....	White Head..	26
Florence Wilson..	Maric Joseph.	86
P. M. Russell....	W Law'town..	100
Rita E. Hiltz....	E. Law'town..	78
K. R. Davison....	Canso.....	96

(b) Inland.

C. P. Dillman....	Hutchinson...	29
Emma A. Higgins..	Cook's Brk....	142
Janie M. Purdy...	Dean.....	119
Olive L. Parker...	Up. Lakeville.	115
F. May Stewart...	Higginsville..	84
Margaret E. Auld.	Waverley....	129

REGION VI—A.

(a) Coast.

H. A. Fountain...	Advocate Har.	151
Edith V. Davison..	Advocate Har.	151

(c) High Inland.

Ferrie B. Lamb....	Cannonsville..	102
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(a) (b) (c) Coast and Inland.

Mary B. Nelson...	Parrsboro....	37
Ellen A. O'Regan..	Parrsboro....	106

REGION VI—B.

(a) Coast.

E. M. Harrison....	Warren.....	84
Allison L. Wilson..	Mapleton.....	153
M. J. Shortt.....	Minudie.....	95
I. E. Harrison....	Lr. Maccan...	79

(b) Low Inland.

M. G. McCullum..	South Athol..	114
Edith J. Wilson..	Nappan.....	56
Bertha M. Smith..	Nappan.....	48
B. B. Mitchell....	Athol.....	87
Lila M. Boss.....	Springhill J..	128

(c) High Inland.

Martha L. Fulton..	Salem.....	101
Lizzie M. Smith...	E. Mapleton..	128

(a) (c) Coast and Inland.

Nellie O. King....	Halfway R. E.	86
J. M. Fullerton...	Halfway R.W.	55

REGION VII.

Pictou, Antigonish and Cumberland Counties.

(a) Coast.

I. M. Berridge....	Lr. Gulf Shore	37
Inez D. Brown....	Amherst Shore	102
Janet Carlyle....	E. Wallace...	74
Catherine Blank..	Malagash Pt..	93
E. M. Brownell...	Lr. Linden....	151
F. E. Stevenson..	Keble.....	11
Frances McDonald.	Big Tracadie.	32
Ada MacDonald...	Pictou.....	212
Marion Park.....	Abercrombie.	75
E. H. MacKenzie..	Waterside....	134
Mary MacDonald	Lismore.....	79
A. J. B. Hamilton	Melville.....	112
Chris. Colquhoun.	Lit. Harbor...	142
Stella M. Strople	Bayfield....	165
Frances McDonald.	Big Tracadie.	162
Sis. St. Wallburga.	Antigonish...	120
Catherine Smith..	Malignant C..	10

(b) Low Inland.

REGION VIII.

Cape Breton and Richmond Counties.

Bertha L. Johnson.	Millvale.....	104
Jane A. McCabe...	Salt Spr. Sta..	103
Inez J. Fillmore...	Shinimicas B.	65
Mabel L. Stetson...	Carrington...	61
Greta H. Cox.....	E. Hansford...	67
H. Vera Darragh...	L. Killarney...	92
R. G. McLaughlin...	Hartford.....	76
Eva Burbine.....	Streets Ridge.	59
G. Muriel Tuttle...	Appleton.....	114
Alta May Dow.....	Pugwash Riv..	51
Sara McKeil.....	So. Pugwash...	77
F. Van Buskirk...	Wallace Br....	63
M. A. Chapman...	Port Howe....	40
M. A. C. Simpson...	Oxford.....	116
M. F. Williams...	Glenville.....	357
Flor. E. King.....	R. Philip Cen.	86
M. A. Crawley...	Victoria.....	107
Jessie I. Fraser...	L. Green Hill.	145
Hughena Johnson...	McLellan's B.	135
M. J. Sutherland...	Pine Tree.....	69
H. G. Thompson...	Alena.....	133
Sadie Logan.....	Bailey's Bk... 90	
Susie H. Giffin...	Union Centre.	79
Pearl MacLean...	Big Island....	27
Clara B. Brown...	E. Mapleton... 3	
Greta K. Cox.....	S. Pugwash...	13
Mabel Lambe.....	Streets Ridge.	2

(a) Coast.

K. A. Nicholson...	Boisdale.....	8
C. I. MacEachern...	Eskasoni.....	14
Mary A. Nicholson.	Low Point....	33
Annie Campbell...	Lingan.....	92
Ella S. Ziack.....	U. Caledonia.	94
Anna J. Phalen...	Big Glace Bay	127
Viola M. Bagnell.	Marconi To'rs	100
Katie MacKinnon	South Head...	88
Ethel MacKinnon.	Round Isl'd...	81
Amy G. Nicoll...	Mira Gut.....	79
Mary E. Miller...	Horne's Rd....	79
Mildred Spencer...	Coxheath....	73
M. A. Coady.....	Sydney.....	42
Mrs. G. E. Barrie.	Florence.....	56
Laura Elliott...	Lt Bras d'Or W	195
Eliz. A. McNeil...	Big Bank.....	58
Eva K. Fogarty...	Eureka.....	46
Sara Johnson.....	Grove's Pofnt.	85
Mary E. McNeil...	Point Aconi...	70
Muriel Cameron...	Brickyard....	51
M. M. Campbell...	Bateston....	77
Eliz. E. Somers...	Lt. Lorraine...	108
Laura H. Embree...	Big Lorraine...	58
Zillah L. Bollong...	Gabarus.....	37
Kath. E. Gillis...	East Bay.....	98
Catherine Smith...	Big Pond....	107
Annie Smith.....	Irish Vale....	49
Eliz. Nicholson...	Long Island...	101
C. E. MacEachern.	Eskasoni.....	105
A. M. McKenzie...	Castle Bay...	110
Rosie Burke.....	Benacadie...	83
Catherine A. Tait.	Gr. Narrows...	101
M. B. Macdonald.	Christmas Isl'd	88
Kath. MacDonald	Big Beach....	82
Eliz. MacKinnon...	Beaver Cove...	103
Katie Nicholson...	Barrachois Hr.	91
Minnie V. MacNeil.	Rockdale....	93
Annie Campbell...	South Bar....	12
Eliz. McSween...	Lingan.....	32
Eliz. A. McEachern	Big Bank....	15
Margaret J. Walker	Point Aconi...	17
Martha Rose Lahey	Baleine.....	27
Gert. Nicholson...	Long Island...	49
C. I. MacEachern...	Eskasoni.....	14
K. A. Nicholson...	Boisdale.....	8
Eliz. McSween...	Lingan.....	32
Eliz. A. McEachern	Big Bank....	15
Margaret J. Walker	Point Aconi...	14
Martha Rose Lahey	Baleine.....	27
Gertrude Nicolson.	Long Island...	47
Clara A. Kehoe...	Rocky Bay....	24

(c) High Inland.

E. M. Vincent.....	Wentworth S.	67
Matilda K. Black...	U. Mt. Plea...	86
Jean C. MacIntosh.	W. Hansford...	22
Alice R. Slack.....	Rushton.....	89
Margaret A. Forbes	West'ter Mt..	89
Nellie Boyd.....	Collingwood...	153
H. B. Whidden...	W. Riv. Sta... 7	
Florence Sillers...	Millsville....	237
Mary E. Roe.....	Rogers Hill...	122
Rose B. Bansfield.	Avondale....	126
Margaret G. Munro	Cross Roads...	116
Melva Ross.....	Blanchard Rd.	154
Anna Ross.....	Rocky Mt....	83
Jean V. Ballantyne.	Elgin.....	118
Margaret E. Reeves	Churchill....	126
M. C. Sutherland.	Six Mile Brk..	138
Celia MacDonald...	Barney's R. Sta	70
Nellie MacIntosh.	Piedmont Val.	87
A. Malcom.....	Lime Rock....	66
Gladys L. Huggan	Marshy Hope.	97
Lillian Johnson...	Scotch Hill E.	221
E. P. MacGillivray.	Meiklefield...	115
Muriel Cavanagh.	White Hill...	94
Hazel MacKenzie.	Foxbrook....	123
F. R. Cruickshank	E R St Mary's	121
Isabel Rogers.....	U. Springfield.	59
Melva Ross.....	Meiklefield...	13

(b) Low Inland.

Mar. MacDonald..	Dutch Brook	44
F. C. Matheson ...	Woodbine....	88
	Milton.....	45
Nor. MacDonald..	Cariboo Mar..	27
Jos. M. Blanik ...	Sandfield....	42
Isabell Gillis....	Meadows Rd..	77
M. A. Cantwell...	Balls Creek...|	144
Teresa Farrell....	Bear Ball's Cr	68
Elizabeth Walsh...	French Vale..	2
Annie Johnstone...	Leitche's Cr..	147
Mamie C MacInnes	Millsville....	22
C. A. MacDonald..	Clark's Road..	58
Sarah M. Walker...	Big Ridge....	29
Christine O'Keefe	Gr. Mira So...|	41
Clara A. Kehoe....	Gr. Mira N....	156
Christine O'Keefe	Gr. Mira So...|	19
Mar. MacDonald..	Dutch Brook..	43
Elizabeth Walsh...	French Vale..	4

(c) High Inland.

Sadie Johnson....	U. Lietches C.	104
Sad O'Keefe....	French Road..	39
M. S. MacCuspic..	Salem Road..	120
Hannah J. McLeod	Macadam's L.	65
Margaret Gillis...	Gillsville....	109
Malcolm J. McLeod	N. Framboise.	82
Chris. MacDonald	Gr. Riv. Falls	89
H. Jane MacLeod..	U. Lietche's C	16
Mary A. O'Handley	Forest.....	8
Annie Campbell...	South Bar....	12
H. Jane MacLeod..	U. Lietche's C.	16
Mary A. O'Handley	Forest.....	8

REGIONS IX and X.

(a) Coast.

Flor. Matheson....	Goose Cove...	64
Helen Stephens....	Cape North...	79
A. E. Canavan....	Kempt Head..	59
Agnes M. MacKay.	C. Dauphinee.	68
M. J. MacMaster..	Albion.....	44
A. B. McDonald...	Lorne.....	11
Ella MacDonald...	Little Harbor.	61
John J. LeBlanc...	Belle Cote....	18

(b) Low Inland.

M. E. Nicholson...	Iona.....	61
Annie C. McNeil...	Barra Glen...	80
A. M. Dowling....	N. West Arm..	54
C. D. McQuarrie...	Valley Mills..	58
Jessie MacKenzie..	S.E. R. Denys	95
A. B. McDaniel...	Rossville....	98
Chas. E. Aucoin...	Prairie.....	33
A. D. MacKinnon..	MacMillan M	33

(c) High Inland.

R. F. MacDonald..	Gairloch Mt..	52
Mary C. Smith....	Sugar Loaf....	108

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

REGION No. II.**Lunenburg, Queens and Shelburne Counties**

Emma M. Soley, Compiler.

There were seventy-eight sent in from this region, twenty-two from belt (a), four from belt (b) and fifty-two from belt (c). Many of the teachers had good supplementary lists, which showed the interest teachers and pupils take in such work.

A good sheet, with twenty-seven supplementaries was made by one of the Grade VIII girls at Middledale.

On the whole the sheets sent in were well kept and neat, but some still are not careful enough to get the dates directly opposite the name.

The mistake, which seems to be made each year, that is of using the column for "Birds Going South or Leaving in Fall" for "Birds Going North or Coming in Spring" is still persisted in. One receives help by re-reading carefully the criticism on the Phenological Observations made in previous journals.

Judging from the Observations sent in, there seem to be very few who actually know birds—very few bird observations were made by teachers. Knowing the great value birds are to us, as well as the keen enjoyment we receive from having them with us, teachers and pupils should interest themselves in birds, so much so, that they will seek to find out all they can about them. It is surprising how many do not know our common birds by sight.

REGION V.

Guysboro and Halifax Counties.

Jamesina Moore, Compiler.

Twelve schedules were received from belt (a) and six from (b), from which ten from (a) and five from (b) were selected for compiling. From these several observations which seemed very doubtful or were obviously incorrect were rejected.

It would be difficult to credit the statement that from belt (a) three reported the pigeon berry as ripe on the same date as florets open and one even before that.

Only one schedule was given in day of the month instead of the day of the year. Three reported the robin as a winter resident.

Bloodroot was reported from Spryfield (a) and Cook's Brook (b), and Miss Margaret Auld of Waverly remarks, "It is very common in Landell's School Section at Gay's River in marsh land." I know it to be found at several places in the Musquodoboit Valley.

The records of Miss Emma Higgins, Cook's Brook, and Miss Margaret Auld, Waverly were very satisfactory as regards

neatness and accuracy, as well as number of observations. The bird observations made by Miss Higgins included every one of the sheet except Wild Duck and Cedar Waxwing, and a supplementary list of thirteen.

REGIONS VI (A) and VI (B).

Cobequid Slope to South and Chignecto Slope to North West.

R. Nelson Bagnell, Compiler.

Of the schedules received from Region VI (A), belts (a), (b) and (c), seventy-five per cent were excellent. Of the schedules received from Region VI (B), belts (a), (b) and (c) seventy-one per cent were quite accurate and were accepted for compilation.

The usual mistakes were plainly discernable in some of the schedules. The day of the month was given for the day of the year. In a few cases, the information required at the heading of the schedule was partially or wholly omitted. Dates 308, 312, 319 and 320 were given. These dates should have been entered only on the schedule sent in with the school returns in February. The July schedule should have *no* date later than 181.

Nos. 5, 8, 47, 87 and 96 had no observers.

Nos. 31 and 51 were reported only twice each.

Senecio Jacobea was not reported from any district. The Brown Tail Moth was reported from East Mapleton, Cumberland Co.

Fourteen schedules had several additional observations. Two schedules had twenty-four and one schedule had thirty-three additional observations. This is very gratifying, and shows increased interest which must have been taken and is being taken in this work.

Special reference must be made to the accuracy and neatness of the Phenological Observations Sheet compiled by Miss Ellen O'Regan and pupils of the Parrsboro Schools. Also schedules from Miss Hilda A. Fountain and Miss Edith V. Davison, Advocate Harbor and Miss Lila M. Boss, Springhill Junction, deserve honorable mention.

I deem it unnecessary to report more fully on this work. Sufficient is it to say that, thruout, the schedules show a *marked* improvement over those which I compiled last year.

To avoid repetition of past errors read carefully the reports of the compilers of the Phenological Schedules of previous years—the reports given in the April, 1916, 1917 and 1918 issues of "The Journal of Education."

Great care should be taken in copying figures from Register and entering them on the schedules. Every entry should be checked. Enter dates neatly. Where no entry is to be made, fill in the space with a dash. Remember to fill in carefully all the blanks at the head of the schedule—particularly the locality (where observations were made), and the name and address of the compiler. Hence, give the "Nature" observation sheet as much attention as any other school return, because of the important part each plays in compiling the phenological statistics of the province.

REGION VII.

Northumberland Strait Slope (to the North).

Flora M. Zwicker, Compiler.

Fourteen observation schedules were sent in from the Coast, twenty-four from the Low Inlands, and twenty-three from the High Inlands.

The schedules on the whole were very good, but not above criticism, by any means. The criticisms I should like to make would simply be repetitions of those made by compilers of previous years, therefore I would suggest that the teachers make it their business to read, yes and study carefully those as found in the April Journals of 1916, 1917 and 1918.

The additional observations were in many cases most excellent. Teachers keep up the good work, "Our Reward is in Doing."

Don't forget to use the day of the year instead of the date of the month. This was not done in some cases; and always sign your name.

REGIONS IX & X.

Bras d'Or Slope and Inverness Slope.

John J. LeBlanc, Compiler.

Eighteen schedules were sent in. Nine from Inverness and nine from Victoria.

Those observation sheets were all fairly neat, and observations in most cases seem to have been carefully made, and I note 418 observations from Inverness and 523 from Victoria.

The following may again be of interest:—

1. Give the name and number of the school section. Often it is very inconvenient for the compiler to ascertain these when omitted.

2. Some of the plants not reported by some observers: *Populus tremuloides*, *Clintonia borealis*, *Rhinanthus Chistagalli*, *Brunella Vulgaris*.

3. *Clintonia borealis* is a common plant in all our woods and should have more observers. The same may be said of *Brunella Vulgaris*, a plant to be found by most all roadsides.

4. Nine of the schedules had many interesting observations in addition to the ones asked for. One having thirty-six additional ones, showing that the teachers were interested observers of nature.

SCHOOL SECTIONS OF NOVA SCOTIA.

Arranged according to Counties and Districts showing in column (1) the No. of the Section; (2) the Name; (3) the official valuation; (4) the average salary of the last five school years; (5) the minimum salary after 31 July, 1919; (6) present salary with notes (the * denoting honorable mention for salary already in advance of the *Minimum*: † poor section; ‡ special poor section).

Annapolis East.

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
1	Melvorn (Adv.)	\$87,460		\$490	\$400
2	" (Elem.)			263	200
3	Forest Glade	15,510		294	260
4	Margaretville East	21,000		324	250
5	Margaretville	22,000		287	275
6	Prince Albert	13,225		200	245*
7	Victoria Vale	19,575		251	200
8	Mosher's Corner	15,640		230	205
9	Port George	13,575		228	200
10	Douglas Road	7,300		170	140†
11	Mt. Hanley	17,220		235	200
12	Outram	9,500		173	145
13	Port Lorne	16,810		300	250
14	Arlington	12,475		200	220†
15	St. Croix Cove	10,070		213	225*
16	Hampton	21,125		310	275
17	Clarence West	80,000		285	260
18	Clarence Center	65,300		340	315
19	Clarence	62,350		317	275
20	Brooklyn West	47,325		326	250
21	Brooklyn East			325	Cons.
22	Spa Springs	42,000		245	250*
23	South Farmington	59,000		364	225
24	Wilmot	49,900		294	225
24	Middleton, (Adv.)	300,000		1,009	900
24	" (Prep.)			357	390*
24	" (2nd Int.)			357	325
24	" (1st Int.)			343	325
24	" (2nd Prim.)			343	300
25	" (1st Prim.)			348	300
26	Brickton	24,300		260	200
26	Lawrencetown, (Adv.)	148,275		713	800*
26	" (Int.)			350	325
27	" (Prim.)			386	325
28	West Inglisville	6,475		168	130†
28	Paradise, (Adv.)	141,125		566	540
29	" (Elem.)			293	200
29	Bridgetown, (Adv.)	395,560		968	1,080*
29	" (Prep.)			334	425*
29	" (2nd Int.)			302	350*
29	" (1st Int.)			302	300
29	" (2nd Prim.)			293	275
29	" (1st Prim.)			293	200

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
30	Inglewood.....	6,525		200	165†
31	Meadowvale.....	26,890		236	200
32	Torbrook, (Adv.).....	50,950		393	400
32	" (Elem.).....			195	200
33	Torbrook East.....	9,275		168	150†
34	Nictaux Falls.....	41,700		331	300
35	Nictaux South.....	16,150		235	200
36	Nictaux.....	70,000		380	375
37	South Williamston.....	52,900		301	300
38	North Williamston.....	20,000		230	125
39	Morse Road.....	4,175		182	†
40	Carleton, (Adv.).....	103,425		339	340
40	" (Elem.).....			288	
41	Centrelea.....	60,000		242	325
42	Tupperville.....	75,000		322	300
43	Bloomington.....	23,325		262	225
44	Dalhousie Lake.....	7,125		210	175†
45	Inglisville East.....	23,790		237	240
46	Crossburn.....	20,000		327	275
47	North Albany.....	13,900		210	175
48	North Springfield.....	20,913		348	280
49	Albany.....	17,114		212	150
50	Albany Cross.....	3,475		166	140†
51	Paradise West.....	54,925		300	275
52	Dalhousie West.....	6,800		162	160†
53	Dalhousie Center.....	6,350		175	150
54	Springfield.....	21,193		290	225
55	Lake Pleasant.....	15,830		290	250
56	Falkland Ridge.....	27,444		310	300
57	Stoddart's.....			180	†
58	Dalhousie East.....	21,600		300	250
59	Torbrook Mines.....	26,000		403	300
60	Cherryfield.....	9,140		195	159†
61	Hunter's Lodge.....	5,452		225	160†

Annapolis West.

1	Phinney Cove.....	\$ 5,900	\$195	\$175†
2	Young's Cove.....	10,780	222	220
3	Parker's Cove.....	17,575	282	275
4	Hillsburn.....	11,250	296	250
5	Litchfield.....	9,405	268	250
6	Fundy.....	775	200	205†
7	Victoria Beach, (Adv.).....	11,205	292	300
7	" (Elem.).....		255	250
8	Port Wade.....	22,500	344	325
9	Karsdale.....	26,570	280	300
10	Lower Granville.....	32,600	262	225
11	Stoney Beach.....	47,875	289	275
12	Granville Ferry, (Adv.).....	125,000	424	400
12	" (Elem.).....		294	225
13	Granville Center.....	66,225	350	300
14	Belleisle.....	75,885	325	315
15	Gesner.....	71,000	348	300
16	Upper Granville.....	64,879	300	300

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
17	Round Hill, (Adv.)	117,625		558	425
17	" (Elem.)			263	225
18	Moschelle.	51,155		288	250
19	Annapolis, (2nd Acad.)	317,220		964	990 *
19	" (1st Acad.)			510	475
19	" (Prep.)			510	425
19	" (2nd Int.)			339	300
19	" (1st Int.)			332	300
20	" (Prim.)			350	300
21	Upper Clements	36,220		245	250 *
22	Clementsport, (Adv.)	50,075		328	325
22	" (Elem.)			222	200
23	Deep Brook, (Adv.)	53,675		366	350
23	" (Elem.)			227	200
24	Waldeck East	13,250		205	125
25	Bear River, (Adv.)	141,390		852	830
25	" (Prep.)			330	325
25	" (2nd Int.)			300	300 *
25	" (1st Int.)			300	275
25	" (2nd Prim.)			300	275
25	" (1st Prim.)			300	275
26	Greenland	5,815		180	130 †
27	Clementsvale, (Adv.)	57,500		330	290
27	" (Elem.)			210	180
28	Wright	4,700		160	150 †
29	Prince Dale	10,800		231	225
30	Virginia	4,745		188	140 †
31	Beaconsfield	23,838		250	200
32	Greywood	9,050		220	250 *
33	Milford	8,700		216	260 *
34	Maitland	13,135		300	325 *
35	Dargie	7,270		175	160 †
36	Lake La Rose	8,850		190	210 *†
37	Perotte	7,925		230	190
38	L'Equille, (Adv.)	45,715		320	275
38	" (Elem.)			247	215
39	Lake Munro	2,500		175	133 †
40	Victory	3,400		182	140 †
41	West Springhill			125	
42	Waldeck West	14,260		195	175
43	Guinea	6,475		140	150 *†
44	Northfield	7,800		200	†
45	Allen River	38,585		228	180
46	East Victory	5,815		204	200 †

Antigonish County.

1	Antigonish, Grade XII	\$563,615	\$820	\$900	\$850
1	" " XII		580	620	700 *
1	" " XI		820	900	850
1	" " XI		170	250	345 *
1	" " X		135	200	160
1	" " X, IX		590	678	650
1	" " X, IX		625	718	660
1	" " IX		107	160	145
1	" " VIII		103	155	145

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
1	Antigonish, Grade VII, VI.....		270	378	345
1	" " VII, VI.....		275	385	345
1	" " VI, V.....		100	150	120
1	" " IV, III.....		100	150	100
1	" " IV, III.....		260	364	345
1	" " II, I.....		250	350	345
1	" " II, I.....		100	150	100
2	North River.....	19,965	140	210	160
3	Harbor.....	26,900	152	228	160
4	Morristown.....	20,800	144	216	145
5	Lakevale.....	16,000	138	207	145
6	S. Side Cape George.....	18,445	150	225	150
7	Cape George Point.....	11,400	106	159	100
8	Morar.....	14,080	140	210	140
10	Georgeville.....	14,200	137	206	245
11	Malignant Cove.....	29,000	152	228	200
12	Arisaig.....	29,000	148	222	170
13	Macara's Brook.....	19,200	118	177	170
17	Pleasant Valley.....	27,500	130	195	175
18	Clydesdale.....	25,545	142	213	165
19	William's Point.....	12,870	107	160	190
20	Lower S. River.....	23,000	176	264	180
21	S. S. Harbor.....	17,000	147	220	175
22	Monk's Head.....	17,785	157	235	160
23	Lower Pomket.....	19,835	193	290	225
24	Upper Pomket.....	20,675	193	290	190
25	Heatherton.....	48,000	182	273	240
26	Bayfield.....	27,300	183	275	200
27	Afton.....	22,000	150	225	200
28	W. Tracadie.....	18,785	176	264	210
29	Tracadie.....	27,000	180	270	205
30	East Tracadie.....	16,245	142	213	200
31	Linwood.....	25,350	142	213	175
32	Harbor Boucher, (Adv.).....	33,630	133	200	130
32	" " (Prep.).....		100	150	130
32	" " (Prim.).....		100	150	115
33	E. Harbor Boucher.....	15,720	153	230	150
34	Merland.....	12,365	128	192	175
35	Fraser's Grant.....	18,395	133	200	140
36	Glassburn.....	17,955	121	182	130
37	Caledonia Mills.....	23,400	135	202	190
38	Marydale.....	30,722	158	237	160
39	St. Andrews, (Adv.).....	40,930	187	280	250
39	" " (Prim.).....		155	233	160
40	Dunmore.....	19,670	172	258	190
41	Fraser's Mills.....	33,000	150	225	170
42	Up. S. River.....	26,785	155	233	190
43	Lochaber.....	14,870	160	240	200
44	" W.....	11,750	128	192	140
45	" N.....	25,700	193	290	230
46	Glenalpine.....	18,095	125	187	130
47	W. River, (Adv.).....	55,360	153	230	250
47	" (Prim.).....		140	210	180
50	Beaver Meadow.....	26,730	156	234	200
51	Upper Springfield.....	7,450	129	194	160
52	Cross Roads Ohio.....	26,085	187	280	210
53	Stewart's Mills.....	2,050	105	158	180
54	Morven.....	4,870	120	180	145
55	James River.....	19,140	162	243	165

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
56	Brierly Brook.....	30,665	173	260	200
59	Pinevale.....	10,120	118	177	120 †
60	Springfield.....	22,500	188	207	155
61	N. Grant.....	28,670	140	210	190
68	Cloverville.....	13,380	110	165	180 *
64	Big Marsh.....	10,970	110	165	140 †
65	Fairmont.....	14,300	140	210	155
66	Hallowell Grant.....	9,200	97	145	180 †
67	Maryvale.....	17,550	120	180	140
68	Ashdale.....	15,070	106	160	135 †
69	Avonside.....	4,405	126	189	140 †
70	Auld's Cove.....	5,825	133	200	140
71	Middleton.....	7,890	133	200	140 †
72	Copperlake.....	8,755	133	200	160
74	Black Avon.....	23,500	128	192	130
75	New France.....	7,595	111	167	140 †
76	Frankville.....	15,670	198	297	200
77	Cape Jack.....	12,415	150	225	160
78	Union Center.....	20,455	178	267	175
80	St. Joseph.....	22,550	167	250	200
81	W. Lakevale.....	10,735	110	165	120
82	College Grant.....	3,965	100	150	145 †

Cape Breton County.

2	South Bar.....	\$41,135	\$257	\$359	\$375 *
5	Lingan.....	39,190	304	395	300
6	Lingan Road.....	27,000	202	283	375 *
8	Lakevale.....	14,000	173	259	250
9	Gardiner.....	19,000	236	330	275
10	Gallivan.....	11,000	.....	.....	.....
15	Lakeview.....	46,200	234	327	300
16	Blockhouse.....	15,500	178	268	225
19	Homeville.....	14,000	172	258	225
20	South Head.....	8,040	184	276	250
22	Broughton.....	59,750	201	281	240
23	Round Island.....	8,025	162	243	260 *
24	Mira Gut.....	17,800	184	276	260
25	Horn's Road.....	8,525	145	217	180
27	Mira Road.....	.....	.....	.....	250
28	Hillside.....	9,995	145	217 †
29	Front Lake.....	6,275	140	210	160 †
80	Caribou Marsh.....	8,000	145	217	170 †
81	Westmount.....	60,000	241	338	325
82	Marion Bridge.....	35,000	239	334	300
83	Sandfield.....	9,975	137	206	.....
84	Woodbine.....	1,870	150	225	150 ††
85	Meadows.....	11,950	196	294	250
86	Sydney River.....	31,235	212	296	325 *
87	Coxheath.....	64,286	232	325	325
88	Blackett's Lake.....	16,360	170	255	270 *
89	Edwardsville.....	19,265	194	291	270
40	Point Edward.....	23,350	212	296	300 *
41	Ball's Bridge.....	19,007	183	274	250
42	Ball's Creek.....	10,895	179	269	175
43	Rear of Ball's Creek.....	12,140	117	176	200 ††

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
44	Leitche's Creek.....	15,470	156	234	185
45	Upper Leitche's Creek.....	10,120	156	235	150
46	Forest.....	4,530	155	232	140 †
47	Upper North Sydney.....	42,710	249	348	235
53	Little Bras d'Or West.....	37,200	246	344	300
54	George's River.....	17,875	183	274	200
55	Long Island Main.....	15,920	164	246	190
56	Big Bank.....	13,300	173	259	185
57	Eureka.....	10,100	177	265	225
58	Victoria.....	2,770	120	180	180 ††
59	Grove's Point.....	26,325	210	294	275
60	Mill Creek.....	25,885	217	303	275
61	Point Aconi.....	10,295	188	282	240
62	Millville.....	23,750	200	300	265
63	Union.....	13,700	150	225	200
64	Brickyard.....	9,090	145	217	175
65	Catalone.....	14,550	194	291	200
66	Bateston.....	10,455	203	284	220
67	Clark's Road.....	7,000	125	187	187
68	Mainadieu.....	14,000	222	310	280
69	Scatarie.....	2,965	197	295	250 †
70	Baleine.....	3,195	154	231	144
71	Little Lorraine.....	6,370	199	298	200
72	Big Lorraine.....	12,000	165	247	175
74	West Louisburg.....	40,565	325	422	400
75	Kennington Cove.....	8,000	163	245	170 †
76	New Boston.....	5,765	167	251	200 †
77	Trout Brook.....	8,400	163	229	185 †
78	Big Ridge.....	8,775	147	220	168
79	French Road.....	10,375	177	265	210 †
80	Ocean View.....	4,000	184	275	300 †
81	Gabarus Bay.....	15,835	197	296	296 †
83	Gull Cove.....	3,000	123	192	200 †
84	Gabarus Lake.....	14,500	183	274	170 †
85	Belfry.....	6,920	166	249	170 †
86	Canoe Lake.....	8,060	138	208	190 †
87	Upper Grand Mira.....	7,650	150	225	190 †
88	Grand Mira.....	5,260	146	219	300 †
89	Victoria Bridge.....	8,000	174	261	175 †
90	Grand Mira North.....	7,500	152	228	228 †
91	Caledonia.....	3,100	140	210	190 †
92	Salmon River.....	10,000	152	228	250 †
94	East Bay.....	34,680	240	336	180 †
95	Ben Eoin.....	4,445	142	213	200 †
96	Brack's Brook.....	10,000	186	279	190 †
97	Big Pond.....	11,950	160	240	200 †
98	Irish Vale.....	8,225	160	240	200 †
99	Glengarry.....	3,435	180	195	175 †
100	Salem Road.....	9,700	148	222	222 †
101	Enon.....	5,400	148	222	222 †
102	Big Glen.....	7,785	145	217	175 †
103	Macadam's Lake.....	6,935	156	234	150 †
104	Long Island.....	3,300	130	195	250 †
105	Portage.....	20,200	200	300	150 †
106	Gillisville.....	5,165	145	217	200 †
107	North Side East Bay.....	7,600	154	231	190 †
108	Eskasoni.....	7,580	167	250	250 †
109	Amaguadeez.....	9,380	165	247	200 †
110	Highlands.....	5,610	165	247	247 †

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
111	Benacadie.....	19,650	235	329	230
112	Grand Narrows.....	15,478	200	300	200
113	Christmas Island.....	19,360	209	292	300 *
114	Big Beach.....	12,405	183	273	180 †
115	Shenacadie.....	8,360	152	228 †
116	Beaver Cove.....	13,382	173	259	200
118	Boisdale.....	18,368	205	287	240
119	Barachois.....	13,225	188	282	210
120	Frenchvale.....	6,225	143	215	200 †
121	Beechmont.....	3,500	140	210	150 ††
122	Catalone Gut.....	7,630	141	211	185 †
18	Birch Grove, (Princ.).....	139,395	345	448	900 *
	2 Depts.....		258	361	380 *
51	Alder Point, (Princ.).....	31,320	271	379	375
	2 Depts.....		225	315	285
52	Little Bras d'Or, (Princ.).....	122,150	300	420	400
	2 Depts.....		237	332	400 *
82	Gabarus, (Princ.).....	32,000	310	403	355
	2 Depts.....		169	253	180
3	Low Point, (Princ.).....	140,490	297	415	350
	(2nd Dept.).....		233	397	350
	(3rd Dept.).....		235	329	300
17	Gowrie, (Princ.).....	105,000	584	671	675 *
	(Class B).....		246	345	.....
	(Class C).....		245	343	.....
	(Class D).....		237	331	335 *
14	Big Glace Bay, (Princ.).....	218,000	420	504	800 *
	5 Depts., (Class C).....		220	308	325 *
	(Class D).....		229	321	.....
50	Florence, (Princ.).....	213,000	524	602	655 *
	6 Depts., (Class B).....		275	385	400 *
	(Class C).....		241	338	.....
	(Class D).....		245	343	400 *
73	Louisburg, (Princ.).....	254,803	660	759	900 *
	6 Depts., (Class B).....		241	338	385 *
	(Class C).....		225	315	336 *
	(Class D).....		212	296	308 *
11	Reserve, (Princ.).....	297,460	655	753	850 *
	10 Depts., (Princ.).....		294	411	289
	(Class B).....		270	378	289
	(Class C).....		253	354	312
	(Class D).....		270	378	300
12	Dominion, (Princ.).....	500,000	670	770	900 *
	10 Depts., (Princ.).....		348	452	410
	(Class A).....		.....	.....	379
	(Class B).....		280	392	410 *
	(Class C).....		249	348	306
	(Class D).....		236	330	335 *
48	North Sydney, (Princ.).....	2,102,250	1,008	1,108	1,260 *
	24 Depts., (Princ.).....		530	609	615 *
	(Class A).....		300	420	400
	(Class B).....		271	379	360
	(Class C).....		260	364	335
	(Class D).....		232	324	300
4	New Waterford, (Princ.).....	1,200,000	835	918	1,200 *
	26 Depts., (Princ.).....		405	486	525 *
	(Princ.).....		406	487	525 *
	(Class A).....		325	422	475 *

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
	New Waterford— <i>Continued.</i>				
	(Class B).....		301	391	425*
	(Class C).....		269	376	395*
	(Class D).....		286	330	365*
49	Sydney Mines, (Princ.).....	2,273,525	1,300	1,430	1,600*
	34 Depts., (Princ.).....		410	492	570*
	(Princ.).....		488	585	600*
	(Class A).....		320	416	440*
	(Class B).....		299	418	440*
	(Class C).....		281	393	415*
	(Class D).....		260	364	390*
13	Glace Bay, (Class A).....	4,052,000	279	390	535*
	82 Depts., (Class B).....		275	386	445*
	(Class C).....		243	341	415*
	(Class D).....		242	339	400*
1	Sydney, (Class Acad.).....	8,743,699	1,350	1,485	1,510*
	90 Depts., (Class A).....		315	409	425*
	(Class B).....		315	409	425*
	(Class C).....		290	406	400*
	(Class D).....		250	350	350*

The minimum salaries for teachers in Sydney under schedule effective March 1st, 1919, are:—

Class A.....	675*
Class B.....	665*
Class C.....	645*
Class D.....	625*

Colchester South.

1	Town of Truro, (Class Aca. M. Prin.).....	\$3,000,000	\$1,540	\$1,663	\$2,200*
	(Class Aca. M. Asst.).....		1,200	1,302	none
	(Class Aca. F. Asst.).....		863	965	1,075*
	(Class A; M. Asst.).....		937	1,015	1,400*
	Common Sch., (Class A; F. no exp.).....		375	466	none
	(Class A; F. 5 yr exp.).....		500	605	850*
	(Class B; F. no exp.).....		350	442	none
	(Class B; F. 5 yr exp.).....		475	581	800*
	(Class C; F. no exp.).....		325	418	none
	(Class D; F. 5 yr exp.).....		450	559	600*

N. B.—Town of Truro Av. Sal., Min. Sal., Pres. Sal., include Teachers' Gov. Grant which is paid to Town.

2	Bible Hill, (Adv.).....	212,450	289	404	400
	(Int.).....		260	364	320
	(Prim.).....		225	315	275
3	Up. Onslow.....	43,000	255	357	325
4	Centre Onslow.....	56,925	228	312	275
5	Lower Onslow.....	74,315	250	350	325
6	Belmont.....	51,670	265	371	300*
7	Up. Belmont.....	19,470	182	275	300*
8	Crowe's Mills.....	18,440	193	290	250
9	Onslow Mt.....	28,000	204	285	225
11	McCallum Set.....	8,065	140	210	175†

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
12	Nuttyby.....	12,065	176	264	180 †
13	Up. North River.....	13,624	133	200	200 †
14	Center North River.....	15,055	160	240	200
15	Lower North River.....	36,585	195	293	275
16	Salmon River.....	80,000	267	373	325
17	Valley.....	46,336	262	366	325
18	Manganese Mines.....	20,255	152	228	250 *
20	Kempton.....	23,525	186	279	300 *
21	Riversdale.....	38,550	179	269	250
22	Greenfield.....	40,365	217	307	200
23	Harmony.....	18,980	193	290	275
24	Camden.....	10,750	146	219	185
25	Lower Truro.....	57,590	271	379	350
26	Old Barns.....	60,115	257	359	375 *
27	Clifton.....	11,265	154	226	200
28	Princeport.....	16,760	193	287	250
29	Beaver Brook.....	19,044	197	290	275
30	Green Oaks.....	8,430	163	245	225
31	Greens Creek.....	8,350	147	221	150
32	Lr. Pleasant Valley.....	8,120	144	216	225
33	Up. Pleasant Valley.....	10,330	156	234	200
34	Hilden.....	25,000	188	282	250
35	Brookfield, (Adv.).....	48,700	293	414	400
	(Prim.).....		199	300	325 *
37	Forest Glen.....	8,400	126	189	160
38	Brentwood.....	13,160	200	300	350 *
39	Riverside.....	10,945	151	227	200 †
40	Fort Ellis.....	7,100	160	240	225
41	Lr. Stewiacke, (Adv.).....	203,475	450	540	500
	(Prep.).....		243	340	400 *
	(Int.).....		218	305	325 *
	(Prim.).....		208	291	250
42	Stewiacke East.....	45,110	230	322	350 *
43	Shubenacadie East.....	40,210	250	350	300
44	Gays River.....	38,935	225	315	300
45	Coldstream.....	16,885	185	278	235
46	West St. Andrews.....	12,191	154	231	185
47	Wittenberg.....	15,653	138	207	180 †
48	Lanesville.....	10,780	150	225	170 †
49	South Branch.....	26,175	206	288	250
50	Meadowvale.....	21,000	191	287	230
53	Newton Mills.....	28,846	259	362	370
53	Eastville.....	53,000	222	310	330 *
54	Pembroke.....	13,045	175	263	225
55	Burnside.....	20,590	192	288	250
56	Cross Roads.....	25,440	275	386	375
57	Up. Stewiacke.....	46,970	297	415	425 *
58	Otter Brook.....	29,800	227	317	275
59	Smithfield.....	14,435	133	200	200 †
60	Mid. Stewiacke.....	48,310	288	403	360
61	Birch Hills.....	20,325	180	270	275 *
62	Alton.....	14,000	179	269	250

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
Colchester North.					
1	Tatamagouche, (Adv.)	61,000	409	490	450
	(Prim.)		207	289	300*
2	Tarbet	20,880	180	270	300*
3	Forest	16,515	200	300	275
4	Waugh's	15,570	207	300	250
5	Middleton	17,567	214	300	250
6	French River	17,535	177	265	225
7	Murphys	25,000	200	300	220
8	Bayhead	17,937	200	300	275
9	Lake Road	6,965	165	245	200†
10	Mill Brook	14,515	170	253	225
11	Olivers	13,217	161	241	210
12	McLeods	14,000	158	237	200
13	Byers	16,630	175	263	250
14	Wilsons	15,437	224	313	225
15	New Road	4,675	133	200	no p'ls
16	West Earltown	10,925	150	225	150
17	Balmoral	14,740	177	265	226
18	Rossville	9,405			
19	Earltown	19,825	211	295	300*
20	Slades	11,280	168	252	250
21	Brule	21,230	248	347	280
22	Conkey	14,065	161	243	200
23	The Falls	13,490	153	230	225
24	Clydesvale	7,425	133	200	no p'ls
25	East Earltown	14,530	150	225	200
26	Truro Road	6,387	133	200	140†
27	Brule Shore	7,250	146	219	185
28	Keble	5,010	133	200	145†
29	Denmark	9,252	166	249	225†

Colchester West.

1	Lynn	\$12,750	\$156	\$234	\$170†
2	Lr. Five Islands, (Adv.)	33,780	246	345	350*
	(Prim.)		176	264	185
3	Upper Five Islands, (Adv.)	45,793	306	397	390
	(Prim.)		175	265	240
4	Lower Edonomy	28,335	268	375	315
5	Central Economy, (Adv.)	75,508	365	474	385*
	(Prim.)		167	250	300*
6	Upper Economy	21,940	235	329	315
7	Pleasant Hills	14,113	156	234	200
8	Bass River, (Adv.)	54,820	370	481	425
	(Prim.)		186	279	275*
9	Montrose	17,460	163	245	250*
10	Castlereagh	7,025	133	200	170†
11	Highland Village	18,055	197	295	275*
12	Great Village, (Adv.)	102,420	471	565	600*
	(Int.)		215	301	335*
	(Prim.)		188	282	250
14	Lornevale	17,325	176	264	225†

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
15	Londonderry, (Adv.).....	144,140	471	565	450
	(Int.).....		241	337	300
	(Prim.).....		244	341	290
16	East Folly Mt.....	18,465	184	276	260
17	East Village.....	13,010	165	243	185
18	Folly Village, (Adv.).....	37,710	286	400	350
	(Prim.).....		175	265	225
19	Lower DeBert.....	18,315	208	291	250
20	Masstown.....	37,290	233	333	350 *
21	DeBert Station, (Adv.).....	37,160	245	345	350
	(Prim.).....		140	210	250
22	East Folly Mt.....	18,315	160	240	180
23	Folly Lake.....	16,335	161	242	200 †
24	Londonderry Station.....	11,855	155	234	215
25	Portaupique.....	15,385	168	252	180
26	Hardwood Hills.....	32,480	215	301	275
29	Little Bass River.....	21,992	248	347	300
30	Portaupique Mt.....	11,065	150	225	170

Cumberland District.

1	Malagash Point.....	\$24,470	\$210	\$294	\$325 *
2	North Shore.....	18,820	193	290	230
3	Malagash.....	14,960	188	282	350 *
4	Stake Road.....	18,875	220	308	300
5	East Wallace.....	15,640	173	260	250
6	Linden.....	29,220	232	325	275
7	Richmond.....	16,460	178	267	250
9	Six Mile Road.....	23,992	204	285	225
10	West Amherst.....	68,745	222	311	300
11	South Middleboro.....	22,429	195	293	300 *
12	Wentworth.....	27,543	176	264	200
13	East Amherst.....	61,625	240	336	300
14	Wentworth Station.....	18,890	186	279	230
15	North Wallace.....	14,005	206	288	250
16	Fox Harbor.....	21,000	208	291	250
17	Lower Gulf Shore.....	19,695	177	267	220
18	Upper Gulf Shore.....	17,705	198	297	235
20	North Wallace Bay.....	26,155	187	281	225
21	South Wallace Bay.....	21,800	176	264	230
22	Pugwash Junction.....	23,000	262	367	300
23	Pugwash River East.....	13,400	189	284	225
24	Pugwash River West.....	16,240	182	273	275 *
25	Wallace Bridge.....	19,820	199	299	250
26	Rockley.....	18,141	185	278	225
27	Roslin.....	11,270	145	218	210
28	West Hansford.....	9,990	176	264	232
29	Victoria.....	19,350	168	252	250
30	Hartford.....	13,085	192	288	225
31	Port Howe.....	24,975	257	360	325
32	Upper Linden.....	26,233	205	287	275
33	Shinimicas Bridge.....	22,070	168	252	250
34	Lower Shinimicas.....	31,955	217	304	300
36	Tidnish.....	41,549	252	353	310
37	Amherst Head.....	31,075	249	349	285
38	Truemanville.....	44,255	193	297	225

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
39	Warren.....	39,600	208	291	280
41	Fort Lawrence.....	127,575	218	305	300
42	Amherst Point.....	83,350	199	299	250
43	North Middleboro.....	15,621	184	276	225
46	Lower Maccan.....	18,450	173	260	275 *
47	Lower River Hebert.....	19,350	180	270	300 *
48	Barronsfield.....	38,430	176	264	200
49	Lower Cove.....	11,470	221	309	300
50	Minudie.....	47,000	247	346	350 *
53	Shulie.....	28,940	262	367	375 *
54	Lorneville.....	29,727	215	301	260
55	Amherst Shore.....	19,175	157	236	225
56	Chapman Settlement.....	16,777	195	293	240
57	Tidnish Bridge.....	24,125	233	326	300
58	River Hebert Head.....	33,250	195	293	240
59	Athol.....	25,690	184	276	215
60	Southampton.....	39,053	221	309	265
61	West Brook.....	17,400	209	293	225
62	East Mapleton.....	12,290	170	255	200
63	Mapleton.....	13,200	169	254	200
64	Leamington.....	15,865	175	263	200
65	South Athol.....	14,845	168	252	190
66	Windham.....	8,575	186	279	200
68	Valley Road.....	16,000	189	284	225 †
69	Glenville.....	13,000	215	301	265
70	Brookdale.....	47,460	225	315	250
71	Salem.....	24,125	198	297	225
72	Fenwick.....	36,220	201	281	230
73	Upper Nappan.....	43,655	205	287	300 *
74	Streets Ridge.....	6,865	144	216	200
75	West Leicester.....	25,330	222	311	300
76	East Leicester.....	28,470	205	287	260
77	Little River North.....	13,650	140	210	180
78	Mount Pleasant North.....	16,000	188	282	225
80	Lower River Philip.....	22,000	199	299	225
81	River Philip Center.....	16,500	220	308	250
82	Wyvern.....	18,000	194	291	240
83	Williamsdale.....	21,240	194	291	225
84	Westchester Mountain.....	7,555	177	266	225
86	Westchester Station.....	24,506	226	316	310
87	Lower Greenville.....	7,820	137	206	190 †
88	Hastings.....	20,065	211	295	275
89	Chignecto.....	26,680	280	392	425 *
90	Farmington.....	5,160	138	207	210 †
91	Henderson Settlement.....	17,707	197	296	225
92	Sand River.....	24,000	175	263	225
93	Appleton.....	5,675	118	177	225 †
94	South Victoria.....	8,900	150	225	225
95	Carrington.....	12,825	190	235	300 *
96	East Hansford.....	10,270	161	242	225
97	Millvale.....	8,060	185	278	200
98	Mount Pleasant South.....	10,920	188	282	155 †
100	Greenville Cross Roads.....	3,269	130	195	250
101	West Pugwash.....	30,000	205	287	240 *
102	East Wentworth.....	15,300	159	239	240
103	Killarney.....	10,650	165	248	200 †
104	River View.....	9,080	172	258	250 †
106	North Greenville.....	4,295	156	234	275
107	Clifton.....	15,740	232	326	275

No. of Sect.	Name of Section.	Valuation	Average Salary	5 yr. Minimum Salary	Present Salary
109	Thompson.....	12,310	200	300	300
110	Rushton.....	6,315	149	224	†
111	Mansfield.....	7,995	160	240	200
112	South Brook.....	10,227	158	237	175
113	Greenville Station.....	5,402	145	218	†
114	Little River South.....	12,750	157	236	200
115	Black River.....	8,313	162	243	200 †
116	Salt Springs Station.....	8,020	182	273	225
117	Springhill Junction.....	14,780	187	281	300 *
118	Rodney.....	18,355	188	282	225
120	Westchester Valley.....	3,435	159	239	185 †
121	Conns Mills.....	7,385	173	260	225 †
122	Beckwith.....	14,135	200	300	225
123	South Pugwash.....	17,183	181	272	220
124	Collingwood.....	37,975	239	335	300
<i>Graded Schools, Two Departments.</i>					
8	Wallace.....	56,148			
	Principal.....		460	552	600 *
	Assistant.....		211	295	300 *
35	Northport.....	31,190			
	Principal.....		287	402	400
	Assistant.....		180	270	250
44	Nappan.....	132,065			
	Principal.....		274	384	365
	Assistant.....		181	273	250
45	Maccan.....	78,000			
	Principal.....		246	344	350 *
	Assistant.....		215	301	288
<i>Graded Schools, Three Departments.</i>					
19	Pugwash.....	109,830			
	Principal.....		510	587	575
	First Assistant.....		238	333	300
	Second Assistant.....		215	301	300
<i>Graded Schools, Four Departments, or more.</i>					
51	Joggin Mines.....	120,250			
	Principal.....		631	726	900 *
	First Assistant.....		251	351	300
	Second Assistant.....		220	308	300
	Third Assistant.....		212	297	275
	Fourth Assistant.....		215	301	275
	Fifth Assistant.....		210	294	250
	Sixth Assistant.....		230	322	225
79	Oxford.....	315,283			
	Principal.....		976	1,074	1,050
	First Assistant.....		263	368	400 *
	Second Assistant.....		253	354	350
	Third Assistant.....		246	344	350 *
	Fourth Assistant.....		239	335	325
	Fifth Assistant.....		239	335	325
	Sixth Assistant.....		224	314	325 *

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Pre-sent Salary
99	River Hebert	154,000			
	Principal		450	540	600 *
	First Assistant		240	336	350 *
	Second Assistant		225	315	325 *
	Third Assistant		222	311	300
	Fourth Assistant		233	326	300
108	Springhill	862,865			
	Principal		848	933	1,000 *
	First Assistant, High School		360	468	500 *
	Second Assistant, High School		333	433	450 *
	Gr. VIII, High School Bldg.		310	403	450 *
	Gr. VII, High School Bldg.		260	364	400 *
	Principal, Junction Rd. School		325	423	475 *
	Principal, West End School		310	403	450 *
	<i>Teachers in all other grades regardless of class of license.</i>				
	First year of service		170	255	310 *
	Second year of service		180	270	320 *
	Third year of service (Maximum)		210	295	350 *
40	Amherst	4,840,000			
	Supervisor of Schools		1,190	1,389	1,400 *
	Principal, County Academy		1,216	1,338	1,520 *
	First Assistant, Academy		874	961	1,300 *
	Second Assistant, Academy		844	928	1,000 *
	Third Assistant, Academy		715	786	1,250 *
	Principal, Acadia St. Sc. (Gr. 8)		490	583	650 *
	Principal, W. High'ds Sc. (Gr 8)		640	736	700 *
	<i>Teachers in other grades:—</i>				
	<i>Class "B", Normal Diploma and at least two years' experience.</i>				
	First year of service		310	403	450 *
	Second year of service		343	446	483 *
	Third year of service		377	490	517 *
	Fourth year of service (Maximum)		410	492	550 *
	<i>Class "C," Normal Diploma and at least two years experience.</i>				
	First year of service		285	399	425 *
	Second year of service		310	403	450 *
	Third year of service		335	435	475 *
	Fourth year of service (Maximum)		360	468	500 *
	<i>Class "B," Normal Diploma and no experience.</i>				
	First year of service		285	399	425 *
	Second year of service		310	403	450 *
	Third year of service		343	446	483 *
	Fourth year of service		377	490	517 *
	Fifth year of service (Maximum)		410	492	550 *

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
	<i>Class "C," Normal Diploma and no experience.</i>				
	First year of service.....		260	364	400 *
	Second year of service.....		285	399	425 *
	Third year of service.....		310	403	450 *
	Fourth year of service.....		335	435	475 *
	Fifth year of service.....		360	468	500 *

Parrsboro District.

8	New Prospect.....	\$14,510	\$177	\$266	\$...
4	Green Hill.....	8,905	170	255	180 †
5	Black Rock.....	6,800	172	258	215 †
6	Cross Roads.....	9,040	176	264	225
7	Diligent River.....	18,115	280	392	360
8	Cannonville.....	10,446	192	288	275
10	Brookville.....	6,840	170	255	215
11	Fraserville.....	8,764	202	288	290 *
12	Spencer's Island.....	18,000	280	392	340
16	New Salem.....	15,040	220	308	350 *
17	Lakelands.....	13,740	206	288	225
18	Halfway River West.....	13,740	220	308	225
19	New Canaan.....	11,680	187	281	275
21	Halfway River East.....	15,190	191	287	200
22	New Yarmouth.....	700	146	219	.....
23	Wharton.....	12,050	164	246	215
24	Harrison Settlement.....	11,775	190	285	210
25	Moose River.....	16,165	212	297	250
26	Apple River West.....	1,805	152	228	225
	<i>Two Teacher Schools.</i>				
15	Apple River.....	53,895			
	Principal.....		419	503	450
	Assistant.....		252	353	310
	<i>Three Teacher Schools.</i>				
2	Port Greville.....	39,852			
	Principal.....		519	597	550
	First Assistant.....		228	319	300
	Second Assistant.....		241	337	300
9	Fox River.....	40,090			
	Principal.....		386	502	500
	First Assistant.....		225	315	300
	Second Assistant.....		225	315	300
	<i>Graded Schools, Four, or more, Departments.</i>				
1	Parrsboro.....	457,805			
	Principal.....		878	966	800
	First Assistant.....		336	437	450 *
	Second Assistant.....		300	420	370
	Third Assistant.....		257	360	350

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
	Fourth Assistant.....		229	321	330 *
	Fifth Assistant.....		265	371	300
	Sixth Assistant.....		234	328	300
	Seventh Assistant.....		221	309	300
	Eighth Assistant.....		243	340	275
	Ninth Assistant.....		260	364	265
	Tenth Assistant.....		214	300	.....
14	Advocate.....	60,800			
	Principal.....		460	552	550
	First Assistant.....		222	311	250
	Second Assistant.....		219	307	245
	Third Assistant.....		198	297	245

Digby County.

1	Milford Corner.....	\$23,340		\$210	\$200
2	Lansdowne.....	12,478		229	200
3	Morganville.....	8,235		200	200
4	Cross Roads.....	15,840		217	190
5	Smith's Cove, (Adv.).....	40,000		337	290
5	" ".....			220	225 *
6	Acaciaville.....	20,125		285	225
7	Joggin.....	2,250		240	200 †
8	Hillgrove.....	10,560		215	190
9	North Range.....	16,992		270	250
10	South Range East.....	5,375		160	162 †
11	Marshalltown.....	18,875		236	250
12	Brighton, (Adv.).....	40,600		339	324
12	" (Elem.).....			255	250
13	Plympton.....	22,156		300	315 *
14	Gilberts Cove.....	19,460		255	290 *
15	Ashmore.....	16,480		274	250
16	Fort Point.....	9,245		225	160
17	Weymouth North, (Adv.).....	40,280		410	350
17	" " (Elem.).....			292	250
18	Weymouth, (Adv.).....	107,825		594	500
18	" (Int.).....			325	300
18	" (Prim.).....			325	300
19	Weymouth Mills.....	12,365		290	200 †
20	Weymouth Falls.....	5,250		285	300 †
22	Sissiboo Falls.....	9,734		215	200
23	Doucetville.....	11,399		274	160
24	Plympton Station.....	7,715		220	165
25	Southville.....	5,780		185	160
26	Riverdale.....	4,400		160	200
27	Danvers.....	7,020		212	185
28	Digby, (2nd Acad.).....	620,470		946	1,300
28	" (1st Acad.).....			747	600
28	" (Prep.).....			364	350
28	" (2nd Int.).....			364	350
28	" (1st Int.).....			364	350
28	" (2nd Prim.).....			364	350
28	" (1st Prim.).....			364	195
29	Bay View.....	9,822		245	210 †
30	Culloden.....	10,000		232	185
31	Mt. Pleasant.....	13,500		219	

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
32	Roxville.....	12,000		195	225 †
33	Rossway.....	14,766		293	250
34	Waterford.....	9,071		280	230 †
35	Centreville, (Adv.).....	33,334		420	300
35	" (Elem.).....			281	230
36	Lake Midway.....	6,465		170	165 †
37	Sandy Cove.....	23,500		352	300
38	Mink Cove.....	9,000		254	190
39	Little River.....	16,845		358	325
40	Tiddville.....	4,530		212	180 †
41	East Ferry.....	4,200		228	225 †
42	Tiverton, (Adv.).....	35,055		470	525 †
42	" (Int.).....			285	250
42	" (Prim.).....			232	200
43	Central Grove.....	9,000		285	180
44	South Range W.....	6,160		168	140 †
45	Freeport, (Adv.).....	65,000		600	500
45	" (Prep.).....			270	180
45	" (Int.).....			165	125
45	" (Prim.).....			225	150
46	Westport, (Adv.).....	62,370		585	425
46	" (Int.).....			265	310 *
46	" (Prim.).....			225	150
47	Lake Jolly.....	8,940		207	160

Clare District.

1	New Edinburgh.....	19,660		315	260
2	Belliveau's Cove, (Adv.).....	60,850		395	500 *
2	" (Elem.).....			274	180
3	St. Joseph.....	10,875		227	200
4	Grosses Coques, (Adv.).....	57,455		363	300
4	" (Elem.).....			255	200
5	Church Point, (Adv.).....	39,535		276	200
5	" (Elem.).....			249	175
6	Comeauville, (Adv.).....	57,750		382	275
6	" (Int.).....			277	220
6	" (Prim.).....			175	125
7	Saulnierville, (Adv.).....	43,320		329	275
7	" (Elem.).....			274	200
8	Meteghan River, (Adv.).....	47,120		308	240
8	" (Int.).....			248	165
8	" (Prim.).....			240	185
9	Meteghan, (Adv.).....	80,000		330	350 *
9	" (Prep.).....			299	235
9	" (Int.).....			272	225
9	" (Prim.).....			267	200
10	Cheticamp.....	18,720		258	190
11	Mavilette, (Adv.).....	23,325		296	300 *
11	" (Elem.).....			239	200
12	Salmon River, (Adv.).....	46,000		305	260
12	" (Elem.).....			262	240
18	Beaver River.....	81,650		282	240
14	Cedar Lake.....	15,200		255	235
15	Ohio.....	22,575		274	240
16	Hassetts.....	11,750		200	215

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
17	Havelock.....	16,685	.....	210	200
18	New Tuskett.....	17,320	.....	296	250
19	Corberrie.....	20,100	.....	283	250
20	Concession, (Adv.).....	34,000	.....	282	210
20	" (Prim.).....	.....	.....	250	190
21	Therault.....	19,000	.....	250	230
22	Meteghan Station.....	14,725	.....	258	180
23	Mayflower.....	10,590	.....	244	200
24	Harlem.....	5,825	.....	212	200 †
25	St. Martin.....	13,527	.....	246	180
26	St. Benoni.....	13,439	.....	268	190
27	Brier Lake.....	7,245	.....	225	175 †
28	Easton.....	3,765	.....	160	119 †
29	Lower Saulnierville, (Adv.).....	31,535	.....	300	235
29	" (Elem.).....	.....	.....	240	210
30	Bear Cove.....	9,578	.....	248	175 †
31	Cape St. Mary.....	11,965	.....	294	225
32	Hectanooga.....	7,500	.....	215	175 †
33	Lake Doucet.....	11,685	.....	259	220
34	Richfield.....	7,625	.....	229	180 †
35	Little Brook Sta.....	12,255	.....	225	200
36	St. Bernard.....	35,000	.....	345	250
36	" (if graded) (Adv.).....	.....	.....	300	.....
36	" (Elem.).....	.....	.....	240	.....
37	Saulnierville Sta.....	17,000	.....	255	225

Guyssboro District.

1	Guyssboro, (Adv.).....	\$75,000	\$890	\$979	\$890
1	" (Prep.).....	.....	214	300	225
1	" (Int.).....	.....	175	263	200
1	" (Prim.).....	.....	150	225	175
2	Riverside.....	4,625	127	190	150
3	Havendale.....	2,905	123	185	120 †
4	S. Intervale.....	5,385	133	200	140 †
5	Roman Valley.....	4,320	133	200	190
6	Glencoe.....	3,940	100	150	100 †
8	Cooke's Cove.....	10,330	168	252	200
9	Prospect.....	3,445	100	150	100
10	Roachvale.....	7,595	160	240	180
11	Ogden.....	6,030	127	190	175
12	Erinville.....	12,400	133	200	165
13	Up. New Harbor.....	6,540	173	260	180
14	Sandy Cove.....	1,965	100	150	100 †
15	Halfway Cove.....	3,000	157	235	170
16	Queensport.....	10,955	160	240	250 *
17	Half Island Cove.....	7,300	172	258	250 †
18	Black Point.....	2,355	90	135	140
19	Hazel Hill, (Adv.).....	50,000	370	480	400
19	" (Prep.).....	.....	236	330	260
19	" (1st Prim.).....	.....	207	290	200
19	" (2nd Prim.).....	.....	170	255	200
20	Canso, (Adv.).....	400,076	690	793	750 *
20	" (Prep.).....	.....	264	370	450
20	" (1st Int.).....	.....	268	375	300
20	" (2nd Int.).....	.....	268	375	300

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
20	Canso (3rd Int.)		257	360	290
20	" (1st Prim.)		240	336	275
20	" (2nd Prim.)		240	336	270
21	" (Kindergarten)		268	375	350
22	Upper White Head	1,990	143	215	150
23	Lower White Head	9,270	207	290	281
24	Tompkinsville	2,850	115	172	130
25	N. Intervale	5,900	143	215	150
26	Middle Melford	7,358	156	234	160
27	Sand Point	3,800	153	230	160
28	Upper Manchester	5,427	129	194	175
30	Middle Manchester	10,305	163	245	215
31	Lower Manchester	15,700	203	284	220
32	Port Shoreham	8,020	165	247	210
34	St. Francis Harbor	7,843	120	180	135
35	Upper Big Tracadie	4,250	133	200	140 †
36	Grosvenor	8,360	137	205	175
37	Boylston	11,860	210	294	250
37	Mulgrave, (Adv.)	21,645	318	414	400
38	" (Prim.)		257	360	325
38	Pirate Harbor, (Adv.)	49,135	323	420	350
39	" (Prim.)		240	336	250
40	Steep Creek	6,730	157	235	220
41	Oyster Ponds	8,560	150	225	150
42	Cross Roads Country Harbor	18,000	214	300	275
43	Country Harbor Mines	6,585	207	290	240
44	Stormont	4,268	177	265	215
45	Lower New Harbor	8,090	202	282	220
45	Isaac s Harbor, (Adv.)	26,595	312	405	375
46	" (Prim.)		220	308	220
46	Goldboro, (Adv.)	40,000	338	440	600 *
47	" (Prim.)		228	320	250
48	Seal Harbor	9,130	208	292	250
49	Giant's Lake	45,855	152	228	125
50	Argyle	9,000	125	188	150
51	Lakedale	2,535	112	168	135 †
53	Coddle Harbor	2,480	122	183	150 †
54	Dover	6,390	180	270	250
55	Gosbee	1,130	110	165	155 †
56	Yankee Harbor	1,090	80	120	100 †
58	N. Ogden	3,040	119	178	150 †
59	Port Felix E.	4,920	207	290	240
60	" W.	6,060	204	285	205
61	Cole Harbor	4,670	180	270	210
62	Charles Cove	5,315	172	258	300 *
62	Larry's River, (Adv.)	9,415	203	284	230
64	" (Prim.)		163	244	225
66	Gammond's Point	2,480	156	234	128
	Lundi	1,200	105	158	140 †

District of St. Mary.

1	Sherbrooke, (Adv.)	\$91,666	\$362	\$470	\$425
1	" (Prep.)		220	308	300
2	" (Prim.)		214	300	250
	Stillwater	25,320	211	295	250

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
3	Glenelg.....	28,510	180	270	250
4	Smithfield.....	15,440	180	270	225
5	Lower Caledonia.....	13,145	152	228	225
6	Upper Caledonia.....	20,000	177	265	200
7	Cameron Settlement.....	11,120	153	230	180
10	New Chester.....	16,830	133	200	200
11	Aspen.....	31,740	205	287	230
13	New Town.....	14,296	130	195	150
14	S. Lochaber.....	10,850	150	225	250
15	Ecum Secum.....	15,380	278	390	240
16	Marie Joseph.....	7,500	187	280	300
17	Liscomb Mills.....	14,110	150	225	150
18	Liscomb.....	10,340	177	265	250
19	Lower Liscomb.....	3,400	187	205	140
20	Wine Harbor.....	13,990	261	365	245
21	Port Hillford.....	11,930	212	296	230
22	Indian Harbor Lake.....	7,000	175	262	150
23	Sonora.....	13,000	246	345	275
24	St. Mary's River.....	10,280	133	200	180
25	Goldenville.....	40,620	232	325	400
26	Goshen.....	13,000	169	253	240
27	Port Bickerton.....	6,940	222	310	300
28	Cheggoggin.....	2,250	153	230	140
29	W. Liscomb.....	4,200	127	190	210
30	Spanishship Bay.....	5,818	176	264	190
32	Union.....	4,300	100	150	120
33	Fisherman's Harbor.....	3,200	150	225	190

Halifax City.

Valuation \$38,385,750.

High Schools, Academic Principal.....	\$1,860	\$2,046	\$2,250
Assistants.....	1,460	1,606	1,900
Common Schs. Academic Principal.....	1,500	1,650	1,950
" " Class B (Male).....	1,208	1,328	1,610
" " Class A (Female).....	650	750	1,000
" " Class B (Female).....	540	621	900
" " Class C (Female).....	540	621	900

N. B.—All these are inclusive of Provincial Aid.

Halifax East.

1	Oyster Pond.....	\$20,000	\$200	\$280	\$
2	East Jeddore.....	9,160	180	270	180
3	Upper Lakeville.....	3,265	120	180	200
4	Lr. Lakeville.....	3,700	122	183	180
5	Clam Harbor.....	12,605	201	280	190
6	Owl's Head.....	10,645	165	247	210
7	Lr. Ship Harbor.....	9,300	192	288	275
8	N. Ship Harbor.....	26,275	220	308	200
10	E. Ship Harbor.....	5,920	160	240	235
11	Murphy Cove.....	5,840	160	240	

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
12	Pleasant Harbor.....	10,435	190	285	200
13	Tangier.....	18,650	250	350	275
14	Mooseland.....	19,200	150	225	225
15	Pope's Harbor.....	8,160	170	255	240
17	Spry Harbor.....	8,720	160	240	200
18	Spry Bay (Henley).....	5,340	166	249	150
19	Spry Bay (Leslie).....	6,000	165	247	190
20	Mushaboom.....	4,925	165	247	180
21	Sheet Hbr. Road.....	5,440	80	120	120 †
22	W. Sheet Harbor.....	36,500	177	265	250
	".....		320	410	425 *
23	E. Sheet Harbor.....	31,500	335	435	300
24	Lochaber.....	3,630	100	150 †
25	Lewiston.....	12,680	150	225	200
26	Watts.....	9,512	160	240	225 †
27	Sober Island.....	4,255	150	225	190 †
28	Sheet Hbr. Passage.....	4,255	131	196 *
29	Beaver Harbor.....	7,790	156	234	180
30	Port Dufferin.....	25,135	180	270	210
	".....		250	350	325
32	Quoddy.....	18,220	205	285	230 *
33	Harrigan Cove.....	20,342	200	280	225
34	Moser River.....	27,615	190	285	210
	".....		245	342	300
35	Smith's Cove.....	15,135	200	280	275
36	Ecum Secum.....	12,949	171	256	250

Halifax Rural.

1	Dutch Settlement.....	\$16,440	\$166	\$249	\$250
2	Carroll Corner.....	30,915	160	240	240
3	Cook's Brook.....	23,385	200	280	215
4	Keer.....	5,660	100	150	160 †
5	Lake Egmont.....	20,735	150	225	200
6	Meogher's Grant.....	45,000	190	285	275
7	Sibley.....	15,005	160	240	250 *
8	Elderbrook.....	41,400	200	280	325 *
	".....		180	270	275 *
9	South.....	37,890	220	308	310 *
10	North.....	46,158	300	390	350
	".....		150	225	215
11	Chaswood.....	22,085	160	240	225
12	Glenmore.....	15,150	110	165	200
13	Brookvale.....	21,915	210	294	300 *
14	Higginsville.....	18,200	179	269	225
15	Sedgewick.....	34,622	200	280	225
16	Greenwood.....	20,970	170	255	235
17	Hutchinson.....	16,318	170	255	250
18	Henry.....	34,990	245	348	315
19	Dean.....	17,270	170	255	250
20	Chaplin.....	12,715	160	240	170
21	McKenzie.....	9,090	160	240	225 †
22	Caribou Mines.....	9,890	210	294	250
23	Moose River Mines.....	13,800	180	270	275 *
24	Lindsay Lake.....	5,075	75	107	100 †

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
Halifax West.					
1	Hubbards.....	\$66,000	\$240	\$336	\$300
	".....		180	270	260
2	Black Point.....	53,252	247	345	285
3	Ingram River.....	42,840	266	362	315*
4	St. James.....	18,000	213	298	300*
5	East River.....	7,535	132	198	160
6	Head Harbor.....	10,075	150	225	200
7	Victoria.....	21,100	203	284	275
8	Albert.....	10,865	161	241	205
9	Glen Margaret.....	13,995	180	270	210
10	Hackett's Cove.....	26,780	193	289	225
11	Indian Harbor.....	21,725	150	225	230*
	".....		180	270	290*
	".....				105
12	Peggy's Cove.....	4,000	100	150	
13	West Dover.....	13,300	150	225	300*
14	East Dover.....	14,050	190	275	100†
15	Bayside.....	4,440	150	225	
16	Shad Bay.....	6,655	112	168	300†
17	Upper Prospect.....	21,200	225	305	
18	Brookside.....	3,000	80	120	
23	Terrance Bay.....		200	280	200
24	Pennant.....	11,975	140	210	250
25	Sambro.....	17,368	180	270	150
26	Harrietsfield.....	11,500	100	150	240
27	Spryfield.....	17,140	180	270	260
28	Ketch Harbor.....	11,680	180	270	
29	Portuguese Cove.....	8,030	175	262	300*
30	Herring Cove.....	12,800	150	225	
	".....		200	280	300*
	".....				325*
31	Falkland Village.....	28,605	210	294	400
32	Cunard.....	57,310	220	308	500
33	North West Arm.....	150,000	317	412	450
	".....				280
34	Rockingham.....	127,066	249	348	480*
35	Bedford.....	206,053	200	280	225*
	".....		300	390	240†
36	Hammond's Plains.....	28,145	275	365	200†
37	African.....	11,705	100	150	
38	Kempton.....	2,940	126	189	
39a	Lucasville.....	4,800	100	150	210
39	Upper Sackville.....	24,375	187	280	275
40	Lower Sackville.....	28,555	206	286	235
41	Beaver Bank.....	23,985	193	289	
42	North Beaver Bank.....	9,910	112	162	300*
43	Windsor Junction.....	29,172	200	280	300*
44	Grand Lake.....	7,700	86	129	300*
45	Oakfield.....	13,725	180	270	240
46	Oldham.....	23,135	180	270	205†
47	Goff's.....	13,475	164	246	240
48	Fall River.....	16,369	180	270	350
49	Waverly.....	66,625	240	360	225
50	Montague.....	7,000	150	225	
51	Dartmouth.....	3,150,750			630*
	Grades I to VI.....		329	430	630*
	Grade VII.....		392	510	710*
	Grade VIII.....		527	630	2,000*
	Principal.....		1,400	1,540	

Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
52	Wellington.....	58,515	235	329	250
53	Eastern Passage.....	43,000	200	280	350 *
55	Cow Bay.....	25,240	180	270	235
56	Cole Harbor.....	41,660	216	311	300
57	Preston Road.....	48,400	226	316	350 *
58	Lake Loon.....	4,510	100	150	220 *†
59	New Road.....	3,400	100	150	250 *†
60	Partridge River.....	15,705	165	247	300 *†
61	Mineville.....	11,120	80	120	.....
62	W. Lawrencetown.....	29,050	205	287	325 *
63	E. Lawrencetown.....	15,750	180	270	250
64	Mid. Porter's Lake.....	5,805	100	150 †
65	Porter's Lake.....	11,120	167	250	200
66	Three Fathom Harbor.....	5,810	120	180	115
67	Seaforth.....	20,322	164	246	280 *
68	West Chezzetcook.....	34,101	170	255	.....
69	Grand Desert.....	18,680	200	280	375 *
70	Hd. Chezzetcook.....	17,375	196	294	228
71	Hope Ridge.....	30,865	298	417	150
72	Lr. E. Chezzetcook.....	12,010	150	225	350
73	West Petpeswick.....	7,390	140	210	200
74	Musquodoboit Harbor.....	55,520	160	240	160
75	Bayers Sett.....	6,400	275	385	200
76	Lr. E. Petpeswick.....	7,165	120	180	360
77	Stevens.....	9,680	140	210	1 50
78	Ostria Lake.....	9,995	140	210	170
79	Pleasant Point.....	6,480	160	240	250 *
80	West Jeddore.....	15,450	129	194	175
81	Hd. Jeddore.....	13,830	200	280	130
82	Woodside and Tuft's Cove.....	300,000	218	305	275
83	Woodlawn.....	32,260	239	459	200 *
84	Maxwell.....	.....	200	180	300 *
86	MacNab's Island.....	.....	.....	.....	200
					240

Hants East.

1	Newport.....	\$46,806	\$230	\$322	\$260
2	Rawdon Church.....	27,821	215	300	250
3	South Rawdon.....	29,835	210	295	215
4	Pleasant Valley.....	20,000	160	240	225
5	Birch Brook.....	19,000	174	261	225
6	West Gore.....	67,000	229	320	375 *
7	East Gore.....	24,300	192	288	230
8	Upper Rawdon.....	39,540	204	285	325 *
10	East Uniacke.....	8,000	160	240	200 †
11	Mount Uniacke.....	14,443	195	293	250
12	Upper Nine Mile River.....	32,136	195	293	275
13	West Ind. Road.....	16,884	150	225	260 *
14	East Ind. Road.....	20,115	158	230	230
15	Lower Nine Mile River.....	30,393	166	250	290 *
16	Renfrew.....	4,000	150	225	200 †
17	Baln.....	22,985	162	243	252 *
18	Hardwood Lands.....	21,719	157	235	225
19	Enfield.....	26,000	217	303	250

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
20	Elmsdale (Adv.)	61,750	391	508	475*
	" (Prim.)		142	213	250
21	Milford (Adv.)	89,862	258	361	325
	" (Prim.)		185	278	225
22	Shubenacadie (Adv.)	140,000	365	474	450
	" (Int.)		250	350	350
	" (Prim.)		250	350	250
23	Mill Village	23,723	187	280	300*
24	North Salem	24,225	163	245	225
25	Rhine's Creek	33,424	182	273	240
26	Admiral Rock	9,145	133	200	200*
27	Urbania	27,430	203	284	300*
28	South Maitland (Adv.)	51,000	223	312	350*
	" (Prim.)		180	270	250
29	Maitland	68,744	320	448	400
			202	282	235
30	East Noel Road	18,270	167	250	350
31	Selmah (Adv.)	57,955	312	405	350
	" (Prim.)		217	303	235
32	Lower Selmah	38,000	190	285	250
33	Noel Shore	26,214	195	293	225
34	East Noel	35,000	199	298	225
35	Noel (Adv.)	43,000	272	380	325
	" (Prim.)		170	255	260
36	Burncoat	18,371	183	275	215*
37	Minasville	20,750	202	282	325*
38	Tenecape	26,509	163	285	250
39	Walton (Adv.)	63,400	417	500	340
	" (Prim.)		192	288	225
40	North Noel Road	12,820	140	210	200*
41	Kennetcook	23,898	233	326	350*
42	Upper Kennetcook Corner	29,892	217	303	300*
43	Northfield	21,210	178	267	275*
44	Five Mile River	27,843	187	280	300*
45	Maple Grove	21,390	172	257	275*
46	Georgefield	22,295	144	216	225*
47	Hillsvale	12,987	133	200	190
48	Whale Creek	12,666	145	218	210*
49	Lantz Siding	31,900	150	225	250*
50	Gore	20,000	163	245	275*
51	Greenfield	7,661	133	200	160
52	Uniacke Mines	3,120	133	200	150*
54	East Tenecape	11,487	133	200	225
55	Grand Lake East	28,000	152	227	165
	Grand Lake West		152	227	180
58	South Uniacke	3,711	133	200	180†

Hants West.

1	Windsor	\$1,416,650	\$950	\$1,045	\$1,110*
1	"		596	685	600*
1	"		345	448	600*
1	"		345	448	470*
1	"		845	448	470*
1	"		326	425	415*
1	"		290	406	415*

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
1	Windsor.....		290	406	375
1	".....		290	406	415 *
1	".....		290	406	295
1	".....		330	429	455 *
1	(Curry's Cor.).....		296	414	480 *
2	Wentworth.....	61,125	286	400	408 *
4	Three Mile Plain.....	52,000	276	386	350
4	".....		182	278	240
5	Martock.....	65,700	220	308	265
6	Forks.....	69,885	211	295	325 *
7	Vaughan's.....	7,410	146	219	150 †
8	So. Waterville.....	9,870	121	182	145 †
9	Falmouth Village.....	68,800	225	315	290
10	Falmouth.....	121,630	356	462	400
10	".....		216	302	300
11	".....		235	329	325
12	Mt. Denson.....	50,226	542	623	1,000 *
12	Hantsport.....	305,000	242	338	275
12	".....		200	280	225
12	".....		185	277	225
18	Avondale.....	84,650	286	410	400
14	Belmont.....	29,520	211	295	290
15	Poplar Grove.....	67,010	224	313	300
16	Brooklyn.....	73,520	295	413	360
17	Kennet. Dyke.....	23,815	177	265	190
18	Cr. Burlington.....	46,165	260	364	375 *
18	".....		180	270	285 *
19	Summerville.....	39,012	306	397	360
19	".....		181	271	275 *
20	Cheverie.....	47,793	278	389	380
20	".....		176	264	300
21	Brookville.....	43,845	278	389	385
21	".....		173	259	250
22	Cambridge.....	16,360	187	270	250
23	Pembroke.....	15,995	192	288	250
25	Cogmagun.....	17,960	171	256	200
26	Scotch Village.....	46,360	260	364	350
28	Woodville.....	28,848	194	291	250
29	McKay's.....	25,000	179	268	250
30	Greenhill.....	8,650	124	186	200 †
32	Newport Cor.....	23,270	198	297	250
33	Ardoise.....	14,375	120	180	150 †
35	St. Croix.....	53,672	254	355	400 *
35	".....		205	287	300 *
36	".....		185	282	300 †
37	Five Mile Plan.....	7,635	110	165	150 †
38	Mt. Summerville.....	3,770	293	410	400
38	Ellershouse.....	62,190	240	336	300
38	".....		157	235	185
41	Riverside.....	22,163	180	195	150 †
42	Mill Brook.....	10,170	189	283	225
44	Union.....	45,960	120	180	150 †
45	Mills.....	10,660	105	157	140 †
46	West Branch Fal.....	13,080	177	265	275
47	Fal. Valley.....	41,620	215	301	350
48	Sweet's Cor.....	33,280			

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
Inverness North					
1	Pleasant Bay.....	\$4,900		\$250	
3	Cape Rouge.....	2,600		200	
4	Little River.....	6,500	193	275	325
5	Muise.....	6,258		275	200
6	Prairie.....	3,445		260	235
7	Chapel.....	4,165		275	295
8	Eastern Harbor, (Sr. Dept.).....	19,200	250	345	350
8	" (Jr. Dept.).....		100	150	100
9	Plateau.....	3,600		250	180
10	Le Fort.....	6,000	235	330	300
11	Le Blanc.....	5,700	211	295	290
12	Rousseau du Lac.....	9,300		325	275
13	Grand Etang.....	9,250		290	190
14	Friar's Head.....	5,600		285	185
15	White.....	5,900		225	165
16	Belle Cote, (Sr. Dept.).....	13,500		275	215
16	" (Jr. Dept.).....			220	165
17	Jacob.....	6,500		225	160
18	Ford.....	9,000		225	165
19	Margaree Forks, (Sr. Dept.).....	20,000		325	240
19	" (Jr. Dept.).....			225	
20	Rossville.....	12,780		330	190
21	Frizzleton.....	4,900		225	180
22	Munro.....	7,900		225	160
25	Big Intervale.....	6,000		200	150
27	Big Brook.....	3,200		200	
28	Margaree Harbor.....	10,000		320	240
29	Chimney Corner.....	5,200		200	150
30	St. Rose.....	5,000		220	175
31	Broad Cove Marsh.....	16,400		325	225
32	Brook.....	4,600		220	180
33	Broad Cove Chapel.....	7,000	162	240	200
34	Big River.....	4,000		225	150
35	Inverness, Dept. 1.....	463,500		845	1,150
35	" 2.....			506	430
35	" 3.....			392	
35	" 4.....			361	
35	" 5.....			310	
35	" 6.....			302	
35	" 7.....			294	
35	" 8.....			291	
35	" 9.....			288	
35	" 10.....			288	
35	" 11.....			300	
35	" 12.....			300	
35	" 13.....			300	
35	" 14.....			300	150
36	Broad Cove Banks.....	7,000		260	105
37	Sight Point.....	2,800		200	215
38	Strathlorne.....	9,500		275	175
39	Glenville.....	6,400	150	225	140
40	North Ainslie.....	6,300		225	275
41	Capt. Allan's.....	14,600	209	292	200
42	McFarlane.....	9,500	168	250	200
43	Scotsville.....	7,400		250	

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
44	Hamilton.....	6,400		225	200
45	McMillan Mills.....	8,850		245	200
47	Walker.....	3,300		200	110 †
48	Tulloch.....	6,000		250	
49	Hay's River.....	7,000		225	
50	Miller.....	3,400		200	
51	Centreville.....	4,500		210	
52	Skye Glen.....	7,000		230	190
54	Roseburn.....	5,400	154	225	160
55	Whycocomagh Mount.....	1,430		200	140 †
57	Stewartdale.....	6,450	150	225	180
58	Whycocomagh.....	14,600		375	320
59	South Lake Ainslie.....	6,600		230	150
60	Aberdeen.....	6,500		230	150 †
61	South West Egypt.....	3,300	112	200	180 †
62	Widow Lords.....	4,500		200	150 †
63	Kenlock.....	7,200		225	150
64	Kiltarlity.....	1,000		200	†
65	Campbellton.....	1,200		200	†
69	Glenmore.....	1,500	130	200	100 †
70	North Highlands.....	3,700		200	120 †
72	Verniere.....	7,000		260	185

Inverness South.

1	Hawkesbury H. S.....	\$108,587	555	640	750 *
1	" Prep. Dept.....		240	335	325
1	" Int. Dept.....		193	290	275
1	" Prim. Dept.....		193	290	250
2	Hastings, Senior.....	23,644	475	570	350
2	" Junior.....		160	240	170
3	Troy.....	6,080	135	200	135
4	Creignish.....	4,745	140	210	150 †
5	Craigmore.....	4,185	131	200	140 †
6	Albion.....	8,085	176	265	195
7	Lorne.....	5,500	150	225	175
8	Judique.....	8,320	153	240	185
9	Judique Intervale.....	9,185	180	275	165
10	Hillsdale.....	3,874	110	165	
11	Little Judique.....	3,810	120	180	
12	Dumbarton.....	7,335	150	225	185
13	Seaside.....	6,700	150	225	200
14	Port Hood, (Acad.).....	148,000	750	867	790
14	" (Prep.).....		200	300	200
14	" (Prim.).....		160	240	160
14	Girls' (H. S.).....		200	300	200
14	" (Prep.).....		160	240	160
14	" (Prim.).....		160	240	160
15	Port Hood Island.....	7,150	120	200	
16	Dunmore.....	4,795	90		†
17	Rear Judique Intervale.....	6,480	160	240	150
18	Rocky Ridge.....	5,850	135	200	135
19	Little Mabou.....	5,080	120	200	120
20	West Mabou Harbor.....	5,390	148	225	160
21	Baden.....	7,500	160	240	150
22	Glencoe Station.....	5,010	140	210	150

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
28	U. S. West Mabou.....	2,580	100	150	250 †
24	Mabou Boys'.....	16,870	250	350	100
24	" Senr. Girls'.....		100	150	100
24	" (Jun. Girls').....		100	150	100
25	N. E. Mabou.....	7,570	160	240	155
26	Mabou Harbor.....	8,425	160	240	160
27	Mabou Mines.....	9,964	180	200	100
29	Alexander.....	7,850	180	270	140
30	Smithville.....	10,670	175	265	150
31	Hillsboro.....	9,815	180	270	180
32	Brook Village.....	11,695	180	270	225
34	Mull River.....	4,885	150	225	160
33	Pleasant Hill.....			200	130
35	Rankin.....	4,475	140	210	120 †
36	Eden.....	2,820	120	200	160
37	Glencoe.....	8,000	140	210	160
38	South West Ridge.....	5,405	150	225	160
40	River Dennis Road.....	3,960	140	210	160
41	Centennial.....	4,625	130	200	150 †
42	Maple Ridge.....	4,270	140	210	130
48	Queensville.....	5,495	140	210	130 †
44	Lake Horton.....	2,780	130	200	150
46	North West Arm.....	9,340	150	225	200
47	Duff.....			200	200
48	Princeville.....	12,235	150	225	160
49	Kingsville.....	10,810	150	225	225
50	Glendale.....	8,775	175	265	120 †
52	Big Brook.....	6,000	120	200	185
53	Melford.....	8,860	150	225	170
54	Macpherson.....	7,570	150	225	200
55	Millville.....	3,965	135	200	170 †
56	Skye Mountain.....	940	130	200	150
57	Maple Hills.....	6,080	140	210	110
58	Wilburn.....	5,075	140	210	160
59	Ashfield.....	3,250	115	200	180
60	Portage.....	6,340	130	200	300 †
61	Rhodena.....	2,400	100	150	180
62	Victoria.....	3,645	147	220	300
68	Orangedale.....	10,375	250	350	165
64	Seal Cove.....	2,660	120	180	190
65	Valley Mills.....	2,960	135	200	175
66	McLean's Bridge.....	11,435	151	225	200
67	Church.....	7,000	150	225	180
68	S. S. River Dennis.....	4,685	135	200	50 †
69	Malagawatch.....	6,910	134	200	550 †
70	Big Harbor Island.....	1,330		520	280
71	Marble Mt. (Adv. D.).....	36,000	400	390	315
71	" " (Int.).....		280	370	125
71	" " (Prim.).....		265	187	150
72	Lime Hill.....	3,105	125	180	
73	Ross' Mills.....	5,105	120	187	
74	West Bay.....	7,210	125	165	
75	West Bay Center.....	8,745	110		

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
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King's County.

1	Kingston	57,000	245	\$340	\$310
2	Greenwood	37,000	240	335	380 *
3	Harmony	27,100	230	320	285
4	Nicholsville	28,525	230	320	275
5	Millville	46,950	260	360	320
6	Morristown	42,525	300	390	375
7	Lake George	8,875	150	225	170 †
8	Dalhousie	16,290	180	270	250
9	Sand Hill	35,325	180	270	190
10	Dempsey Cor.	56,600	260	365	350
11	"	"	175	265	275 *
12	Brooklyn (a)	35,750	250	350	300
13	St. Mary's	46,050	250	350	300
13	Piedmont	69,150	230	390	325
14	"	"	170	225	275 *
15	Clermont	3,125	100	150	100 †
16	Morden	8,350	145	220	266 ††
17	Ormsby Rd.	10,275	140	210	175
18	Fairview	4,200	90	135	100 †
18	Long Point	8,550	125	190	175
19	Weston	87,725	290	400	300
20	"	"	145	218	200
21	Welsford	68,750	245	345	375 *
21	Somerset	94,050	290	400	400
22	"	"	180	270	225
22	Berwick	175,450	510	585	700 *
22	"	"	275	385	325
22	"	"	225	315	275
23	"	"	225	315	275
23	South Berwick	67,825	280	392	350
24	"	"	170	275	275
24	Waterville	103,150	340	440	400
25	"	"	250	350	325
26	Grafton	80,250	255	355	300
26	Woodville	112,000	300	390	375
27	"	"	170	255	225
27	Lakeview	7,930	130	195	125 †
28	Harborville	13,527	180	270	215
29	E. Black Rock	6,300	135	202	210 ††
30	Chip. Brook	4,500	125	187	160 †
31	W. Hall's Har.	8,475	145	217	220 ††
32	E. Hall's Har.	20,275	225	315	300
33	Lakeville	102,975	230	392	350
34	"	"	200	280	275
35	Northville	48,000	170	255	215
36	Brooklyn (c)	35,975	145	217	200
36	Cambridge	56,000	250	350	325
37	"	"	200	280	250
38	Coldbrook	42,475	225	315	325 *
39	North Alton	34,300	185	278	220
40	Lake Mills	15,085	145	217	175
41	Blue Mt.	9,300	160	240	175 †
41	Canaan	23,175	190	295	250

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
42	Kentville	728,500	910	1,000	1,150 *
42	"		515	572	600 *
42	"		400	520	500
42	"		350	455	360
42	"		275	385	360
42	"		270	378	350
42	"		265	370	350
42	"		260	364	350
42	"		260	364	350
22	"		260	364	350
42	"		260	364	350
42	"		260	364	350
42	"				
42	"				
42	"				
42	"				
42	"		225	315	350 *
43	Steam Mill	58,225	160	240	200
44	Centreville	70,950	240	336	400
45	Sheffield Mills	101,725	290	406	350
45	"		175	262	180
46	Baxter's Har. Mt.	8,000	140	210	200 †
47	Baxter's Har.	5,250	125	187	200 †
48	Pereaux Mt.	9,650	135	202	225
49	Scott's Bay	25,200	250	350	450 *
50	Scott's Bay Rd.	8,750	145	217	225 *
51	Lr. Pereaux	31,750	180	270	390 *
52	Up. Pereaux	38,750	210	295	300 *
53	Medford	37,000	190	285	325 *
54	Habitant	57,900	175	262	200 *
55	Canning	213,000	600	690	900 *
55	"		270	378	350
55	"		250	350	300
55	"		240	336	275
56	Woodside	53,975	155	232	225
58	Up. Canard	168,800	310	403	400
58	"		210	294	240
59	Lr. Canard	195,000	290	406	360
59	"		225	315	280
60	Town Plot	113,625	225	315	250
61	Church St.	90,700	245	343	300
62	Up. Church St.	128,250	250	350	342 *
63	Port Williams	146,825	295	413	421 *
63	"		240	336	300
64	New Minas	46,000	185	277	250
65	Greenwich	98,160	255	357	350 *
66	Wolfville	598,836	910	1,000	1,100 *
66	"		375	487	385
66	"		330	429	325
66	"		310	403	365
66	"		310	403	365
66	"		310	403	325
66	"		310	403	365
66	"		310	403	225
67	Black River	14,500	187	270	180 †
68	Davison St.	6,000	154	220	225 †
69	Greenfield	7,475	180	270	325
70	Gaspereaux	102,000	266	332	240
70	"		196	284	

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
71	Lr. Gaspereaux.....	64,650	257	359	280
72	Lr. Wolfville.....	8,000	232	324	300
73	Avonport.....	73,000	203	284	235
74	Lockhartville.....	18,670	215	300	285
75	N. Grand Pre.....	21,970	175	252	200
76	Bloomfield.....	80,725	234	397	350
76	".....		185	278	210
77	Prospect.....	10,950	193	200	200 †
78	Pine Woods.....	10,125	220	308	275 †
79	Grand Pre.....	445,368	230	322	375 * †
79	".....		206	288	300 *
82	Mid. Pereaux.....	31,700	170	245	200
83	Half Way River.....	3,740	100	150	150 †
84	Woodlawn.....	7,875	140	210	150 †
85	Up. Gaspereaux.....	9,900	176	264	160 †
86	W. Black Rock.....	11,150	173	259	200
87	North River.....	4,150	125	188	150 †
88	Pleas. View.....	7,530	135	202	200 †
89	Tremont.....	27,275	220	308	300
90	Lake Paul.....	7,855	120	180	175 †
91	White Rock.....	20,825	205	237	250
92	Rockland.....	22,525	150	225	225
93	Hant's Border.....	54,950	250	350	350
95	Billtown.....	36,850	220	308	250
99	Highbury.....	34,825	212	296	225
100	White Waters.....	10,220	112	168	180 * †
101	Aylesford Mt.....	7,850	100	150	130 †
102	Kingsport.....	44,000	245	343	330
103	Windermere.....	29,050	180	270	250
104	Garland.....	6,675	120	180	140 †
108	Aylesford.....	59,000	285	399	360
108	".....		200	300	250
109	W. Brooklyn.....	6,500	160	240	200 †
110	So. Waterville.....	9,850	145	218	200 †

Lunenburg District.

1	Lunenburg Principal.....	\$1,345,863	\$990	\$1,089	\$1,190 *
1	Vice-Principal.....		790	869	770
1	3rd High School Teacher.....		590	678	770 *
1	Preparatory.....		415	498	505 *
1	9th Department.....		265	371	380 *
1	8th ".....		270	378	380 *
1	7th ".....		232	324	340 *
1	6th ".....		231	323	320
1	5th ".....		219	306	340 *
1	4th ".....		232	324	340 *
1	3rd ".....		228	319	340 *
1	2nd ".....		230	322	300
1	1st ".....		222	310	340 *
2	Newtown ".....		190	285	280
3	First Peninsula.....	29,850	152	228	190
3	Second Peninsula, (Upper).....	26,150	132	198	143
3	Centre.....	19,885	122	183	160
4	Garden Lots.....	55,177	161	241	220

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
5	Blue Rocks, (Adv.)	21,472	184	276	200
5	" (Prim.)		125	187	180
6	Black Rocks	13,415	172	258	190
7	Heckman's Island	9,800	110	165	140
8	First South, (Adv.)	55,436	166	249	190
8	" (Prim.)		108	162	130
9	Middle South	30,000	173	259	230
10	Feltzen South	44,500	192	238	250
11	Upper Rosebay, (Adv.)	48,650	240	336	300
11	" (Prim.)		181	271	230
12	Lower Rosebay	24,000	200	300	250
13	Upper Kingsburg	18,000	150	225	170
14	Lower Kingsburg	20,000	177	265	200
15	Riverport, (Adv.)	97,490	260	364	360
15	" (Int.)		180	270	230
15	" (Prim.)		162	243	230
16	Lower LaHave	37,000	190	235	220
17	Parks Creek, (Adv.)	65,000	238	333	325
17	" (Prim.)		175	262	235
18	Middle LaHave, (Adv.)	56,366	206	288	300
18	" (Prim.)		155	232	190
19	St. Matthews	39,075	180	270	190
20	Dayspring, (Adv.)	47,000	230	322	300
20	" (Prim.)		125	187	200
21	Snyder's	26,660	139	208	160
22	North West	30,115	168	252	165
23	Fauxburg	16,465	129	193	150
24	Wynacht's	15,625	101	151	135
25	Mader's Cove	32,340	201	281	275
26	Mahone Bay	210,200			
26	Principal		605	695	800
26	Grades VIII, IX		316	411	300
26	" VII		204	235	200
26	" VI, V		184	276	200
26	" IV, III		174	261	175
26	" II		165	247	175
26	" I		168	252	175
27	Oakland	31,470	208	291	335
28	Indian Point	28,485	184	276	220
29	Martins River, (Adv.)	24,935	228	319	250
29	" (Prim.)		121	181	165
30	Blockhouse, (Adv.)	59,085	250	350	275
30	" (Prim.)		154	231	180
31	Cornwall, Lower	13,810	127	190	140
32	" Middle	21,050	159	238	160
33	" Upper	14,085	187	230	190
34	New Burn	17,685	187	280	220
35	Parkdale	13,000	223	312	240
35½	Maplewood	16,800	219	306	215
36	Farmington	22,000	231	323	275
37	Centreville	30,525	250	350	285
38	Stanbourne	13,315	144	216	190
39	Rosedale, S.	46,000	228	319	270
39½	" N.	48,500	250	350	250
40	Meisners	13,000	123	184	120
40½	North River	8,925	173	259	200
41	Riversdale	23,500	210	294	250
42	W. Northfield	35,700	239	334	325
43	Cookville	23,000	159	239	205

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
44	Oak Hill.....	9,700	102	153	140
45	Maitland.....	24,000	127	190	150
46	Sweetland.....	12,500	110	165	130
47	Northfield, Lower.....	8,340	120	180	145
48	" Upper.....	25,150	175	262	200
49	New Canada.....	18,300	156	234	185
50	Branch, LaHave.....	17,500	160	240	200
51	" Lower.....	12,800	145	217	165
52	Simpson's.....	14,450	168	252	190
53	Hemford.....	26,815	240	336	290
54	Branch, Upper.....	18,650	160	240	185
55	Midville.....	16,800	156	235	200
56	Penny's.....	10,270	143	214	175
57	2nd Peninsula, Lower.....	15,880	114	171	110
58	Tancook, (Adv.).....	38,500	292	408	300
58	" (Int.).....		190	285	180
58	" (Prim.).....		190	285	190
59	Watford.....	22,150	198	297	230
60	Clearland.....	32,720	163	244	170
61	Eastern Points.....	8,500	110	165	125 †
62	Big Lots.....	10,500	106	159	110
63	Cross Island.....	4,000	155	232	180 †
64	Bridgewater.....	898,500			
64	Principal.....		900	990	1,190 *
64	Vice-Principal.....		380	494	400
64	Grade VIII.....		260	364	300
64	" VII.....		200	300	350 *
64	" VI.....		200	300	275
64	" V.....		220	308	275
64	" IV.....		183	274	275 *
64	" III.....		176	264	275 *
64	" II.....		198	297	275
64	" I.....		250	350	300
64	Riverview Dept.....		168	252	225
65	Conquerall Bank (Adv.).....	55,450	242	338	260
66	" ".....		142	213	185
66	Pleasantville.....	37,950	208	291	240
67	Fralic's.....	47,500	189	283	250
68	Pentz.....	32,600	204	285	350 *
69	Getson's, (Adv.).....	60,000	275	385	400 *
69	" (Prim.).....		172	258	280 *
70	West Dublin, (Adv.).....	52,955	280	322	260
70	" (Prim.).....		151	226	180
71	Bell's Island.....	16,185	141	211	185
72	New Cumberland.....	18,670	151	226	195
73	Mt. Pleasant.....	20,740	160	240	180
74	Petite Riviere, (Adv.).....	73,800	207	289	300 *
74	" (Prim.).....		160	240	210
75	Broad Cove.....	32,000	190	285	245
76	Cherry Hill.....	29,500	190	285	250
77	Vogler's Cove W.....	31,750	204	285	225
78	Crousetown.....	24,800	157	235	190
79	New Italy.....	20,160	159	238	200
80	Conquerall Mills.....	39,000	191	286	225
81	Hebb's Mills.....	24,800	167	250	210
82	Fancy's.....	4,750	110	165	125 †
83	Rhyno's.....	5,750	132	198	140 †
84	Baker's Settlement.....	20,150	181	271	335 *
85	Newcombville.....	18,200	154	231	200

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
86	Wileville.....	22,500	170	255	190
87	Lakeville.....	9,750	125	187	140
88	Chelsea, Upper.....	11,080	140	210	175
89	" Lower.....	17,100	183	274	200
90	New Elm.....	5,500	120	180	120 †
91	Lapland.....	17,050	170	255	185
92	Waterloo.....	19,000	148	222	190
93	Indian Path.....	9,250	98	147	110 †
94	Camperdown.....	13,600	164	246	180
95	Niniveh.....	8,800	150	225	200
96	W. Conquerall.....	16,750	184	276	220
97	Pine Grove.....	17,500	107	161	130
98	Middleton.....	13,125	142	213	175
99	Tancook, Little.....	6,750	133	200	125
100	East Dublin.....	26,425	195	292	250
101	Herman's Island.....	9,725	100	150	120
102	Lakefield.....	12,500	122	183	160
103	Corkum's Island.....	10,100	100	150	102
104	Scarsdale.....	7,000	126	189	150 †
105	Vogler's Cove E.....	13,400	165	247	140
106	Bush's Island.....	14,500	133	199	175
107	Woodstock, Upper.....	7,700	146	219	175 †
108	Farmville.....	8,700	110	165	140
109	Rose Bud.....	7,750	120	180	140 †
110	Crouse's.....	5,500	130	195	150 †
111	Woodstock, Lower.....	6,070	128	192	160 †
112	Union.....	14,400	192	288	240
115	Stanley.....	7,800	123	184	125 †
116	Millipsegate.....	9,700	126	189	130 †

Chester District.

1	Chester.....	\$201,880			
1	Principal.....		690	793	700
1	Grades VIII, VII.....		285	399	300
1	" VI, V.....		235	329	230
1	" V, IV.....		210	294	250
1	" III, II.....		210	294	230
1	" II, I.....		200	300	230
2	East Chester.....	37,330	178	267	220
3	Marriott's Cove, (Adv.).....	32,000	200	300	250
3	" (Prim.).....		126	189	150
4	Chester Basin, (Adv.).....	42,000	270	378	325
4	" (Int.).....		200	300	230
4	" (Prim.).....		146	219	140
5	Windsor Road.....	5,600	112	168	120 †
6	Sherwood.....	2,500	100	150	100 †
7	Norwood.....	8,800	121	181	140 †
8	Chester Grant.....	7,200	120	180	140 †
9	Germantown.....	3,500	110	165	110 †
10	Charing Cross, (Adv.).....	39,500	264	369	265
10	" (Prim.).....		177	265	175
11	Mill Road.....	13,420	151	226	175
12	Aldersville.....	10,300	140	210	165
13	Back of Lake.....	22,300	177	265	200
14	Forties.....	18,475	213	298	245

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
15	Gold River N.	24,000	205	287	275
15 ¹	Gold River S., (Adv.)	20,000	191	296	285
15 ²	" " (Prim.)		129	198	145
16	Martin's Point	19,000	198	297	300 *
17	Indian Point	13,825	154	231	190
18	Blandford	23,760	201	281	250
19	Bayswater	12,775	155	232	175
20	Fox Points, (Adv.)	28,000	253	355	290
20	" " (Prim.)		202	283	225
22	Leville	3,820	114	171	140 †
23	N. W. Cove	8,000	125	187	140
24	Mill Cove	20,000	227	317	325 *
25	Beech Hill	6,750	126	189	150 †
26	Lewiston	10,425	143	214	165
27	Harriston	3,500	115	172	125 †
28	Pine Plain	9,375	116	174	135
29	Deep Cove	12,300	151	226	165

Pictou East.

<i>Sections with one Teacher.</i>					
2	Alma	40,090	\$185	\$277	\$275
3	Union Centre	38,690	188	282	230
4	White Hill	17,555	155	232	190
5	Marshdale	24,820	133	200	150
6	Glengarry	31,630	180	270	225
7	Lorne	56,150	236	330	350 *
9	Riverton	40,000	157	235	200
10	Fox Brook	21,800	141	211	160
11	Island E. R.	21,680	155	232	210
13	Priestville	18,250	132	273	300 *
14	Springville	39,485	196	294	230
15	Budgeville	47,260	325	422	350
16	Glencoe	45,820	210	294	300 *
17	Sunny Brae	69,690	298	417	500 *
18	Glenfall	40,000	230	392	400 *
19	Blanchard Road	17,100	123	184	142 †
20	Blue Mountain	30,200	182	273	225
21	Moose River	23,500	120	181	160 †
22	Garden of Eden	33,870	142	213	150
23	Rocky Mountain	13,000	136	204	140 †
24	East River, St. Mary's	21,300	160	240	210
25	Elgin	30,130	148	222	175
26	Kirkmount	11,610	114	171	150 †
27	MacPherson's Mills	25,355	155	232	200
28	Greenwood	51,110	199	298	300 *
29	MacLellan's Brook	37,980	198	297	300 *
30	Linacy	46,720	174	261	225
31	Brookville	14,080	120	180	120 †
32	Churchville	36,500	180	270	250
34	Abercrombie	54,455	188	282	300 *
35	Chance Harbour	16,010	166	249	180 †
36	Fraser's Mountain	25,140	157	236	165
37	King's Head	30,960	164	246	220
38	Pine Tree	28,270	153	229	200

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
39	Sutherland's River.....	18,000	155	232	210
40	West Merigomish.....	30,460	176	264	250
41	Merigomish.....	51,510	216	302	300
42	Piedmont.....	28,700	162	243	225
43	Avondale.....	25,110	171	256	180
44	Lower Barney's River.....	37,610	180	270	250
45	Lismore.....	31,170	172	258	240
47	Bailey's Brook.....	54,425	277	387	300
48	Big Island.....	20,400	144	216	200
49	Marshy Hope.....	15,095	130	195	130 †
50	Laggan.....	22,000	143	214	200
51	Marsh.....	13,555	137	206	175 †
52	Kenzieville.....	21,055	151	226	200
53	Rossfield.....	13,570	137	206	140 †
54	Broadway.....	16,279	155	232	175
55	French River.....	17,640	144	216	175
56	New Lairg.....	28,145	174	261	225
57	Meiklefield.....	16,645	139	208	195
58	Greenvale.....	5,450	118	177	115 †
60	Little Harbour.....	23,590	179	268	200
61	Rocklin.....	25,270	179	268	275 *
62	Plymouth Road.....	56,140	227	318	300
63	Upper Hopewell.....	32,740	169	253	250
64	Telford.....	12,085	122	183	175
65	Barney's River Station.....	20,460	153	229	210
66	Woodfield.....	16,370	139	208	150 †
68	Birch Brook.....	9,070	126	189	140 †
69	Granton.....	13,000	137	206	130
70	Mount William.....	20,030	153	229	225
72	Mount Adam.....	9,820	133	200	150 †
73	Green's Brook.....	6,500	114	171	125 †
74	Centredale.....	19,840	139	208	180
<i>Sections with two Teachers.</i>					
8	Hopewell.....	86,290	286	400	350
8	".....		194	291	250
75	Eureka.....	73,795	278	389	360
75	".....		187	280	250
<i>With three Trachers.</i>					
71	Thorburn.....	61,610	450	540	400
71	".....		235	329	325
71	".....		207	289	300 *
<i>With Seven Teachers.</i>					
33	Trenton.....	2,316,688	710	816	1,000 *
33	".....		295	418	450 *
33	".....		280	392	400 *
33	".....		265	371	350 *
33	".....		275	385	475 *
33	".....		256	358	400 *
33	".....		243	341	350 *

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
<i>With fourteen Teachers.</i>					
12	Stellarton.....	1,114,000	960	1,056	1,410 *
12	".....		470	564	600 *
12	".....		460	552	600 *
12	".....		326	424	420
12	".....		327	425	420
12	".....		327	425	420
12	".....		307	399	420 *
12	".....		337	438	420
12	".....		296	415	420 *
12	".....		329	427	420
12	".....		287	401	420 *
12	".....		295	413	420 *
12	".....		329	428	420
					*420
*New Dept., 1918 and 1919....					
<i>With sixteen teachers.</i>					
67	Westville, N. S.....	1,020,000	984	1,082	1,250 *
67	".....		636	732	600
67	".....		267	373	408 *
67	".....		255	357	414 *
67	".....		255	357	405 *
67	".....		260	364	405 *
67	".....		243	340	404 *
67	".....		260	364	389 *
67	".....		267	373	404 *
67	".....		265	371	404 *
67	".....		271	379	408 *
67	".....		258	361	389 *
67	".....		270	378	414 *
67	".....		260	364	414 *
67	".....		267	373	414 *
67	".....		253	354	404 *
<i>With twenty-seven Teachers..</i>					
1	New Glasgow.....	5,034,000	1,430	1,573	1,590 *
1	".....		890	979	1200 *
1	".....		870	957	1,150 *
1	".....		672	772	910 *
1	".....		365	474	530 *
1	".....		389	505	530 *
1	".....		329	427	505 *
1	".....		257	359	530 *
1	".....		325	422	530 *
1	".....		312	405	505 *
1	".....		315	409	530 *
1	".....		323	426	500 *
1	".....		310	403	425 *
1	".....		301	391	530 *
1	".....		271	379	530 *
1	".....		289	404	450 *
1	".....		309	401	405 *
1	".....		283	396	400 *
1	".....		271	379	480 *
1	".....		263	368	455 *

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
1	New Glasgow		270	378	400*
1	"		280	392	530*
1	"		254	355	480*
1	"		264	369	400*
1	"		287	401	480*
1	"		269	376	475*
1	"		300	420	475*

Pictou West.

<i>Sections with one Teacher.</i>					
2	Caribou River	\$28,505	\$146	\$219	\$160*
3	Toney River	47,840	149	223	275*
4	Seafoam	32,695	149	223	170*
5	Melville	29,840	114	171	150*
6	Cape John	44,245	148	222	200*
7	Poplar Hill	20,660	124	186	200*†
8	Hedgeville	30,665	144	216	225*
9	Marshville	36,625	174	261	250*
10	Louisville	24,570	140	210	160*
12	Mountain Road	28,585	139	208	190*
14	Hodson	23,700	129	193	160*
15	Bigney	40,390	172	258	200*
16	Welsford	38,425	153	229	190*
18	West Branch, R. J.	39,610	211	295	275*†
19	East Branch, R. J.	15,760	110	165	120*†
20	Loganville	12,350	127	190	155*†
21	Diamond	20,790	150	225	210*†
22	Dalhousie	18,950	130	195	140*
23	Millsville	15,310	145	218	180*
24	Elmfield	20,320	121	181	110*
25	Plainfield	24,200	195	292	275*
26	Meadowville	43,450	155	232	240*
27	Scotsburn	40,380	162	243	225*
28	Heathbell	37,820	163	244	200*
29	Cross Roads	36,010	172	258	250*
30	Roger's Hill Centre	24,890	191	286	225*
31	Six Mile Brook	21,540	155	233	210*
32	Brookland	17,990	132	198	193*
33	Salt Springs	48,330	244	341	275*
34	Upper Mount Thom	22,000	155	232	240*
35	Lower Mount Thom	32,730	141	211	200*
36	Watervale	32,805	170	255	275*
37	West River Station	33,300	177	265	200*
38	New Gairloch	23,790	149	223	150*
39	Lansdowne	34,000	198	297	275*
40	Mill Brook	24,340	158	237	170*
41	Loch Broom	25,340	125	187	180*
42	Pleasant Valley	21,950	140	210	160*
43	Lovat	23,000	155	232	200*
44	Green Hill	46,460	182	273	225*†
45	Sylvester	22,760	113	177	165*†
46	Lime Rock	19,340	134	201	140*
47	West River	39,940	170	255	200*
48	Durham	51,720	192	288	275*

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Pre-sent Salary
50	Sundridge.....	18,540	106	159	155 †
51	Scotch Hill.....	26,010	143	215	190
52	Pictou Landing.....	71,115	268	375	336
53	Central Caribou.....	32,100	140	210	180
54	Bay View.....	54,120	204	285	250
55	Three Brooks.....	30,121	134	201	175
56	Caribou Island.....	15,315	126	189	140 †
57	Pictou Island.....	38,650	192	288	200
58	Waterside.....	17,905	131	196	180
<i>With two Teachers.</i>					
49	Lyon's Brook, (Sen.).....	153,070	251	351	375 *
49	" " (Jun.).....		163	244	261 *
18	*River John, (Sen.).....	121,685	355	461	450
18	" " (Int.).....		130	195	*250
18	" " (Jr.).....		125	187	.....
*Only two departments this year.					
*Less than was paid last year for salary in two departments.					
<i>With twelve Teachers.</i>					
1	Academy.....	1,205,030	1,288	1,416	1,500 *
1	".....		990	1,089	1,200 *
1	".....		990	1,089	1,050
1	".....		990	1,089	1,200 *
1	Grades VI-VIII.....		400	520	480
1	".....		388	504	480
1	Grades IV, V.....		350	455	410
1	".....		325	422	410
1	Grades II, III.....		275	385	410 *
1	".....		238	333	410 *
1	Grade I.....		221	309	410 *
1	".....		210	294	410 *

Queen's North.

1	Pleasant River.....	\$29,300	\$217	\$303	\$260
2	N. Brookfield, (Adv.).....	37,290	245	343	325
2	" " (Prm.).....		146	219	225 *
3	Westfield.....	11,365	156	234	185
4	Albany New.....	4,800	130	195	130 †
5	Kempt.....	23,675	186	279	300 *
6	New Grafton.....	14,670	147	220	160
7	W. Caledonia.....	19,975	166	249	200
8½	Whiteburne.....	11,550	134	201	175 †
9	Caledonia Cen.....	20,390	176	264	225
10	Harmony.....	17,970	180	270	190
11	Caledonia Corner, (Adv.).....	57,250	297	415	360
11	" " (Prm.).....		205	287	270
12	S. Brookfield.....	32,730	258	361	290
13	Hibernia.....	7,200	140	210	140 †
14½	Middledale.....	10,930	117	175	150 †
16	Greenfield.....	23,540	246	344	275

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
17	LaBelle.....	6,000	100	150	120 †
18	Buckfield.....	8,720	128	192	150
19	Bang's Falls.....	7,800	125	187	150 †
20	Molega.....	5,105	165	247	165 †

Queen's South.

1	St. Catherine River.....	\$3,750	\$102	\$153	\$185 †
2	Port Joli.....	10,685	167	250	190
3	Port Mouton Cen.....	14,000	234	327	280
4	" " N.....	26,700	245	343	350 *
5	Hunt's Point.....	17,275	210	294	280
6	Western Head.....	16,875	160	240	190
7	Moose Harbor.....	11,585	129	193	180
8	Liverpool.....	768,879			
8	Principal.....		824	906	1,100 *
8	Vice-Principal.....		384	499	400
8	Grade VIII, VII.....		294	411	400
8	" VI.....		286	401	332
8	" V.....		242	339	302
8	" IV.....		242	339	302
8	" III.....		242	339	302
8	" II.....		242	339	302
8	" I.....		242	339	327
8	Parade School.....		242	339	327
9	Milton.....	175,000			
9	Principal.....		576	662	600 *
9	Prep.....		229	320	325 *
9	Inter.....		186	279	325 *
9	Prim.....		215	301	300 *
9	Frederickville.....		166	249	300
9	Pulp Mill.....		150	225	300
10	Brooklyn, (Adv.).....	75,200	221	309	200
10	" (Pr.).....		138	207	200
11	Beach Meadows.....	18,650	194	291	205
12	Eagle Head.....	17,000	180	270	210
13	West' Berlin.....	27,870	204	285	250
14	Port Medway, (Adv.).....	58,000	271	379	165
14	" (Prm.).....		160	240	200
15	East Port Medway.....	15,350	173	260	300
16	Mill Village, (Adv.).....	74,640	254	355	225
16	" (Prm.).....		178	267	300 *
16	Mill Village, Charleston School.....		212	296	180 †
17	Port Mouton Island.....	3,000	100	150	120 †
18	Gull Island.....	3,775	100	150	180
19	White Points.....	9,025	124	186	100 †
20	Dock Cove.....	3,000	80	120	210
21	Summerville.....	9,900	174	261	250 *
22	S. W. Port Mouton.....	10,400	163	244	155 †
23	E. Port le Hebert.....	4,160	115	172	160 †
25	Denmark.....	3,000	70	105	

Richmond County.

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
1	Acadiaville, Senior	\$26,935	\$348	\$487	\$350
1	Junior		161	241	160
2	Port Royal	12,350	190	285	275
3	Janvrin's Island	4,940	145	217	180 †
4	Arichat, (H. S.)	87,770	360	504	400
4	(Prep.)		150	225	150
4	(Int.)		150	225	150
4	(Prim.)		150	225	150
5	Poulamond, Senior	21,990	300	420	350
6	Junior		150	225	150
7	Martinique	7,375	140	210	200
8	Lochside	3,755	100	150	140 †
8	D'Escousse, (1st.)	33,570	281	393	400 *
8	(Int.)		210	294	210
9	(Prim.)		182	273	190
10	Poirierville	9,675	212	297	250
11	Cape La Ronde	13,745	145	217	160
12	Rocky Bay	8,365	140	210	145
13	Pondville	10,140	142	213	150
13	Petit de Grat	15,605	243	340	275
14	Junior				200 *
14	Petit de Grat S.	11,765	227	317	250
15	Orange	7,645	126	189	150
16	Cape Auguet	8,040	170	255	260 *
17	Little Anse	4,500	175	261	180
19	Louisdale, Senior	14,885	216	302	300
19	Junior		156	234	180
20	Whiteside	7,485	157	235	180
21	Walkerville	7,470	155	232	200
22	Richmond Mines	6,675	160	240	240
23	Port Richmond	5,190	140	210	
24	Port Malcolm	7,675	170	255	180
25	Sunnyside	5,180	150	225	170
26	Point Tupper, Senior	37,365	243	340	400 *
26	Junior		140	210	240 *
27	Grantville	5,750	145	217	165
28	Cleveland	15,015	175	262	200
29	Kempt Road	7,845	119	178	125 †
30	Brae	8,420	120	180	150 †
32	Seaview	10,340	115	172	135 †
34	Dundee	6,195	125	187	125 †
35	St. George's Channel	8,930	140	210	150
36	Oban	7,465	110	165	
37	The Points	5,610	130	195	130 †
38	Roberta	4,090	115	172	115 †
39	Cape George	3,350	100	150	
40	Lakeside	7,520	140	210	135
40	Macdougall, St. Peters (Acad.)	72,545	596	685	590
40	(Int.)		260	364	300
41	(Prim.)		150	225	190
41	River Bourgeois, Senior	25,000	275	385	300
42	Junior		159	238	200
42	Cannes, Senior	28,045	265	370	275
42	Junior		140	210	150

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
43	Lynch's River.....	7,005	140	210	120
44	Salmon River.....	9,575	120	180	165
45	Soldier's Cove.....	7,005	150	225	165
47	Hay Cove.....	9,153	150	225	200
48	Red Islands.....	10,500	180	270	125
49	Irish Cove.....	7,495	170	255	150
50	Peter's Mountain.....	6,270	150	225	.....
51	Loch Lomond N.....	5,745	167	251	.....
52	Loch Lomond W.....	.....	.....	.....	.....
54	Loch Lomond.....	8,070	140	210	75
55	Stirling.....	7,770	145	225	180
56	Cape Breton.....	6,670	145	225	140
57	Fourche.....	14,390	225	315	225
58	Framboise.....	7,005	150	225	250
59	Intervale.....	7,990	170	255	225
60	St. Esprit.....	9,915	170	255	120
61	L'Archeveque.....	8,425	140	210	240
62	Grand River.....	21,110	183	275	250
63	Grand Falls.....	11,500	165	250	215
64	Lewis Cove Road.....	7,560	140	210	150
65	Point Micheau.....	15,580	135	200	.....
66	L'Ardoise Highlands.....	11,320	145	217	175
67	Brymer.....	14,705	196	294	220
68	L'Ardoise, Senior.....	18,930	260	360	250
68	" Junior.....	.....	140	210	150
69	L'Ardoise W., Senior.....	17,035	250	350	250
69	" Junior.....	.....	130	195	180
70	Rockdale.....	11,625	187	230	180
71	Grand Greve.....	7,425	150	225	175

Shelburne District.

1	Big Port L'Hebert.....	3,500	102	153	130
2	Little Port L'Hebert.....	6,545	111	166	150
3	East Sable.....	5,575	123	184	160
4	Sable River.....	27,400	235	329	280
5	West Sable.....	6,600	118	177	150
6	Louis Head.....	9,660	133	199	150
7	Little Harbor.....	14,500	188	282	200
8	Matthew's Point.....	5,425	122	183	150
9	Rockland.....	7,250	143	214	175
10	Allendale.....	14,400	175	262	255
11	Osborne.....	11,000	139	208	240
12	Lockeport.....	211,420	.....	.....	.....
12	" (Adv.).....	.....	635	730	750
12	" (Prep.).....	.....	228	319	325
12	" (Int.).....	.....	190	285	275
12	" (Prim.).....	.....	170	255	240
12	" (Miscel.).....	.....	150	225	220
13	West Head.....	12,000	141	211	170
15	East Green Harbor.....	10,250	154	231	275
16	West Green Harbor.....	13,375	193	289	250
17	East Jordan.....	12,455	181	271	.....
18	Jordan Falls.....	53,615	.....	.....	.....
18	" " (Adv.).....	.....	224	313	280
18	" " (Prim.).....	.....	117	175	165

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
19	Upper West Jordan.....	9,975	145	217	180
20	Jordan Ferry.....	18,645	163	244	180
21	Jordan Bay.....	16,000	184	276	225
22	Lower Sandy Point.....	20,000	203	234	280
23	Sandy Point.....	24,925	185	277	240
24	Shelburne.....	358,275			
24	(Acad.).....		750	862	840
24	(6th Dept.).....		274	383	350
24	(5th Dept.).....		245	343	310
24	(4th Dept.).....		222	310	300
24	(3rd Dept.).....		212	296	300*
24	(2nd Dept.).....		200	300	300
24	(1st Dept.).....		216	302	325*
25	Lower Ohio.....	15,645	184	276	250
26	Middle Ohio.....		144	216	
27	Upper Ohio.....	8,810	156	234	255*
28	Upper Clyde.....	8,100	154	231	225
29	Clyde River.....	41,728			
29	" (Adv.).....		206	288	275
30	" (Prim.).....		152	228	210
31	Port Saxon.....	13,950	147	220	200
32	North East Harbor.....	18,600	148	222	190
33	Black Point.....	20,250	226	316	230
34	Roseway.....	15,105	147	220	210
35	Gunning Cove.....	16,058	191	286	250
36	Churchover.....	9,225	146	219	175
37	Birchtown.....	13,575	170	255	200
	McNutt's Island.....	3,525	88	132	110†

Barrington District.

2	Hamilton.....	\$4,605	\$130	\$195	\$130†
3	Port Clyde.....	20,963	192	288	260
4	Cape Negro.....	10,865	168	252	175
5	Blanche.....	5,105	100	150	115
6	Cape Negro Island.....	5,695	98	147	110†
7	Upper Port LaTour.....	21,235	250	350	300
8	Port LaTour.....	29,610			
8	" (Adv.).....		261	365	300
9	" (Prim.).....		169	253	200
9	Baccaro.....	27,415			
9	" (Adv.).....		248	347	325
10	" (Prim.).....		185	277	260
11	Villagedale.....	5,650	108	162	170*†
12	Hibbert's Brook.....	30,878	231	323	290
13	Oak Park.....	6,800	83	124	110†
13	Barrington Head.....	37,950			
13	" (Adv.).....		228	312	250
14	" (Prim.).....		152	228	185*
14	Barrington Passage.....	57,225			
14	" (Adv.).....		355	461	425
15	" (Prim.).....		213	298	300
15	Doctor's Cove.....	21,930	196	294	225
16	Bear Point.....	6,000	164	246	225

No. of Sect.	Name of Section.	Valuation	Average Salary	5 yr. Minimum Salary	Present Salary
17	Shag Harbor	27,800			
17	" " (Adv.)		236	330	400 *
17	" " (Prim.)		170	255	250
18	Wood's Harbor	55,875			
18	" " (Adv.)		520	598	450
18	" " (Prep.)		166	249	225
18	" " (Int.)		164	246	200
18	" " (Prim.)		166	249	200
19	Upper Wood's Harbor	16,000	247	346	265
20	Forbes' Point	9,700	160	240	200
21	Charlesville	10,000	158	237	180
22	Centreville	17,750	260	364	300
23	Newellton	18,025			
23	" (Adv.)		268	375	400 *
23	" (Prim.)		182	273	255
24	Clark's Harbor	87,354			
24	" (Adv.)		620	713	800 *
24	" (Prep.)		208	291	300 *
24	" (Int.)		186	279	250
24	" (Int. 1)		193	289	
24	" (Prep. 2)		182	273	275 *
24	" (Prim. 1)		168	252	250
25	Hawk Point	15,455	222	311	225
26	South Side	18,185			
26	" (Adv.)		207	289	300 *
26	" (Prim.)		160	240	
27	Stony Island	18,370			
27	" (Adv.)		220	308	325 *
27	" (Prim.)		164	246	230

Victoria County.

1	Baddeck, (Acad.)	\$65,000		\$880	\$800
1	" (Prep.)			350	300
1	" (Int.)			350	250
1	" (Prim.)			325	250
2	Red Head	40,000		350	280
3	Nyanza	28,000		300	215
4	Baddeck Bridge	35,000		325	320
5	Baddeck Forks	27,000	200	300	290
6	Baddeck Center	10,000		220	165
8	Hunter's Mountain	13,800		240	160
9	West Mid. River	28,000		300	225
10	Church	26,000	168	252	215
11	McLennan's	17,000	147	221	150
12	Upp. Mid. River	15,300	159	253	190
13	St. Patrick's Channel	8,000		220	
14	Bucklaw	7,000		200	130
15	Little Narrows	5,800		200	140
16	Hazeldale	4,100		200	115
17	Grant	5,600		200	120
18	Upper Washabuck	4,800		200	160
19	St. Columba	6,000		200	
20	Lr. Washabuck	5,000	150	225	175
21	Gillis Point	9,700		225	260

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
22	Iona.....	19,650		275	240
23	Barra Glen (Aver. Sal. Rep'd).....	8,500	150	225	†
24	McKinnon's Har. (Aver. Sal. Rep'd)	24,500	203	285	210
25	Estmere.....	9,400		220	175
26	Baddeck Bay.....	21,800		270	230
27	Plaster Mines.....	6,650		200	†
28	Big Hill.....	6,000		200	†
29	South Gut.....	18,000		255	225
30	Englishtown.....	17,500		255	225
31	Eel Cove.....	10,350		225	
32	Indian Brook.....	8,300		220	†
33	Plaster.....	9,760		225	200
34	French River.....	12,600		250	250
35	Wreck Cove.....	7,648		220	
36	North Smokey.....	9,100		225	175
37	South Ingonish.....	14,750		275	230*
38	Clyburn Brook.....	23,000		275	250
39	West Ingonish.....	8,000		225	
40	East Ingonish.....	14,000		275	
41	Neil's Harbor.....	25,000	252	350	
41	Neil's Harbor (Jr. Dept.).....		212	295	250
42	South Harbor.....	7,130		225	
43	Middle Ridge.....	9,100		230	
46	Dingwall.....	10,000		250	
47	Sugar Loaf.....	9,000		230	
48	Bay St. Lawrence.....	13,500		270	
49	Tarbot.....	13,000		250	250
50	North River.....	32,700	205	290	250
51	New Harris.....	6,500		200	100
52	Goose Cove.....	14,200		250	230
53	North Gut.....	6,000		220	†
54	Cape Dauphin.....	20,000		300	275
55	Big Bras d'Or.....	14,752		275	
56	Boulardarie East.....	12,000		250	180
57	Boulardarie Center.....	16,200		270	225
58	Munro.....	16,000		260	220
59	Kempt Head.....	18,200		275	250
60	Island Point.....	10,900		235	
61	Garry.....	5,600		200	110
66	Cain's Mountain.....	4,500		200	130
62	Jubilee.....	3,650		200	115
64	Gairlock Mountain.....	8,000		220	†
67	Big Harbor.....	8,500		200	170
68	New Harris West.....	5,100		200	145

Yarmouth District.

1	Pinkney's Point.....	8,200	150	225	150
2	Melbourne.....	56,605	213	298	300
3	Arcadia.....	71,775			
8	" (Adv.).....		290	406	375
8	" (Prim.).....		285	329	290
4	Central Chebogue.....	48,075	180	270	230
5	Rockville.....	72,465	270	373	425

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
6	Sand Beach.....	69,800	226	316	275
7	Yarmouth.....	3,856,800			
7	" (Acad. Princ.).....		1,290	1,419	1,290
7	" (" Science).....		940	1,034	840
7	" (" Language).....		804	884	455
7	" (" English).....		958	1,053	1,220*
7	" Milton (Dept. 8).....		950	1,045	1,050*
7	" (" (7).....		426	511	495
7	" (" (6).....		352	457	320
7	" (" (5).....		240	336	280
7	" (" (4).....		312	405	280
7	" (" (3).....		308	400	360
7	" (" (2).....		388	504	440
7	" (" (1).....		388	504	435
7	" Salem (Adv.).....		370	481	485*
7	" (" (Prim.).....		260	364	220
7	" South End (Dept. 10).....		936	1,029	880
7	" (" (9).....		560	644	438
7	" (" (8).....		316	410	300
7	" (" (7).....		396	514	450
7	" (" (6).....		396	514	220
7	" (" (5).....		324	421	380
7	" (" (4).....		396	514	450
7	" (" (3).....		396	514	288
7	" (" (2).....		340	442	280
7	" (" (1).....		264	369	280
7	" Central (Dept. 9).....		560	644	800
7	" (" (8).....		356	462	490*
7	" (" (7).....		352	457	450
7	" (" (6).....		392	509	420
7	" (" (5).....		320	416	300
7	" (" (4).....		320	416	400
7	" (" (3).....		244	341	300
7	" (" (2).....		396	514	260
7	" (" (1).....		396	514	450
7	" (" (1a).....		400	520	425*
8	Overton.....	51,380	195	292	385*
9	Cape Forchu.....	32,320	162	248	200†
10	South Chegoggin.....	80,000	230	322	250
11	Pembroke.....	59,450	236	330	225
12	North Chegoggin.....	13,260	230	322	265
13	Sandford.....	55,080	252	352	225
14	Port Maitland.....	105,105			
14	" (" (Adv.).....		600	690	450
14	" (" (Int.).....		241	337	300
14	" (" (Prim.).....		211	295	375*
15	Richmond.....	30,500	184	276	235
16	Norwood.....	20,700	166	249	200
17	Lake Annis.....	20,985	174	261	210
18	Brazil Lake.....				225
19	Bloomfield.....	16,795	160	240	250
20	Brenton.....	29,040	186	279	
21	Ohio.....	100,390			
21	" (" (Adv.).....		292	408	350
21	" (" (Prim.).....		287	331	250*
22	Wellington.....	54,070	208	291	300
23	Hebron.....	112,855			
23	" (" (Adv.).....		300	420	350
23	" (" (Prim.).....		222	310	245

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

LOCAL "NATURE" OBSERVATIONS.

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

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

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

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

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

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

The 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..... No.)
 Locality or School Section.....

The estimated length and breadth of the locality within which the following observations were made.....X.....miles. Estimated distance from the sea coast.....miles. Estimated altitude above 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.

Nova Scotia Phenochrons.

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

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

PHENOLOGICAL OBSERVATIONS.—(Continued).

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

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

When First Seen.

When Becoming Common.

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

(Cultivated Plants, etc.)

- 53. Red Currant (*Ribes rubrum*), flowering
- 54. " " fruit ripe
- 55. Black Currant (*Ribes nigrum*), flowering
- 56. " " fruit ripe
- 57. Cherry (*Prunus Cerasus*), flowering
- 58. " " fruit ripe
- 59. Plum (*Prunus domestica*), flowering
- 60. Apple (*Pyrus Malus*), flowering
- 61. Lilac (*Syringa vulgaris*), flowering
- 62. White Clover (*Trifolium repens*), flowering
- 63. Red Clover (*Trifolium pratense*), flowering
- 64. Timothy (*Phleum pratense*), flowering
- 65. Potato (*Solanum tuberosum*), flowering

(Farming Operations, etc.)

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

PHENOLOGICAL OBSERVATIONS.—(Continued).

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

(Meteorological Phenomena).

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

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

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

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

Going North or coming in Spring

Going South or leaving in Fall.

(Migration of Birds, etc.)

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

(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.

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
24	Dayton.....	50,890	171	256	240
25	Brooklyn.....	59,250			
25	" (Adv.).....		280	392	315
25	" (Prim.).....		144	216	200
26	Greenville.....	6,480	126	189	250 *†
27	Somerville.....	4,900	119	178	125 †
28	Pleasant Lake.....	29,050	200	300	300
29	Raynardton.....	13,375	168	244	250 *
80	Canaan.....	12,615	129	194	180 †
31	West Kempt.....	26,650	260	364	300
82	North Kempt.....	16,295	239	334	325
88	Forest Glen.....	11,140	172	258	175
34	Carleton.....	53,000			
84	" (Adv.).....		264	369	330
84	" (Prim.).....		160	240	250 *
85	Pleasant Valley.....	24,000	209	292	225
86	Deerfield.....	23,500	203	284	250

Argyle District.

1	Lr. East Pubnico.....	25,560			
1	" " (Adv.).....		268	375	275
1	" " (Prim.).....		147	220	160
2	Mid. E. Pubnico.....	20,450			
2	" " (Adv.).....		231	323	250
2	" " (Prim.).....		130	195	150
3	East Pubnico.....	25,300			
3	" " (Adv.).....		240	336	280
3	" " (Prim.).....		156	234	200
4	Pubnico.....	31,310			
4	" (Adv.).....		220	308	300
4	" (Prim.).....		151	226	200
5	Up. West Pubnico.....	32,500			
5	" " (Adv.).....		234	327	235
5	" " (Prim.).....		160	240	170
6	Mid. W. Pubnico.....	53,000			
6	" " (Adv.).....		238	333	240
6	" " (Int.).....		180	270	180
6	" " (Prim.).....		145	217	145
7	Lr. W. Pubnico.....	42,475			
7	" " (Adv.).....		217	303	265
7	" " (Int.).....		160	240	155
7	" " (Prim.).....		145	217	150
8	Argyle Sound.....	14,825			
9	Lower Argyle.....	15,475			
10	Argyle Harbor.....	16,375			
11	Central Argyle.....	45,850			
12	Argyle.....	18,375			
13	Argyle Head.....	23,075			
14	Glenwood.....	21,575			
15	Lr. Eel Brook.....	17,000			
16	Eel Brook.....	24,925			
16	" (Adv.).....		221	310	200
16	" (Prim.).....		152	228	150
17	Abram's River.....	17,275			
17	" " (Prim.).....		186	279	235
18	Morris Island.....	6,060			
			165	246	170 †

No. of Sect.	Name of Section.	Valuation	5 yr. Average Salary	Minimum Salary	Present Salary
19	Surette's Island	10,000	182	273	200
20	Stuice Point	30,325			225
20	" " (Adv.)		209	292	195
20	" " (Prim.)		149	223	
21	Amiraults Hill	89,725			230
21	" " (Adv.)		202	282	195
21	" " (Prim.)		163	244	200
22	Hubbards Point	16,500	159	238	
23	Tusket	88,150			375
23	" (Adv.)		392	509	275
23	" (Prim.)		225	315	200
24	Gravelton	20,000	174	261	160 †
25	North Belleville	9,250	166	249	200
26	Mid. Belleville	18,275	188	282	175 †
27	South Belleville	10,000	164	246	170 †
28	Bell Neck	8,500	134	201	185 †
29	Springhaven	10,725	153	229	220
30	West Quinan	11,825	159	238	200
31	East Quinan	13,000	200	300	300
32	Central Kempt	18,000	207	289	175 †
33	Rockingham	9,500	143	214	105 †
34	Hawthorn	6,950	118	177	240
35	Plymouth	27,000	207	289	
36	Wedgeport	121,000			300
36	" (N. Adv.)		303	393	200
36	" (N. Prim.)		163	244	300
36	" (E. Adv.)		243	340	200
36	" (E. Int.)		176	264	200
36	" (E. Prim.)		166	249	300
36	" (S. Adv.)		230	322	200
36	" (S. Int.)		175	262	225
36	" (S. Prim.)		172	258	175
37	Comeau's Hill	11,775	177	265	

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, 1919, 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 1919. 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.

Cadet Corps should commence training immediately after schools re-open, especially those Corps in Rural Districts where no Drill Hall is available.

The program of training for 1919 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, 1911).
4. Musketry—Musketry and Judging Distance up to 800 yards. (Musketry Regulations, Part 1).

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

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

Sub-Target Gun Machines.

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

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

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

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

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

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

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

The following is a list of the Strathcona Trust Prizes awarded for Military Drill and the percentage of marks obtained in order of merit.

254	Cadet Corps, Windsor, Lt. W. W. Judd, 92.....	\$60.00
219	" " N. Glasgow, Lt. A. F. McDonald, 82.....	50.00
249	" " Halifax, Mr. W. J. Johns, 79.....	45.00
35	(A Coy.) Halifax, Capt. J. H. Trefry, 77.....	40.00
319	" " Halifax, Lt. G. R. Marshall, 75.....	35.00
266	" " Kentville, Lt. C. L. Wood, 74.....	25.00
306	" " Sydney, Lt. J. T. Archibald, 73.....	20.00
718	" " Windsor, Lt. C. L. Wood, 72.....	20.00
174	" " Truro, Capt. D. G. Davis, 70.....	15.00
35	(B Coy.) Halifax, Lt. S. A. Morton, 69.....	15.00
308	" " Sydney, Lt. J. A. Murphy, 68.....	10.00
110	" " Yarmouth, Capt. A. W. Horner, 66.....	10.00
206	(A Coy.) Halifax, Lt. E. J. Ross, 64.....	10.00
707	" " N. Aberdeen, Sgt. W. Cameron, 63.....	10.00
149	" " Lunenburg, Lt. R. E. Ripley, 61.....	10.00

The following Corps also passed an efficient inspection and are awarded a bonus of \$5.00 in lieu of per capita grant, to be used for the advancement of Cadet Work in the respective Corps:—

272, C. C., Amherst; 201, C. C., Bridgewater; 292, C. C., Liverpool; 809, C. C., Westville; 297, C. C. Sydney; 267, C. C., Wolfville; 283, C. C., Yarmouth; 285, C. C., Antigonish; 35, D Coy., Halifax; 219, A B & D Coys., N. Glasgow; 237, C. C., Stellarton; 808, A B & D Coys., Sydney; 602, C. C., Glace Bay.

N. B.—One-half of each of the above Prizes, is the property of the Cadet Instructor, the remainder being distributed to him in the following proportions, between the Officers and N. C. O's., of the Cadet Corps participating therein:—

1/ 6 to the Company Leader.

1/12 to Platoon or Half Company Leaders.

1/24 to N. C. O's. rank of Sergeant.

Receipts should be obtained from the Officers receiving the prizes, and returned to the O. & I. Cadet Corps, M. D. 6, Old Headquarters Building, Barrington Street, Halifax, N. S.

Additional Prize Winners 1917-18.

The Benson Cup, awarded to No. 219 New Glasgow High School Cadet Battalion. (Won in 1916-17, No. 35 Cadet Bn. Halifax).

The Thompson Flag and Shield, awarded to No. 249 The Industrial School Cadet Corps, Halifax. (Won in 1916-17, No 249 The Industrial School Cadet Corps, Halifax).

The Windsor Mayoralty Cup, presented by Ex-Mayor Roach, won by No. 254 The Collegiate School Cadet Corps, Windsor.

The Palmer Cup, presented by Mr. H. Palmer, Photographer, awarded to No. 713 The Haig Cadet Corps, Windsor, N. S.

The Sydney Mayoralty Cup, awarded to No. 707 New Aberdeen Cadet Corps.

The J. C. Douglas Cup, awarded to No. 306 Sydney Academy Cadet Corps.

The R. H. Butts Cup, awarded to No. 308 St. Joseph's Cadet Battalion, Sydney, C. B.

To each Cadet Corps represented in the Empire Day Parade at Sydney, C. B., a Union Jack and Staff was presented, the gift of the O. & I. Cadet Corps, M. D., No. 6 & 7.

The O. & I. of C. C. M. D., 6 & 7, desires further to announce that he is highly gratified with the increased interest and enthusiasm shown by the several active Cadet Corps, and welcomes the splendid co-operation rendered by the respective School Boards and Civic Authorities in this district.

Several citizens have offered Medals and other Prizes for competition during the present School Year, to be awarded to the Cadets obtaining the highest efficiency in Cadet Drill, a qualification desirable in a successful student, and vice versa. Full particulars will be announced later in Cadet Orders.

Prize Winners Rifle Shooting		Medals Won			Total
		Gold	Silver	Bronze	
No. 273	C. Corps, Chester.....		3	9	12
No. 206	C. Corps, Halifax.....	3	5	9	17
No. 35	C. Corps, Halifax.....	3	5	20	28
No. 266	C. Corps, Halifax.....		3	9	12
No. 117	C. Corps, Kentville.....			4	4
No. 219	C. Corps, Middleton.....			53	109
No. 219	C. Corps, New Glasgow.....	19	37	2	2
No. 167	C. Corps, North Sydney.....			14	15
No. 306	C. Corps, Sydney.....		1	9	11
No. 308	C. Battn., Sydney.....		2		
No. 174	C. Corps, Truro.....			10	10

Gold Watch Winner.

Cadet Homer Smith, No. 219, New Glasgow High School C. Battn.

In connexion with the above Competitions, it is gratifying to note that both a New Brunswick and a Nova Scotia Cadet each won a magnificent Gold Watch, three only of which have been awarded in the Dominion. The total marks awarded the winner of this special Prize were as follows:—

Prone	210
Off hand	573
Kneeling	581
Total	1364

Cadet Instructors desirous of forming a club in connexion with Dominion Marksmen should communicate direct with The O. & I. Cadet Corps, M. D., 6, Old Headquarters Building, Halifax, N. S. All correspondence should be attended to promptly, and communication in all matters touching Cadet work, and Physical Training should be forwarded to the same address.

R. B. Willis, Major,
O. & I. Cadet Corps, M. D., No. 6.

PHYSICAL TRAINING COURSES.

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

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

GRADE "B" PHYSICAL TRAINING CERTIFICATES.

Normal College, Truro, N. S. (8 Oct. 1918 to 27 Jan. 1919).

9835—Miss Ethel Margaret Allen.....	North Sydney.....	Cape Breton.
9836—Miss Cora Alice Beaumont.....	Truro.....	Colchester.
9837—Miss Susie Augusta Bent.....	Belle Isle.....	Annapolis.
9838—Miss Eva Mae Burbine.....	Joggin Mines.....	Cumberland.
9839—Miss Nelsie Georgina Andrews.....	Coxheath.....	Cape Breton.
9840—Miss Mary G. Brown.....	Clarks Harbor.....	Shelburne.
9841—Miss Marion Dimse Bell.....	Glace Bay.....	Cape Breton.
9842—Miss Elsie Gladys Corbett.....	Five Islands.....	Colchester.
9843—Miss Helen Alberta Corkum.....	Italy Cross.....	Lunenburg.

9844	Miss Nellie Viola Corkum	Italy Cross	Lunenburg.
9845	Miss Ethlyn Blanche Cossaboom	Tiverton	Digby.
9846	Miss Janet Carlyle	Wallace East	Cumberland.
9847	Miss Evelyn Verlie Marie Chapman	Fort Lawrence	Cumberland.
9848	Miss Catherine Chisholm	Union St., Glace Bay	Cape Breton.
9849	Miss Margaret Marie Chisholm	Five Islands	Colchester.
9850	Miss Winnifred Elizabeth Conroy	Middle Stewiacke	Colchester.
9851	Miss Ethel Maude Davison	Hantsport	Hants.
9852	Miss Margaret Elizabeth Dickson	Dartmouth	Halifax.
9853	Miss Evelyn Hope Crowell	Yarmouth	Yarmouth.
9854	Miss Janet Marjorie Fullerton	Halfway River	Cumberland.
9855	Miss Una Pearl Freeman	South Brookfield	Queens.
9856	Miss Hazel B. Gilliatt	Granville Center	Annapolis.
9857	Miss Mary Elizabeth Gormley	Sydney	Cape Breton.
9858	Miss Frances Eugenia Greig	Halifax	Halifax.
9859	Miss Margaret Gillis	Morar	Antigonish.
9860	Miss Marie Evangeline LeBlanc	West Arichat	Richmond.
9861	Miss Muriel Bigelow Loomer	Parrsboro	Cumberland.
9862	Miss Gertrude Sophia Lumsden	Truro	Colchester.
9863	Miss Gladys Muriel Hall	Burlington	Kings.
9864	Miss Rita Elizabeth Hiltz	Lawrencetown	Halifax.
9865	Miss Jenipher Penberthy Hood	Shelburne	Shelburne.
9866	Miss Lillian May Horton	Canso	Guysboro.
9867	Miss Mary Jane Kennedy	Truro	Colchester.
9868	Miss Muriel Iwilda Kennedy	Grand Pre	Kings.
9869	Miss Edith Gertrude Jackson	Clarence	Annapolis.
9870	Miss Bertha Ruth Jackson	Port Williams	Kings.
9871	Miss Margaret Ferguson Journeay	Weymouth	Digby.
9872	Miss Florence Hyacinth Jefferson	Laconia	Lunenburg.
9873	Miss Elizabeth Catherine Morris	Spencer's Island	Cumberland.
9874	Miss Ellen Stuart MacDougall	Truro	Colchester.
9875	Miss Ruby Cecelia McLaughlin	Springhill	Cumberland.
9876	Miss Lenora Sarah McLeod	N. E. Margaree	Inverness.
9877	Miss Mary Catherine MacQuarrie	Sydney Mines	Cape Breton.
9878	Miss Etta Kathleen Marshall	Springfield	Annapolis.
9879	Miss Mary Kathleen Marshall	Onslow Station	Colchester.
9880	Miss Jessie Coghill Moss	Springhill	Cumberland.
9881	Miss Gladys Ewart Morehouse	Centerville	Digby.
9882	Miss Ida May McLeod	Caledonia	Cape Breton.
9883	Miss Pauline McKenna	Sydney	Cape Breton.
9884	Miss Margaret Kath. MacMillan	Albert Bridge	Cape Breton.
9885	Miss Jessie Ann MacNeil	Iona	Victoria.
9886	Miss Blanche Louise Oxner	Mahone Bay	Lunenburg.
9887	Miss Margery Frances Orr	Port Morien	Cape Breton.
9888	Miss Sybil Estella Peel	Truro	Colchester.
9889	Miss Susie Taylor Pike	Grand Falls	Newfoundland.
9890	Miss Annie Easdale Partridge	North Sydney	Cape Breton.
9891	Miss Pearl V. Jessie Fublicover	Blandford	Lunenburg.
9892	Miss Minnie Alma Thompson	Oxford	Cumberland.
9893	Miss Verda Mae Staples	Belmont	Colchester.
9894	Miss Anna Teresa Stuart	Mulgrave	Guysboro.
9895	Miss Mabel Hunter Welsh	Port Greville	Cumberland.
9896	Miss Lucy Adeline White	Noel	Hants.
9897	Miss Viola Thornton Wilson	Belmont	Colchester.
9898	Mr. Vernon Lamont Pearson	Melvorn Square	Annapolis.
9899	Miss Laura Harriet Reid	Pictou	Pictou.
9900	Miss Dorothy Yvonne Reid	Windsor	Hants.
9901	Miss Georgina Rebecca Ripley	Amherst	Cumberland.
9902	Miss Emma Glendenning Robinson	Chester	Lunenburg.
9903	Miss Lydia Jane Ross	Roberta	Richmond.
9904	Miss Edna Rebecca Zink	Mahone Bay	Lunenburg.
9905	Miss Jean Millett Walker	Truro	Colchester.
9906	Miss Nellie Harlow Walker	Bridgetown	Annapolis.

- 9907—Miss Elfreda Mary Wiles.....Simpson's Corner..... Lunenburg.
 9908—Miss Zelma Teletta Young.....Blandford.....Lunenburg.
 9909—Miss Clarice Audrey Zink.....Mahone Bay.....Lunenburg.

GRADE "C" PHYSICAL TRAINING CERTIFICATES.

Normal College, Truro, N. S. (8 Oct. 1918 to 27 Jan. 1919).

- 859—Miss Clarisse Frances Amirault.....Lower East Pubnico..Yarmouth.
 860—Miss Laura Augusta Callahan.....South Manchester...Guysboro.
 861—Miss Ethel Blanch Carter.....Oyster Ponds.....Guysboro.
 862—Miss Florence May Carter.....Oyster Ponds.....Guysboro.
 863—Miss Bertha May Cossar.....Beaver River.....Yarmouth.
 864—Miss Anna Violet Cameron.....Hopewell.....Pictou.
 865—Miss Bessie Ellen Carter.....Oyster Ponds.....Guysboro.
 866—Miss Georgina Annie Dickson.....Glace Bay.....Cape Breton.
 867—Miss Annie Margaret Dowling.....Askliton.....Inverness.
 868—Mr. Edwin Kaulbach Ford.....Milton.....Queens.
 869—Miss Pearle Forgan.....Sydney Mines.....Cape Breton.
 870—Miss Florence Amanda Gavel.....Gavelton.....Yarmouth.
 871—Miss Grace Lavinia Lindsay.....Londonderry Station..Colchester.
 872—Miss Marie Eugenie Lavandier.....West Arichat.....Richmond.
 873—Miss Susie Gertrude Logan.....Shubenacadie.....Hants.
 874—Mr. Duncan Rudolph Innes.....Truro.....Colchester.
 875—Miss Catherine Josephine Kelly...West Roman Valley..Guysboro.
 876—Miss Muriel Josephine Miller.....Bridgetown.....Annapolis.
 877—Miss Agnes Marion Murray.....Earlton.....Colchester.
 878—Miss Alice Irene Mitchell.....Milford Station.....Hants.
 879—Miss Mary Katherine MacKinnon..Port Hastings.....Inverness.
 880—Miss Olive Pearl McCormick.....Spencers Island.....Cumberland.
 881—Miss Nina Selby Meister.....New Ross.....Lunenburg.
 882—Miss Annie May McQuarrie.....Margaree Harbor...Inverness.
 883—Miss Dollena McLeod.....Whitney Pier.....Cape Breton.
 884—Miss Elsie C. Muir.....Eureka.....Pictou.
 885—Miss Marian MacDonald.....Heatherton.....Antigonish.
 886—Miss Florence Ada Nieforth.....North Alton.....Kings.
 887—Mr. Baden Robert Powell.....Truro.....Colchester.
 888—Miss Maimie Gladys Trefry.....Pleasant Lake.....Yarmouth.
 889—Miss Olive Bernice Shaw.....Middle Musquodoboit..Halifax.
 890—Mr. Reginald Lester Shaw.....Centerville.....Digby.
 891—Miss Dorothy Beulah Prince.....Glace Bay.....Cape Breton.
 892—Miss Kathryn Violet Robbins.....Pleasant Lake.....Yarmouth.
 893—Miss Mamie Alma Robinson.....Great Village.....Colchester.
 894—Miss Muriel Hattie Westhaver...Mahone Bay.....Lunenburg.
 895—Miss Sarah Margaret Walker.....Big Ridge.....Cape Breton.
 896—Miss Ethel Victoria Williams.....Port Howe.....Cumberland.

PROVINCIAL EXAMINATIONS OF HIGH SCHOOL STUDENTS.

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

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

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

Advocate	Guysboro	Port Hawkesbury
Amherst	Halifax	Port Hood
Annapolis	Hantsport	Pugwash
Antigonish	Inverness	River John
Arichat	Joggin Mines	Sheet Harbor
Baddeck	Kennetcook	Shelburne
Barrington	Kentville	Sherbrooke
Bear River	Liverpool	Springhill
Berwick	Lockeport	Stellarton
Bridgetown	Louisburg	St. Peters
Bridgewater	Lunenburg	Stewiacke
Caledonia	Mahone	Sydney
Canning	Maitland	Sydney Mines
Canso	Margaree Forks	Tatamagouche
Chester	Meteghan	Truro
Cheticamp	Md. Musquodoboit	Upper Stewiacke
Clark's Harbor	Middleton	Wallace
Digby	New Glasgow	Westville
East River St. Mary's	New Waterford	Weymouth
Freeport	North Sydney	Windsor
Glace Bay	Oxford	Wolfville
Great Village	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 25th May*, a list of the applications received for each grade of examination and for M. P. Q., at each

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

97. The Deputy-Examiner, when authorized by the Superintendent of Education, shall have power to employ an assistant or assistants, who shall each receive two dollars per day for the time so employed.

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

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

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

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

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

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

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

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

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

Grade XII: Not before July 14, nor after July 28, 1919.

Grade XI: Not before July 28, nor after August 11, 1919.

Grade X: Not before August 11, nor after August 25, 1919.

Grade IX: Not before August 25, nor after Sept. 8, 1919.

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

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

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

Provincial Examination Rules.

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

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

(1) Candidates shall present themselves at the examination room punctually half an hour before the time set for the first paper of the grade for which they are to write, at which time the deputy examiner shall give each candidate a seat. The candidate's name shall be represented by a number which must therefore be neither forgotten nor changed. Candidates who *present* themselves shall be numbered from 1 onwards in consecutive order beginning with Grade XII, then coming to XI, X and IX in order. Candidates absent at the time of numbering cannot be admitted to examination. Candidates for "Supplementary" examinations need not present themselves until the hour fixed for their papers in the regular time table, provided they have sent in their applications and the titles of the papers on which they intend to write.

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

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

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

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

(6) Finally, the paper must be *exactly* indorsed as follows:—A neat line should be drawn across the end of the folded paper one-half inch from its upper margin. Within this space $3\frac{1}{4}$ inches by $\frac{1}{2}$ inch, there must be written in very distinct

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

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

XI () 18	Algebra.
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(7) The subject, title, grade and candidate's number may be written within over the commencement of the paper also; but any sign or writing meant to indicate the candidate's name, station or personality may cause the rejection of the paper before it is even sent to the examiners.

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

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

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

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

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

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

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

Certificate.

Examination Station Date June, 191 . .

Candidate's No. ().

I truly and solemnly affirm that in the present examination I have not used or had, in the Examination Room any book, printed paper, portfolio, manuscript, or notes of any kind, bearing on any subject of examination; that I have neither given

aid to, nor sought nor received aid from, any fellow-candidate; that I have not wilfully violated any of the rules, but have performed my work honestly and in good faith.

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

.....

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).

.....

108.

(a) TIME TABLE.

County Academy Entrance Examination, June, 1919.

Date.	Time.	Subject.
Thursday, 26 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. 27 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, 1919.

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

Tuesday 24 June.	XII. XI. X. IX.	Geometry Geometry Geometry Drawing	General History German German	Physica. Ancient History. English History. Geography.
Wednesday 25 June.	XII. XI. X. IX.	Algebra Algebra Algebra Algebra	Latin (a)	Botany. Chemistry. Physics. Science.
Thursday 26 June	XII. XI. X. IX.	Latin (b) Latin Latin Latin	English (b)	Trigonometry. Prac. Math. Arithmetic. Arithmetic.
Saturday 28 June.	XII. XI. X.	German	Greek (b)	Chemistry.

(c) TIME TABLE.

M. P. Q. Examination, June, 1919.

Friday, 27 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, 18 to 23 August, 1919.

[Minor and one-half Major *Examinations].

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

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

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

Licensing of Teachers.

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

Generally,

	(1)	(2)	(3)
	“Teachers’ Pass Scholarship.”	Normal Diploma.	Age and Character.
Academic	requires.. Univ. Grad. Test Ex.....	Academic Rank	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 teachers’ license without graduation from a teachers’ training college, it can be only of a *class* one degree lower than the “teachers’ pass” *grade* of scholarship.

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

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

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

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

Academic Class.

Class A—Superior First Class.

Class B—First Class.

Class C—Second Class.

Class D—Third Class.

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

MINIMUM PROFESSIONAL QUALIFICATION EXAMINATION.

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

1. *School Law and Forms.*

(a) The Acts of the Législature 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*

knowledge 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 191..(Further information below).

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

IV. The prescribed certificate for Physical Training, No.....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 other information candidate may wish to state.

3. Provincial Examinations taken in addition to that specified in II above, whether a "High School Pass" certificate was obtained or not.

Univ. Grad. Text Exam. at Examination Station.....	No.....	Year.....
On Grade XII
" XI	" " "	" " "
" X	" " "	" " "
" IX	" " "	" " "

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

.....

.....

..... Inspector

.....

Place and Date.

License Standards.

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

- (1) A certificate of moral character signed by a Minister of Religion or two Justices of the Peace, as in the prescribed form to the effect that the candidate is of the full age of twenty-two years, and presumably likely to perform the duties required by law.
- (2) A recognized degree from a recognized University (no degree or University shall be recognized unless the course is proven to be one of at least four years following the Provincial high school pass of Grade XI, or a matriculation standard shown to be its full equivalent); and a pass on the University 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 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, 1919.

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

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 an average of 30%) for Grade XII.

(3) Generally the "Teachers' (or high) Pass" shall be an average of 60% on a group of six *subjects* in Grades IX, X and

XI; and on a group of nine papers for Grade XII, with no subject below 40% (in case of two papers an average of 40%). 50% however must be made on *English* in each grade for a "Teachers' (or high) Pass."

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

(5) Two hours shall be given at examination for each paper.

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

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

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

(9) Candidates for Grade XII certificates who fail on account of being too low in not more than two subjects, but who have made a "high" average pass on the other subjects and 50% on English, shall have the privilege of completing the *high pass* at a subsequent examination by making at least 65% on English and 60% on each of the nine papers not previously up to *this*

standard. Failing in this test candidates making 60% on English and an average of sixty on six subjects may be granted a *high* Grade XI pass.

(10) From one to three points may be added by the examiner for 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.

(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.

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

224. HIGH SCHOOL PROGRAM.

For the Year beginning August, 1919.

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

Books which have a asterisk (*) prefixed are liable to be replaced by others at the end of the school year, July, 1920.

Grade IX.

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

1. **English:**—(a) **Literature:**—*Ontario High School Reader* by Marty (Can. Pub. Co.), to the end of Page 168, including the introductory chapter on the "Principles of Reading," with critical study, word analysis, prosody and recitations. (b) **Composition:**—*Ontario High School English Composition* (Copp, Clark) Part 1, Pages 1-159, with essays, abstracts and general correspondence so as to develop the power of fluent and correct expression in writing. (c) **Grammar:**—*N. S. English Grammar* (MacKinlay) except notes and appendix,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

†[Valued thru Inspector of Manual Training].

Grade X.

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

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

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

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

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

2. **Latin:**—*Ontario High School Latin Book*, from Lesson XLIII to the end of page 299, omitting (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**:—(a) Meiklejohn's *Outline of the History of English Literature* (Heath). (b) **Literature**:—Macaulay's *Life of Samuel Johnson* by Buehler (Longmans), and Shakespeare's *Julius Caesar* (Longmans). (c) For outside reading and theme writing: Stevenson's* *Kidnapped*.

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 59 to 80 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 148-158, 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:**—Hall and Stevens' *School Geometry*, Parts II, III and IV, omitting pages 207 to 218 and pages 244 to 246. Or, *The Nova Scotia High School Geometry*, Parts II and III to page 198. [For 1920-21 only the N. S. High School Geometry].

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*. (Longmans); 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. [For 1920-21, 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* (Ginn). The two history texts for Grades XI and XII bound in one volume may be had from the School Book Bureau.

COURSE OF STUDY IN HOUSEHOLD SCIENCE.

A—Aims of Household Science.

I. MANUAL TRAINING.

1. Practical Work in Cookery, Sewing, Laundry Work, Administration, Home Nursing.

2. Care and use of utensils.

II. EDUCATIONAL TRAINING.

1. Neatness and cleanliness in person and in work.

2. 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, cleaning 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. Pop-overs, muffins, gingerbread.

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

Leavening Agents—Simple explanation of action.

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

Beverages—Value, use in body:

Cocoa, source, manufacture, etc. Cocoa-making.

Administration.—(2 lessons).

Simple directions for care of a room.

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

Sewing and Knitting.—(12 lessons).

Theory, Linen (or cotton).

Source, Manufacture, buying, etc.

History of sewing equipment (hand).

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

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

Laundry.—(1 or 2 lessons).

Washing and ironing handkerchief.

Preparing ironing table.

Home Nursing.—(2 lessons).

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

Preparation of tray.

SECOND YEAR.

Cookery.—(22 lessons).

Review theory given in First Year. Elaborated.

Instruction in buying, care and keeping of foods.

Combinations of foods and food materials.

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

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

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

Patching.—Catch stitching.

Suggestion Problem. Corset Cover.

Home Nursing.—(1 or 2 lessons).

Simple treatment for burns, cuts and bruises.
 Review bed-making. Preparation of Tray.
 Simple Instruction in Invalid Cookery.

THIRD YEAR.**Cookery.**—

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

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

Flour Mixtures.—

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

Leavening Agents—Fuller Explanation of action.
 Yeast Fermentations.

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

Biscuits }
 Bread } with variations.
 Cookies }
 Plain Pastry.

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

Reheating of meat and fish.

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

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

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

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

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

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

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

Laundry Work.—Soap, manufacture, uses, care. Blues, kinds, composition, tests. Washing and ironing blouse, or a

large article. Washing of wool and silk. Use of gum water.
Use of starch. Removal of grease and grass stains.

Home Nursing.—Review Bed-making—Simple treatment of simple 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). |
| 4 | Memo. Board. | 10 | Photo Frame. |
| | Pan Rest. | 11 | Soap Box. |
| | Flower Pot Stool. | | Window Stick. |
| | Flower Support. | 12 | Paper Knife. |

Grade VIII.

- | | | | |
|---|--------------------------|----|-------------------------|
| 1 | Square Grooving. | | 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 school books could have it recouped annually and so with very little more cost year by year could continue to supply its pupils indefinitely.

(5) Following is a list of the prescribed texts, together with the grades in which they are used, which are prescribed for the public schools of Nova Scotia during the school year beginning 1 August, 1919.

The prices of several of the texts have been increasing since 1916 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, Grades 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.
- N. S. Common School Arithmetic, Grades III to VIII.
- Marshall's Bookkeeping, Grade VIII.
- Bookkeeping Blanks, Grade VIII.
- Goggin's Elementary Grammar, Grades VII & VIII.
- Ontario P. S. Composition, Grades VII & VIII.
- Ontario P. S. Hygiene, Grades V to VIII.
- Calkin's Brief History of Canada, Grades V to VIII.
- Brief History of England, Grades VI to VIII.
- Calkin's Junior Geography, Grades V to VIII.
- Royal Crown Copy Books 1 to 12, Graded Series.
- Augsburg's Drawing Books 1 to 8, Graded Series.
- 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, 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.
- Literature Manual.
- Composition and Spelling Manual.
- Syllabus of Physical Exercises.

Music in the Public Schools—Newton.
 Teachers' Edition Elem. Grades—N. E. Music Course.
 Song Teacher's Guide.
 Augsburg's Drawing Manuals, Books I, II & III.
 Art Manual.
 Common School Course of Study (Hand Book).
 Journal of Education (Semi-annual).
 Brittain's Elementary Agriculture & Nature Study, M. P. Edition.

BOOKS PRESCRIBED FOR HIGH SCHOOL GRADES.

Ontario High School Reader, Grades IX & X.
 Ontario High School Composition, Grades IX & X.
 Nova Scotia Public School Speller, Grades IX & X.
 Nova Scotia English Grammar, Grades IX & X.
 Eliot's Silas Marner, Grade X.
 Meiklejohn's Outlines of History of English Literature, Grade XI.
 Macaulay's Life of Johnson, Grade XI.
 Shakespeare's Julius Caesar, Grade XI.
 Stevenson's Kidnapped, Grade XI.
 Shakespeare's As You Like It, Grade XII.
 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.
 Balfour Stewart's Physics Primer, Grade IX.
 Elementary Physics for High Schools, Grade X.
 Ontario High School Physics, Grade XII.
 Evans' Elem. Chemistry for High Schools, Grade XI.
 Newell's General Chemistry, Complete, Grade XII.
 Brittain's Elem. Agriculture and Nature Study, M. P. Edition, Grade IX.

Bailey's Beginners' Botany, Grade IX.
 Bergen & Davis' Botany, Grade XII.
 Ontario High School History of England, Grade X.
 Myers' Short History of Ancient Times, Grade XI.
 Myers' Short History of Med. & Mod. Times, Grade XII.
 Myers' General History (the two texts for Grades XI & XII in one volume).
 Calkin's General Geography, Grade IX.

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

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

THE NOVA SCOTIA SCHOOL BOOK BUREAU.

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

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

The Bureau will supply its books to any person, dealer or otherwise, who remits the necessary amount with his order, which order, for convenience, should be filled in on the printed Requisition Form supplied by the Bureau. School trustees and teachers 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 charges 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 case 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 postal 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.

No. of copies	Title of Book.	List Price	Necessary Postage per Copy	Total.
	Common School Grades.			
	N. S. Primer.....	.06	.02	
	N. S. Reader No. 1.....	.08	.02	
	N. S. Reader No. 2.....	.11	.04	
	N. S. Reader No. 3.....	.16	.05	
	N. S. Reader No. 4.....	.18	.07	
	N. S. Public School Speller.....	.22	.06	
	English Dictionary.....	.35	.03	
	Acadian Reader No. 1, Pt. 1.....	.15	.02	
	Acadian Reader No. 1, Pt. 2.....	.15	.02	
	Acadian Reader No. 1.....	.35	.04	
	Acadian Reader No. 2.....	.40	.06	
	Acadian Reader No. 3.....	.50	.08	
	Acadian Reader No. 4.....	.50	.06	
	N. S. Com. Sch. Arithmetic.....	.28	.06	
	Marshall's Bookkeeping.....	.20	.02	
	Bookkeeping Blanks (Set).....	.20	.03	
	Goggin's Grammar.....	.30	.05	
	Ontario P. S. Composition.....	.15	.05	
	Ontario P. S. Hygiene.....	.20	.07	
	Brief History of Canada.....	.35	.05	
	Brief History of England.....	.20	.02	
	Junior Geography.....	.75	.08	
	School Day Melodies, Pt. 1.....	.10	.02	
	School Day Melodies, Pt. 2.....	.10	.02	
	Com. Sch. Book of Music.....	.40	.07	
	New P. S. Music Book 1.....	.25	.05	
	" P. S. " Book 2.....	.25	.05	
	" P. S. " Book 3.....	.30	.05	
	" P. S. " Book 4.....	.30	.05	
	" P. S. " Book 5, F.....	.30	.05	
	" P. S. " Book 5, G.....	.30	.05	
	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.).....	.12	.04	
	Teachers' Books.			
	Primary Reading Manual.....	.13	.05	
	Books II, III, IV Reading Manual.....	.26	.10	
	Composition & Spelling Manual.....	.21	.08	
	Arithmetic Manual.....	.20	.07	
	Literature Manual.....	.15	.05	
	Syllabus Physical Exercises.....	.35	.05	
	Song Teacher's Guide.....	.30	.03	
	Music in the Public Schools.....	1.35	.07	
	Teachers' Edition, Elem. Grades.....	1.65	.10	
	Art Manual.....	.40	.14	
	Augs. Drawing Manuals (ea.).....	.75	.07	
	Physics Manual.....	.35	.05	
	Canadian Civics.....	.35	.05	
	Calkin's Notes on Education.....	1.00	.08	
	<i>Carried Forward</i>			

No. of copies	Title of Book.	List Price	Necessary Postage per Copy	Total.
	<i>Brought Forward</i>			
	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		
	High School Grades.			
	Ont. H. S. Reader	.40	.08	
	Ont. H. S. Composition	.18	.06	
	N. S. English Grammar	.30	.04	
	Silas Marner	.40	.05	
	Meiklejohn's English Lit.	.50	.05	
	Macaulay's Johnson	.40	.05	
	Julius Caesar	.40	.05	
	Stevenson's Kidnapped	.30	.03	
	The Making of English	1.50	.07	
	Pancoast & S. English Lit.	1.50	.10	
	As You Like It	.40	.05	
	Golden Treasury	.40	.03	
	Sel. Speeches Foreign Policy	.45	.05	
	Sel. English Short Stories	.45	.05	
	Scott's Talisman	.40	.03	
	Longer Narrative Poems	.20	.02	
	Ont. H. S. Latin Book	.60	.10	
	D'Ooge's Latin Comp., Pt. 1	.60	.04	
	†Latin Texts (ea.)	.50	.03	
	†Greek Text (ea.)	.50	.03	
	White's First Greek Book	1.60	.10	
	Ont. H. S. French Grammar	.60	.08	
	First French Reader	.50	.04	
	Berthon's Spec. Fr. Prose	1.00	.03	
	Sacs et Parchemins	.50	.05	
	Corneille's Polyeucte	.50	.03	
	Le Bourgeois Gentilhomme	.50	.03	
	Joynes-Meissner Ger. Gram.	1.15	.10	
	Modern German Reader, Pt. 1	.50	.05	
	" Pt. 2	.50	.05	
	Schiller's Wilhelm Tell	.60	.08	
	Academic Arithmetic	.40	.04	
	N. S. High School Algebra	.50	.10	
	Senior Matric. Algebra	1.00	.05	
	School Geometry, Pts. 1 to IV	.75	.05	
	N. S. High School Geometry	.50	.08	
	Murray's Essentials T. & M.	1.00	.05	
	Murray's Plane & Spher. Trig.	1.75	.10	
	Morton's Mechan. Drawing	.50	.03	
	Manual Training No. 2	.35	.03	
	Brittain's Elem. Agric.	.85	.08	
	Beginner's Botany	.60	.05	
	Bergen & Davis Botany	1.80	.10	
	Physics Primer	.50	.03	
	<i>Carried forward</i>			

†Specify numbers and quantities of each here.

No. of copies	Title of Book.	List Price	Necessary Postage per Copy	Total.
	<i>Brought forward</i>			
	Evans' Elem. Chemistry.....	.60	.07	
	Newell's Chemistry.....	1.20	.10	
	Elementary H. S. Physics.....	.75	.07	
	Ont. H. S. Physics.....	.90	.10	
	General Geography.....	1.15	.10	
	Ont. H. S. History of England.....	.65	.10	
	Myers' Ancient History.....	1.30	.10	
	Myers' Med. & Mod. History.....	1.30	.10	
	Myers' General History.....	1.65	.10	
	<i>Total</i>			
	<i>Less</i>% discount.....			
	<i>(Dealers 15% (Teachers 10% over \$3)</i>			
	<i>Remitted herewith</i>			

AGREEMENT TO SELL AT RETAIL AT LIST PRICES.

I, N. S., 191.....
 of in the County of.....
 Province of N. S., in consideration of the terms offered to purchasers of school books thru or from the School Book Bureau, which terms are set forth and described in the April "Journal of Education," 1919, under the heading entitled "The Nova Scotia School Book Bureau," do hereby promise and agree to and with the said Bureau that I will not sell or cause or permit to be sold any of the said books at a price greater than the list price above given.

(Signed).....

NEW BOOKS.

List of books received at Education Office since publication of Journal of Education, October, 1918.

RENOUF PUBLISHING COMPANY, MONTREAL.

Easy Exercises in English, for 3rd, 4th, 5th, 6th and 7th year pupils, ea. 6½x4½, pp., 76, 96, 63, 68, 80, each 10 cents.

"Philip's Model Geography, 7½x5, "The British Empire," pp., 96, "America," pp., 96, "Europe," pp., 96, "Australasia", pp. 96, "Asia," pp., 96.

"Primary Exercises in Arithmetic," Nos. 1 and 2, ea. 8½x6½, ea., pp., 40, ea., 5 cents. Nos. 3, 4, 5 and 6, ea., 9½x7½, ea., pp., 80, ea., 10 cents. Nos. 7 and 8, ea., 8½x5½, pp., 96 and 80 ea., 10 cents.

"Political and Relief Model Atlas" for Canadian Schools, pp., 40, 9½x8, 85 cents ea.

"Dual Notation Course," Books 1 to 4 in 1 Vol., 6x4½, pp., 172, \$1.00.

"Nature Study Lessons," Books 1 and 2, by Dr. Hamilton, 7½x5½, pp., 191 and 229.

"Outlines of Geography," 7½x5, pp., 96, 25 cents.

"Piers Plowman Histories," Book I, $6\frac{1}{2} \times 8\frac{1}{2}$, pp., 38, ea. 30 cents. Book II, $5\frac{1}{2} \times 7\frac{1}{2}$, pp., 90, ea. 45 cents. Book III, $5\frac{1}{2} \times 8$, pp., 127, ea. 50 cents. Book IV, $5\frac{1}{2} \times 8$, pp., 196, ea. 60 cents. Book V, $5\frac{1}{2} \times 8$, pp., 264, ea. 65 cents.

"Philip's Semi-Upright Copy Books," Nos. 1, 2, 2A, 3, 4, 4A, 6, 6A, 7, 7A, 8 8A, 9, 10, 11, 12, ea. $6\frac{1}{2} \times 8\frac{1}{2}$, pp., 24, ea. 2d.

"Piers Plowman Histories," Book VII, $8 \times 5\frac{1}{2}$, pp., 297, ea. 2/6.

"British Isles," $7\frac{1}{2} \times 5$, 96, pp., 25 cents ea.

"Empire Songster," $6\frac{1}{2} \times 5$, pp., 44, 5 cents ea.

"The Premier Song Book," $7\frac{1}{2} \times 5$, pp., 32, 10 cents ea.

"Royal Songster, No. 2," $6\frac{1}{2} \times 5$, pp., 40, 5 cents ea.

"Royal Songster, No. 1," $6\frac{1}{2} \times 5$, pp., 40, 5 cents ea.

"Royal Music Reader," $7\frac{1}{2} \times 4\frac{1}{2}$, pp., 72, 15 cents.

"THE MACMILLAN CO. OF CANADA," TORONTO.

"A School Geometry," by Hall and Stevens; Revised Canadian Edition, 1918, pp., 267, $7\frac{1}{2} \times 5$.

"High School Algebra," by J. T. Crawford, $7\frac{1}{2} \times 5\frac{1}{2}$, pp., 398, 50 cents.

J. M. McCUTCHEON, TORONTO, ONT.

"The Physical Welfare of The School Child," by J. M. McCutcheon, 1917, $8\frac{1}{2} \times 5\frac{1}{2}$, pp., 141.

J. M. DENT & SON, TORONTO.

"The Way to Health," Part I, pp., 137, $7\frac{1}{2} \times 5$.

"The Way to Health," Part II, pp., 105, $7\frac{1}{2} \times 5$.

THOMAS NELSON & SONS, LONDON AND TORONTO.

"Allies, Foes and Neutrals," $6\frac{1}{2} \times 8\frac{1}{2}$, pp., 384.

HENRY HOLT & CO., NEW YORK.

"Modern Business Arithmetic," by Finney and Brown, 1916, $8 \times 5\frac{1}{2}$, pp., 488, \$1.20.

"Beginning French," by Cerf and Giese, 1919, $7\frac{1}{2} \times 5\frac{1}{2}$, pp., 331, \$1.32.

"Sous Les Armes," by M. Moraud, 1918, $6\frac{1}{2} \times 4\frac{1}{2}$, pp., 235, 60c.

"First Spanish Book," by L. A. Wilkins, 1919, $7\frac{1}{2} \times 5\frac{1}{2}$, pp., 259.

NEW BOOKS APPROVED FOR SCHOOL LIBRARIES.

The Education of the New Canadian, a treatise on Canada's greatest educational Problem, by J. T. M. Anderson, M. A., LL. B., Inspector of Schools, Yorkton, Saskatchewan, with illustrations, 271 pp., $8 \times 5\frac{1}{2}$ inches. (J. M. Dent & Sons, Toronto and London), 1918.

"An intensely interesting discussion of the new element that is entering our national life. Vivid pictures of progress

and unclouded disclosure of the dangers of the situation that confronts us in Canada."

Deep Furrows which tells of Pioneer trails along which the Farmers of Western Canada fought their way to great achievements in co-operation, by Hopkins Moorhouse, 303 pp., 7½x5 inches. (George J. McLeod, Limited), 1918.

Allies, Foes and Neutrals in the Highroads of History Series, an illustrated history of the main stream of events from Ancient Greece to outbreak of the Great War.

The Flag: A Concise Illustrated History, by C. P. Band and E. L. Stoneal. A chart 3x2 ft., suitably mounted on linen back and rollers top and bottom. The Musson Book Co., Ltd., Toronto, \$1.50.

This chart contains no less than 18 well colored flags illustrating its particular stage in the evolution, and one diagram in black showing exactly how to construct in proper proportion our present flag. Under each is an historical sketch. The history of the flag is thus given in the plainest, most condensed, and most picturesque manner possible. The little book supplied by the same firm, is a still cheaper form of the history of the evolution of "The Flag."

First Spanish Book, by Wilkins, XV+259 pp., 7½x5½ in. (Henry Holt & Co., New York, 1919).

Spanish Composition, by Crawford, IV+127 pp., 7x5 ins., 75 cents. (Henry Holt & Co., New York, 1910).

A Trip to Latin America. (In very simple Spanish), with conversation, composition and vocabulary. 195 pp., 7½x5½ ins. (Henry Holt & Co., New York, 1917).

These form a very clear and simple first year course—the first and second, or perhaps better the first and last of the set. They are clear enough without a teacher.

War Address of President Woodrow Wilson, published by Ginn Co., Boston.

The Children's Newspaper:—A Weekly edited by Arthur Mee, Fleetway House, Farringdon St., London, E. C., 4, England, 8/8 post paid—an illustrated newspaper with the latest great things in history and science put clearly for children as well as for teachers and other grown-ups—the best thing of its kind in the world.

LORD MEATH EMPIRE DAY CHALLENGE CUPS AND LEAGUE OF THE EMPIRE PRIZES.

Empire Day Essay Competition, 1919.

The following are the subjects and conditions for the Essay Competitions inter-all Schools of the Empire for 1919.

It is intended that the essays be written in Schools on May 24th (Empire Day), or some day adjacent, if that be a School holiday.

A. Senior Competition.

Alternative Subjects.—(a) Trace the causes of the migration of the first British settlers to America and compare their ideals with those which have led America to unite with the British Empire in this great world war. (b) Tell the story of the British Navy and show how it has served Britain's ideals of freedom and civilisation.

Prizes.—A Silver Challenge Cup, value £10 10s., presented by the Right Hon. the Earl of Meath, K. P., to be held by the School, and a prize of £5 5s., given by the League of the Empire, is offered for competition to pupils throughout the Empire who are over 14 and under 20 years of age on May 24th, 1919. The Essay must not exceed 2,000 words.

B. Junior Competition.

Alternative Subjects.—(a) Give an account of the founding of your Dominion, State or Colony, and show what part it has played in the History of the British Empire. (b) Sketch the life and character of any great man who has helped in the building up of the Empire during the last 100 years.

Prizes.—A Silver Challenge Cup, value £10 10s., presented by the Right Hon. the Earl of Meath, K. P., to be held by the School, and a prize of £5 5s., given by the League of the Empire, is offered for competition to pupils throughout the Empire who are under 14 years of age on May 24th, 1919. The Essay must not exceed 1,000 words.

Conditions.

1. All essays must be certified by the teacher, parent or guardian of a child in the following terms:—

"I certify that this essay is the unaided composition of the boy or girl in whose name it is sent in."

Signed.....

Teacher, parent or guardian.

Note.—This declaration is not intended to preclude a teacher from answering any reasonable requests for information, or from indicating books where such information may be found; but an essay must not be a mere reproduction of a lesson given in class.

It is not expected that the essay will be written without reference to the ordinary and authoritative sources of information on the subject; but it is expected that the information will be thoroughly assimilated and rendered in the writer's own language in the essay offered for competition.

2. All essays must first be judged in the schools, only the best one from each school being sent in for consideration. In cases where the Education Authorities are kindly co-operating with the League, the essays should be forwarded through that department. As the usual sources of information in regard to the subject are best known in the competitor's own country, it is hoped that the authorities transmitting the essays will examine them and refrain from sending on essays which do not satisfy the conditions explained under condition 1.

3. All essays must reach the Central Offices of the League of the Empire, 48 Catherine Street, Buckingham Gate, Westminster, London, England, not later than September 1st, 1919, and preferably during the month of August.

4. Any essay exceeding the word limit or written by a child over the specified age will be disqualified.

5. Essays should be written on one side of the paper only, and the competitor's full name and address, date of birth, and school should be clearly given.

6. Essays must be submitted in the Candidate's own handwriting (not typewritten). Illustrations are not allowed.
 7. Gifts of books will be made to competitors whose entries win honorable mention in either Senior or Junior Competitions.
- The names of the winning Schools will each year be engraved upon the Cups, which are replicas of the Warwick Vase.

ROYAL COLONIAL INSTITUTE.

(Incorporated by Royal Charter 1882).

Northumberland Avenue, London, W. C. 2, England.

Regulations for Public School Medal Competitions for Essays on Subjects Relating to the Empire.

The Council of the Royal Colonial Institute, with a view to encouraging the progress of Imperial Studies in the Schools of the Empire, have decided to award in the Spring of 1919 medals and prizes of books for the best essays sent in by boys or girls who are pupils at schools either in the United Kingdom or in the Outer Empire. The Essays will be adjudicated upon in two classes:—

Class A—Essays submitted by candidates of 16 years of age or over.
Class B—Essays submitted by candidates above the age of 13 and under 16.

The Competitors will be governed by the following regulations:—

1. The competitions are open to pupils of any school in the British Empire.
 2. The Essays should be written on one side only of foolscap paper, with an inch and a half margin on the left-hand side.
 3. Each Essay is to be marked with a motto or other distinguishing sign, and accompanied by a sealed envelope bearing a similar motto or sign and containing the full name, address and age of the candidate, and authenticated by the signature and description of the Head Master or Mistress of the school. The whole should be enclosed in an envelope marked in the left-hand corner "Essay Competition, Class A (or B)" and addressed to "The Secretary, Royal Colonial Institute, Northumberland Avenue, London, W. C. 2."
 4. The prizes will be awarded by the Council after consideration of the Report of the appointed examiners, and the decision of the Council will be final.
 5. Essays sent in for competition cannot be returned.
- Essays for the competition in 1919 must reach the Institute not later than July 31st, 1919.

The Prizes and Medals to be awarded will be as follows:—

- Class A**—For candidates of 16 and over.
First Prize. The Silver Medal of the Royal Colonial Institute, together with suitably inscribed books to the value of Three Guineas.
Second Prize. If there be a sufficient number of candidates, suitably inscribed books to the value of Two Guineas.
- Class B**—For candidates from 13 to 16 inclusive.
First Prize. The Bronze Medal of the Royal Colonial Institute with suitably inscribed books to the value of Two Guineas.
Second Prize. If there be a sufficient number of candidates, suitably inscribed books to the value of One and a half Guineas.
- The subjects prescribed for the Competition in 1919 are the following:—
Class A—"A comparison of the British Empire and the Empires of the Past."
Class B—"The Work of David Livingstone as an Empire Builder."



JOURNAL OF EDUCATION.

APRIL, 1919.

OFFICIAL NOTICES.

The full number of legal teaching days in the half school year ended 31 January was 102; and in the half school year ending 27 June, 103. The school year has 205 teaching days.

Summer Calendar, 1919.

May	1	Applications for all examinations due.
May	9	Arbor Day.
May	15	Exam. list from Insp. due Education Office.
May	23	Empire Day.
May	24	Victoria Day (Saturday).
June	3	Anniversary King's Birthday (holiday).
June	19	Normal College closes.
June	23	High School examination week.
June	27	Last Teaching Day of School Year.
July	1	Dominion Day.
July	2	Returned Soldiers University Matriculation School opens at Truro, if sufficient qualified Candidates apply for the course at Education Office before the middle of June.
July	9	Rural Science Training School opens at Truro.
Aug.	1	School year begins.
Aug.	7	Rural Science Training School closes.
Aug.	18	University Graduates Testing Examination begins.
Aug.	25	First Quarter School Term begins.
Sept.	1	Labor Day (holiday).
Sept.	25	Normal College opens at Truro.
Nov.	10	Second Quarter School Term begins.

DATES OF MEETINGS OF BOARDS OF DISTRICT SCHOOL COMMISSIONERS.

- Halifax East—Wednesday, 7 May.
 - Halifax Rural—Friday, 9 May.
 - (a) Halifax West—Thursday, 12 June.
 - Lunenburg—Wednesday, 7 May.
 - Chester—Tuesday, 3 June.
 - Queens North—Thursday, 8 May.
 - Queens South—Wednesday, 14 May.
 - Yarmouth—Monday, 12 May.
 - Argyle—Tuesday, 13 May.
 - Barrington—Wednesday, 4 June.
 - Shelburne—Wednesday, 11 June.
 - Annapolis East—Wednesday, 11 June.
 - Annapolis West—Thursday, 12 June.
 - Digby—Wednesday, 9 April.
 - (b) Clare—Tuesday, 27 May.
 - (c) Hants East—Wednesday, 30 April.
 - (d) Hants West—Thursday, 24 April.
 - (e) Kings—Tuesday, 13 May.
 - (f) Colchester South—Monday, 28 April.
 - (g) Colchester North—Thursday, 15 May.
 - Colchester West—Friday, 25 April.
 - Antigonish—Wednesday, 7 May.
 - Guysboro—Tuesday, 20 May.
 - St. Mary—Tuesday, 3 June.
 - (h) Victoria—Saturday, 7 June.
 - (i) Richmond—Wednesday, 2 July.
 - Inverness South—Wednesday, 4 June.
 - Inverness North—Thursday, 3 July.
 - Pictou East—Tuesday, 13 May.
 - Pictou West—Tuesday, 6 May.
 - Parrsboro—Friday, 30 May.
 - Cumberland—Friday, 23 May.
 - Cape Breton—Tuesday, 20 May.
- (a) Lunenburg; (b) Milford; (c) Windsor; (d) Kentville;
 (e) Truro; (f) Tatamagouche; (g) Great Village; (h) Arichat;
 (i) Port Hood.

DISTRICT SCHOOL COMMISSIONERS.**(Appointed 1 May, 1918).****Halifax East**—Rev. C. Martin, Sheet Harbor.**Halifax Rural**—Wilson Madill, Milford.
David Archibald, Cen. Musquodoboit.
Rev. L. P. Archibald, Elderbank.**Halifax West**—Rev. J. L. S. Foster, Hubbards.**(Appointed 21 June, 1918).****Cape Breton**—Rev. D. A. McMillan, Louisburg.**Clare**—Frank E. Melanson, Saulnierville.**(Appointed 31 July, 1918).****Cape Breton**—Rev. J. Bryden, P. P., Mainadieu.
Rev. Harry Watson, Sydney.
Rev. A. H. Campbell, Sydney.**(Appointed 18 February, 1919).****Antigonish**—Rev. Ronald H. McDougall, P. P., Heatherton.**SECTIONS HAVING ANNUAL SCHOOL MEETINGS
FIRST MONDAY IN MARCH.****(1 Feb., 1919).**

Jordan Bay, No. 21, Shelburne.

SECTIONS PLACED ON SECOND SCHEDULE.**(31 July, 1918).**MacCallum Settlement, No. 11, Colchester South.
Alton, No. 62, Colchester South.**(18 Dec., 1918).**

Weymouth North, No. 17, Digby.

(1 Feb., 1919).

Big Lots, No. 62, Lunenburg.
Outram, No. 11, Annapolis East.

(12 March, 1919).

Windmere, No. 103, Kings.

ERRATA.

Journal, Oct., 1918—Page 71—under North Sydney,
Grade XI—Gertrude Nicholson—443 should be 444.

Journal, Oct., 1918—Page 88—under New Glasgow—erase
Katherine Florence Thompson, Third Rank.

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 school board in the Province, before which event it is useless to write for a copy.

The Minimum Salary

for each school section under the Regulation published in the October Journal of 1918, will be found from Page 89 to Page 136, of this issue. No school giving a lower salary than the minimum prescribed can be recognized as a public school.

The Municipal School Fund

payable this year should be decidedly larger under the Education Act of 1918.

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.

The Special Statistics

to be entered in columns 150 (a, b and c), of the *School Register*, for transference into the *Annual Return*, are as follows:

150 (a) How many of the pupils enrolled on the Register within the school year had enlisted for military service?

150 (b) How many teachers employed at the beginning of the school year had enlisted for military service?

150 (c) How many of the pupils enrolled during the year were members of the Boy Scouts, Church Brigades, Guides or any similar pupils organization (not including Cadets who are reported under another heading?)

Vaccination.

The Provincial Health Officer has asked for the publication of the following, Section 48 of the Consolidated Act relating to Public Health, which it is the duty of trustees, teachers and all others to have enforced:

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.

Outside Reading and Theme Writing

prescriptions in the High School Program, should be undertaken by students at home on the same lines as the other texts prescribed for regular school work. The teacher has no right to take time from other subjects to treat such texts in class in detail. This recommendation comes first from the Advisory Board of Education, and is approved by the Council.

War Savings Stamps

are useful, first as a training in thrift for the individual, and secondly, as an investment useful to the country as a whole and its higher business interests.

Teachers, pupils and clubs of pupils, are everywhere thruout the Province advancing money for the stamps.

In the more progressive school sections the trustees advance the little money required, which once advanced renews itself as the stamps are sold.

The Council and all the school authorities heartily recommend such action on the part of trustees. It does the work and costs nothing except interest; for ultimately all the money will be paid back. It is simply the interest or use of the money that does it all.

(Summer or) Daylight Saving Time

must be followed exactly at every Provincial Examination Station; for otherwise the questions given out at one station might be telegraphed to another station within the hour, as was actually done before examinations were conducted simultaneously at every station. That is why no envelope must be opened until the exact instant specified upon it when the envelopes of the same questions are being opened at every point in a simultaneous altho unheard chorus.

For school purposes 60th or 45th Meridian time can be ordered by the school trustees, presumably the time desired by the majority of the ratepayers, as there is no Dominion or Provincial law passed this year on the usage.

As the large and more numerous examination stations use 45th Meridian time, and as the examinations must be simultaneous, 45th Meridian (Daylight Saving) Time, must be used for the Provincial examinations everywhere.

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].

Temperance.

Trustees, teachers and all other school officials are reminded of the following Sections 98 and 99 of the Consolidated Education Act of 1918:

98. Appropriate instruction shall be regularly given in all the public schools as to the nature of alcoholic drinks and narcotics, including tobacco, and special instruction as to their effect upon the human system shall be given in connexion with the subjects of physiology and hygiene. Such instruction shall be given orally to pupils unable to read, from a suitable text-book in the hands of the teacher, and to all other pupils from such text-book, in the hands of the pupils, as is from time to time prescribed by the council. 1911, C. 2, Sec. 110.

99. It shall be the duty of school officers and inspectors of schools to report to the council if the provisions of the next preceding section are not being complied

with in any public school, and if it is shown to the council by such school officer or inspector, or by any ratepayer, that such provisions are not being complied with in any school section, it shall be deemed sufficient cause for withholding wholly or in part the provincial and municipal grants from the teacher or trustees of such school section. 1911, C. 2, Sec. 111.

Teachers' Pensions.

The Advisory Board of Education after considering a proposed scheme of Teachers' Pensions, referred to it from the Inter-provincial Education Convention, at Moncton, August 1918, recommends teachers who are in school sections without a local pension system as in Halifax, supplementing the Provincial Annuity system, to take advantage of the Dominion Annuity system. The following is the resolution of the Advisory Board:

The matter of increased Pensions to teachers was discussed. A statement from Milton D. Grant, F. I. A. was read in which he outlined a scheme for increasing the teachers' pensions by means of contributions of the teachers from their Provincial Aid. After comparing this with the Dominion Annuity Scheme and the "Pensions for Public School Teachers" as outlined in Bulletin No. 12, published by the Carnegie Foundation for the Advancement of Teaching, the following resolution was passed by the Board:—

Whereas, the Dominion Government has already established a system of Annuities which yields a Pension practically equivalent to that suggested by Mr. M. D. Grant's proposed scheme, and

Whereas, this system permits of the contributor engaging in any line of work, so that a teacher becoming a contributor to this fund would be able to continue after retiring from the teaching profession, and

Whereas, the Province at present provides a much larger pension to teachers of the Academic Class than to those of other classes, and

Whereas, it is the opinion of this Board that in order to raise the standard of the Profession all who intend to make teaching their life work should hold the highest class of license,

Therefore Resolved, that this Board recommends that the Council of Public Instruction's system of Teachers' Pensions remain unchanged, particularly in view of the fact that the scheme proposed by Mr. M. D. Grant would involve the Education Department in a greatly increased cost of book-keeping.

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*. Using this address the application will be free, even of postage. There can be no more economical and safe system; and there are many varieties of plans which teachers or others may find to appeal to their special conditions.

Instead of attempting a summary of any of these plans, the *Journal of Education* now enables teachers and others to obtain freely, exact and clear explanations of each variety which no Province or Board can improve upon or even come up to, by giving the above address.

Supplementary Returns for the *School Year ending 31 July, 1919*, 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 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.

The light which may be thrown on the causes of the retardation of pupils behind the normal (which is shown in the heavy lined diagonal row of spaces) should make this table very interesting to the Principal of every school.]

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 17	Total
Kindergarten														
Grade I														
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.

EDITORIAL NOTES.

Empire Day. Despite all our efforts to have the **Journal** out before the first of May it may be too late even for Empire Day. Our teachers know, however, how worthily to observe it.

Our Empire has proven to be the original League of Nations, which altho set in the seven seas encircling the globe, has its ultimate outliers more in touch with the central nerve ganglion in London, than were the limits of the ancient Heph-tarchy within the Roman Insula Britannia. It has demonstrated that the world is now not too large to federate; for science has organized it into a unity by water, by steam, by steel, by air and by ether. Our American Wilson has brought into this league of the nations of the Britannic Empire, the United States, France, and Italy, to be followed by all the rest.

We have

"Heard the heavens filled with shouting, and there rained a
ghastly dew

"From the nations' airy navies grappling in the central blue;

"Far along the world-wide whisper of the south-wind rushing
warm,

"With the standards of the peoples plunging thru the thunder-
storm."

But

Now the war-drum throbs no longer, and the battle flags are
furled

In the Parliament of man, the Federation of the World.

The back-sighted historians and crude statesmen who predict new independent nations as ready to erupt from our Empire in the future, have learned nothing except from the crumbings of the past. They have not yet discovered the beginning of the new law of synthesis, the growth of independent nations into dependent parts of the republic of man. There are to be henceforward no more new independent states either great or small, unless order is fated to crumple up into chaos for an age as of old. There are no signs yet that the gods have willed to destroy our civilization; for they have made only a very few crazy—the prophets aforesaid—and the Bolsheviki.

Our Teachers as a whole have borne their part nobly thru the war. Every man fit for the front was there or on the way.

Our lady teachers took the main charge of the children at school, altho the war front, the business world, the munition factories and the West were calling many of them out. It was simply wonderful to observe the elasticity of our school system and how schools were kept open, and so many of them very effective. No other department of the public service did its part so well, and there was certainly not even the odor of the profiteer about it.

The Teachers also as a whole dealt with the war problems in the schools with very good judgment. They patriotically refrained under great provocation from starting the new style of war—the organized strike—the war of class against class—which is the new attenuated form of civil war yet remaining to be put in the category of the forbidden. Instead they have allowed a third party—the Government representing all classes—to begin the toning of their remuneration up to the standard deemed fair for the importance of the work of the teacher and the cost of preparing well educated trainers of the people.

The School Trustees of Nova Scotia as a whole have acted in an enlightened and even generous manner in supporting the schools. The superintendent has so often to find fault with the action of individual boards found here and there thruout the Country, that the impression is in danger of being formed that that school board generally are lax and unprogressive. But the majority are progressive, many of them more so than the Government itself; for the stars of honor on the Minimum Salary list published on the preceding pages, show that these have not only spontaneously granted the advanced minimum salary fixed by law, but have exceeded it. In some places, indeed, the Principal of the school is now being paid more than his superior, the Government Inspector. The majority of our school boards, it must be remembered, are the men whose foresight, energy and tact have made the name of Nova Scotia honorable, and are still advancing it.

Professional Standing Abroad. The Education Office at Halifax has been giving Certificates of good standing in the Teaching Profession to those going abroad, and duplicates of Certificates in cases of loss, without any fee, altho Five Dollars is the charge generally made abroad when a teacher is admitted without examination. It would seem more appropriate to us were these conditions reversed.

But some of our teachers going West are so thoughtless as to put the Office to double or treble the labor necessary by

simply intimating their desire without specifying where they taught during the last three years, and the class, number and year of their license. Some of this nuisance can be eliminated by replying to no letter which does not furnish all this information which is necessary.

Thrift Teaching. To save space in the *Journal* we are glad to be able to supply schools with Canadian War Literature which contains an exposition of the War Savings Stamp scheme. John McKeen, Esq., Chairman of the Nova Scotia War Savings Committee, and his Secretary, a gallant soldier and Academic teacher, Capt. Hugh P. Bell, B. A., have the warmest appreciation of, as well as the heartiest co-operation with, the Education Department in their educative appeals to and in the schools.

"The Thrift Magazine," edited by Professor W. J. Dunlop of the Education Department of Toronto, is also being sent free to each teacher, with the clearest instructions possible. Eight numbers of this magazine have already been issued. If any teacher has not been getting a copy, all that is necessary is to write for it.

"*The Thrift Magazine* is sent, free of cost, to every teacher in Canada. Any teacher who fails to receive a copy needs only to write for it. Copies for pupils cheerfully supplied.

"Inspectors, teachers, public libraries, persons interested in thrift education, will be placed on the mailing list on request.

"The Thrift Magazine,

"Faculty of Education Building,

371 Bloor Street West,

"Toronto, Canada."

The Regular Annual School Meeting.

The last Monday in June is a busy time, is too often rather late to secure in advance the desired teachers for next school year, and is too early to have the financial accounts of the year closed before it is held. A postponement of the date would only make it worse so far as securing teachers in advance is concerned, and in the majority of cases would not give the satisfaction of having the accounts of the section for the year closed.

At the last Inspectorial conference, it was unanimously recommended that the Legislature be asked to fix the one, and

an early date for the Regular Annual Meeting—namely the date found most convenient in sections where the fishing industry prevails:

The First Monday in March.

This date would give ample time to the new board to provide for the coming year, would be held possibly in wintry weather but at a time when rural work is not so tense as to interfere with the attendance of all.

Before appealing to the Legislature the Education Department desires to hear from the country as to the advantages and disadvantages of the one date for the regular annual meeting—that date being the first Monday in March instead of the last Monday in June.

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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