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87.

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OF

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

NOVA SCOTIA

APRIL, 1917.



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HALIFAX, NOVA SCOTIA, APRIL, 1917.

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To Teachers employed in the Public Schools for the half year ended, 2 Feb., 1917.

| | Number of Teaching Days employed. | Am't paid to Teachers from Provincial Treasury. |
|-----------------------|-----------------------------------|---|
| Elliott, Ora B. | 103 | 75 00 |
| Jeffrey, Ralph L. | 103 | 75 00 |
| Woodbury, Ada M. | 19 | 13 83 |
| Young, Marguerite E. | 83 | 60 44 |
| Banks, Josephine M. | 103 | 60 00 |
| Banks, Beriah S. | 103 | 60 00 |
| Bent, Sarah R. | 103 | 60 00 |
| Bustin, Harry L. | 98 | 57 09 |
| Chipman, Mary L. | 103 | 60 00 |
| Connell, Mary M. | 103 | 60 00 |
| Cossitt, Ethel J. | 103 | 60 00 |
| Crawford, Lillian E. | 102 | 59 41 |
| Crawford, Florence M. | 102 | 59 41 |
| Fulmer, Vola Amelia | 103 | 60 00 |
| Graves, Laura H. | 103 | 60 00 |
| McAloney, Eva K. | 103 | 60 00 |
| McCormick, A. E. | 103 | 60 00 |
| Longley, Mary E. | 103 | 60 00 |
| Lloyd, Constance | 103 | 60 00 |
| Marshall, Mabel L. | 103 | 60 00 |
| McGill, Flora M. | 103 | 60 00 |
| Morrison, Myrtle A. | 102 | 59 41 |
| Neily, Pauline A. | 103 | 60 00 |
| Palfrey, Mary M. | 103 | 60 00 |
| Parker, Bessie M. | 83 | 48 34 |
| Poole, Vera | 83 | 48 34 |
| Potter, Effie M. | 20 | 11 64 |
| Ritcey, Adelaide | 98 | 57 07 |
| Spinney, T. H. | 103 | 60 00 |
| Smith, Dora P. | 40 | 23 30 |
| String, Gladys B. | 70 | 40 77 |
| Thurber, R. E. | 103 | 60 00 |
| Tingley, Ruth B. | 103 | 60 00 |
| Whealock, Mildred E. | 103 | 60 00 |
| Banks, Ida B. | 103 | 45 00 |
| Bowlby, Cora M. | 103 | 45 00 |
| Boylan, Alice E. | 102 | 44 56 |
| Chesley, Ella M. | 102 | 44 56 |
| Fales, Annie L. | 103 | 45 00 |
| Gaul, Ethel | 103 | 45 00 |
| Gillis, Josephine | 103 | 45 00 |
| Hines, Celia G. | 94 | 41 06 |
| Hall, Stephen F. | 103 | 45 00 |
| McAloney, Marion A. | 103 | 45 00 |
| Marshall, Carrie O. | 103 | 45 00 |
| Mosher, Margaret | 14 | 6 10 |
| Mussels, Dora | 11 | 4 79 |

ANNAPOLIS EAST.

| | | |
|----------------------|-----|-------|
| Snow, Helen M. | 15 | 6 54 |
| Spinney, Helen L. | 36 | 15 71 |
| Spurr, Annie M. | 103 | 45 00 |
| Spurr, Hortense V. | 98 | 42 80 |
| Bayer, Olivia | 88 | 25 62 |
| Banks, Myrtle F. | 101 | 29 41 |
| Bowlby, Idaline | 103 | 30 00 |
| Bowlby, James L. | 103 | 30 00 |
| Brown, Georgie M. | 103 | 30 00 |
| Buckler, Nellie M. | 103 | 30 00 |
| Daniels, Gladys K. | 103 | 30 00 |
| Morgan, Elizabeth E. | 98 | 28 53 |
| Parker, Minnie L. | 103 | 30 00 |
| Payson, Laura M. | 103 | 30 00 |
| Phinney, M. Vivian | 103 | 30 00 |
| Reinhart, Gladys M. | 98 | 28 53 |
| Ritcey, Hattie E. | 103 | 30 00 |
| Robinson, Mary J. | 103 | 30 00 |
| Sawler, Winnifred | 102 | 29 70 |
| Smith, Marguerite I. | 19 | 5 52 |
| Smith, Pauline S. | 84 | 24 46 |
| Swallow, Jessie P. | 103 | 30 00 |
| Whitman, Laura B. | 103 | 30 00 |
| Whitman, Eva M. | 97 | 28 24 |

Poor Sections.

| | | |
|---------------------|-----|-------|
| Banks, Olive I. | 45 | 17 16 |
| Bent, Lottie A. | 102 | 38 90 |
| Bushe, Ethel M. | 65 | 24 79 |
| Cruise, Sadie | 84 | 32 03 |
| Fairn, Henrietta M. | 102 | 38 90 |
| Fox, Edith H. | 74 | 28 23 |
| Horton, Marion J. | 103 | 39 28 |
| Messinger, Effie G. | 103 | 39 28 |
| Parker, Pearl M. | 98 | 37 36 |
| Ward, Helena W. | 103 | 39 28 |

Assistant.

| | | |
|----------------|----|-------|
| Neily, Nina M. | 69 | 13 39 |
|----------------|----|-------|

Annuitants.

| | |
|------------------------|-------|
| Brown, A. D. | 60 00 |
| McGill, Geo. B. | 60 00 |
| Richardson, Mrs. R. A. | 60 00 |
| Vidito, Helen A. | 60 00 |

ANNAPOLIS WEST.

| | | |
|------------------------|-----|--------|
| Ruggles, Lenfest | 103 | 105 00 |
| Crowell, Deborah C. H. | 103 | 75 00 |
| Bent, Cynthia J. | 103 | 60 00 |
| Boran, Elbridge S. | 103 | 60 00 |
| Buckler, Kathleen R. | 103 | 60 00 |
| Chipman, Emma W. | 103 | 60 00 |
| Corkum, Inez B. | 84 | 48 92 |
| Eaton, Vera H. | 103 | 60 00 |
| Franey, Mary J. | 103 | 60 00 |
| Griffin, E. Hortense | 103 | 60 00 |
| Gunn, Hazel C. | 103 | 60 00 |
| Hall, Agnes M. | 101 | 58 83 |

| | | | | | |
|-----------------------|------|-------|--------------------------|-----|-------|
| Harris, C. Louise | 103 | 60 00 | Sr. St. Thomas des Anges | 103 | 90 00 |
| Jackson, Gladys | 103 | 60 00 | Cunningham, Velma | 103 | 75 00 |
| Lent, M. Claire | 103 | 60 00 | Rettie, Annie I. | 97 | 70 63 |
| Longley, R. S. | 103 | 60 00 | Sister St. Margaret | 103 | 75 00 |
| Munro, Cora M. | 40 | 23 30 | McAmis, Katie | 103 | 60 00 |
| Powell, Lillian | 20 | 11 64 | Macdonald, Sadie | 76 | 44 26 |
| Randolph, Mary F. | 103 | 60 00 | McIntosh, Janet E. | 103 | 60 00 |
| Roney, Annie I. | 103 | 60 00 | McIsaac, Jean | 103 | 60 00 |
| Tosh, Ivy I. | 102 | 59 41 | McLean, William | 103 | 60 00 |
| Wentzell, Harriet | 103 | 60 00 | Stropole, Stella M. | 103 | 60 00 |
| Whitman, Lillian R. | 103 | 60 00 | Sister St. Mary Paula | 103 | 60 00 |
| Banks, Flora L. | 102 | 44 56 | Sister M. Leonora | 103 | 60 00 |
| Covert, Stella M. | 103 | 45 00 | Boudreau, Cecile I. | 89 | 58 87 |
| Jackson, Annie L. | 103 | 45 00 | Boyd, Effie Ann. | 103 | 45 00 |
| Margeson, Hanna L. | 103 | 45 00 | Cameron, Mary Belle | 102 | 44 56 |
| McBride, Beulah | 103 | 45 00 | Cameron, Allan D. | 103 | 45 00 |
| Porter, Lulu deB. | 101½ | 44 34 | Chisholm, Florence | 103 | 45 00 |
| Roy, Maude E. | 103 | 45 00 | Chisholm, Margaret M. | 98 | 42 80 |
| Simpson, Lizzie M. | 68 | 27 52 | Chisholm, Mary C. | 102 | 44 56 |
| Spinney, Laura B. | 102 | 44 56 | Chisholm, Sarah C. | 103 | 45 00 |
| Steadman, Joseph E. | 103 | 45 00 | Dunn, Florence C. | 103 | 45 00 |
| Whitman, Minnie C. | 103 | 45 00 | Floyd, Alice | 102 | 44 56 |
| Winchester, Dora M. | 103 | 45 00 | Homer, Catherine C. | 103 | 45 00 |
| Apt, Evelyn B. | 101 | 29 41 | Macdonald, Catherine | 100 | 45 68 |
| Baxter, Ruth C. | 101 | 29 41 | Macdonald, Mary | 103 | 45 00 |
| Bent, Rhoda M. | 103 | 30 00 | Macdonald, Catherine | 103 | 45 00 |
| Bishop, Freda | 48 | 13 97 | Macdonald, Mary Ann | 101 | 44 12 |
| Campbell, Frances P. | 101 | 29 41 | Macdonald, Angus G. | 103 | 45 00 |
| Chute, Mary A. | 103 | 30 00 | Macdonald, Margaret | 103 | 45 00 |
| Cossaboom, Annie F. | 102 | 29 70 | Macdonell, John | 103 | 45 00 |
| Crowe, C. Beatrice | 103 | 30 00 | Macdougall, Mary Agnes | 83 | 36 25 |
| DeVany, Annie I. | 79 | 23 00 | McEachern, Fenelope | 103 | 45 00 |
| Gilliatt, Carrol R. | 82 | 23 88 | McGillivray, Kate A. | 103 | 45 00 |
| Goucher, Audrey B. | 84 | 24 46 | McKenzie, Gertrude | 100 | 43 68 |
| Gregory, Ella D. | 103 | 30 00 | McKeough, Annie | 102 | 44 56 |
| Jones, Estelle A. | 103 | 30 00 | McLean, Josephine | 103 | 45 00 |
| Kempton, Percy C. | 102 | 29 70 | McPherson, Catherine A. | 103 | 45 00 |
| Miller, Birdie G. | 103 | 30 00 | Mullins, Annie J. | 103 | 45 00 |
| Parker, E. Gladstone | 83 | 24 17 | Murphy, Mark E. | 102 | 44 56 |
| Sanders, Jane O. | 103 | 30 00 | Nichols, Eva M. | 102 | 44 56 |
| Spurr, Julia F. | 103 | 30 00 | Petipas, W. Ambrose | 103 | 45 00 |
| Steadman, Beulah M. | 91 | 26 50 | Riley, Nellie M. | 103 | 45 00 |
| Young, Ruth E. | 103 | 30 00 | Sister St. Etheltrude | 103 | 45 00 |
| | | | Sister St. Hugh | 103 | 45 00 |
| | | | Sister St. Mary Matilda | 103 | 45 00 |
| | | | Sister M. Pelagia | 59 | 25 77 |
| | | | Sister Rose Berchmans | 103 | 45 00 |
| | | | Sister St. Walburga | 103 | 45 00 |
| | | | Boucher, Stephen X. | 89 | 25 91 |
| | | | Cameron, Eva | 103 | 30 00 |
| | | | Cameron, Catherine E. | 103 | 30 00 |
| | | | Campbell, Mary | 103 | 30 00 |
| | | | Chisholm, Helen V. | 103 | 30 00 |
| | | | Chisholm, Etta | 89 | 25 91 |
| | | | Fraser, Hugh A. | 19 | 5 52 |
| | | | Grant, Isabel | 103 | 30 00 |
| | | | Hogan, Catherine H. | 103 | 30 00 |
| | | | McAdam, Mary | 103 | 30 00 |
| | | | Macdonald, Annie | 103 | 30 00 |
| | | | Macdonald, Alexander | 103 | 30 00 |
| | | | Macdonald, Harriett | 103 | 30 00 |
| | | | Macdonald, Henrietta | 103 | 30 00 |
| | | | Macdonald, Margaret M. | 103 | 30 00 |
| | | | Macdonald, M. Margaret | 103 | 30 00 |
| | | | Macdonald, Mary F. | 103 | 30 00 |
| | | | Macdougall, John A. | 99 | 28 82 |
| Poor Sections. | | | | | |
| Banks, Olive L. | 87 | 33 17 | | | |
| Beach, Sarah E. | 88 | 33 55 | | | |
| Berry, Ella M. | 51 | 19 46 | | | |
| Cooke, Hattie | 103 | 39 28 | | | |
| DeForest, Hazel L. | 56½ | 21 54 | | | |
| Messenger, Lizzie L. | 83 | 31 65 | | | |
| Poole, Ida M. | 89 | 33 93 | | | |
| Saunders, Ruth H. | 68 | 25 93 | | | |
| Ward, Harold DeM. | 90 | 34 34 | | | |
| Woodworth, Ruth | 69 | 26 32 | | | |
| Annuitants. | | | | | |
| Shaffner, S. C. | | | | | |
| Jones, Watson C. | | 45 00 | | | |
| ANTIGONISH. | | | | | |
| Boyle, James | 81 | 70 77 | | | |
| Coady, Moses M. | 81 | 82 57 | | | |

JOURNAL OF EDUCATION.

| | | | | | |
|-----------------------|-----|-------|-------------------------|-----|-------|
| McIsaac, Florence M. | 89 | 25 91 | Boyle, Thomas O. R. | 98 | 71 36 |
| McIsaac, Mary | 103 | 30 00 | Brehaut Charlotte E. | 98 | 71 36 |
| McLean, Marie T. | 84 | 24 46 | Cameron Sara | 97 | 56 49 |
| McLellan, Sadie M. | 101 | 29 41 | Colquhoun Elizabeth | 103 | 75 00 |
| McNaughton, Sarah I. | 103 | 30 00 | Crowell Wilfred R. | 98 | 71 36 |
| Roberts, Alice | 103 | 30 00 | Elderkin, Marguerite G. | 103 | 75 00 |
| Sister M. Liguori | 44 | 12 81 | Ellis, Mary A. | 98 | 71 36 |
| Sr. St. Mary Beatrice | 103 | 30 00 | Finlayson, Duncan K. | 103 | 75 00 |
| Watkins, Isabel | 103 | 30 00 | Fownes, Ella M. | 98 | 71 36 |

Poor Sections.

| | | | | | |
|-----------------------|-----|-------|-----------------------|-----|-------|
| Chisholm, Mary C. | 98 | 38 06 | LeVatte, Myrtle H. | 98 | 71 36 |
| Fitzgerald, Annie | 82 | 31 84 | Lindsay, Harriet L. | 98 | 71 36 |
| Gillis, Ida | 89 | 34 56 | McDougall, Lexina | 97 | 70 63 |
| Macdonald, Anna B. | 50 | 19 41 | McEchern, Stephen N. | 94 | 68 45 |
| Macdonald, Catherine | 103 | 40 00 | MacKay, Georgina M. | 98 | 71 36 |
| Macdonald, Catherine | 84 | 32 62 | MacKinnon, Jessie M. | 103 | 75 00 |
| McGillivray, Annie J. | 84 | 32 62 | McNutt, Orpha M. | 98 | 71 36 |
| McGillivray, Mary M. | 101 | 39 22 | Melvin, A. Gordon | 24 | 17 48 |
| McKinnon, Annie J. | 70 | 27 18 | O'Brien, Mary E. | 98 | 71 36 |
| McNaughton, Mary G. | 62 | 24 07 | Phillips, Otto B. | 98 | 71 36 |
| McNeil, Rita | 86 | 33 39 | Purcell, Duncan J. | 98 | 71 36 |
| Rogers, Isabel | 103 | 40 00 | Ross, Annie M. | 103 | 75 00 |
| Stewart, Sadie Ann | 89 | 34 56 | Sister M. Camilla | 98 | 71 36 |
| Stewart, Millie M. | 89 | 34 56 | Sister M. Vincent | 103 | 75 00 |
| | | | Stephens, Gladys | 103 | 75 00 |
| | | | Underwood, George R. | 103 | 75 00 |
| | | | Anderson, Isabella M. | 98 | 57 07 |
| | | | AuCoin, Lucy | 98 | 57 07 |
| | | | Bissett, Clara | 98 | 57 07 |
| | | | Bligh, Harriet A. | 103 | 60 00 |
| | | | Bown, Eleanor F. | 103 | 60 00 |
| | | | Bown, Violet | 103 | 60 00 |
| | | | Boyd, Christina | 98 | 57 07 |
| | | | Brody, Esther | 95 | 55 33 |
| | | | Brown, Elizabeth C. | 103 | 60 00 |
| | | | Bruce, Bessie W. | 98 | 57 07 |
| | | | Byrne, Ethel G. | 103 | 60 00 |
| | | | Campbell, Flo. D. | 98 | 57 07 |
| | | | Campbell, Lizzie M. | 98 | 57 07 |
| | | | Cameron, Janet | 103 | 60 00 |
| | | | Collins, Sadie C. | 103 | 60 00 |
| | | | Connors, Irene B. | 98 | 57 07 |
| | | | Crowell, Annie E. | 24 | 13 97 |
| | | | Crowell, Iona M. | 95 | 55 33 |
| | | | Davis, Kathreen | 103 | 60 00 |
| | | | Donohue, Catherine G. | 103 | 60 00 |
| | | | Dorsay, Sadie A. | 103 | 60 00 |
| | | | Doucette, Alma M. | 103 | 60 00 |
| | | | Edgecombe, Ethel L. | 103 | 60 00 |
| | | | Fife, Annie M. | 100 | 58 25 |
| | | | Ferguson, Lillian M. | 103 | 60 00 |
| | | | Fogarty, Laura J. | 103 | 60 00 |
| | | | Foster, Lillian | 103 | 60 00 |
| | | | Gannon, Mary J. | 98 | 57 07 |
| | | | Gates, Lena M. | 103 | 60 00 |
| | | | Gillis, Mary D. | 103 | 60 00 |
| | | | Goode, Myrtle M. | 98 | 57 07 |
| | | | Grant, Maria | 98 | 57 07 |
| | | | Greenwell, Bertha L. | 103 | 60 00 |
| | | | Gunn, Annie | 98 | 57 07 |
| | | | Hartigan, J. Helen | 22 | 12 81 |
| | | | Harvey, Orpha | 91 | 53 00 |
| | | | Hicks, Blanche G. | 79 | 46 00 |
| | | | Holmes, Laura V. | 97 | 56 49 |
| | | | Howard, Clarence E. | 102 | 59 41 |

Special Poor Section.

| | | |
|---------------|----|-------|
| College Grant | 89 | 25 92 |
|---------------|----|-------|

Assistants.

| | | |
|-----------------------|----|-------|
| Macdonald, Dan Joseph | 81 | 23 59 |
| Macdonald, Hugh J. | 81 | 15 72 |

Consolidation.

| | | |
|-------------|-----|-------|
| Georgeville | 103 | 30 00 |
| West River | 206 | 60 00 |

Annuitants.

| | | |
|---------------------|--|-------|
| Gillis, Angus | | 60 00 |
| Somers, Alex. M. | | 60 00 |
| Boyd, Angus A. | | 45 00 |
| Cameron, William D. | | 45 00 |
| Chisholm, Dan M. | | 45 00 |
| Fraser, William | | 45 00 |
| McPherson, John A. | | 45 00 |
| Martin, Helen | | 30 00 |

CAPE BRETON.

| | | |
|-----------------------|-----|--------|
| Archibald, John T. | 103 | 90 00 |
| Bingay, James H. | 103 | 105 00 |
| Creelman, William A. | 103 | 105 00 |
| Davidson, Milton D. | 103 | 105 00 |
| Ellis, Russel | 103 | 90 00 |
| Haverstock, W. Ernest | 103 | 105 00 |
| Martin, Oscar M. | 97 | 98 88 |
| Oulton, Charles A. | 103 | 90 00 |
| Trask, J. Logan | 103 | 90 00 |
| Bearse, Esther R. | 98 | 71 36 |

| | | | | | |
|-------------------------|-----|-------|-----------------------|-----|-------|
| Ingraham, Carmita M. | 103 | 60 00 | Sister St. Jean | 98 | 57 07 |
| Ingraham, Grettie I. | 103 | 60 00 | Sister St. John N. | 98 | 57 07 |
| Johnston, Elinor S. | 103 | 60 00 | Sister St. Mary Asc. | 102 | 59 41 |
| Johnston, Joan | 103 | 60 00 | Sister St. M. Michael | 97 | 56 49 |
| Kay, Mary E. | 103 | 60 00 | Sister St. Osmond | 98 | 57 07 |
| Keats, Pauline M. | 98 | 57 07 | Somers, Bernadette | 103 | 60 00 |
| LeVatte, Emily J. E. | 103 | 60 00 | Stalker, Elizabeth J. | 98 | 57 07 |
| Livingstone, Cassie | 98 | 57 07 | Stevens, Maude A. | 98 | 57 07 |
| Lukeman, Eva F. | 95 | 55 33 | Stropole, Gwladys | 103 | 60 00 |
| Macaulay, Katherine C. | 9 | 5 23 | Sutherland, Mary | 93 | 54 16 |
| Macdonald, Mary B. | 102 | 59 41 | Titus, Edith A. | 4 | 2 32 |
| McDougall, Helen | 96 | 55 91 | Vickers, Matilda M. | 83 | 48 34 |
| McDougall, Jean | 98 | 57 07 | Watson, Anna M. | 98 | 57 07 |
| Macintosh, Anna B. | 103 | 60 00 | Weatherbee, Ava R. | 98 | 57 07 |
| MacIntosh, Grace | 98 | 57 07 | Woodill, Arthur W. | 103 | 60 00 |
| Macintyre, Mary E. | 98 | 57 07 | Young, William H. | 103 | 60 00 |
| MacIsaac, Margaret | 103 | 60 00 | Baxendale, Annie | 103 | 45 00 |
| MacKenzie, Josephine | 98 | 57 07 | Bentley, Bessie C. | 98 | 42 80 |
| McKenzie, Kate A. | 65 | 37 86 | Bird, A. Vera | 103 | 45 00 |
| MacLean, Christena | 32 | 18 63 | Boyle, Emma | 98 | 42 80 |
| McLean, Edna | 98 | 57 07 | Broderick, Annie | 103 | 45 00 |
| MacLean, Eleanor C. | 98 | 57 07 | Brown, Sara | 103 | 45 00 |
| McLean, S. Agnes | 86 | 50 08 | Browner, Vivien | 98 | 42 80 |
| McLellan, Stella | 23 | 13 39 | Burke, Peatrice H. | 98 | 42 80 |
| MacLennan, A. Josephine | 98 | 57 07 | Campbell, Annie | 98 | 42 80 |
| MacLeod, Martha M. | 89 | 51 83 | Campbell, Jessie | 98 | 42 80 |
| MacLeod, Roger S. | 98 | 57 07 | Campbell, Mary A. | 103 | 45 00 |
| MacMillan, Katherine | 103 | 60 00 | Campbell, Mary M. | 95 | 40 62 |
| MacNeil, Jennie E. | 98 | 57 07 | Cash, Elizabeth J. | 101 | 44 12 |
| McNeil, John I. | 54 | 31 44 | Costello, Georgina | 98 | 42 80 |
| MacNeil, Kate | 98 | 57 07 | Currie, Jessie | 103 | 45 00 |
| McNeil, Sarah A. | 73 | 42 51 | Dickie, Mabel B. | 103 | 45 00 |
| Macneil, Stella M. | 98 | 57 07 | Farquharson, Annie | 103 | 45 00 |
| McPherson, Bertha | 103 | 60 00 | Fraser, Katherine | 103 | 45 00 |
| Madower, Henrietta J. | 103 | 60 00 | Fyfe, Magdalen M. | 103 | 45 00 |
| Maguire, Gertrude J. | 98 | 57 07 | Fyfe, Nora | 94 | 41 06 |
| Matheson, Maude H. | 98 | 57 07 | Gillis, Katherine L. | 102 | 44 56 |
| Moore, Edith F. | 98 | 57 07 | Gillis, Mary E. | 87 | 37 99 |
| Moreshead, Mary A. | 84 | 48 92 | Gouthro, Alice | 103 | 45 00 |
| Munn, Ella M. | 98 | 57 07 | Gouthro, Lillian E. | 98 | 42 80 |
| Munn, Nina A. | 98 | 57 07 | Grant, Bertha A. | 98 | 42 80 |
| Nauss, R. Blanche | 101 | 58 83 | Hillier, Bertha E. | 98 | 42 80 |
| O'Connell, Bridget | 91 | 53 00 | Irish, Helena G. | 10 | 4 36 |
| O'Keefe, Margaret M. | 98 | 57 07 | Johnston, Agatha A. | 103 | 45 00 |
| Ouellette, Lena | 98 | 57 07 | Kavanagh, Eva C. | 103 | 45 00 |
| Peck, Mary E. | 103 | 60 00 | Kay, Mary | 103 | 45 00 |
| Porter, Mary I. | 103 | 60 00 | Kerr, Annie F. | 103 | 45 00 |
| Power, Winifred L. | 19 | 11 05 | Laffan, Mary H. | 97 | 42 37 |
| Ritcey, Geraldine O. E. | 98 | 57 07 | Leydon, Ella L. | 103 | 45 00 |
| Schurman, Sadie | 98 | 57 07 | MacAskill, Jessie M. | 98 | 42 80 |
| Sister Agnes Maria | 98 | 57 07 | MacAulay, Ida | 98 | 42 80 |
| Sister M. Aloyse | 98 | 57 07 | McAulay, Nina | 87 | 37 99 |
| Sister M. Ambrosia | 98 | 57 07 | McCormick, Katherine | 103 | 45 00 |
| Sister M. Andrea | 98 | 57 07 | McDaniel, Margaret E. | 92 | 40 18 |
| Sister M. Annette | 98 | 57 07 | McDonald, Cassie | 98 | 42 80 |
| Sister M. Camillus | 98 | 57 07 | McDonald, Daisy F. | 98 | 42 80 |
| Sister M. Chrysostom | 103 | 60 00 | McDonald, Genevieve | 98 | 42 80 |
| Sister M. Clarissa | 103 | 60 00 | McDonald, Jessie | 98 | 42 80 |
| Sister M. Clement | 98 | 57 07 | McDonald, Joanna | 98 | 42 80 |
| Sister M. Cleophas | 78 | 45 42 | McDonald, Katie A. | 102 | 44 56 |
| Sister M. Isidore | 98 | 57 07 | McDonald, Loretta | 98 | 42 80 |
| Sister M. Josita | 98 | 57 07 | Macdonald, Nellie | 98 | 42 80 |
| Sister M. Margaret | 98 | 57 07 | McDonald, Sarah | 98 | 42 80 |
| Sister M. Ursula | 103 | 60 00 | McDonald, Sarah B. | 60 | 26 21 |
| Sister Teresa Joseph | 103 | 60 00 | Macdonald, Theresa | 65 | 28 39 |
| Sister St. Bernard | 98 | 57 07 | McDougall, Agnes | 103 | 45 00 |

| | | | | | |
|-----------------------|-----|-------|-------------------------|-----|-------|
| McDougall, Catherine | 103 | 45 00 | Anderson, Edith | 96 | 27 95 |
| McDougall, Mabel | 97 | 42 37 | Anderson, Mary | 98 | 28 53 |
| McDougall, Mary | 98 | 42 80 | Armstrong, Minnie K. | 103 | 30 00 |
| MacIsaac, Margaret | 98 | 42 80 | Battersby, Ethel E. | 103 | 30 00 |
| MacIsaac, Margaret | 98 | 42 80 | Beaver, Lena M. | 102 | 29 70 |
| McIsaac, M. Catherine | 98 | 42 80 | Bell, H. Perley | 6 | 1 74 |
| McKeigan, Christine | 103 | 45 00 | Boutillier, Laura M. | 96 | 27 95 |
| MacKenzie, Jessie | 103 | 45 00 | Burchell, Alice E. | 98 | 28 53 |
| MacKenzie, Mary C. | 96 | 41 93 | Campbell, Florence M. | 98 | 28 53 |
| MacKinnon, Alice | 98 | 42 80 | Campbell, Katie | 103 | 30 00 |
| MacKinnon, Jessie M. | 103 | 45 00 | Campbell, Margaret | 98 | 28 53 |
| MacKinnon, Katie | 98 | 42 80 | Carlin, M. Margaret | 98 | 28 53 |
| MacKinnon, Sayde | 103 | 45 00 | Coady, Margaret A. | 103 | 30 00 |
| Maclean, Rachael I. | 103 | 45 00 | Cohen, Bessie | 46 | 13 39 |
| McLellan, Mary A. | 103 | 45 00 | Costello, Gertrude | 97 | 28 24 |
| McLeod, Cecilia I. | 103 | 45 00 | Currie, Mamie | 103 | 30 00 |
| McLeod, Kathryn M. | 101 | 44 12 | Currie, Mary L. | 103 | 30 00 |
| McLeod, Teresa | 98 | 42 80 | Farrell, Teresa | 58 | 16 88 |
| McNeil, Annie C. | 103 | 45 00 | Forbes, Florence | 98 | 28 53 |
| McNeil, Kathryn A. | 103 | 45 00 | Foster, Hilda M. | 84 | 24 46 |
| Macneil, Loretto | 97 | 42 37 | Fraser, Josephine | 98 | 28 53 |
| McNeil, Margaret S. | 101 | 44 12 | Gillis, Isabell | 97 | 28 39 |
| McNeil, Mary C. | 98 | 42 80 | Gillis, Seraphina | 71 | 20 68 |
| McPherson, Ethel | 92 | 40 18 | Hanrahan, Mary I. | 87 | 19 50 |
| Martel, Margaret S. | 94 | 41 06 | Howie, Georgie I. | 103 | 30 00 |
| Moore, Elizabeth | 103 | 45 00 | Keats, Mary R. | 98 | 28 53 |
| Morrison, Lottie | 98 | 42 80 | Kyte, Viola | 95 | 27 66 |
| Morrison, Margaret | 103 | 45 00 | Leach, Ellen S. | 103 | 30 00 |
| Nicholson, Mary E. | 103 | 45 00 | Lewis, Ethel S. | 93 | 27 08 |
| Outhouse, Hattie | 103 | 45 00 | Ley, Mary S. | 102 | 29 70 |
| Peach, Annie C. | 103 | 45 00 | Ling, Ethel G. | 93 | 27 08 |
| Phelan, Bertha M. | 103 | 45 00 | McArthur, Margaret A. | 89 | 25 91 |
| Power, Margaret E. | 97 | 42 37 | MacAulay, Christie | 103 | 30 00 |
| Read, Pearl B. | 98 | 42 80 | Macaulay, Josephine | 98 | 28 53 |
| Robinson, Hattie L. | 98 | 42 80 | McCormick, Mary | 103 | 30 00 |
| Simpson, Margaret J. | 103 | 45 00 | McCuish, Agnes C. | 35 | 10 18 |
| Sister M. Ambrose | 103 | 45 00 | MacCuish, Catherine G. | 97 | 28 24 |
| Sister M. Dionysia | 103 | 45 00 | McDaniel, Mary J. | 19 | 5 52 |
| Sister M. Eulafia | 103 | 45 00 | McDonald, Annie B. | 103 | 30 00 |
| Sister M. Jeromina | 103 | 45 00 | Macdonald, Eva R. | 103 | 30 00 |
| Sister M. Leonarda | 103 | 45 00 | McDonald, Frances | 103 | 30 00 |
| Sister M. Lucina | 103 | 45 00 | McDonald, Mary | 102 | 29 70 |
| Sister M. Oswald | 98 | 42 80 | Macdonald, Mary | 95 | 27 66 |
| Sister M. Phillippa | 103 | 45 00 | MacDonald, Mary | 103 | 30 00 |
| Sister M. Stephen | 98 | 42 80 | Macdonald, Mary J. | 98 | 28 53 |
| Sister M. Teresina | 103 | 45 00 | Macdonald, Teresa B. | 97 | 28 24 |
| Sister M. Thomas | 98 | 42 80 | MacInnes, Margaret M. | 98 | 28 53 |
| Sister M. Veronica | 98 | 42 80 | MacInnis, Annie | 103 | 30 00 |
| Sister St. Alexander | 103 | 45 00 | McIntosh, Mary E. | 98 | 28 53 |
| Sister St. Augustine | 98 | 42 80 | MacKay, Jessie | 103 | 30 00 |
| Sister St. Frances | 98 | 42 80 | McKenzie, William D. | 84 | 24 46 |
| Sister St. Henedine | 103 | 45 00 | McKinnon, Annie F. | 103 | 30 00 |
| Sister St. John C. | 103 | 45 00 | MacKinnon, Ethel R. | 100 | 29 12 |
| Sister St. Marcella | 98 | 42 80 | MacKinnon, Ethel R. | 19 | 5 52 |
| Sister St. Marie | 83 | 36 25 | MacKinnon, Katie | 97 | 28 24 |
| Sister St. M. Agatha | 103 | 45 00 | MacLean, Mary J. | 97 | 28 24 |
| Sister St. M. Stella | 98 | 42 80 | McLellan, Freda | 94 | 27 37 |
| Sister St. Pancratius | 98 | 42 80 | MacLeod, Christine | 103 | 30 00 |
| Sister St. Reginald | 98 | 42 80 | McLeod, Margaret | 98 | 28 53 |
| Sister St. Roseline | 98 | 42 80 | MacMillian, Margaret K. | 103 | 30 00 |
| Slaven, Elizabeth M. | 103 | 45 00 | McMullin, Elizabeth A. | 101 | 29 41 |
| Smith, Catherine | 103 | 45 00 | MacNaughton, Margaret | 98 | 28 53 |
| Spanks, Elora J. | 81 | 35 37 | McNeil, Katherine | 20 | 5 82 |
| Spencer, Mildred M. | 97 | 42 37 | McNeil, Katie J. | 98 | 28 53 |
| Traske, Elizabeth B. | 96 | 41 93 | Macneil, Mary | 102 | 29 70 |
| Walsh, Helen | 100 | 43 68 | MacRae, Mary I. | 103 | 30 00 |

| | | | | | |
|------------------------------|------|--------|------------------------|----|----|
| Meagher, Stella | 98 | 28 53 | Currie, Michael D. | 45 | 00 |
| Miller, Mary E. | 102 | 29 70 | Garrett, Charles V. | 45 | 00 |
| Mullins, Catherine | 97 | 28 24 | McDougall, Daniel J. | 45 | 00 |
| Mullins, Mildred | 80 | 23 30 | McDougall, Philip | 45 | 00 |
| Munroe, Theresa M. | 97 | 28 24 | McKenzie, Archibald J. | 45 | 00 |
| Murphy, Gertrude | 98 | 28 53 | | | |
| Nickerson, Margaret | 87 | 25 33 | | | |
| O'Handley, Joan | 98 | 28 53 | | | |
| O'Keefe, Sady | 90 | 26 21 | | | |
| Penny, Beatrice I. | 89 | 25 91 | | | |
| Phillips, Annie | 96 | 27 95 | | | |
| Power, Elizabeth M. | 98 | 28 53 | | | |
| Ratchford, James M. | 96 | 27 95 | | | |
| Reid, Ethel B. | 102 | 29 70 | | | |
| Roach, Mary | 96 | 27 95 | | | |
| Robson, Matilda E. | 60 | 17 47 | | | |
| Sampson, Clara M. | 97 | 28 24 | | | |
| Scott, Christine | 103 | 30 00 | | | |
| Scott, Katherine B. | 84 | 24 46 | | | |
| Sister F. Paula | 103 | 30 00 | | | |
| Sister St. Ann | 98 | 28 53 | | | |
| Sister St. Gregory | 98 | 28 53 | | | |
| Sister St. Mary | 98 | 28 53 | | | |
| Sister St. Thomas | 98 | 28 53 | | | |
| Smith, Mary A. | 96 | 27 95 | | | |
| Spencer, Greta | 102 | 29 70 | | | |
| Stewart, Mary K. | 103 | 30 00 | | | |
| Verner, Annie A. | 95 | 27 66 | | | |
| Walker, Margaret J. | 103 | 30 00 | | | |
| Walsh, Mary E. | 84 | 24 46 | | | |
| Woodworth, Catherine | 98 | 28 53 | | | |
| Poor Sections. | | | | | |
| Gallagher, Catherine | 84 | 32 62 | | | |
| Gillis, Minnie | 95 | 36 89 | | | |
| Hull, Frances W. | 70 | 27 18 | | | |
| Johnson, Sadie | 18 | 6 99 | | | |
| Kehoe, Clara A. | 90 | 34 95 | | | |
| MacDonald, Edna | 68 | 26 40 | | | |
| McDonald, Mary S. | 82 | 31 84 | | | |
| McIsaac, Bessie | 89 | 34 56 | | | |
| MacKenzie, Vivien G. | 79 | 30 68 | | | |
| McLeod, Hannah J. | 13 | 5 05 | | | |
| McMullen, Mary M. | 30 | 11 65 | | | |
| McNeil, Mary C. | 87 | 33 78 | | | |
| Matheson, Flora C. | 39 | 15 15 | | | |
| Stacey, Mayme | 19 | 7 38 | | | |
| Special Poor Section. | | | | | |
| Long Island (last term) | 175 | 50 63 | | | |
| Consolidation. | | | | | |
| The Meadows | 97½ | 28 39 | | | |
| Ocean View | 89 | 25 91 | | | |
| Upper Grand Mira | 101 | 29 41 | | | |
| East Bay | 98 | 85 61 | | | |
| Eskasoni | 103 | 43 36 | | | |
| Annuitants. | | | | | |
| Gillis, Ronald | 60 | 00 | | | |
| McDonald, Joseph | 60 | 00 | | | |
| Currie, Donald J. | 45 | 00 | | | |
| COLCHESTER SOUTH. | | | | | |
| Allen, E. Chesley | 103 | 105 00 | | | |
| Richardson, Lophemia | 98 | 85 63 | | | |
| Spinney, Mary E. | 98 | 85 63 | | | |
| Withrow, Helena H. | 103 | 90 00 | | | |
| Bishop, Margaret | 103 | 75 00 | | | |
| Cameron, Guy E. | 103 | 75 00 | | | |
| Masters, Gladys M. | 103 | 75 00 | | | |
| Mosher, Chesley G. | 103 | 75 00 | | | |
| Barrett, Lillie D. | 103 | 60 00 | | | |
| Jennison, Mary | 103 | 60 00 | | | |
| McLean, Margaret | 103 | 60 00 | | | |
| Archibald, Mabel | 102 | 59 41 | | | |
| Bishop, Josephine | 103 | 60 00 | | | |
| Bonnyman, Mary B. | 103 | 60 00 | | | |
| Blaikie, Florence | 103 | 60 00 | | | |
| Burris, Jennie P. | 103 | 60 00 | | | |
| Bambrick, Lena M. | 103 | 60 00 | | | |
| Blackmore, Evelyn | 103 | 60 00 | | | |
| Carver, Ida N. | 101 | 58 83 | | | |
| Chivers, Gladys P. | 103 | 60 00 | | | |
| Cruikshank, Mary McD. | 103 | 60 00 | | | |
| Cox, Amelia J. | 103 | 60 00 | | | |
| Creelman, Laura M. | 103 | 60 00 | | | |
| Dickson, Hattie D. | 103 | 60 00 | | | |
| Fulton, Beatrice O. | 103 | 60 00 | | | |
| Fisher, Helen L. | 103 | 60 00 | | | |
| Freeman, Annie M. | 103 | 60 00 | | | |
| Hay, Fiona I. | 103 | 60 00 | | | |
| Harris, Florence | 103 | 60 00 | | | |
| Higgins, Annie F. | 103 | 60 00 | | | |
| Hamblin, Marie | 103 | 60 00 | | | |
| Lake, Edna | 103 | 60 00 | | | |
| McCallum, M. W. | 103 | 60 00 | | | |
| McCurdy, Annie Evelyn | 103 | 60 00 | | | |
| McDonald, Jean | 103 | 60 00 | | | |
| McLennan, Florence | 103 | 60 00 | | | |
| McLaughlin, Erma R. | 102 | 59 41 | | | |
| McQuarrie, Sadie E. | 102 | 59 41 | | | |
| McLeod, Dolena J. | 103 | 60 00 | | | |
| McWilliams, Janie | 103 | 60 00 | | | |
| Nelson, Ermina | 103 | 60 00 | | | |
| Simpson, Elsie J. | 103 | 60 00 | | | |
| Stevens, Christena | 103 | 60 00 | | | |
| Stropole, Janie | 103 | 60 00 | | | |
| Smith, Alice C. | 102 | 59 41 | | | |
| Turner, Flora D. | 103 | 60 00 | | | |
| Tupper, Francis C. | 103 | 60 00 | | | |
| Urquhart, Gertrude | 100 | 58 25 | | | |
| Waddell, Margaret D. | 103 | 60 00 | | | |
| Wright, Bertha A. | 103 | 60 00 | | | |
| Withrow, Ethel B. | 40 | 23 30 | | | |
| Bonnell, Violet M. | 82½ | 36 03 | | | |
| Brennan, Maud E. | 103 | 45 00 | | | |
| Crowe, Martha Della | 83 | 36 25 | | | |
| Creighton, Williamina | 102½ | 44 78 | | | |
| Canning, Fannie | 98 | 42 80 | | | |

| | | | | | |
|---------------------|-----|-------|--------------------|-----|-------|
| Clarke, Janie C. | 50 | 21 84 | Smith, Lauretta M. | 103 | 45 00 |
| Fulton, Sarah J. | 102 | 44 56 | Cameron, Luella H | 103 | 30 00 |
| Graham, Laura L. | 103 | 45 00 | Kennedy, Laura | 103 | 30 00 |
| Hamblin, Jessie L. | 103 | 45 00 | Langille Annie J. | 103 | 30 00 |
| Irving, Alice E. B. | 103 | 45 00 | McMillan, Mary | 98 | 28 53 |
| Langille, Ada L. | 103 | 45 00 | Ross, Varina | 103 | 30 00 |

Poor Sections.

| | | |
|----------------------|------|-------|
| Aitchison, Gladys M. | 103 | 40 00 |
| Murray, Anna | 103 | 40 00 |
| Smith, Mary E. | 101½ | 39 41 |

| | | |
|----------------------|-----|-------|
| Morrison, Clara | 103 | 45 00 |
| Morgan, Edith | 103 | 45 00 |
| Mosher, Una H. | 103 | 45 00 |
| McFadden, L. Beryl | 103 | 45 00 |
| Rose, Mary Hazel | 101 | 44 12 |
| Shortt, Martha H. | 101 | 44 12 |
| Sharpe, Mary M. | 102 | 44 56 |
| Turner, Josephine | 103 | 45 00 |
| Upham, Flora J. | 103 | 45 00 |
| Treen, Lulu B. | 103 | 45 00 |
| Waller, Mary E. | 103 | 45 00 |
| Ross, Lila Merrena | 94 | 27 37 |
| Creelman, Murdena A. | 103 | 30 00 |
| Crowe, Ida B. | 93 | 27 08 |
| Embree, Viola G. | 103 | 30 00 |
| Fraser, Ethel | 103 | 30 00 |
| McArtt, Margaret F. | 92 | 26 79 |
| McIntosh, Gladys | 77 | 22 42 |
| Rockwell, Ora | 78½ | 22 86 |
| Selig, Genevieve | 103 | 30 00 |
| Sutherland, Gladys | 74 | 21 55 |
| Whidden, Minnie E. | 103 | 30 00 |

Poor Sections.

| | | |
|----------------------|-----|-------|
| Fulton, Martha L. | 97 | 37 67 |
| Lynch, Mabel C. | 103 | 40 00 |
| Lockhart, Ethel | 103 | 40 00 |
| McCullough, Eva D. | 83 | 32 23 |
| McKay, Marion Nellie | 81 | 31 45 |
| McRea, Beatrice | 103 | 40 00 |
| Phillips, Grace | 103 | 40 00 |

COLCHESTER NORTH.

| | | |
|----------------------|-----|-------|
| Morrison, Mary | 103 | 60 00 |
| McKay, Janetta Annie | 103 | 60 00 |
| Phillips, Bessie May | 53 | 30 86 |
| Weldon, Georgie | 85 | 49 50 |
| Zwicker, Flora M. | 102 | 59 41 |
| Black, Annie R. | 102 | 44 56 |
| Langille, Emma | 103 | 45 00 |
| Langille, Cora | 102 | 44 56 |
| Gray, Mary Ethel | 103 | 45 00 |
| Harris, Mattie T. | 103 | 45 00 |
| Morrow, Ethel | 103 | 45 00 |
| Miller, Agnes | 103 | 45 00 |
| McKinnon, Margaret | 50 | 21 84 |
| McNutt, Elsie M. | 102 | 44 56 |
| McKay, Minnie | 103 | 45 00 |
| McIntosh, Annie B. | 103 | 45 00 |
| McKay, Marion A. | 103 | 45 00 |
| McKay, Anna M. | 103 | 45 00 |
| Nelson, Nancy | 103 | 45 00 |

COLCHESTER WEST.

| | | |
|-----------------------|-----|-------|
| Daniels, Agusta L. | 101 | 73 54 |
| Gray, Hazel | 6 | 3 49 |
| Archibald, Bertha | 18 | 10 47 |
| Campbell, Margaret | 103 | 60 00 |
| Hutchinson, Gladys | 103 | 60 00 |
| Lockhart, Edna C. | 103 | 60 00 |
| Müller, Lena | 65 | 37 86 |
| McKay, Mineola | 103 | 60 00 |
| McLean, Sophia | 103 | 60 00 |
| Olive, Violet F. | 90 | 52 42 |
| Parker, Nellie L. | 20 | 11 64 |
| Peacock, Mary J. | 103 | 60 00 |
| Peppard, Ruth R. | 103 | 60 00 |
| Putnam, H. Claire | 103 | 60 00 |
| Rafuse, Neta B. | 103 | 60 00 |
| Shortt, Margaret J. | 103 | 60 00 |
| Vance, Flora B. | 100 | 58 25 |
| Wambolt, Gertrude | 83 | 48 34 |
| Bagnell, Robt. N. | 103 | 45 00 |
| Carter, Irmanita E. | 103 | 45 00 |
| Cox, Leta | 103 | 45 00 |
| Dillman, Minerva | 103 | 45 00 |
| Dillman, Clara | 103 | 45 00 |
| Logan, Mary D. | 18 | 7 84 |
| Morash, Georgina B. | 84 | 36 68 |
| McKay, Jennie M. | 103 | 45 00 |
| O'Connell, Mary Irene | 103 | 45 00 |
| Palmiter, Kenneth | 83 | 36 25 |
| Parsons, Annie M. | 103 | 45 00 |
| Smith, Ada C. | 23 | 10 03 |
| Blackie, Isabel S. | 33 | 9 60 |
| Cail, DeBora | 103 | 30 00 |
| Clarke, Edith | 19 | 5 52 |
| Cottam, Hazel | 103 | 30 00 |
| Corbett, Elsie | 20 | 5 82 |
| Lowerieson, Erica A. | 100 | 29 12 |
| McLellan, Ada Jean | 38 | 11 05 |
| Peppard, Martha | 100 | 29 12 |
| Stevens, Minerva | 103 | 30 00 |
| Spencer, Katherine | 20 | 5 82 |
| Vance, Alberta M. | 103 | 30 00 |
| Wyllie, Jessie Blair | 103 | 30 00 |

Poor Sections.

| | | |
|-------------------|-----|-------|
| Horton, Grace | 102 | 39 61 |
| Hubley, Minnie M. | 102 | 39 61 |

| CUMBERLAND. | | | | | |
|-----------------------|-----|-------|------------------------|------|-------|
| Campbell, Jessie B. | 95 | 83 00 | Thomspon, Nellie | 103 | 60 00 |
| Lay, E. J. | 98 | 99 90 | Trerice, Ruth | 98 | 57 07 |
| MacLean, Viola B. | 95 | 83 00 | Webb, Hattie | 103 | 60 00 |
| Morehouse, F. G. | 95 | 83 00 | Aitchinson, Annie B. | 103 | 45 00 |
| Muise, J. B. | 95 | 83 00 | Allen, Lottie M. | 103 | 45 00 |
| MacInnis, Edith | 98 | 71 36 | Archibald, Josephine | 99 | 43 24 |
| MacLelan, Hazel | 98 | 71 36 | Atkinson, E. E. | 79 | 34 50 |
| MacMillan, Leona | 98 | 71 36 | Beaton, Margaret E. | 103 | 45 00 |
| Matheson, Laura | 103 | 75 00 | Beaton, Henrietta | 33 | 14 41 |
| Mahoney, Gertrude | 20 | 14 56 | Bell, Jeanette M. | 103 | 45 00 |
| Mahoney, Gertrude | 18 | 10 47 | Boss, Marjorie | 103 | 45 00 |
| Purdy, Amy P. | 103 | 75 00 | Boyd, Nellie | 103 | 45 00 |
| Blanche, Julia | 98 | 57 07 | Brownell, Etta M. | 102 | 44 56 |
| Boss, Maud | 98 | 57 07 | Cameron, Margaret M. | 103 | 45 00 |
| Brannen, W. E. | 103 | 60 00 | Cameron, Margaret I. | 103 | 45 00 |
| Brownell, Louisa V. | 102 | 59 41 | Campbell, Lena B. | 98 | 42 80 |
| Campbell, Helen J. | 103 | 60 00 | Chandler, Nellie B. | 103 | 45 00 |
| Carter, Lillian | 99 | 57 66 | Chapman, Edith C. | 103 | 45 00 |
| Chandler, Isobel | 98 | 57 07 | Charman, Jennie | 103 | 45 00 |
| Chisholm, Florence A. | 103 | 60 00 | Craig, Muriel E. | 94 | 41 06 |
| Coates, Hazel D. | 103 | 60 00 | Davidson, Nina E. | 103 | 45 00 |
| Conway, Isabella | 98 | 57 07 | Davidson, Katharine E. | 93 | 40 62 |
| Conway, Jean | 98 | 57 07 | Davidson, Catharine A. | 103 | 45 00 |
| Craig, Jean E. | 98 | 57 07 | Devine, Susie | 103 | 45 00 |
| Craigie, A. W. | 103 | 60 00 | Dewar, Eva | 103 | 45 00 |
| Crocker, J. G. | 103 | 60 00 | Dewolfe, Hazel R. | 103 | 45 00 |
| Crowley, Madeline | 103 | 60 00 | DeWolfe, Vivian | 103 | 45 00 |
| Davidson, Thelma | 65 | 37 86 | Dill, Bessie | 103 | 45 00 |
| Faulds, Lulu | 98 | 57 07 | Fullerton, Sadie | 103 | 45 00 |
| Fraser, Lulu | 98 | 57 07 | Gallager, Adelaide | 99 | 43 24 |
| Freeman, Grace | 98 | 57 07 | Harrington, Ada W. | 103 | 45 00 |
| Glennie, Edith | 94 | 54 74 | Harrington, Lottie V. | 103 | 45 00 |
| Hall, B. R. | 103 | 60 00 | Hartling, Vila | 102 | 44 56 |
| Hennigar, Bertie | 98 | 57 07 | Hatherly, Freida | 103 | 45 00 |
| Hight, D. H. | 98 | 57 07 | Hawboldt, Gertrude | 98 | 42 80 |
| Holmes, B. G. | 98 | 57 07 | Henderson, Aileen | 103 | 45 00 |
| Lavers, Winnifred G. | 94 | 54 74 | Hennesey, Elva G. | 103 | 45 00 |
| MacCrae, Audrey | 103 | 60 00 | Hunter, Augusta | 103 | 45 00 |
| MacDonald, Jean B. | 99 | 57 66 | Langille, Mabel | 103 | 45 00 |
| MacInnis, Julia | 103 | 60 00 | Lewis, Harriett B. | 103 | 45 00 |
| MacKenzie, Annie J. | 98 | 57 07 | MacDonald, Mary | 98 | 42 80 |
| MacNutt, Lucy D. | 103 | 60 00 | MacInnis, Alice | 103 | 45 00 |
| MacPherson, LeEtta | 98 | 57 07 | MacIntosh, Laura | 83 | 36 25 |
| Mitchell, Beryl B. | 103 | 60 00 | MacIvor, Ethel J. | 20 | 8 72 |
| Mott, Effie F. | 98 | 57 07 | MacKay, Jean | 103 | 45 00 |
| Morris, Annie | 74 | 43 09 | MacKim, Rachel | 94 | 41 06 |
| Morse, Edna C. | 103 | 60 00 | MacLellan, Vera | 102½ | 44 78 |
| Moss, Winnie | 103 | 60 00 | Miller, Edith | 95 | 41 49 |
| Murchie, B. Alice | 103 | 60 00 | Milner, Mildred | 97 | 42 37 |
| Murray, Annie | 98 | 57 07 | Newcombe, Lauris J. | 103 | 45 00 |
| Murray, Lexie | 98 | 57 07 | O'Brien, Agnes | 103 | 45 00 |
| Newman, Carolyn | 98 | 57 07 | Oulton, Christena | 103 | 45 00 |
| Noiles, F. Alfretta | 103 | 60 00 | Pugsley, Mary | 98 | 42 80 |
| O'Rourke, Mary P. | 98 | 57 07 | Ripley, Lella M. | 98 | 42 80 |
| Perry, Emma F. | 103 | 60 00 | Ripley, Ada E. | 103 | 45 00 |
| Reagh, Mildred L. | 102 | 59 41 | Roach, Lena L. | 93 | 40 62 |
| Schurman, Gladys M. | 98 | 57 07 | Roach, Bessie H. | 103 | 45 00 |
| Sinclair, Willena | 94 | 54 74 | Robinson, Caroline | 102 | 44 56 |
| Smith, Nettie M. | 103 | 60 00 | Rogers, Lena B. | 103 | 45 00 |
| Stonehouse, Vila | 103 | 60 00 | Secord, Muriel | 103 | 45 00 |
| Sutherland, Elaine | 98 | 57 07 | Siteman, Annie B. | 102½ | 44 78 |
| Tabor, Gladys | 98 | 57 07 | Smith, Mamie G. | 102 | 44 56 |
| Taggart, Evelyn | 98 | 57 07 | Sutherland, Lillian | 103 | 45 00 |
| Tait, Nellie | 98 | 57 07 | Tabor, Clara | 98 | 42 80 |
| | | | Tabor, Grace | 98 | 42 80 |
| | | | Townshend, L. Hillary | 103 | 45 00 |

| | | |
|----------------------|-----|-------|
| Fullerton, Janet | 103 | 30 00 |
| Hartling, Lottie | 103 | 30 00 |
| Knowlton, Eva | 103 | 30 00 |
| Ross, Rhoda | 103 | 30 00 |
| Seavey, Elizabeth H. | 53 | 15 43 |

Poor Sections.

| | | |
|-----------------|-----|-------|
| Gavin, Margaret | 103 | 40 00 |
| Smith, Bertha | 77 | 29 90 |
| Trerice, Rose | 95 | 36 89 |

Consolidation.

| | | |
|--------------|-----|-------|
| Wentworth | 103 | 30 00 |
| Joggin Mines | 103 | 60 00 |
| Advocate | 103 | 30 00 |

Annuitants.

| | |
|-----------------------|-------|
| Charman, Mary | 60 00 |
| Charman, Eliza G. | 45 00 |
| MacLeod, Georgana | 45 00 |
| O'Brien, R. B. | 45 00 |
| Phinney, Josephine W. | 45 00 |

DIGBY.

| | | |
|------------------------|-----|-------|
| Duncan, Aubrey C. | 103 | 75 00 |
| McWhinnie Elizabeth | 98 | 71 36 |
| Belleveau, Marie A. | 102 | 59 41 |
| Crowell, Gladys R. | 103 | 60 00 |
| Finigan, Eleanora M. | 103 | 60 00 |
| Finigan, Malcolm D. | 103 | 60 00 |
| Hirtle, Roy J. E. | 96 | 55 91 |
| Holmes, Margaret E. | 84 | 48 92 |
| Lent, Nellie Irene | 103 | 60 00 |
| Marsters, Kathryn H. | 103 | 60 00 |
| McNeill, Bessie J. | 98 | 57 07 |
| O'Brien, Annie B. | 103 | 60 00 |
| Prime, Daisy R. | 103 | 60 00 |
| Ring, Myra C. | 103 | 60 00 |
| Turnbull, Bessie B. | 98 | 57 07 |
| Robertson, Alice | 98 | 57 07 |
| Tibert, Melda G. | 103 | 60 00 |
| Woodbury, Hazel M. | 103 | 60 00 |
| Young, Ermina V. | 103 | 60 00 |
| Adams, Mildred L. | 19 | 8 28 |
| Beckwith, Winifred R. | 98 | 42 80 |
| Bingay, Honoria G. | 103 | 45 00 |
| Campbell, Irma B. | 101 | 44 12 |
| Deveau, Mary Lena | 39 | 17 03 |
| Fox, S. Martha | 103 | 45 00 |
| Harris, Nellie | 77 | 53 62 |
| Marshall, Anna M. | 82 | 35 81 |
| MacEwen, Mary C. | 40 | 17 47 |
| McCantley, Emma L. | 98 | 42 80 |
| Mosher, Margaret A. | 63 | 27 52 |
| Outhouse, Eunice E. S. | 103 | 45 00 |
| Pugh, Maude L. | 103 | 45 00 |
| Smith, Daphne | 98 | 42 80 |
| Spinney, Helen L. | 19 | 8 28 |
| Walsh, Grace B. | 103 | 45 00 |
| White, Genevra I. | 103 | 45 00 |

| | | |
|-------------------------|-----|-------|
| Blackford, Lillie D. | 103 | 30 00 |
| DeForest, Ethel V. | 103 | 30 00 |
| Eldridge, Reta Jean | 103 | 30 00 |
| Franklin, Frances E. | 103 | 50 00 |
| Haines, Viola V. | 102 | 29 70 |
| Lantz, Dorothy L. | 89 | 25 91 |
| MacKay, Grace D. | 103 | 30 00 |
| MacNeill, Lennie | 20 | 5 82 |
| Marshall, Tracy H. | 5 | 1 45 |
| Miller, Bessie B. | 100 | 29 12 |
| Morrell, Dorothy R. | 103 | 30 00 |
| Parker, Ida M. | 103 | 30 00 |
| Prime, Lenetta | 103 | 30 00 |
| Ritchie, Florence M. | 103 | 30 00 |
| Robbins, Mildred F. | 103 | 30 00 |
| Saulnier, Fedora | 79 | 23 00 |
| Shaw, Gertrude L. | 79 | 23 00 |
| Simpson, Isabella E. | 99 | 28 82 |
| Thebodeau, Catherine M. | 103 | 30 00 |
| Thurber, Bessie G. | 103 | 30 00 |
| Vidito, Pearl | 103 | 30 00 |
| Welch, Fannie A. | 103 | 30 00 |

Poor Sections.

| | | |
|------------------------|-----|-------|
| Adams, Alice E. | 86 | 33 39 |
| Amirault, Regina O. | 94 | 36 50 |
| Balcom, Ethel M. | 66 | 25 63 |
| Comeau, Mabelle S. | 89 | 34 56 |
| Crawford, Annie M. | 103 | 40 00 |
| Condon, Kathryn M. | 98 | 38 06 |
| Hicks, Eva S. | 82 | 31 84 |
| Hutchinson, Welthie R. | 99 | 38 45 |
| Marshall, Edna I. | 98 | 38 06 |
| Neily, May B. | 84 | 32 62 |
| Uphaw, Rachel | 82 | 31 84 |
| Wright, Dennis B. | 103 | 40 00 |

Annuitants.

| | |
|--------------------|-------|
| Hogg, N. W. | 60 00 |
| Goodwin, Mrs. Emma | 45 00 |
| Sulis, L. Ada | 45 00 |
| Smallie, Mary I. | 30 00 |

GUYSBORO.

| | | |
|---------------------|-----|--------|
| Hemmeon, M. DeW. | 105 | 105 00 |
| Lowther, Annie H. | 77 | 56 07 |
| McLeod, Annie M. | 20 | 14 56 |
| McLeod, Blanche B. | 11 | 8 01 |
| Baker, May Belle | 103 | 60 00 |
| Bradshaw, Janet M. | 100 | 58 25 |
| Chisholm, Christina | 94 | 54 74 |
| Heal, Olivia A. | 103 | 60 00 |
| Hurst, Blanche | 103 | 60 00 |
| Kedy, Elva Mae | 103 | 60 00 |
| King, Alice | 103 | 60 00 |
| Lawlor, Rose F. | 103 | 60 00 |
| McGillivray, Amelia | 103 | 60 00 |
| McGuire, Eva Louise | 103 | 60 00 |
| Reid, Agnes I. | 95 | 55 33 |
| Oxley, Gertrude O. | 83 | 48 34 |
| Barss, Annie D. | 103 | 45 00 |

| | | |
|-------------------------|-----|-------|
| Blanchard, Annie J. | 70 | 30 57 |
| Bradshaw, Isabel M. | 103 | 45 00 |
| Boudreau, Evangeline E. | 103 | 45 00 |
| Chisholm, Catherine M. | 103 | 45 00 |
| Cox, Josephine | 103 | 45 00 |
| Ehler, Minnie E. | 103 | 45 00 |
| Goodwin, Leda M. | 103 | 45 00 |
| Holloran, Bernetta | 103 | 45 00 |
| Levandier, Mary I. | 103 | 45 00 |
| Lipsett, Beryll S. | 103 | 45 00 |
| Luddington, Phebe M. | 103 | 45 00 |
| O'Brien, Evelyn M. | 99 | 43 24 |
| Rogers, Mary E. | 103 | 45 00 |
| Bruce, Zoe E. | 89 | 25 91 |
| Callahan, Augusta W. | 103 | 30 00 |
| Cameron, Muriel M. | 103 | 30 00 |
| Cormier, Paul | 70 | 20 39 |
| Crittenden, Edith | 103 | 30 00 |
| Fraser, Hazel F. | 103 | 30 00 |
| Grady, Sadie Belle | 102 | 29 70 |
| Hart, Augusta M. | 103 | 30 00 |
| Hadley, Sarah I. | 103 | 30 00 |
| Horton, Gladys M. | 103 | 50 00 |
| Hudson, Winnifred | 103 | 30 00 |
| Jenkins, Abbie V. | 65 | 18 92 |
| Kenny, Margaret | 101 | 29 41 |
| Kennedy, Lena | 103 | 30 00 |
| Lawlor, Hilda L. | 103 | 30 00 |
| Lawlor, Margaret E. | 101 | 29 41 |
| Laurie, Mary Ann | 103 | 30 00 |
| Laurie, Lola V. | 103 | 30 00 |
| Levandier, Helena J. | 103 | 30 00 |
| Lipsett, Lydia E. | 89 | 25 91 |
| Lukeman, Blanche E. | 102 | 29 70 |
| McFarlane, Christina B. | 92 | 26 79 |
| McIsaac, Margaret I. | 89 | 25 91 |
| McKenzie, Mary I. | 103 | 30 00 |
| McLean, Catherine A. | 103 | 30 00 |
| McLellan, Catherine E. | 25 | 7 28 |
| McPherson, Catherine A. | 89 | 25 91 |
| Miller, Mary C. | 103 | 30 00 |
| Munro, Evelyn B. | 50 | 14 56 |
| Myers, Marion S. | 103 | 30 00 |
| Peart, Annie N. | 84 | 24 46 |
| Silver, Alvenia | 94 | 27 37 |
| Strahan, Mary A. | 103 | 30 00 |
| Strumm, Emma M. | 103 | 30 00 |
| Tate, Catherine J. | 84 | 24 46 |
| Webb, Barnadette M. | 103 | 30 00 |

Poor Sections.

| | | |
|-----------------------|-----|-------|
| Kelly, Mary | 103 | 40 00 |
| LcBlanc, Joseph Leo | 20 | 7 77 |
| Lumsden, Gertrude S. | 102 | 39 61 |
| Macdonald, Sarah M. | 89 | 34 56 |
| O'Connor, Gladys | 103 | 40 00 |
| O'Connor, Margaret E. | 87 | 33 78 |
| Porter, Laura | 88 | 34 17 |
| Sangster, Florence | 79 | 30 68 |
| Strahan, Lillian I. | 89 | 34 56 |
| Worth, Marjorie G. | 88 | 34 17 |

Special Poor Sections.

| | | |
|----------|----|-------|
| Lakedale | 89 | 25 92 |
| Lundi | 20 | 5 82 |

Consolidation.

| | | |
|--------------|-----|-------|
| Roman Valley | 103 | 30 00 |
|--------------|-----|-------|

Annuitant.

| | | |
|------------------|--|-------|
| Hannifen, Maggie | | 30 00 |
|------------------|--|-------|

CLARE.

| | | |
|------------------------|-----|-------|
| Belleveau, Zeta | 103 | 60 00 |
| Belleveau, Willie J. | 103 | 60 00 |
| LeBlanc, Marie E. | 103 | 60 00 |
| Melanson, Marie M. | 11 | 6 40 |
| Sister M. Victoire | 103 | 60 00 |
| Sister Marie Cecile | 103 | 60 00 |
| Comeau, Annie Esther | 98 | 42 80 |
| Comeau, Anna E. | 102 | 44 56 |
| Comeau, Artemise | 103 | 45 00 |
| D'Eon, Laura F. | 103 | 45 00 |
| d'Entremont, Edna C. | 103 | 45 00 |
| d'Entremont, Mary L. | 103 | 45 00 |
| Deveau, Theresa | 103 | 45 00 |
| Deveau, Mary A. | 63 | 27 52 |
| Deveau, Marie E. | 103 | 45 00 |
| Doucet, Mary A. | 103 | 45 00 |
| Lane, Stella L. | 103 | 45 00 |
| LeBlanc, Anna E. | 85 | 37 12 |
| LeBlanc, Marie E. | 103 | 45 00 |
| LeBlanc, Marie Annie | 103 | 45 00 |
| LeBlanc, Mary L. | 103 | 45 00 |
| LeBlanc, Marie R. | 103 | 45 00 |
| Melanson, Rose A. | 103 | 45 00 |
| Parry, Mary A. | 103 | 45 00 |
| Robichaud, Marie | 103 | 45 00 |
| Robichaud, Marie L. | 102 | 44 56 |
| Saulnier, Laura E. | 100 | 43 68 |
| Thebodeau, Beatrice | 103 | 45 00 |
| Sr. Mary Modesta | 103 | 45 00 |
| Sr. Mary Anthony | 103 | 45 00 |
| Thimot, Marie Elée | 103 | 45 00 |
| Amirault, Bernice | 89 | 25 91 |
| Amirault, Celestine M. | 103 | 30 00 |
| Belleveau, Mary | 101 | 29 41 |
| Cameron, Laura G. | 87 | 25 33 |
| Comeau, Margaret M. | 103 | 30 00 |
| Geddry, Mary F. | 103 | 30 00 |
| LeBlanc, Symphorien | 103 | 30 00 |
| Melanson, Leonie | 103 | 30 00 |
| Melanson, Marie M. | 103 | 30 00 |
| Mullen, Minnie L. | 81 | 23 59 |
| Purney, Maria I. G. | 103 | 30 00 |
| Robichaud, Mary E. | 103 | 30 00 |
| Robichaud, Eveline | 103 | 30 00 |
| Sr. M. Luella | 103 | 30 00 |
| Thereault, Symphorien | 105 | 30 00 |
| Thebeau, Cordelia R. | 103 | 30 00 |
| Themot, Marie Elise | 103 | 30 00 |

Poor Sections.

| | | |
|---------------------|-----|-------|
| D'Eon, Elite R. | 102 | 39 61 |
| Dodge, Hazel H. | 84 | 32 62 |
| Hatfield, Laurena | 103 | 40 00 |
| MacAlpine, Edith E. | 78 | 28 84 |

Annuitants.

Sr. M. Ursula 45 00

ST. MARY.

McGregor, Edith Jean 14 10 20
 Cameron, Louise 103 60 00
 Gilliatt, Helena V. 80 46 59
 Hamilton, Ada J. 98 57 07
 Fisher, Clara I. 100 43 68
 Kirk, Gertrude B. 20 8 72
 Macdonald, A. T. 90 39 31
 McKiel, Martha J. 100 43 68
 Balcom, Lucy W. 68 19 79
 Cameron, Flora E. M. 103 30 00
 Cameron, Flora 102 29 70
 Cornealy, Margaret M. 100 29 12
 Ferguson, Florence 50 14 56
 Fisher, Leo G. 105 30 00
 Giffin, Susie L. 103 30 00
 McLellan, Addean 102 29 70
 McMillan, Lydia A. 99 28 82
 Nichols, Mabel C. 88 25 62
 Simpson, Winnifred C. 101 29 41
 Smith, Lelia L. 89 25 91
 Spares, Muriel M. 93 27 08
 Sutherland, Isabella G. 103 30 00
 Woodworth, Elizabeth A. 100 29 12

Poor Sections.

Brown, Annie M. 58 22 52
 Glencross, Wilfred 90 34 95
 Harris, Catherine 35 13 60
 McFarlane, Margaret K. 103 40 00
 Morris, Ida Lyall 84 32 62
 Pace, Deliliah M. 93 36 11
 Rood, Gertrude A. 70 27 18

Special Poor Sections.

New Chester 30 00
 Chegoggin 25 92
 Union 26 21
 Indian Harbor Lake 27 07

HALIFAX COUNTY.

Stapleton, W. C. 103 105 00
 McPhail, Annie 103 75 00
 Morrison, Kate 20 14 56
 Balcom, Hilda B. 103 60 00
 Bollong, Zillah L. 102 59 41
 Boutilier, Muriel 103 60 00
 Burgess, Florence A. 103 60 00
 Burris, Annie 103 60 00
 Cameron, Sadie E. 103 60 00
 Christie, Margaret A. 103 60 00
 Corkum, Florence J. 5 2 91
 Corkum, Florence J. 78 45 42
 DeVan, Nano 103 60 00

Foley, Arley M. 103 60 00
 Haley, Edythe May 103 60 00
 Harrison, Ethel Ward 103 60 00
 Hawkins, Viola S. 20 11 64
 Henry, Ella K. 103 60 00
 Higgins, Emma A. 103 60 00
 Hiltz, Adelaide S. 105 60 00
 Hiltz, Ethel M. 103 60 00
 Houghton, Mary C. 103 60 00
 Jolimore, Agnes 103 60 00
 Kester, Celia 103 60 00
 Kempton, Muriel V. 101 58 83
 Layton, Annie 14 8 14
 Manson, Agnes K. 103 60 00
 MacLaughlin, Bertha 94 54 74
 Moseley, Mabel C. 100 60 00
 Noonan, Gertrude 103 60 00
 Rafuse, Vera Grace 91 50 00
 Schurman, Mildred C. 103 60 00
 Smith, Marion 103 60 00
 Stoddard, Grace E. 103 60 00
 Schnare, Annie C. 83 48 34
 Scott, Catherine M. 101 58 83
 Webber, Myrtle E. 103 60 00
 Wolfe, Jessie A. 103 60 00
 Auld, Margaret E. 102 44 56
 Baker, Ella P. 105 45 00
 Boutilier, Adelaide C. 103 45 00
 Brown, Jessie M. 96 42 15
 Christie, Ruth 103 45 00
 Coolen, Jessie L. 20 8 72
 Cook, Myrtle L. 103 45 00
 DeMing, Isa C. 98 42 80
 DeVan, Eileen M. 103 45 00
 Erskine, Alexandra 103 45 00
 Faulkner, Melissa 103 45 00
 Findlay, Sadie 103 45 00
 Fisher, Marion 103 45 00
 Graham, Muriel 103 45 00
 Harpell, Cora M. 103 45 00
 Havill, Mazie B. 103 45 00
 Healy, Gertrude M. 83 36 25
 Hilchie, Stella B. 102 44 56
 Horton, G. Jean 103 45 00
 Hume, Bessie W. 103 45 00
 Innes, E. Jean 103 45 00
 Jewers, Beatrice 101 44 12
 Johnson, May 53 23 15
 Johnson, Hattie R. 103 45 00
 Kent, C. Winnifred 103 45 00
 Laidlaw, Elizabeth 103 45 00
 Leslie, Gladys 103 45 00
 Leslie, George L. 102 44 56
 Martin, Kathryn 103 45 00
 Moseley, Ruth Elsie 78 34 06
 Myers, Elva I. 103 45 00
 MacCarthy, Katherine 98 42 80
 MacCarthy, Tena J. 81 35 37
 MacCarthy, Tena J. 20 8 72
 MacKintosh, Mona B. 103 45 00
 MacInnes, Edith L. 103 45 00
 McKay, Ethel Catherine 100 43 68
 MacKay, Isabel C. 103 45 00
 MacKay, Jeanette 100 43 68
 MacKenzie, Margaret A. 103 45 00
 McLeod, Beatrice 103 45 00

| | | | | | |
|-----------------------|------|-------|----------------------|-----|-------|
| McNeil, Annie May | 103 | 45 00 | Townsend, Dorothy | 103 | 30 00 |
| McPhee, Elsie G. | 97 | 42 37 | Tulloch, Jean C. | 103 | 30 00 |
| Murray, Bertha F. J. | 103 | 45 00 | Saulnier, Pauline M. | 103 | 30 00 |
| Naufts, Minnie K. | 82 | 35 81 | Shellnutt, Annie M. | 98 | 28 53 |
| Pothier, Laura I. | 103 | 45 00 | Shiers, Siserena M. | 93 | 27 08 |
| Purdy, Janie M. | 103 | 45 00 | Smith, Elmira Elsie | 110 | 32 04 |
| Pye, Annie M. | 101 | 44 12 | Smith, Laura E. | 103 | 30 00 |
| Roche, Mary | 103 | 45 00 | Stoddard, Rebecca J. | 103 | 30 00 |
| Roche, Agnes D. | 103 | 45 00 | Walker, Olive M. | 97 | 28 24 |
| Rutherford, Elva | 103 | 45 00 | Warner, Mary | 88 | 25 62 |
| Smith, Isabella | 101½ | 44 34 | Walters, Margaret | 103 | 30 00 |
| Spares, Sadie J. | 101 | 44 12 | White, Edith May | 102 | 29 70 |
| Sutherland, Bessie C. | 103 | 45 00 | Wilks, Helen | 103 | 30 00 |
| Thomas, Bessie | 103 | 45 00 | Withrow, Flossie L. | 96 | 27 95 |
| Thompson, Myrtle | 103 | 45 00 | Newcombe, Alice P. | 103 | 30 00 |
| Webber, Joyce | 103 | 45 00 | Webber, Irva M. | 89 | 25 91 |
| Yeadon, Annie L. | 20 | 8 72 | | | |
| Boyle, Lucy E. | 100 | 29 12 | | | |

Poor Sections.

| | | | | | |
|-----------------------|-----|-------|----------------------|-----|-------|
| Baker, Eva J. | 103 | 30 00 | Ashe, Elizabeth | 45 | 17 47 |
| Bulmer, Marjorie | 103 | 30 00 | Ashe, Mabel L. | 79 | 30 68 |
| Burris, Fannie | 103 | 30 00 | Beck, Estella M. | 10 | 3 88 |
| Brown, Jennie E. | 101 | 29 41 | Bonang, Maud | 103 | 40 00 |
| Cochrane, Mabel G. | 103 | 30 00 | Irwin, Alice C. | 89 | 34 56 |
| Conrad, Flora D. | 72 | 20 97 | McIvor, Edith P. | 103 | 40 00 |
| Conrod, Beatrice | 64 | 18 63 | McPhail, Margaret G. | 79 | 30 68 |
| Cooke, Nettie M. | 102 | 29 70 | O'Leary, Mary C. | 76 | 29 51 |
| Dickie, Ada B. | 103 | 30 00 | Pace, Ernest C. | 64 | 24 85 |
| Dickie, Edith G. | 103 | 30 00 | Parris, Spurgeon | 40 | 15 53 |
| Ellis, Gertrude J. | 103 | 30 00 | Power, Eva B. | 103 | 40 00 |
| Etter, Florence | 18 | 5 23 | Skerry, Emma | 103 | 40 00 |
| Fahie, Lydie | 95 | 27 66 | Stoddard, Zaidce F. | 87½ | 33 97 |
| Fancy, Annie | 102 | 29 70 | Webber, Greta M. | 98 | 38 06 |
| Faulkner, Nina | 95 | 27 66 | Whallen, Jean May | 90 | 34 95 |
| Garrison, Goldie | 103 | 30 00 | Nickerson, Reta N. | 49 | 19 03 |
| Gould, Muriel G. | 15 | 4 36 | | | |
| Gould, Muriel G. | 45 | 13 10 | | | |
| Guild, Ethel G. | 20 | 5 82 | | | |
| Havill, Ruth B. | 89 | 25 91 | | | |
| Hiltz, Beatrice G. | 102 | 29 70 | | | |
| Huble, Irene G. | 102 | 29 70 | | | |
| Hawkins, Ora W. | 97 | 28 24 | | | |
| Hawkins, Vera A. | 82 | 23 88 | | | |
| Hilchey, Nellie M. | 103 | 30 00 | | | |
| Hiltz, Rita E. | 86 | 25 04 | | | |
| James, Cora V. | 103 | 30 00 | | | |
| James, Essie V. | 103 | 30 00 | | | |
| Johnson, Ethel May | 103 | 30 00 | | | |
| Keating, Muriel H. | 103 | 30 00 | | | |
| Kearns, Mary E. | 62 | 18 05 | | | |
| Killen, Marguerite E. | 103 | 30 00 | | | |
| Lay, Marguerite | 103 | 30 00 | | | |
| LeMoine, Adele E. | 89 | 25 91 | | | |
| Lemoine, Annie L. | 79 | 23 00 | | | |
| Leslie, Alice L. | 102 | 29 70 | | | |
| Logan, Clare J. | 103 | 30 00 | | | |
| Lowe, Katherine M. | 103 | 30 00 | | | |
| Moren, Laura B. | 101 | 29 41 | | | |
| Mosher, Bertha M. | 103 | 30 00 | | | |
| Millett, Kathleen S. | 103 | 30 00 | | | |
| Murphy, Winnifred R. | 98 | 28 53 | | | |
| Myra, Blanche M. | 101 | 29 41 | | | |
| McGrath, Annie M. | 103 | 30 00 | | | |
| MacLean, Katherine | 103 | 30 00 | | | |
| Nickerson, Reta H. C. | 20 | 5 82 | | | |
| Otto, Lottie Etta | 102 | 29 70 | | | |
| Russell, Plessa M. | 103 | 30 00 | | | |

Annuitants.

| | | | | | |
|-------------------|--|--|--|-------|--|
| Miller, George J. | | | | | |
| Herdman, W. C. | | | | 60 00 | |
| Mary Ann, Sr. | | | | 60 00 | |
| Cooke, Mary L. | | | | 45 00 | |
| Hume, Mary E. | | | | 45 00 | |
| Bacon, Amelia | | | | 30 00 | |
| Gibbons, John | | | | 30 00 | |

HALIFAX CITY.

| | | | | | |
|------------------------|-----|-------|--|--|--|
| Butler, G. K. | 74 | 75 44 | | | |
| McKay, A. | 29 | 29 56 | | | |
| Blackwood, E. Florence | 103 | 90 00 | | | |
| Blois, H. H. | 103 | 90 00 | | | |
| Brunt, H. D. | 103 | 90 00 | | | |
| Butler, G. K. | 29 | 25 34 | | | |
| Cummings, E. | 103 | 90 00 | | | |
| Hibbert, J. M. | 103 | 90 00 | | | |
| Huggins, G. M. | 103 | 90 00 | | | |
| Marshall, G. R. | 103 | 90 00 | | | |
| Matheson, D. J. | 103 | 90 00 | | | |
| Matheson, D. M. | 103 | 90 00 | | | |
| Morton, S. A. | 103 | 90 00 | | | |
| Murray, Mme. E. M. | 103 | 90 00 | | | |
| Rosaire, Sr. M. | 68 | 59 41 | | | |
| Trefry, J. H. | 103 | 90 00 | | | |

| | | | | | |
|-----------------------|-----|-------|-----------------------|-----|-------|
| Armitage, Helen D. A. | 103 | 75 00 | Flowers, Edith M. | 103 | 60 00 |
| Bigney, Ella M. | 102 | 74 27 | Flowers, Harriet L. | 103 | 60 00 |
| Blackie, Edith M. | 103 | 75 00 | Fry, Beatrice | 103 | 60 00 |
| Campbell, Jean P. | 103 | 75 00 | Gerald, Sr. Agnes | 102 | 59 41 |
| Cecelia, Sr. F. | 103 | 75 00 | Greig, Lily C. | 103 | 60 00 |
| Clark, Lillian G. | 103 | 75 00 | Harlow, Agnes O. | 103 | 60 00 |
| Colquhoun, Lillias W. | 103 | 75 00 | Hines, R. May | 93 | 54 16 |
| Concepta, Sr. Marion | 103 | 75 00 | Ignatia, Sr. M. | 103 | 60 00 |
| deChantal, Sr. F. | 103 | 75 00 | Jamieson, Harriet J. | 102 | 60 00 |
| Dexter, Hilda E. | 103 | 60 00 | Kelley, Mme. M. | 103 | 60 00 |
| Distant, Mary L. | 103 | 75 00 | Kenney, Mary D. | 103 | 60 00 |
| Douglas, H. G. | 103 | 75 00 | King, Ada A. | 77 | 44 84 |
| Ethelred, Sr. M. | 102 | 74 27 | Laracy, Annie X | 103 | 60 00 |
| Finn, Mme. A. E. | 103 | 75 00 | Leontine, Sr. M. | 103 | 60 00 |
| Francis, Sr. M. | 102 | 74 27 | Lockward, Grace E. | 103 | 60 00 |
| Gillen, Mme. K. F. | 103 | 75 00 | Maxwell, Jessie M | 103 | 60 00 |
| Haverstock, Alice M. | 103 | 75 00 | Mooney, Ethel M. | 103 | 60 00 |
| Holder, Ella G. | 37 | 26 94 | McCurdy, Mary J. | 103 | 60 00 |
| Malcolm, Florence P. | 103 | 75 00 | Macdonald, Annie A. | 103 | 60 00 |
| Marshall, Lillian E. | 103 | 75 00 | McKay, Roberta J. | 103 | 60 00 |
| Martin, J. P. | 103 | 75 00 | O'Brien, Mary A | 103 | 60 00 |
| Macdonald, Helen M. | 103 | 75 00 | Pace, June I. | 103 | 60 00 |
| Nicoll, Margaret W. | 103 | 75 00 | Palmer, Gladys L. | 103 | 60 00 |
| Phelan, F. J. | 103 | 75 00 | Peart, Ada H. | 103 | 60 00 |
| Reeves, R. L. | 103 | 60 00 | Phelan, Margaret T. | 103 | 60 00 |
| Shiers, Mildred B. | 103 | 60 00 | Pius, Sr. M. | 103 | 60 00 |
| Sibley, Gladys M. | 103 | 75 00 | Publicover, Lila D. | 103 | 60 00 |
| Teresa, Sr. Julia | 103 | 75 00 | Rankine, Annie B. | 103 | 60 00 |
| Tolson, Elizabeth A. | 103 | 60 00 | Raphael, Sr. M. | 103 | 60 00 |
| Vickery, H. B. | 102 | 74 27 | Reinhardt, Ethel B. | 103 | 60 00 |
| Vincent, Sr. A. | 103 | 75 00 | Rita, Sr. Maria | 11 | 6 40 |
| Vincent, Sr. M. | 103 | 75 00 | Ross, E. J. | 103 | 60 00 |
| Vincent, Sr. T. | 103 | 75 00 | Saunders, Amy C. | 103 | 60 00 |
| Wilson, Bernice C. | 103 | 75 00 | Shields, Ella G. | 103 | 60 00 |
| Agnes, Sr. M. | 103 | 60 00 | Sims, Susie A. | 83 | 48 34 |
| Agnes, Sr. T. | 103 | 60 00 | Smith, Sophie B. | 103 | 60 00 |
| Allen, M. Edith | 103 | 60 00 | Sullivan, Mme. E. | 103 | 60 00 |
| Aquinas, Sr. M. | 103 | 60 00 | Theakston, S. Frances | 103 | 60 00 |
| Archibald, Sarah M. | 24 | 13 97 | Thompson, Frances | 98 | 57 07 |
| Armitage, Mary F. | 65 | 37 86 | Thompson, Margaret | 79 | 46 00 |
| Baldock, Olive M. | 103 | 60 00 | Toomey, Frances | 45 | 26 21 |
| Beatrix, Sr. M. | 102 | 59 41 | Trefry, Edith | 103 | 60 00 |
| Bernard, Sr. M. | 103 | 60 00 | Tulloch, Mary E. | 103 | 60 00 |
| Blackman, Winifred | 103 | 60 00 | Tynan, Joanna C. | 103 | 60 00 |
| Bowden, Ida M. | 103 | 60 00 | Umlah, Annie L. B. | 81 | 47 18 |
| Bowden, Laura J. | 103 | 60 00 | Vincent, Sr. Rose | 103 | 60 00 |
| Brady, Esther B. | 98 | 57 07 | Wakeley, Agnes C. | 103 | 60 00 |
| Brims, Mary C. | 103 | 60 00 | Wallace, Eva M. | 103 | 60 00 |
| Brodie, Isabel | 102 | 59 41 | Wambolt, Gertrude | 18 | 10 47 |
| Burgoyne, A. Viola | 103 | 60 00 | Warner, Edna B. | 103 | 60 00 |
| Carmel, Sr. A. | 103 | 60 00 | Wickwire, Annie L. | 103 | 60 00 |
| Cecelia, Sr. M. | 102 | 59 41 | Wiswell, Ida M. | 103 | 60 00 |
| Clark, Esther | 103 | 60 00 | Woolrich, Mary E. | 103 | 60 00 |
| Collings, Gladys P. | 22 | 12 81 | Wynne, Mme. A. M. | 103 | 60 00 |
| Concepta, Sr. M. | 103 | 60 00 | Xavier, Sr. F. | 103 | 60 00 |
| Conrad, Ethel M. | 103 | 60 00 | Zive, Alta M. | 103 | 60 00 |
| Cunningham, Anna M. | 103 | 60 00 | Ackhurst, Minna L. | 103 | 45 00 |
| Dempsey, Isabel B. | 103 | 60 00 | Annina, Sr. M. | 103 | 45 00 |
| Dempster, May W. | 103 | 60 00 | Baptist, Sr. J. | 102 | 44 56 |
| Denton, Helen A. | 103 | 60 00 | Bayer, Annie L. | 103 | 45 00 |
| Dolorita, Sr. M. | 103 | 60 00 | Blakeney, Edna M. | 103 | 45 00 |
| Dwyer, Mary T. | 103 | 60 00 | Cameron, Minnie | 103 | 45 00 |
| Edwina, Sr. M. | 102 | 59 41 | Catherine, Sr. M. | 103 | 45 00 |
| Ernestine, Sr. M. | 103 | 60 00 | Christina, Sr. M. | 103 | 45 00 |
| Ethelbert, Sr. M. | 103 | 60 00 | Codie, Mme. T. | 103 | 45 00 |
| Florence, Sr. M. | 103 | 60 00 | Cunningham, Edith S. | 103 | 45 00 |

| | | |
|--------------------------|-----|-------|
| dePazzie, Sr. M. | 103 | 45 00 |
| Devine, Mary E. | 103 | 45 00 |
| Dorothy, Sr. M. | 103 | 45 00 |
| Ethelburga, Sr. M. | 103 | 45 00 |
| Evangelista, Sr. M. | 92 | 40 18 |
| Felix, Sr. M. | 103 | 45 00 |
| Geddes, Aubrey K. | 103 | 45 00 |
| Gormley, Grace | 93 | 40 62 |
| Grierson, Frances | 103 | 45 00 |
| Grierson, Mary H. | 103 | 45 00 |
| Gualbert, Sr. M. | 103 | 45 00 |
| Hamilton, Harriet | 98 | 42 80 |
| Hartling, Nettie J. | 85 | 37 12 |
| Healy, Katherine E. | 103 | 45 00 |
| Herman, Edith M. | 20 | 8 72 |
| Hoben, Alma G. | 103 | 45 00 |
| Houston, Sarah E. | 83 | 36 25 |
| Hurley, Kathleen V. | 35 | 15 28 |
| James, Clara A. | 103 | 45 00 |
| Johnston, Isabel J. | 103 | 45 00 |
| Kennedy, Mary C. | 103 | 45 00 |
| Kennedy, Winifred M. | 103 | 45 00 |
| Lawrence, Lenore | 103 | 45 00 |
| Leo, Sr. M. | 103 | 45 00 |
| Logan, Annie | 103 | 45 00 |
| Lyall, Beatrice H. | 103 | 45 00 |
| Martin, Isabel M. | 103 | 45 00 |
| Maskell, Eva A. | 103 | 45 00 |
| Michael, Sr. M. | 103 | 45 00 |
| Mitchell, Lillie F. M. | 103 | 45 00 |
| Macdonald, Eleanor M. | 102 | 44 56 |
| McDonell, Mme. F. M. | 103 | 45 00 |
| McGillivray, Flora G. | 103 | 45 00 |
| McLean, Annie | 103 | 45 00 |
| MacNamara, Sadie | 103 | 45 00 |
| O'Donoghue, Margaret | 103 | 45 00 |
| Perpetua, Sr. M. | 103 | 45 00 |
| Power, Nora M. | 103 | 45 00 |
| Reinhardt, Mary H. | 70 | 30 57 |
| Remigius, Bro. | 103 | 45 00 |
| Rita, Sr. M. | 102 | 44 56 |
| Rockett, Margaret | 103 | 45 00 |
| Ross, Carrie E. | 103 | 45 00 |
| Ross, Christina M. | 103 | 45 00 |
| St. Gaeton, Sr. M. of | 103 | 45 00 |
| Smith, Anna K. | 103 | 45 00 |
| Sullivan, Margaret | 103 | 45 00 |
| Sullivan, Margaret T. R. | 103 | 45 00 |
| Sullivan, M. Theresa | 103 | 45 00 |
| Theakston, S. Emma | 103 | 45 00 |
| Travis, Ada A. | 103 | 45 00 |
| Vaughan, Ethel M. | 103 | 45 00 |
| Vaughan, Kathleen A. | 103 | 45 00 |
| Walsh, Alice M. | 103 | 45 00 |
| Warner, Mabel | 103 | 45 00 |
| Wells, Clara | 103 | 45 00 |
| Wells, Margaret | 103 | 45 00 |
| Foley, Irene | 103 | 30 00 |
| Jemmott, M. F. | 97 | 28 24 |
| McQuarrie, Catherine | 74 | 21 55 |
| Patrick, Bro. B. | 103 | 30 00 |
| Sweeney, Margaret | 103 | 30 00 |

Annuitants.

| | | |
|--------------------|----|----|
| McKay, A. | | |
| Creighton, I. M. | 60 | 00 |
| Delahanty, Kate | 60 | 00 |
| Richard, Gaul | 60 | 00 |
| Hall, H. McG. | 60 | 00 |
| Hamilton, M. A. | 60 | 00 |
| Peters, F. A. | 60 | 00 |
| Shields, Sarah | 60 | 00 |
| Broadhurst, M. E. | 45 | 00 |
| Coleman, H. E. | 45 | 00 |
| Curren, E. M. | 45 | 00 |
| Johns, M. A. | 45 | 00 |
| Lyle, Emily R. | 45 | 00 |
| McArthur, Janet R. | 45 | 00 |
| McGregor, Annie | 45 | 00 |
| Putnam, A. F. | 45 | 00 |
| Torrey, C. E. | 45 | 00 |
| Wier, Lewis | 45 | 00 |
| Willis, Eliza J. | 45 | 00 |

HANTS EAST.

| | | |
|-------------------------|-----|-------|
| Dawson, Katherine R. | 103 | 75 00 |
| McDonald, Ada H. | 103 | 60 00 |
| Anthony, Ruby D. | 102 | 59 41 |
| Fulton, Olive J. | 103 | 60 00 |
| Holland, Florence B. | 101 | 58 83 |
| McDougall, Eva Estelle | 103 | 60 00 |
| McDonald, Daisy H. | 103 | 60 00 |
| McLean, Catherine Ellen | 5 | 2 91 |
| McLellan, Reta | 103 | 60 00 |
| McPhee, Rose May Ruth | 103 | 60 00 |
| Troop, Alice M. | 103 | 60 00 |
| Trevo, Nellie M. | 103 | 60 00 |
| Weldon, Edith | 101 | 58 83 |
| Wright, Nellie C. | 101 | 58 83 |
| Bowes, Viola A. | 103 | 45 00 |
| Baxter, Jean L. | 103 | 45 00 |
| Blois, Cassie | 103 | 45 00 |
| Drysdale, Esther | 103 | 45 00 |
| Deckman, Mariana | 102 | 44 56 |
| Densmore, L. Olive | 103 | 45 00 |
| Hennigar, Edith L. | 103 | 45 00 |
| Harvey, Meta | 103 | 45 00 |
| Laffan, Lillian | 103 | 45 00 |
| McClair, Christina | 103 | 45 00 |
| Moore, Gertrude | 102 | 44 56 |
| McKenzie, Gertrude | 102 | 44 56 |
| McDonald, Donnie | 103 | 45 00 |
| McKenzie, Elsie P. | 103 | 45 00 |
| Parker, M. Alix | 103 | 45 00 |
| Pearn, Catherine | 103 | 45 00 |
| Sinclair, Margaret | 103 | 45 00 |
| Smith, Lizzie A. | 103 | 45 00 |
| Thompson, Hilda | 102 | 44 56 |
| Withrow, Mary L. | 103 | 45 00 |
| Withrow, Adelia | 103 | 45 00 |
| Custance, Marjorie E. | 103 | 30 00 |

| | | | | | |
|-----------------------|-----|-------|--------------------|-----|-------|
| Carr, Emma May | 103 | 30 00 | Kelley, Minnie A. | 102 | 44 56 |
| Canning, Gladys D. | 87 | 25 50 | Lynch, Pearl M. | 103 | 45 00 |
| Casey, Gladys B. | 95 | 27 66 | Lynch, Jessie A. | 103 | 45 00 |
| Davidson, Rebecca Ann | 103 | 50 00 | Moore, Maude B. | 53 | 23 15 |
| Fiske, Mary G. | 98 | 28 53 | Morison, Madge A. | 97 | 42 37 |
| Graham, Alice T. | 103 | 30 00 | McCully, Velma | 5 | 2 18 |
| Goff, Flora M. | 102 | 29 70 | MacQuarrie, Gladys | 98 | 42 80 |
| Horne, May E. | 103 | 30 00 | Rose, Annetta M. | 103 | 45 00 |
| Hennigar, Annie K. | 103 | 30 00 | Ross, Bessie B. | 103 | 45 00 |
| LeCain, Myrtle M. | 101 | 29 41 | Salter, Hattie M. | 103 | 45 00 |
| McCulloch, Lucy | 103 | 30 00 | Sanford, Ida M. | 103 | 45 00 |
| McDougall, Bertha E. | 103 | 30 00 | Smith, Milicent R. | 98 | 42 80 |
| McDougall, Elsie E. | 102 | 29 70 | Smith, Florence E. | 102 | 44 56 |
| McEwen, Edith | 103 | 30 00 | Suttis, Clara M. | 103 | 45 00 |
| Northrup, Wilhemina | 95 | 27 66 | Sweet, Annie E. | 103 | 45 00 |
| Smith, Ellen E. | 103 | 30 00 | Underwood, Emma | 103 | 45 00 |
| Whitman, Annie E. | 103 | 30 00 | Wilson, Bertha | 103 | 45 00 |
| White, Lucy A. | 103 | 30 00 | Cox, Lavolla | 92 | 26 79 |

Poor Sections.

| | | |
|-----------------------|-----|-------|
| Anthony, Edna B. | 101 | 39 22 |
| Blois, Muriel | 89½ | 34 75 |
| Hill, Maggie J. | 101 | 39 22 |
| Mason, Sadie J. | 103 | 40 00 |
| Sheridan, Alma A. | 69 | 26 79 |
| Spares, Ruby C. | 103 | 40 00 |
| Turple, Janie O'Brien | 103 | 40 00 |
| Wamboldt, Mary | 48 | 18 64 |

HANTS WEST.

| | | |
|------------------------|------|--------|
| Smith, J. Arnold | 103 | 105 00 |
| Scott, Agnes B. | 103 | 75 00 |
| Shand, Gwendolyn | 97 | 70 63 |
| Silver, Basil C. | 103 | 75 00 |
| Best, Flora A. | 103 | 60 00 |
| Carde, Edna R. | 102½ | 59 70 |
| Duff, Jessie J. | 103 | 60 00 |
| Elliott, Evangeline C. | 103 | 60 00 |
| Foote, Marguerite E. | 103 | 60 00 |
| Graham, Creta B. | 103 | 60 00 |
| Graham, Mary | 103 | 60 00 |
| Lantz, Helena M. | 103 | 60 00 |
| Lawrence, Lily M. | 103 | 60 00 |
| Lutz, Carrie M. | 103 | 60 00 |
| Mosher, Leona | 103 | 60 00 |
| McLellan, Mary | 103 | 60 00 |
| McCurdy, Helen M. | 94½ | 55 03 |
| McDonald, Joanna | 98 | 57 07 |
| Nunn, Mary E. | 103 | 60 00 |
| Sanford, Laura | 103 | 60 00 |
| Thomas, Blanche E. | 103 | 60 00 |
| Vance, Emma M. | 103 | 60 00 |
| Wickwire, Margaret | 103 | 60 00 |
| White, Jennie M. | 98 | 57 07 |
| Young, Reta M. | 103 | 60 00 |
| Bond, Marion I. | 103 | 45 00 |
| Boyd, Lena | 102 | 44 56 |
| Casey, Gertrude | 103 | 45 00 |
| Cochrane, Pearl A. | 103 | 45 00 |
| Dimock, Annie A. | 103 | 45 00 |
| Fraser, Daisy R. | 103 | 45 00 |
| Fulton, Mildred | 102 | 44 56 |

| | | |
|--------------------|-----|-------|
| Davison, Nellie E. | 103 | 30 00 |
| Greenough, Jennie | 50 | 14 56 |
| Lantz, Grace G. | 103 | 30 00 |
| Laws, Lillian F. | 98 | 28 53 |
| Murphy, Lela J. | 103 | 30 00 |
| MacInnis, Eva M. | 103 | 30 00 |
| Sanford, Gracie | 103 | 30 00 |
| Sibley, Mary B. | 89 | 25 91 |
| Withrow, Ethel A. | 103 | 30 00 |

Poor Sections.

| | | |
|---------------------|-----|-------|
| Bowes, Innetia M. | 103 | 40 00 |
| Conrad, Carrie E. | 19 | 7 38 |
| Densmore, Jessie E. | 75 | 29 12 |
| Gould, Hazel C. | 70 | 27 18 |
| Harris, Evelyn H. | 69 | 26 79 |
| Hume, Jessie | 73 | 28 34 |
| Lingard, Lillian | 102 | 39 61 |
| Sanford, Janet L. | 103 | 40 00 |
| Upshaw, Maggie M. | 79 | 30 68 |

Annuitants.

| | |
|------------------|-------|
| Burgoyne, Naomi | 60 00 |
| Scott, Lily A. | 60 00 |
| Smith, Letson M. | 60 00 |
| Bennett, Hannah | 45 00 |
| Scott, Annie E. | 45 00 |

INVERNESS SOUTH.

| | | |
|--------------------------|-----|-------|
| Doucet, Pauline M. | 97 | 98 88 |
| Bayne, Lily Isabel | 103 | 75 00 |
| Martin, Marion | 103 | 75 00 |
| Smyth, Philomena | 103 | 75 00 |
| Whitman, Jean E. | 103 | 75 00 |
| Custance, Sara Blackburn | 103 | 60 00 |
| Gillis, Malcolm, H. | 99 | 57 66 |
| McArthur, Mary Agnes | 102 | 59 41 |
| Sister St. Zephyrin. | 103 | 60 00 |
| Burke, Eva May | 95 | 41 49 |
| Campbell, Alexandrina A. | 103 | 45 00 |
| Campbell, Lucy J. | 103 | 45 00 |
| Davis, Catharine M. | 101 | 44 12 |
| MacDonald, Christina | 103 | 45 00 |
| McDonald, Mary Jane | 100 | 43 68 |
| Macdonald, Maisie | 103 | 45 00 |

| | | | |
|--------------------------|-----|----|----|
| McDonnell, Annie Maria | 89 | 38 | 87 |
| MacIver, Christina | 103 | 45 | 00 |
| MacLean, Edgar H. | 103 | 45 | 00 |
| MacLeod, Mary M. | 100 | 43 | 68 |
| MacPhail, Ellen Sophia | 95 | 41 | 49 |
| Sister St. Mary | 103 | 45 | 00 |
| Sister St. Olga | 103 | 45 | 00 |
| Williams, Edith J. | 103 | 45 | 00 |
| Withrow, Elsie May | 96 | 41 | 93 |
| Withrow, Lizzie | 96 | 41 | 93 |
| Beaton, Mary Margaret | 100 | 29 | 12 |
| Campbell, Catherine | 102 | 29 | 70 |
| Cameron, Emily G. | 103 | 30 | 00 |
| Crispo, Sadie Ellen | 103 | 30 | 00 |
| Gillis, Josephine | 100 | 29 | 12 |
| McArthur, Bridget | 103 | 30 | 00 |
| MacAskill, Christina A. | 103 | 30 | 00 |
| McDonald, Anna M. | 103 | 30 | 00 |
| MacDonald, Christina K. | 103 | 30 | 00 |
| MacFadyen, Sarah M. | 103 | 30 | 00 |
| MacInnis, Mamie C. | 103 | 30 | 00 |
| McKinnon, Catharine M. | 103 | 30 | 00 |
| McLean, Jessie Flora | 89 | 25 | 91 |
| Murphy, Frances | 103 | 30 | 00 |
| Sister St. Thomas | 103 | 30 | 00 |
| Smith, Annie | 102 | 29 | 70 |
| Carmichael, Sadie E. | 88 | 25 | 62 |
| Dowling, Annie M. | 87 | 25 | 33 |
| Graham, Annie Bell | 103 | 30 | 00 |
| Jamieson, Janet | 88 | 25 | 62 |
| Kennedy, Alexander | 19 | 5 | 52 |
| MacDonald, Isabel | 78 | 22 | 71 |
| MacDonald, Katie Ann | 100 | 29 | 12 |
| Macdonald, Margaret | 50 | 14 | 56 |
| MacDonald, Mary | 88 | 25 | 62 |
| McDougall, Mamie R. | 103 | 30 | 00 |
| McEachern, Mary C. | 96 | 27 | 95 |
| McEachern, Annie Mary | 82 | 23 | 88 |
| Macintosh, Mary M. | 88 | 25 | 62 |
| MacIntyre, Florence | 89 | 25 | 91 |
| McLellan, Archibald | 90 | 26 | 21 |
| McLeod, Alexander | 89 | 25 | 91 |
| MacLeod, Norman J. | 84 | 24 | 46 |
| MacPhee, Bessie | 88 | 25 | 62 |
| MacPhie, Margaret J. | 101 | 29 | 41 |
| Reynolds, Emma May | 102 | 29 | 70 |
| Ross, Ethel | 77 | 22 | 42 |
| Somers, John C. | 85 | 24 | 75 |
| Chisholm, Florence J. | 89 | 33 | 65 |
| Critchett, Edith M. | 77 | 29 | 12 |
| King, Dora Viola | 37 | 13 | 98 |
| McDonald, Mary A. | 103 | 38 | 96 |
| McDougall, Annie M. | 83 | 31 | 39 |
| McEachern, Annie Laurie | 93 | 35 | 17 |
| McEachern, Jessie Ann | 101 | 38 | 19 |
| MacKay, Alice Margaret | 84 | 31 | 76 |
| McKinnon, Martha May | 83 | 31 | 39 |
| Matheson, Margaret | 101 | 38 | 19 |
| Nicolson, Dan. H. | 88 | 33 | 27 |
| Proctor, Irene Henrietta | 68 | 25 | 71 |

INVERNESS NORTH.

| | | | |
|------------------------|-----|----|----|
| Boudreau, A. C. | 105 | 60 | 00 |
| Doucet, Cecilia | 103 | 60 | 00 |
| LeBlanc, John J. | 103 | 60 | 00 |
| Macdaniel, Margaret | 103 | 60 | 00 |
| Morse, E. P. | 103 | 60 | 00 |
| Sr. St. Andrew | 103 | 60 | 00 |
| Arseneau, Bessie | 103 | 45 | 00 |
| AuCoin, James H. | 103 | 45 | 00 |
| AuCoin, Mary Ann | 103 | 45 | 00 |
| Austen, Annie R. | 103 | 45 | 00 |
| Boudreau, P. C. | 103 | 45 | 00 |
| Cameron, Florence | 103 | 45 | 00 |
| Chiasson, Ephraim | 103 | 45 | 00 |
| Chiasson, Lizzie | 103 | 45 | 00 |
| Coady, Mary E. | 103 | 45 | 00 |
| Ingraham, Mary C. | 90 | 39 | 31 |
| Johnston, A. A. | 103 | 45 | 00 |
| LeBlanc, Annie R. | 103 | 45 | 00 |
| Macdaniel, Alice B. | 103 | 45 | 00 |
| Macdonald, Laura | 89 | 38 | 87 |
| Macdonald, Mary C. | 103 | 45 | 00 |
| Macdonald, Jessie M. | 103 | 45 | 00 |
| Macdonell, Catherine | 103 | 45 | 00 |
| Macdougall, Cassie | 103 | 45 | 00 |
| Macfarlane, Rose A. | 103 | 45 | 00 |
| MacKinnon, Mary C. | 102 | 44 | 56 |
| MacKinnon, Margaret | 89 | 38 | 87 |
| Macleod, Lauchline | 103 | 45 | 00 |
| Maclellan, Mamie | 103 | 45 | 00 |
| Maclellan, Cassie Mae | 103 | 45 | 00 |
| Maclellan, Christene | 103 | 45 | 00 |
| Matheson, Helen Annie | 103 | 45 | 00 |
| Rankin, Mary J. | 102 | 44 | 56 |
| Roach, Arsene H. | 103 | 45 | 00 |
| Sr. Marie du Cenacle | 103 | 45 | 00 |
| Sr. St. Mary | 103 | 45 | 00 |
| Smith, Helen | 103 | 45 | 00 |
| Arseneau, Mathilda | 103 | 30 | 00 |
| Beaton, Mary C. | 89 | 25 | 91 |
| Burns, Arsene | 90 | 26 | 21 |
| Cahill, Catherine | 103 | 30 | 00 |
| Campbell, Janet Hazel | 103 | 30 | 00 |
| Collins, Catherine B. | 103 | 30 | 00 |
| Delaney, Juliet T. | 103 | 30 | 00 |
| Kennedy, Mary M. A. | 103 | 30 | 00 |
| LeBlanc, Lucy Agnes | 103 | 30 | 00 |
| LeBlanc, Mary C. | 103 | 30 | 00 |
| Macdonald, Jessie C. | 88 | 25 | 62 |
| Macdonald, John H. | 89 | 25 | 91 |
| Macdougall, Jessie B. | 103 | 30 | 00 |
| MacEachern, Marjorie | 89 | 25 | 91 |
| Macinnis, Jessie Y. | 90 | 26 | 21 |
| MacKay, Minnie M. | 103 | 30 | 00 |
| MacKenzie, Hannah M. | 83 | 24 | 17 |
| Maclean, Annie J. | 26 | 7 | 56 |
| Maclellan, Anna J. | 103 | 30 | 00 |
| Maclellan, Christene | 103 | 30 | 00 |
| Maclellan, Margaret B. | 103 | 30 | 00 |
| Macleod, Lauchline | 103 | 30 | 00 |
| Macleod, Angus (1916) | 27 | 7 | 86 |
| MacMaster, Margaret | 103 | 30 | 00 |
| Nicholson, Catherine | 98 | 28 | 53 |
| Nicholson, Christena | 89 | 25 | 91 |
| Robertson, Mamie | 102 | 29 | 70 |

Annuitants.

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

| | | | | | |
|-----------------------|-------|-------|-----------------------|------|-------|
| Sr. Margaret Mary | 103 | 30 00 | Knowlton, Cassie | 102 | 59 41 |
| Sr. St. Alexander | 103 | 30 00 | Lewis, Dora F. | 100 | 58 25 |
| Smith, Catherine | 103 | 30 00 | Marchant, Laura | 20 | 11 64 |
| Timmons, Maud M. | 79 | 23 00 | Mapplebeck, Idella | 103 | 60 00 |
| Walker, Cassie | 79 | 23 00 | Mills, Emily J. | 31 | 18 05 |
| | | | Mitchell, Ida L. | 99 | 57 66 |
| Poor Sections. | | | MacKenzie, Estelle J. | 24 | 13 97 |
| Coady, Thersea | 86 | 32 52 | McDonnel, Margaret | 103 | 60 00 |
| Collins, James A. | 89 | 33 65 | Newcombe, Louise | 98 | 57 07 |
| LeBlanc, Mary D. | 103 | 38 96 | Nichols, Harriett E. | 97 | 56 49 |
| Macdougall, Margaret | 86 | 32 52 | Pineo, Paige G. | 103 | 60 00 |
| Macisaac, Mary A. | 74 | 27 99 | Reid, Evelyn J. | 103 | 60 00 |
| Maclellan, Dan. J. | 87 | 32 89 | Robinson, L. D. | 103 | 60 00 |
| MacMillan, Eliza B. | 89 | 33 65 | Ruggles, Florence L. | 103 | 60 00 |
| Nelson, Gustave Adolf | 103 | 38 96 | Sellers, Pearl | 103 | 60 00 |
| | | | Steeves, Hazel B. | 103 | 60 00 |
| Consolidation. | | | Thorpe, Katheryn | 103 | 60 00 |
| Aberdeen (1916) | 200 | 58 24 | West, Gladys I. | 98 | 57 07 |
| | | | Wright, Joanna | 103 | 60 00 |
| | | | Wylde, Sara | 95 | 55 33 |
| Annuitants. | | | Barkhouse, Hattie | 98½ | 43 02 |
| Macdonald, Teresa | 45 00 | | Bishop, Hattie L. | 98 | 42 80 |
| Macdougall, A. S. | 45 00 | | Bishop, Helen D. | 103 | 45 00 |
| Gillis, Michael | 45 00 | | Blenkhorn, Ethel | 101 | 44 12 |
| | | | Boylan, Olive C. | 103 | 45 00 |
| | | | Brydon, Ella M. | 103 | 45 00 |
| | | | Corkum, Prudence | 103 | 45 00 |
| | | | Coldwell, Mary E. | 98 | 42 80 |
| | | | Davison, Reta E. | 103 | 45 00 |
| | | | Downie, Helena G. | 96 | 41 93 |
| | | | Eaton, Laura J. | 103 | 45 00 |
| | | | Eaton, Muriel L. | 103 | 45 00 |
| | | | Etter, Alice A. | 103 | 45 00 |
| | | | Fox, Stella E. | 103 | 45 00 |
| | | | Garrison, Vera G. | 99 | 43 24 |
| | | | Hall, Ella C. | 103 | 45 00 |
| | | | Harris, Mary H. | 45 | 19 65 |
| | | | Henderson, Elizabeth | 103 | 45 00 |
| | | | Kaizer, Mary B. | 103 | 45 00 |
| | | | Kinnie, Amy P. | 101 | 44 12 |
| | | | Lee, Ulalia B. | 29 | 12 60 |
| | | | Mapplebeck, Laura | 103 | 45 00 |
| | | | Meyers, Bertha F. | 103 | 45 00 |
| | | | Morse, Kate O. | 103 | 45 00 |
| | | | McNeil, Ethel E. | 103 | 45 00 |
| | | | Neary, Stella B. | 101 | 44 12 |
| | | | Parker, Essie | 101 | 44 12 |
| | | | Patterson, Florence | 98 | 42 80 |
| | | | Phillips, Winnifred | 100 | 43 68 |
| | | | Porter, Grace A. | 103 | 45 00 |
| | | | Potter, Alice L. | 97 | 42 37 |
| | | | Reid, Bessie M. | 103 | 45 00 |
| | | | Robinson, Clara | 103 | 45 00 |
| | | | Sanford, Alida | 103 | 45 00 |
| | | | Sawler, Merinda | 103 | 45 00 |
| | | | Sawler, Pearl | 103 | 45 00 |
| | | | Schaffner, Margaret | 103 | 45 00 |
| | | | Schofield, Evelyn | 103 | 45 00 |
| | | | Sim, Jennie P. | 103 | 45 00 |
| | | | Spinney, Bessie | 103 | 45 00 |
| | | | Trimper, Catherine | 102½ | 44 78 |
| | | | Weaver, Carrie A. | 102 | 44 56 |
| | | | Webber, Maude | 103 | 45 00 |
| | | | Webber, Ola B. | 103 | 45 00 |
| | | | White, Bertha M. | 103 | 45 00 |
| | | | Woodworth, Alfreda | 103 | 45 00 |

| | | | | | |
|---------------------|-----|-------|---------------------|-----|-------|
| Beals, Mabel Easson | 103 | 30 00 | Quinlan, Clara | 102 | 74 27 |
| Blenkhorn, Grace | 102 | 29 70 | Backman, May | 103 | 60 00 |
| Clarke, Hazel A. | 103 | 30 00 | Bailly, Hazel | 103 | 60 00 |
| Doty, Floris G. | 102 | 29 70 | Baizley, Abby | 98 | 57 07 |
| Eaton, Julia W. | 103 | 30 00 | Cole, Ezelia | 106 | 60 00 |
| Fisher, Mary L. | 89 | 25 91 | Cook, Leda | 87 | 50 66 |
| Goodwin, Mary E. | 103 | 30 00 | Corkum, Mildred L. | 103 | 60 00 |
| Harvey, Kathleen B. | 103 | 30 00 | Creighton, Lucy | 98 | 57 07 |
| Jackson, Bertha R. | 103 | 30 00 | Ernst, Oressa | 103 | 60 00 |
| Jackson, Edith G. | 103 | 30 00 | Ernst, Rhoda | 103 | 60 00 |
| Lyons, Everett M. | 103 | 30 00 | Hall, Bessie L. | 103 | 60 00 |
| Lyons, Elizabeth M. | 99 | 28 82 | Hebb, Bessie C. | 98 | 57 07 |
| Lyons, Florence A. | 83 | 24 17 | Heckman, Katie | 103 | 60 00 |
| Lyons, Mabel J. | 102 | 29 70 | Hirtle, Pearl | 102 | 59 41 |
| McNeil, Margaret | 103 | 30 00 | Kaulback, Ruby | 103 | 60 00 |
| Parker, Maude | 103 | 30 00 | Keddy, Pearl | 103 | 60 00 |
| Turner, Hazel G. | 103 | 30 00 | Leary, Mary | 103 | 60 00 |
| Wood, Mildred M. | 103 | 30 00 | Miller, Sadie | 98 | 57 07 |
| | | | MacLeod, Annie | 98 | 57 07 |
| | | | Nichols, Allison C. | 103 | 60 00 |
| | | | Rafuse, Eva | 98 | 57 07 |
| | | | Romkey, Nellie | 103 | 60 00 |
| | | | Rudolf, Adah | 98 | 57 07 |
| | | | Silver, Effie | 103 | 60 00 |
| | | | Shupe, Annie | 103 | 60 00 |
| | | | Veinotte, Alice M. | 103 | 60 00 |
| | | | Veinot, Murnie | 103 | 60 00 |
| | | | Verge, Ethel | 103 | 60 00 |
| | | | Walters, Muriel | 103 | 60 00 |
| | | | Wentzell, Elsie D. | 103 | 60 00 |
| | | | Wentzell, Elsie W. | 103 | 60 00 |
| | | | Wentzell, Sadie | 103 | 60 00 |
| | | | Wile, Dora D. | 89 | 51 83 |
| | | | Young, Bessie W. | 103 | 60 00 |
| | | | Young, Helen R. | 103 | 60 00 |
| | | | Young, Mary E. | 103 | 60 00 |
| | | | Young, Olive B. | 103 | 60 00 |
| | | | Allen, Christie M. | 103 | 45 00 |
| | | | Arenburg, Ethel | 103 | 45 00 |
| | | | Arenburg, Grace | 103 | 45 00 |
| | | | Bell, Marie R. | 50 | 21 84 |
| | | | Bowers, Mary | 48 | 20 96 |
| | | | Bolivar, Alma | 101 | 44 12 |
| | | | Brooks, Blanche | 103 | 45 00 |
| | | | Conrad, Lottie | 28 | 12 22 |
| | | | Cook, Lulu | 103 | 45 00 |
| | | | Corkum, Hazel | 103 | 45 00 |
| | | | Crawford, Florence | 103 | 45 00 |
| | | | Croft, Margaret | 98 | 42 80 |
| | | | Crouse, Lettie | 103 | 45 00 |
| | | | Crouse, Naomi | 102 | 44 56 |
| | | | Curran, Flora | 103 | 45 00 |
| | | | Deal, Bernice | 103 | 45 00 |
| | | | DeLong, Winnie | 102 | 44 56 |
| | | | DeMond, Genevieve | 103 | 45 00 |
| | | | Dolliver, Olive | 103 | 45 00 |
| | | | Durland, Gladys | 103 | 45 00 |
| | | | Eisenhauer, Elsie | 103 | 45 00 |
| | | | Hawksworth, Eva | 97 | 42 37 |
| | | | Himmelman, Amy | 102 | 44 56 |
| | | | Himmelman, Carrie | 103 | 45 00 |
| | | | Hirtle, Nora M. | 103 | 45 00 |
| | | | Kaulback, Louise | 102 | 44 56 |
| | | | Keddy, Bessie | 98 | 42 80 |
| | | | Langille, Edith | 96 | 41 93 |
| | | | Mader, Jessie | 103 | 45 00 |

Poor Sections.

| | | | | | |
|---------------------|-----|-------|--|--|--|
| Barkhouse, May O. | 103 | 36 66 | | | |
| Belcher, Dorothy E. | 95 | 33 80 | | | |
| Benson, Esther | 89 | 31 66 | | | |
| Bryden, Hattie M. | 91½ | 32 56 | | | |
| Bryden, Inez M. | 83 | 29 53 | | | |
| Burns, Susie M. | 89 | 31 66 | | | |
| Cashman, Charlotte | 86 | 30 59 | | | |
| Chase, Burdette A. | 72 | 25 63 | | | |
| Coleman, Jennie | 84 | 29 88 | | | |
| Eagles, Minnie B. | 14½ | 5 12 | | | |
| Fisher, Ethel | 103 | 36 66 | | | |
| Forsythe, Evelyn R. | 103 | 36 66 | | | |
| Forsythe, Eva M. | 103 | 36 66 | | | |
| Frail, Elizabeth | 103 | 36 66 | | | |
| Frizzle, Gladys | 94 | 33 45 | | | |
| Hale, Florence C. | 90 | 32 03 | | | |
| Henderson, Ethel | 83½ | 29 72 | | | |
| Marsh, Florence V. | 15 | 5 32 | | | |
| Meek, Kathleen | 83 | 29 53 | | | |
| Meisner, Ida V. | 103 | 36 66 | | | |
| Morton, Julia | 103 | 36 66 | | | |
| McEennis, Jean E. | 20 | 7 11 | | | |
| McNeil, Bertha G. | 67 | 23 84 | | | |
| Newcombe, Ruby V. | 89 | 31 66 | | | |
| Pineo, Edna M. | 89 | 31 66 | | | |
| Ross, Thelma F. | 88 | 31 31 | | | |
| Wamboldt, Isabella | 97 | 34 51 | | | |
| Woolard, Flora | 81 | 28 82 | | | |

Annuitants.

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

LUNENBURG.

| | | | | | |
|-------------------|-----|--------|--|--|--|
| Freeman, H. S. | 103 | 105 00 | | | |
| McKittrick, B. | 103 | 105 00 | | | |
| Hewitt, M. C. | 103 | 90 00 | | | |
| Hirtle, A. G. | 98 | 85 63 | | | |
| Bissett, Clarence | 103 | 75 00 | | | |
| Bruhen, Muriel | 103 | 75 00 | | | |

| | | |
|--------------|-----|-------|
| Zinck, Olive | 103 | 30 00 |
| Sarty, Mabel | 93 | 27 08 |

Poor Sections.

| | | |
|------------------|-----|-------|
| Backman, Ora | 89 | 33 63 |
| Boehner, Ora | 93 | 35 15 |
| Boylan, Minna | 102 | 38 56 |
| Eisner, Lillie | 58 | 21 91 |
| Evans, Frances | 81 | 30 62 |
| Rafuse, Hazel J. | 98 | 37 04 |
| Robinson, Emma | 103 | 38 94 |

PICTOU EAST.

| | | |
|------------------------|-----|--------|
| McLeod, John T. | 103 | 105 00 |
| Archibald, Greta | 102 | 74 27 |
| Baillie, A. G. | 103 | 75 00 |
| Dawson, Annie L. | 103 | 60 00 |
| Doull, Eva | 103 | 75 00 |
| Graham, Janet G. | 103 | 75 00 |
| Higgins, Stella | 102 | 74 27 |
| Larsen, Lida | 103 | 75 00 |
| MacCabe, J. M. S. | 103 | 75 00 |
| MacLellan, Ruth | 103 | 75 00 |
| Porter, Mina | 103 | 75 00 |
| Rose, Annie | 103 | 75 00 |
| Roy, Lida | 103 | 75 00 |
| Robertson, Edna | 103 | 75 00 |
| Wadden, Olive | 103 | 75 00 |
| Balcome, Lewis S. | 103 | 60 00 |
| Bannerman, Margaret | 103 | 60 00 |
| Baylee, Susie | 103 | 60 00 |
| Calder, Elsie | 103 | 60 00 |
| Davis, May T. | 103 | 60 00 |
| Fraser, Alice E. | 103 | 60 00 |
| Freeman, Dorothy | 103 | 60 00 |
| Gunn, Mary A. | 103 | 60 00 |
| Hadley, Agatha | 103 | 60 00 |
| Harris, Annie E. | 103 | 60 00 |
| Hayman, Catherine | 102 | 59 41 |
| King, Florence E. | 102 | 59 41 |
| Lent, Frank I. | 102 | 59 41 |
| Macdonald, Mary | 101 | 58 83 |
| MacDonald, Margaret | 103 | 60 00 |
| MacLean, Estelle | 103 | 60 00 |
| MacLean, Cassie | 103 | 60 00 |
| MacLean, Eva | 103 | 60 00 |
| MacLeod, Gertrude | 102 | 59 41 |
| MacLellan, Barbara | 103 | 60 00 |
| MacMaster, Margaret J. | 103 | 60 00 |
| MacPherson, Eliza | 103 | 60 00 |
| Munro, Katherine | 103 | 60 00 |
| Munro, Edna M. | 103 | 60 00 |
| Murray, Sadie A. | 103 | 60 00 |
| Oulton, Millage | 103 | 60 00 |
| Philip, B. Maude | 103 | 60 00 |
| Paget, Edith C. | 102 | 59 41 |
| Ross, A. Lyola | 102 | 59 41 |
| Robertson, Sarah E. | 103 | 60 00 |
| Russell, Martha | 103 | 60 00 |
| Smith, Margaret | 66 | 38 44 |
| Savage, Martha | 103 | 60 00 |
| Thompson, Elizabeth | 103 | 60 00 |

| | | |
|------------------------|-----|-------|
| Walker, Jennie | 103 | 60 00 |
| Withrow, Ethel B. | 23 | 15 39 |
| Young, Nettie B. | 102 | 59 41 |
| Archibald, Ann | 103 | 45 00 |
| Ballantyne, Jean | 103 | 45 00 |
| Bryenton, Katherine | 94 | 41 06 |
| Bousfield, Rosa B. | 102 | 44 56 |
| Chisholm, Marguerite | 102 | 44 56 |
| Chisholm, Donna G. | 103 | 45 00 |
| Chisholm, Mary M. | 102 | 44 56 |
| Cox, Jean R. | 59 | 25 77 |
| Cameron, R. Isabel | 103 | 45 00 |
| Cruickshank, Alice | 95 | 41 49 |
| Cruickshank, Ruth | 101 | 44 12 |
| Cameron, Isabel | 99 | 43 24 |
| Colquhoun, Christina | 103 | 45 00 |
| Fraser, Catharine | 103 | 45 00 |
| Fraser, Annie I. | 101 | 44 12 |
| Graham, Margaret | 103 | 45 00 |
| Harris, Mary M. | 103 | 45 00 |
| Holmes, Marjorie | 103 | 45 00 |
| Johnston, Evelyn | 103 | 45 00 |
| Keith, Sylvia | 103 | 45 00 |
| MacDonald, A. F. | 103 | 45 00 |
| MacDonald, Ida | 103 | 45 00 |
| MacDonald, Eva B. | 103 | 45 00 |
| MacDonald, Margaret | 103 | 45 00 |
| MacDonald, Katherine | 98 | 42 80 |
| MacDonald, Celia | 103 | 45 00 |
| MacDonald, Rose M. | 103 | 45 00 |
| Macquire, Nola P. | 97 | 42 37 |
| MacGregor, Maybelle | 9 | 3 92 |
| MacIntosh, Margaret S. | 91 | 39 75 |
| MacKenzie, Charlotte | 103 | 45 00 |
| MacLeod, Catherine E. | 48 | 20 96 |
| MacNeil, Eva R. | 103 | 45 00 |
| MacQuarrie, Christena | 101 | 44 12 |
| Maxwell, Bessie B. | 102 | 44 56 |
| Morrison, Evangeline | 103 | 45 00 |
| Meikle, Anna | 19 | 8 28 |
| Muir, Jennie | 11 | 4 79 |
| Munro, Annie W. | 103 | 45 00 |
| Munro, Dolina | 99 | 43 24 |
| McConnel, E. Grace | 102 | 44 56 |
| Prowse, Cornelia | 102 | 44 56 |
| Park, Marion | 75 | 32 75 |
| Reeves, Margaret | 102 | 44 56 |
| Robertson, Susie | 103 | 45 00 |
| Ross, Anna J. | 103 | 45 00 |
| Stewart, Catherine J. | 101 | 44 12 |
| Stewart, Katherine E. | 103 | 45 00 |
| Sutherland, Hattie | 92 | 40 18 |
| Sutherland, Ella F. | 103 | 45 00 |
| Sutherland, Annie | 102 | 44 56 |
| Sutherland, Elizabeth | 94 | 41 06 |
| Thompson, Mary B. | 103 | 45 00 |
| Thompson, Ada W. | 103 | 45 00 |
| Allen, Elizabeth | 102 | 29 70 |
| Blair, Hazel | 88 | 25 62 |
| Baillie, Anna | 102 | 29 70 |
| Cameron, Hannah | 103 | 30 00 |
| Crockett, Elsie | 101 | 29 41 |
| Campbell, Mary B. | 103 | 30 00 |
| Fleming, Elizabeth | 103 | 30 00 |
| Fraser, Elma | 103 | 30 00 |
| Foote, Margaret J. | 63 | 18 34 |

| | | | | | |
|--------------------|-----|-------|------------------------|-----|-------|
| Harris, Catherine | 103 | 30 00 | Cox, Jeannette | 102 | 44 56 |
| Johnston, Hughena | 103 | 30 00 | Creighton, Margaret I. | 103 | 45 00 |
| Lockhart, M. Grace | 50 | 14 56 | Crockett, Annie C. | 10 | 4 36 |
| MacBean, Mary G. | 102 | 29 70 | Fraser, Jennie | 102 | 44 56 |
| MacDonald, Isa | 70 | 20 39 | Haley, Mary | 101 | 44 12 |
| MacDonald, Ruth | 103 | 30 00 | Langille, Agnes | 103 | 45 00 |
| MacKay, Mable | 37 | 10 76 | MacCara, Mary | 103 | 45 00 |
| MacKenzie, Hazel | 84 | 24 46 | MacCara, Margaret | 93 | 40 62 |
| MacLeod, Christena | 103 | 30 00 | MacDougall, Mildred | 83 | 36 25 |
| MacLeod, Mary B. | 77 | 22 42 | MacDonald, Ada S. | 101 | 44 12 |
| Mills, Martha | 102 | 29 70 | MacIver, Dolina | 103 | 45 00 |
| Stetson, Mabel L. | 100 | 29 12 | MacKenzie, Alexandra | 103 | 45 00 |
| Smith, Marion | 103 | 30 00 | MacLennan, Irene | 103 | 45 00 |

Poor Sections.

| | | | | | |
|---------------------|-----|-------|-------------------------|-----|-------|
| Campbell, Jessie L. | 65 | 24 61 | Murray, Elizabeth | 95 | 41 49 |
| Chisholm, Mary C. | 103 | 39 00 | Murray, Bessie L. | 103 | 45 00 |
| Dewar, Margaret | 103 | 39 00 | Murray, Freda | 70 | 30 57 |
| Elliott, Bessie | 82 | 31 06 | Munro, Christy | 90 | 39 31 |
| Fraser, Jessie I. | 88 | 33 33 | Rose, Jessie F. | 101 | 44 12 |
| Gunn, Mabel A. | 83 | 31 44 | Sutherland, Laura B. | 103 | 45 00 |
| Harris, Alice M. | 80 | 30 31 | Sutherland, Margaret C. | 103 | 45 00 |
| MacDonald, Annie M. | 89 | 33 70 | Blair, Margaret | 112 | 32 62 |
| MacHardy, Joanna | 97 | 36 73 | Brown, Bessie | 103 | 30 00 |
| MacIntosh, Nellie | 65 | 24 60 | Creighton, Elizabeth | 87 | 25 33 |
| Ross, Melva | 38 | 14 87 | Campbell, Menah | 103 | 30 00 |
| Reid, Laura H. | 103 | 39 00 | Dickson, Jean D. | 103 | 30 00 |
| Swinehamer, Lila | 103 | 39 00 | Dwyer, Verna | 103 | 30 00 |

Special Poor Sections.

| | | | | | |
|---------------|----|----|------------------------|-----|-------|
| Greenvale | 42 | 72 | Hamilton, Annie | 103 | 30 00 |
| Green's Brook | 37 | 86 | MacGregor, Margaret A. | 103 | 30 00 |
| Birch Brook | 46 | 60 | MacKay, Helen M. | 79 | 23 00 |

Consolidation.

| | | | | | |
|----------------|----|----|-----------------|----|------|
| Bailey's Brook | 90 | 00 | MacKay, Mary E. | 20 | 5 82 |
|----------------|----|----|-----------------|----|------|

Annuitants.

| | | | | | |
|---------------------|----|----|----------------------|-----|-------|
| Cameron, Jessie | 45 | 00 | MacKay, B. Maude | 102 | 29 70 |
| Cruickshank, Jessie | 45 | 00 | MacKay, Ethel | 103 | 30 00 |
| Ross, Maggie | 45 | 00 | MacKenzie, Jessie M. | 103 | 30 00 |

PICTOU WEST.

| | | | | | |
|---------------------|-----|-------|----------------------|-----|-------|
| McDonald, J. C. | 97 | 84 75 | Baillie, Christena | 103 | 39 00 |
| MacInnis, R. J. | 97 | 84 75 | Heckman, Eva | 97 | 36 75 |
| MacIellan, Dr. R. | 97 | 98 88 | Harris, Elizabeth D. | 103 | 39 00 |
| MacLeod, R. H. | 97 | 84 75 | Murray, Catherine I. | 5 | 1 89 |
| Anderson, Barbara | 89 | 51 88 | Porteous, Ruth | 102 | 38 63 |
| Barry, Alfreda | 103 | 60 00 | Robertson, Irene | 103 | 39 00 |
| Carter, Elverena | 97 | 56 49 | Redmond, Ada | 103 | 39 00 |
| Cunningham, Laura | 95 | 55 33 | | | |
| Douglas, Blanche E. | 103 | 60 00 | | | |
| Dunn, Maud E. | 101 | 58 83 | | | |
| Heighton, Anna B. | 82 | 47 76 | | | |
| McArthur, Olive | 101 | 58 83 | | | |
| Mowat, Katharine | 101 | 58 83 | | | |
| Murdoch, Louisa M. | 101 | 58 83 | | | |
| Sillers, Violet A. | 103 | 60 00 | | | |
| Baillie, Catherine | 103 | 45 00 | | | |

Poor Sections.

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

Assistant.

| | | |
|----------------------|---|------|
| Gilchrist, Christena | 5 | 1 45 |
|----------------------|---|------|

Consolidation.

| | | |
|-------|--|-------|
| Lovat | | 30 00 |
|-------|--|-------|

JOURNAL OF EDUCATION.

Annuitants.

| | | |
|------------------|----|----|
| Fraser, William | 48 | 13 |
| Gollan, John | 60 | 00 |
| MacArthur, Alex. | 60 | 00 |
| MacDonald, D. W. | 60 | 00 |

| | | | |
|-----------------------|-----|----|----|
| Littlewood, Elizabeth | 97 | 42 | 37 |
| Etherington, Bernice | 103 | 30 | 00 |
| Hirtle, Gladys | 45 | 13 | 10 |
| Rogers, Gladys | 95 | 27 | 66 |
| Warman, Irene | 102 | 29 | 70 |

QUEENS SOUTH.

| | | | |
|------------------------|-----|-----|----|
| Morton, R. F. | 103 | 105 | 00 |
| Bryden, Alice E. | 103 | 60 | 00 |
| Collins, Pearl | 98 | 57 | 07 |
| Dexter, Vera | 76 | 44 | 26 |
| Freeman, Wilhelmina | 94 | 54 | 74 |
| Harlow, Jennie | 103 | 60 | 00 |
| Harrington, E. B. | 103 | 60 | 00 |
| Harrington, Georgia M. | 103 | 60 | 00 |
| Hemeon, Elizabeth | 98 | 57 | 07 |
| Kempton, Bertha A. | 103 | 60 | 00 |
| Locke, Helen C. | 95 | 55 | 35 |
| Morehouse, W. B. | 102 | 59 | 41 |
| Rand, Harriette | 98 | 57 | 07 |
| Smith, Daisy W. | 98 | 57 | 07 |
| Beckwith, Bessie C. | 103 | 45 | 00 |
| Bell, Marie R. | 22 | 9 | 59 |
| Bruce, Carrie L. | 103 | 45 | 00 |
| Cole, Elizabeth P. | 103 | 45 | 00 |
| Mouzar, Effie G. | 69 | 30 | 13 |
| MacLeod, Ethel M. | 103 | 45 | 00 |
| Wharton, Zella | 103 | 45 | 00 |
| Brooks, Jessie | 103 | 30 | 00 |
| Brooks, Lena | 103 | 30 | 00 |
| Cooper, Elizabeth | 103 | 30 | 00 |
| Cooper, Gertrude | 103 | 30 | 00 |
| Dexter, Ruth | 103 | 30 | 00 |
| Eisnor, Mildred | 60 | 17 | 47 |
| Gerhardt, Frances | 103 | 30 | 00 |
| Heckman, Belle | 103 | 30 | 00 |
| Heisler, Nellie | 102 | 29 | 70 |
| Jones, Margaret | 103 | 30 | 00 |
| Latham, Hattie | 103 | 30 | 00 |
| Lloyd, Irma | 103 | 30 | 00 |
| Meisner, Helen | 103 | 30 | 00 |
| MacKinnon, Marjorie | 97 | 28 | 24 |
| Phelan, Susie | 74 | 21 | 55 |
| Shields, Freda | 102 | 29 | 70 |
| Van Horne, Marion | 103 | 30 | 00 |

Poor Sections.

| | | | |
|-----------------|-----|----|----|
| Harlow, Emma M. | 103 | 40 | 00 |
| Shupe, Greta | 103 | 40 | 00 |
| Wamboldt, Sadie | 89 | 34 | 56 |

QUEENS NORTH.

| | | | |
|------------------|-----|----|----|
| Eaton, Leta G. | 20 | 11 | 64 |
| Fancy, Lydia | 102 | 59 | 41 |
| Farncombe, Maud | 102 | 59 | 41 |
| Frank, Mabel | 103 | 60 | 00 |
| Freeman, Winnie | 103 | 60 | 00 |
| Kaulback, Birdie | 103 | 60 | 00 |
| Mosher, Hilda | 103 | 60 | 00 |
| Zinck, Ella S. | 53 | 30 | 86 |
| Ennis, Hilda | 102 | 44 | 56 |
| Germain, Clyda | 101 | 44 | 12 |

Poor Sections.

| | | | |
|-------------------|-----|----|----|
| Dukeshire, Gladys | 79 | 30 | 68 |
| Crossland, Rena | 101 | 39 | 22 |
| Fraser, Katherine | 103 | 40 | 00 |
| Hanley, Esther | 102 | 39 | 61 |
| Martin, Violet | 89 | 34 | 56 |
| Parker, Edna | 101 | 39 | 22 |
| Whitman, Georgia | 102 | 39 | 61 |

Annuitant.

| | | |
|--------------------|----|----|
| Mullins, Jennie E. | 90 | 00 |
|--------------------|----|----|

RICHMOND.

| | | | |
|--------------------------|-----|-----|----|
| Murray, Annie Letitia | 103 | 105 | 00 |
| MacLean, Jessie Bell | 103 | 75 | 00 |
| MacQueen, Margaret J. | 103 | 75 | 00 |
| Boudreau, Martha J. | 103 | 60 | 00 |
| Coady, Agnes Rebecca | 103 | 60 | 00 |
| Doyle, Johanna Matilda | 103 | 60 | 00 |
| MacDonald, Jessie Ellen | 103 | 60 | 00 |
| MacPherson, Mildred | 103 | 60 | 00 |
| Samson, Edna | 103 | 60 | 00 |
| Sr. M. Ste. Firmine | 103 | 60 | 00 |
| Britten, James D. | 103 | 45 | 00 |
| Cameron, Mary M. | 103 | 45 | 00 |
| Canavan, Annie E. | 103 | 45 | 00 |
| Coffey, Julia B. | 103 | 45 | 00 |
| Coffey, Catharine | 66 | 28 | 83 |
| Fougere, Hattie Jane | 103 | 45 | 00 |
| Gillis, Cecilia Harriet | 81 | 35 | 37 |
| Hureau, Clara M. | 103 | 45 | 00 |
| Jackson, Henrietta E. | 103 | 45 | 00 |
| Johnston, Ethel | 100 | 43 | 68 |
| Leslie, Alfreda M. | 103 | 45 | 00 |
| McDonald, Catharine | 103 | 45 | 00 |
| McDonald, Dorothy M. | 24 | 10 | 47 |
| McDonald, Mary | 87 | 37 | 99 |
| MacLeod, Margaret | 103 | 45 | 00 |
| MacLeod, Marie S. | 98 | 42 | 80 |
| Macneil, Minnie P. | 103 | 45 | 00 |
| Mauger, Lina | 103 | 45 | 00 |
| Nelson, J. Scott | 103 | 45 | 00 |
| Petitpas, Zenobia Sabine | 100 | 43 | 68 |
| Poirier, Alban Philip | 103 | 45 | 00 |
| Poirier, Annie | 103 | 45 | 00 |
| Sr. M. St. Hugues | 103 | 45 | 00 |
| Sutherland, Mary | 103 | 45 | 00 |
| Webb, Joseph | 103 | 45 | 00 |
| Brymer, Emma J. | 103 | 30 | 00 |
| Boutin, Irene Honora | 89 | 25 | 91 |
| Crispo, John T. | 83 | 24 | 17 |
| Daigle, Joseph | 103 | 30 | 00 |
| Digout, Joseph Henry | 103 | 30 | 00 |
| Doucet, Alvena E. | 98 | 28 | 53 |
| Grant, Harold E. | 103 | 30 | 00 |
| Langley, Gertrude A. | 98 | 28 | 53 |
| Lavandier, Mary Irene | 103 | 30 | 00 |

| | | | | | |
|--------------------------|-----|-------|----------------------|-----|-------|
| LeLacheur, Ida Jane | 103 | 30 00 | Firth, Alice W. | 103 | 45 00 |
| McDonald, Christena | 103 | 30 00 | Firth, E. Louise | 97 | 42 37 |
| MacKay, Flora C. | 103 | 30 00 | Hamilton, Mary A. | 103 | 45 00 |
| Mauger, Agnes Jane | 103 | 30 00 | Hemeon, Eunice | 103 | 45 00 |
| Pertus, Marie Leontine | 103 | 30 00 | Hilton, Muriel K. | 98 | 42 80 |
| Richard, Mary Eugenie | 103 | 30 00 | Kean, Evelyn S. | 103 | 45 00 |
| Riley, Ada | 103 | 30 00 | Locke, Alberta | 103 | 45 00 |
| Samson, Clara Jane | 103 | 30 00 | MacDonald, K. G. | 103 | 45 00 |
| Samson, Marie Louise | 55 | 16 01 | McKenney, Elva | 103 | 45 00 |
| Shannon, Mary Maud | 103 | 30 00 | Nicol, M. J. | 88 | 38 43 |
| Sr. Marie St. Prudent | 103 | 30 00 | Page, Theodore | 103 | 45 00 |
| Somers, Elizabeth | 103 | 30 00 | Pennington, J. G. | 103 | 45 00 |
| Boudreau, Euphemia A. | 102 | 29 70 | Perry, Hilda M. | 99 | 43 24 |
| Britten, Mary Ella | 67 | 19 50 | Smith, Myrtle L. | 9 | 3 92 |
| Cameron, Mary M. | 88 | 25 62 | Taylor, Eva H. | 14 | 6 10 |
| Campbell, Sara Catharine | 103 | 30 00 | Cameron, M. L. | 103 | 30 00 |
| Ferguson, Rachel M. | 84 | 24 46 | Crouse, Hattie B. | 103 | 30 00 |
| Graham, Gertrude Mary | 91 | 26 50 | Downie, Valda B. | 103 | 30 00 |
| Kemp, Dora Catharine | 98 | 28 53 | Farrington, Helen M. | 103 | 30 00 |
| LeBlanc, Marie E. | 103 | 30 00 | Hagan, Ida V. | 103 | 30 00 |
| MacDonald, Sara A. | 83 | 24 17 | Harding, Zella M. | 101 | 29 41 |
| McDonald, Hannah | 103 | 30 00 | Hayden, L. Beryl | 103 | 30 00 |
| Monbourquette, Marie A | 91 | 26 50 | Hogg, Laura | 24 | 6 98 |
| Ross, Ella Christena | 90 | 26 21 | Kempton, Cora | 103 | 30 00 |
| Samson, Margaret E. | 87 | 25 35 | Laing, Isabel J. | 103 | 50 00 |
| | | | Locke, Marion | 100 | 29 12 |
| | | | MacKenzie, Viola | 103 | 30 00 |
| | | | Manthorne, Mildred | 103 | 30 00 |
| | | | Nickerson, Norma | 103 | 30 00 |
| | | | O'Connor, M. B. | 103 | 30 00 |
| | | | Rawlings, Isabel A. | 33 | 9 60 |
| | | | Redding, Nellie M. | 70 | 20 39 |
| | | | Reynolds, Elsie | 50 | 14 56 |

Poor Sections.

| | | |
|-------------------------|-----|-------|
| Boucher, Charles Cletus | 94 | 36 50 |
| Ferguson, Annie May | 103 | 40 00 |
| Laurie, Alma | 82 | 31 84 |
| McCuish, Katharine | 89 | 34 56 |
| MacInnis, Catharine S. | 9 | 34 56 |
| MacLeod, Margaret E. | 84 | 32 62 |
| McNeill, Martha | 90 | 34 95 |
| MacRae, Annie Matilda | 87 | 33 78 |
| O'Toole, Mary Alberta | 103 | 40 00 |
| Reynolds, Bertha L. | 30 | 11 65 |
| Rose, Lydia Jane | 103 | 40 00 |
| Strachan, Jean Muriel | 88 | 34 17 |
| Thibeau, Terry Louis | 89 | 34 56 |
| Williams, Margaret L. | 103 | 40 00 |

Consolidation.

| | |
|--------------|-------|
| Louisdale | 30 00 |
| West Arichat | 10 00 |

Annuitants.

| | |
|-----------------|-------|
| McLeod, Malcolm | 60 00 |
|-----------------|-------|

SHELBURNE.

| | | |
|----------------------|-----|--------|
| Rudolf, A. Mary | 103 | 105 00 |
| Capstick, Grace | 70 | 40 77 |
| Crowell, S. B. | 103 | 60 00 |
| Decker, B. C. | 20 | 11 64 |
| Doane, C. Belle | 103 | 60 00 |
| Hood, H. Augusta | 103 | 60 00 |
| Langille, E. H. | 103 | 60 00 |
| Lent, Lottie G. | 103 | 60 00 |
| MacKay, Margaret A. | 103 | 60 00 |
| McGinnis, Gladys | 103 | 60 00 |
| Zinck, Ella S. | 50 | 29 12 |
| Barkhouse, C. K. | 77 | 33 62 |
| Bower, E. F. | 103 | 45 00 |
| Etherington, Lillian | 103 | 45 00 |

| | | |
|----------------------|-----|-------|
| Firth, Alice W. | 103 | 45 00 |
| Firth, E. Louise | 97 | 42 37 |
| Hamilton, Mary A. | 103 | 45 00 |
| Hemeon, Eunice | 103 | 45 00 |
| Hilton, Muriel K. | 98 | 42 80 |
| Kean, Evelyn S. | 103 | 45 00 |
| Locke, Alberta | 103 | 45 00 |
| MacDonald, K. G. | 103 | 45 00 |
| McKenney, Elva | 103 | 45 00 |
| Nicol, M. J. | 88 | 38 43 |
| Page, Theodore | 103 | 45 00 |
| Pennington, J. G. | 103 | 45 00 |
| Perry, Hilda M. | 99 | 43 24 |
| Smith, Myrtle L. | 9 | 3 92 |
| Taylor, Eva H. | 14 | 6 10 |
| Cameron, M. L. | 103 | 30 00 |
| Crouse, Hattie B. | 103 | 30 00 |
| Downie, Valda B. | 103 | 30 00 |
| Farrington, Helen M. | 103 | 30 00 |
| Hagan, Ida V. | 103 | 30 00 |
| Harding, Zella M. | 101 | 29 41 |
| Hayden, L. Beryl | 103 | 30 00 |
| Hogg, Laura | 24 | 6 98 |
| Kempton, Cora | 103 | 30 00 |
| Laing, Isabel J. | 103 | 50 00 |
| Locke, Marion | 100 | 29 12 |
| MacKenzie, Viola | 103 | 30 00 |
| Manthorne, Mildred | 103 | 30 00 |
| Nickerson, Norma | 103 | 30 00 |
| O'Connor, M. B. | 103 | 30 00 |
| Rawlings, Isabel A. | 33 | 9 60 |
| Redding, Nellie M. | 70 | 20 39 |
| Reynolds, Elsie | 50 | 14 56 |

Poor Sections.

| | | |
|-------------------|-----|-------|
| Jones, Mildred | 89 | 34 56 |
| MacKay, Geraldine | 103 | 40 00 |
| Randall, Theora | 89 | 34 56 |
| Reynolds, F. E. | 103 | 40 00 |
| Seaboyer, Teresa | 40 | 15 53 |
| Trefry, Elsie P. | 98 | 38 06 |

Annuitants.

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

BARRINGTON.

| | | |
|--------------------|-----|-------|
| Farrell, Kathleen | 98 | 57 07 |
| Abbott, Wenona | 97 | 56 49 |
| Baker, M. B. | 103 | 60 00 |
| Bruce, M. M. | 98 | 57 07 |
| Butler, Mildred | 103 | 60 00 |
| Crowell, C. E. | 103 | 60 00 |
| Fox, A. D. | 101 | 58 83 |
| Morehouse, Viola | 103 | 60 00 |
| Pike, Mary W. | 103 | 60 00 |
| Sears, Louise F. | 103 | 60 00 |
| Swim, Lizzie M. | 103 | 60 00 |
| Abbott, M. Ora | 103 | 45 00 |
| Bower, Bernice | 93 | 40 62 |
| Brannen, Prudence | 102 | 44 56 |
| Christie, K. E. | 103 | 45 00 |
| Gardiner, Mysie M. | 103 | 45 00 |
| Hagar, Leora G. | 59 | 21 84 |

| | | | | | |
|-----------------------|-----|-------|--------------------------|-----|-------|
| Hamilton, A. K. | 100 | 43 68 | Daye, Clara | 103 | 30 00 |
| Harris, L. B. | 103 | 45 00 | Dickson, Mary | 44 | 12 81 |
| Hopkins, Bella L. | 98 | 42 80 | Fraser, Mabel | 65 | 18 92 |
| Hopkins, Jane W. | 103 | 45 00 | MacAulay, Annie F. | 103 | 30 00 |
| Lent, Donald S. | 103 | 45 00 | Macgillivray, Mildred F. | 98 | 28 53 |
| Nickerson, L. I. | 103 | 45 00 | Macgregor, Mary Annie | 103 | 30 00 |
| Nickerson, Lelia F. | 103 | 45 00 | Maciver, Archie N. | 89 | 25 91 |
| Nickerson, Estelle M. | 103 | 45 00 | Maciver, Annie | 87 | 25 33 |
| Smith, H. H. | 103 | 45 00 | MacKay, Agnes | 103 | 30 00 |
| Smith, Minnie B. | 88 | 38 43 | MacKenzie, Rhoda J. | 89 | 25 91 |
| Thomas, Ida M. | 103 | 45 00 | Maclean, Marjorie | 103 | 30 00 |
| Whitehouse, Nettie M. | 103 | 45 00 | Macleod, Isabel C. | 103 | 30 00 |
| Brannen, Ruby V. | 103 | 30 00 | Macleod, Ruth Lewis | 89 | 25 91 |
| Churchill, Orpha | 103 | 30 00 | Macleod, Dolena C. | 69½ | 20 24 |
| Forbes, L. B. | 103 | 30 00 | Macleod, Georgie | 103 | 30 00 |
| Hagar, Edna A. | 53 | 15 43 | Macneil, Elizabeth A. | 103 | 30 00 |
| Morton, E. M. | 103 | 30 00 | Macneil, Mary A. | 70 | 20 39 |
| Nickerson, Verna B. | 103 | 30 00 | Macrae, Jessie | 103 | 30 00 |
| Nickerson, Clara G. | 103 | 30 00 | Matheson, Florence | 103 | 30 00 |
| Nickerson, Frances | 103 | 30 00 | Mealing, Emma E. | 77 | 22 42 |
| Ringer, Muriel | 89 | 25 91 | Mealing, G. R. | 78 | 22 71 |
| Snow, Marguerite | 103 | 30 00 | Meloney, Lavinia | 65 | 18 92 |
| Swimm, Hazel O. | 93 | 27 08 | Morrison, Dan. A. | 67 | 19 50 |
| | | | Morrison, Susie | 88 | 25 62 |
| | | | Montgomery Christene | 60 | 17 47 |
| | | | Nicholson, Katharine | 103 | 30 00 |

Poor Sections.

| | | |
|------------------|-----|-------|
| Hayden, Mary E. | 89 | 34 56 |
| Morton, D. A. | 88½ | 34 37 |
| Nickerson, M. D. | 89 | 34 56 |
| Snow, Ruby H. | 102 | 39 61 |

Annuitant.

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

VICTORIA.

| | | |
|------------------------|------|--------|
| Maclean, Christena O. | 99 | 100 92 |
| Macdonald, Flora Anne | 101½ | 59 12 |
| Macdonald, Catherine | 100 | 58 25 |
| Macdonald, M. B. | 103 | 60 00 |
| Macintosh, Annie I. | 103 | 60 00 |
| MacKay, Lena A. | 101 | 58 83 |
| MacLennan, Jessie M. | 103 | 60 00 |
| Macleod, Isabel | 103 | 60 00 |
| Macleod, Christena | 103 | 60 00 |
| Bagnell, Viola M. | 89 | 38 87 |
| Buchanan, Margaret | 98 | 42 80 |
| Elliott, Laura | 103 | 45 00 |
| LeBlanc, Catherine M. | 103 | 45 00 |
| LeBlanc, Mary | 93 | 40 62 |
| Macaskill, Flora B. | 98 | 42 80 |
| Macdonald, Mary Agnes | 103 | 45 00 |
| Macdonald Florence | 103 | 45 00 |
| Macivor, Annie A. | 103 | 45 00 |
| Mackay, Hannah Rose | 102 | 44 56 |
| Mackenzie, Margaret M. | 100 | 43 68 |
| Macleod, Abbie | 103 | 45 00 |
| Macneil, John M. | 40 | 17 47 |
| Macneil, Sara M. | 103 | 45 00 |
| MacPherson, Sadie | 70 | 30 57 |
| Morash, Sara M. | 20 | 8 72 |
| Nicholson, Margaret | 103 | 45 00 |
| Smith, Mary C. | 91 | 59 75 |
| Buchanan, Tena Agnes | 103 | 30 00 |
| Buchanan, Sadie | 64½ | 18 78 |

| | | |
|---------------------|-----|-------|
| Macdonald, Murray | 87 | 33 78 |
| Macleod, Ruth | 92 | 35 72 |
| Macleod, Mary Anna | 103 | 40 00 |
| MacMillan, Joan | 97 | 37 67 |
| Macneil, Jessie Ann | 90 | 34 95 |
| Stewart, Dan J. | 89 | 34 56 |

Poor Sections.

Annuitant.

| | |
|------------------|-------|
| Macleod, John D. | 45 00 |
|------------------|-------|

YARMOUTH.

| | | |
|-------------------|-----|--------|
| Allen, Letha S. | 103 | 90 00 |
| Horner, A. W. | 103 | 90 00 |
| Kempton, W. F. | 103 | 105 00 |
| McGray, M. W. | 103 | 75 00 |
| Tooker, Beatrice | 24 | 17 48 |
| Wyman, H. J. | 103 | 90 00 |
| Perry, Evelyn A. | 103 | 75 00 |
| Ross, Frances G. | 103 | 75 00 |
| Thurston, H. S. | 99 | 72 08 |
| Allen, S. B. | 103 | 60 00 |
| Bellevue, W. H. | 103 | 60 00 |
| Bond, Mary G. | 103 | 60 00 |
| Brooks, Ruth P. | 103 | 60 00 |
| Burrell, H. O. | 103 | 60 00 |
| Burrell, Hilda | 103 | 60 00 |
| Churchill, Nelson | 103 | 60 00 |
| Churchill, G. H. | 103 | 60 00 |
| Cook, Belle J. | 40 | 23 30 |
| Durland, A. W. | 103 | 60 00 |
| Ellenwood, M. H. | 103 | 60 00 |
| Foulis, Jean | 103 | 60 00 |
| Friggins, Vera | 103 | 60 00 |
| Frost, Laura E. | 103 | 60 00 |
| Goodwin, Effie B. | 103 | 60 00 |
| Graham, B. H. | 102 | 59 41 |

| | | |
|---------------------|-----|-------|
| Gray, Eva I. | 103 | 60 00 |
| Grierson, Jean E. | 103 | 60 00 |
| Hines, Gladys H. | 100 | 58 25 |
| Hines, Nora G. | 103 | 60 00 |
| Hopkins, Anita W. | 103 | 60 00 |
| Hopkins, Marion J. | 83 | 48 34 |
| King, Fanny | 98 | 57 07 |
| Kinney, Laura | 103 | 60 00 |
| Lewis, Winnifred | 103 | 60 00 |
| Longmire, F. C. | 103 | 60 00 |
| Meuse, E. E. | 103 | 60 00 |
| McGray, Jean D. | 103 | 60 00 |
| Moses, Dorothy | 103 | 60 00 |
| Moses, Agnes | 102 | 59 41 |
| Pitman, Helen V. | 103 | 60 00 |
| Pitman, M. V. | 103 | 60 00 |
| Pitman, Jeanette | 103 | 60 00 |
| Platt, Bessie H. | 103 | 60 00 |
| Raymond, Luella | 105 | 60 00 |
| Ryder, K. A. | 103 | 60 00 |
| Stevens, Genevieve | 103 | 60 00 |
| Wetmore, Beryl | 103 | 60 00 |
| Woods, Arthur E. | 103 | 60 00 |
| Allan, Frances | 93 | 40 62 |
| Brown, Maude S. | 103 | 45 00 |
| Bryant, Arletta | 103 | 45 00 |
| Delamere, S. P. | 79 | 34 50 |
| Durkee, Helena | 103 | 45 00 |
| Heaney Lizzie | 98 | 42 80 |
| Killam, G. A. | 20 | 8 72 |
| LeBlanc, Exilda | 103 | 45 00 |
| MacKay, J. MacP. | 103 | 45 00 |
| Morehouse, A. R. | 102 | 44 56 |
| Morton, Hilda E. | 102 | 44 56 |
| Platt, Ada M. | 103 | 45 00 |
| Porter, Florence H. | 101 | 44 12 |
| Prosser, Jennie | 103 | 45 00 |
| Reeves, Marjorie | 103 | 45 00 |
| Seeley, Mary G. | 103 | 45 00 |
| Troop, Bessie L. | 103 | 45 00 |
| Westcott, A. P. | 61 | 26 64 |
| Wetmore, M. M. | 10 | 4 36 |
| Worthen, Fleda M. | 102 | 44 56 |
| Crosby, Addie M. | 101 | 29 41 |
| Eldridge, Inez | 103 | 30 00 |
| Gibbons, J. Miles | 98 | 28 53 |
| Golden, Lola D. | 103 | 30 00 |
| Hatfield, Dorothy | 103 | 30 00 |
| Jeffrey, Marion | 103 | 30 00 |
| Treffry, Josie T. | 103 | 30 00 |
| Whitman, Martha | 103 | 30 00 |

Poor Sections.

| | | |
|--------------------|-----|-------|
| Cann, Hazel E. | 103 | 40 00 |
| Haley, Gertrude R. | 79 | 30 68 |
| Robbins, Kathryn | 89 | 34 56 |
| Treffry, Mamie | 87 | 33 78 |

Annuitants.

| | |
|-------------------|-------|
| 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 | 103 | 60 00 |
| Belliveau, Catherine | 108 | 60 00 |
| Comeau, Lucie M. | 103 | 60 00 |
| d'Entremont, C. U. | 103 | 60 00 |
| d'Entremont, H. L. | 103 | 60 00 |
| d'Entremont, R. M. | 103 | 60 00 |
| d'Entremont, Jeanette | 103 | 60 00 |
| Hermann, Ella | 103 | 60 00 |
| Hurlbert, D. Alta | 103 | 60 00 |
| Mills, Mary E. | 102 | 59 41 |
| Nickerson, Beulah | 103 | 60 00 |
| Perry, E. C. | 103 | 60 00 |
| Ricker, Annie L. | 99 | 57 66 |
| Sister M. Madeleine | 103 | 60 00 |
| Amirault, Ambrosine | 103 | 45 00 |
| Amirault, Mary I. | 103 | 45 00 |
| Babin, Mary A. | 102 | 44 56 |
| Babin, Mary T. | 96½ | 42 15 |
| Bourque, Louise A. | 102½ | 44 78 |
| d'Entremont, Victoire | 103 | 45 00 |
| d'Entremont, E. M. | 103 | 45 00 |
| Goodwin, M. E. | 103 | 45 00 |
| Hamilton, Stella G. | 103 | 45 00 |
| Hines, Mildred | 97 | 42 37 |
| Jones, Bessie V. | 103 | 45 00 |
| LeBlanc, M. Sara | 103 | 45 00 |
| Murphy, Kate M. | 94 | 41 06 |
| Nickerson, D. G. | 103 | 45 00 |
| Pothier, Emma M. | 89 | 38 87 |
| Pottier, Estelle J. | 103 | 45 00 |
| Reeves, E. W. | 103 | 45 00 |
| Simms, E. M. | 103 | 45 00 |
| Sister M. Elise | 103 | 45 00 |
| Sister M. Seraphia | 98 | 42 80 |
| Sister M. Eugenie | 102 | 44 56 |
| Surette, Rose A. | 103 | 45 00 |
| Amirault, Muriel | 39 | 11 35 |
| Amirault, Jessie M. | 48 | 13 97 |
| Amirault, Emilie | 108 | 30 00 |
| Babin, Rose A. | 103 | 30 00 |
| Bourque, Emma R. | 36½ | 10 62 |
| Bourque, Helen M. | 97 | 28 24 |
| Bourque, Rosie | 89 | 25 91 |
| Burke, Marguerite | 102 | 29 70 |
| Curry, Mattie | 79 | 23 00 |
| d'Entremont, Clara | 103 | 30 00 |
| Fitzgerald, Laurie | 89 | 25 91 |
| Goodwin, Rosa P. | 103 | 30 00 |
| LeBlanc, John B. | 103 | 30 00 |
| Meuse, Agnes B. | 74 | 21 55 |
| Pothier, Martha | 103 | 30 00 |
| Sister M. Gonzaga | 103 | 30 00 |
| Smith, Marjorie C. | 95 | 27 66 |
| Surette, Anne E. | 103 | 30 00 |
| Surette, R. H. | 47 | 13 68 |

Poor Sections.

| | | |
|-----------------|-----|-------|
| Amirault, M. R. | 103 | 40 00 |
| Babin, Chantale | 98 | 38 06 |
| Babin, Caroline | 74 | 28 78 |
| Burrell, Fanny | 79 | 30 68 |
| White, Hazel E. | 103 | 40 00 |

Rural Science Bulletin.

Vol. III.

TRURO, 30 NOVEMBER, 1916.

No. 3.

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

LOOK AHEAD.

As soon as one season's work ends, it is time to make plans for the next. In fact, there is no better time to plan than while our past year's mistakes are fresh in our memories.

Have we our names on the mailing lists for new seed catalogs? The new catalogs are sent out in January and February.

Do we save clippings and pictures that would help in our garden instruction? Such outside helps appeal when the text book fails to hold interest.

Teachers should do everything possible to enlist the cooperation of clergymen, doctors and other professional men. These men have a powerful influence. Their encouragement counts much with both children and parents. Show them the Rural Science Bulletin, and tell them what we are trying to do. Past numbers of the Bulletin may contain paragraphs worth bringing to public notice.

SCHOOL EXHIBITIONS.

One hundred and thirty schools this year either exhibited their produce locally or sent it to the County or Provincial Exhibition. As a result, both the schools and the general public are more interested than ever in children's gardens, manual work and nature collections.

Even the teacher who worked against opposition and discouragement felt well repaid when a few parents attended her exhibition, praised her efforts, and expressed astonishment at the useful work she was doing.

To show what can be done when the citizens support the teachers, we quote the following financial report from the Bridgetown school exhibition:—

| | |
|--------------------------------|----------|
| Private Subscriptions..... | 3.00 |
| Advertising in Prize List..... | \$20.35 |
| Door Receipts..... | 11.00 |
| Sale of Ice Cream..... | 49.43 |
| Sale of Tea and Cake..... | 35.46 |
| Flower Guessing Contest..... | 11.50 |
| Total..... | \$130.74 |

This was Bridgetown's first school exhibition, and they led the province in the amount of prize money awarded.

All sections cannot do so well, but with proper organization and general public interest, much can be done everywhere. Progressive sections already have their committees at work for next year's work.

We have repeatedly said that the exhibition is not the ultimate end in view, but properly used, it can be of tremendous value educationally and socially.

Already, teachers are laying aside their best work for next year. Won't others take a hint from this?

One teacher said a few weeks ago, "I don't expect to teach next year: but my successor will find a full year's work saved for her exhibition." That is what we want. Too often, nothing is left for the successor. True, the successor is not always a worthy one. But, sometimes she is. Let us take for granted she will be all we hope for. Have your children prepared to help her carry on the work you have started.

We hope teachers will read the Exhibition report of Mr. John J. LeBlanc, Belle Cote, Inverness County, which will appear in the December number of the Educational Review.

THE SCHOOL GARDEN ASSOCIATION.

The School Garden Association of America has begun the publication of a monthly bulletin which is sent free to its members. Judging from the first issue, this bulletin will contain much useful material.

Any teacher may become a member for the small yearly fee of 25 cents. This entitles one to a copy of the annual report, as well as ten issues of the bulletin. We hope many of our Rural Science teachers will avail themselves of this opportunity.

Address V. E. Kilpatrick, 124 West 30th Street, New York.

REPORTS FROM TEACHERS.

The three following extracts from letters are typical of reports received from many Rural Science teachers.

The girls are much interested in house plants. One girl in Grade VI has thirty-five plants at home.

We have formed a girl's sewing club and work in school on Friday afternoons while the boys are at Cadet drill.

Each Wednesday afternoon during the summer vacation we met in the school house for our sewing class. One afternoon we had a lesson on making chocolates. During these days we also mounted flowers and shells.

The accompanying letter from Miss Theakston, Chebucto School, Halifax, indicates what a teacher can accomplish when she is on the watch for new ideas. It is work such as this that makes Miss Theakston's room a busy happy place instead of a monotonous semi-prison.

Dear Mr. DeWolfe:—

We have formed an Audubon Society in our school.

Nearly all the pupils in our own class have become members, and several from other class7s have sent in their fees.

We get "Bird Lore" and enjoy it. We have meetings once a month and the programs for such are the work of the members. We take up a particular bird each month.

From a Strathcona amount bestowed upon the teacher, we bought No. 1 Audubon Chart, and it is a source of great delight and interest.

The pupils have bought a set of Nature books, by Margaret Cameron: "Bird and Animal Life," "In the Garden," "Round about the Sea Shore," etc., from which we have had many lessons and these with a couple of my R. S. books afford good reading along the line of nature work.

We are preparing for a small garden 12x84 besides our bulb beds. I have secured the interest of two or three of our teachers, who are encouraging our pupils in raising plants and having gardens.

Last year a friend in California sent me an article in "School Credits for Home Work." I tried it during a busy month at home. This year I have adopted it for December and the parents express themselves as much pleased.

Yours truly,

S. E. THEAKSTON.

SEWING IN RURAL SCHOOLS.

In response to inquiries from rural teachers relative to books on Sewing, we are publishing a short letter from Miss Miriam Cox, Domestic Science Instructress, Truro, N. S. Miss Cox volunteers to render any assistance possible where teachers are trying to introduce this form of Manual Training.

Here is her letter.

Sewing is a form of Manual Training. Control of the muscles is learnt in an interesting and useful way. In Grades I, II, and III, the movements are large and general, tending to the development of the more fundamental muscles. As power to control these is gained, the accessory muscles are exercised and strengthened by the use of finer and more confined movements, which demand precision.

Ontario and the Western Provinces are meeting this demand for Manual Training among both boys and girls, by having sewing taught in the schools by the Grade teacher, supervised by one with control over a greater or less district.

Nova Scotia must not be behind.

Our citizens deserve as good as any other, and the value of this form of training in both our rural and urban school cannot be over estimated.

There are many books which will be found helpful to those who find this branch of education difficult. Among them let me mention.

Home and School Sewing, Agness Patton, Newson & Co. 15 E. 17 St. N. Y. Shelter & Clothing, Kinne & Cooley, MacMillan Co. The latter is more general.

How shall the Little Ones Sew, by Florence Kendrick Johnson. The People's University Extension Society, New York City.

Teachers' College, Columbia, publishes a number of bulletins relating to sewing and ways and means for its development in schools.

THIS IS 1916.

- Would you plant and harvest as in 1865?
- Would you light your house as in 1865?
- Would you cook over the fire as in 1865?
- Would you use a "muzzle loader" as in 1865?
- Would you breed razorbacks as in 1865?

If everything on your farm and in your home bears the mark of 1916 why will you insist upon a school that was planned in 1865?

If your children are to live and earn a living in 1916 would it not be better to give them a 1916 education?

From circular letters issued by the Bureau of Education, Washington, the following quotations give us something to think about.

Above all, we need a close cooperation between home, school and shop, an education that projects itself from the school into the shop and from the shop into the school. And we need to remember that it is after all, the *real things* that the child meets that educate him.—Hon. P. P. Claxton.

Supt. N. L. Englehardt, Dunkirk, N. Y.—In our school we are endeavoring to give every boy an idea of the industrial work in our community. In the seventh grade we have a course in industrial geography. In this course the evolution and processes of an industry are studied. Then the industrial plant itself is visited. Returning from the plant, compositions on what was observed are written and maps drawn, showing where the raw materials used in the industry are found and where the finished products are shipped. This study gives a real, live interest in the work of the community. These industrial studies are made in connexion with manual training and they give more meaning to the work.

Plainville Township, Conn. selects one school in each village and makes of it "a model school," to demonstrate what a rural school under ordinary conditions may become. The result has been that the standard in all the schools in the country has been elevated.

In Caroline County, Md., lantern-slide views contrasting the best and poorest agricultural and domestic conditions are used to good effect.

How to bind dilapidated text-books so that they look almost as good as new is taught in manual training classes at Hampton Institute, Hampton, Va.

Here are a few suggestions as to how the school garden can be allied to the studies of the school, without taking a minute's time from the pupil's routine work. The school garden furnishes:

1. Source of best nature study material.
2. Art work—design, color, form, grouping, etc.
3. Language—topics, composition, some of best literature.
4. Mathematics—measuring, plotting, etc.
5. Physics and chemistry—natural forces.
6. Domestic science—raw food stuffs, large world relations.
7. History—plants, old customs, trade routes, industries.
8. It is industrial training.
9. Manual training—making tools and accessories.
10. It is elementary agriculture—curiosity aroused, monotony banished.
11. Improves school—a social bond, ethics, civics.
12. The conditions of living given in miniature.

(Report of Fairview School Garden, Yonkers, N. Y., May, 1910.)

Rural Science Bulletin.

Vol. III.

TRURO, 20 JANUARY, 1917.

No. 4.

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

NOTES.

The prices of the Books on Sewing mentioned in the November bulletin are: Home and School Sewing, 85 cents; Shelter and Clothing, \$1.10; How Shall the Little Ones Sew, 25 cents.

Mr. H. R. Brown, Scotsburn, Pictou County, has renewed his ten dollar offer of a year ago to the school section sending in the largest number of Dairy herd records. His prize will be library books rather than money. Teachers interested should write Mr. Brown for particulars.

We urge teachers to plan early for next year's exhibitions. Good handwork thruout the year should be saved. When you leave your present school, leave a note for your successor, telling her what you have done and what she may reasonably expect of her pupils and their parents. It will help wonderfully. Some teachers began preparing for their next exhibition as soon as their last one was over in September or October.

MANUAL TRAINING FOR RURAL SCHOOLS.

In all exhibition prize lists, prizes are offered for "useful wood-work." Boys, however, are often at a loss to know what to make. The Department of Education, Saskatchewan, specifies the following:—

Milking stool; Fork rack; Nail and bolt box; Field fence gate; Egg tester; Harness bracket; Forcing box; Pair of butter spades; Butter mold; Chicken feed box; Trap nest; Hen coop; Window box; Any other sample of woodwork.

In addition, we select the following from the last Parrsboro School prize list.

Best bird house; Best caterpillar box; Best insect stretching board; Best insect case (wooden); Best insect case (card-board);

SCHOOL GARDENS IN THE PHILIPPINE ISLANDS.

Those who read the Nature Study Review should read, particularly, "School Gardening in the Philippines", by Mr. N. H. Foreman, in the November, 1915, number. According to this article, the Philippine schools meet the needs of the people much better than ours do. Gardening is a part of the regular Course of Study in all common schools. The school garden actually supplies part of the food of the people. Home gardens are required of children above Grade III.

Many people who were formerly shiftless now industriously work their gardens. Their children have taught them how to do it. Both boys and girls are taught to cook the vegetables they grow. Successful tree-planting is also a requirement for promotion.

The schools maintain nurseries, from which trees and shrubs are taken and planted along the public roads, in the parks and at the homes.

The Philippines have beaten us because they were ready to adopt new ideas. In educational matters they were not wedded to methods a century old. Our people are slow to change. But let us not weary in well-doing.

EXTRACTS FROM TEACHERS' LETTERS.

"We have organized a Junior Audubon Society, and are now preparing a concert to obtain money for flowers, seeds and other necessities."

"One of the parents gave the school a table and cabinet in which to keep their collections, etc. The above mentioned plants were given by parents of the pupils and we have many pictures, flags, etc."

"Plans are on the way for our next School Fair."

"My regular school work is very heavy, so much high school work; but it is made more interesting by correlating Nature Work with it."

"The children have collected cocoons, galls, etc., and are becoming more and more observant."

"We bought one hundred bulbs in the early fall, and have them planted in two nice beds along the border of our walk, which we haven't cut out and gravelled, but hope to in the spring."

"As a correlation to Nature Study the children wrote descriptions in their Nature Study booklets, and drew trees as they stood bare.

From the circumference of the stems, they were led to find diameters, and were shown how to find the amount of lumber in logs."

"My problem is to get workers from all the rooms without neglecting my own work—can you help me?"

Here is Principal Wetmore's answer. This, of course, applies only to graded schools or town schools.

"I have found an interchange of teachers for Nature Lessons occasionally helps, for it gives the Rural Science teacher a chance to interest pupils of the other departments in the school or home gardens, without interfering with the regular school work. I have also found that those who were interested enough to do garden work, were also willing to remain for an occasional after-school class. This last class of pupils will do more garden missionary work than the teacher can hope to do.

If the choice of seed to be planted be left to the pupil, a greater degree of interest is obtained than if each were allotted a definite kind of seed. It also entails a more thoro study of the catalogs, which should be present in each department."

CHILDREN'S HOME GARDENS.

Value. The value of the home garden for the child is unquestioned and one of the sharpest manifestations of the movement is to link up the home with the school. Any teaching of gardening that would not result in a very wide extension of home gardening would not be worthy the name. Better home gardening for the children is the ultimate result of all school gardens.

The Garden at the School. It is necessary to maintain a garden at the school building, however small that garden may

be, in order to increase the valuation of home gardening in a community. The child does at home what he learns to idealize in school. Gardening is not worth while for a child unless his teacher shows him by example that it is worth while.

Garden Club. The social interest is developed thru a club and the placing of responsibility upon the officers of that club is in itself educative and helpful in every way.

Supervision. It is almost an axiom that nothing moves unless some one is responsible. Much of the success of school gardening in various parts of the country may be traced directly to the individual behind the operations.

Every school that undertakes school gardening, should first of all insist that one teacher be responsible for that work in all its phases.

School Credit. If school gardening be worth while and if it should in any way take up the time of school people, then it is worthy of school credit. If it be not worth while that children learn gardening and be stimulated by this work here and at home, then it should be entirely omitted from school education.

Van Evrie Kilpatrick,

Pres. Sch. Garden Assoc., New York.

QUOTATIONS.

"Year in and year out the educators of the country, with the assent of the parents, force the children to go to school and acquire arithmetic and adenoids; history and hookworm; algebra and astigmatism; cube-root and consumption; Caesar and spinal curvature; and then ninety-seven out of every one hundred of them go forth into life unable to apply their so-called education to the immediate problem of making a living—a problem that immediately confronts that number."—*President Eggleston of Virginia Polytechnic Institute, Richmond.*

"Here is a little country school building in Iroquois (Illinois), with two windows in front and two on each side, with no shades, letting all the glare of light into the children's eyes; and old seats and double desks, cut in pieces and broken; and the old fashioned alphabet method is used in teaching the children. But across a forty-acre field is a beautiful farm house and four or five barns, and this farmer has improvements on his auto that are worth more than the whole school house. Does such a poorly equipped and wholly unsuitable house belong among such rich farm homes, when children of those homes and that district must spend so large a part of their lives at that school? And such a contrast is by no means rare."—*Community Building and Permanent Agriculture.*"

WHEN TEACHERS GET TOGETHER.

If the teachers of a township could meet together occasionally they could suggest to one another methods of improvement. Local speakers on different phases of agriculture and other good topics could be secured. They could invite the trustees and parents to these meetings. Discussions on things pertaining to the school would give trustees and teachers a chance to see both sides of the question.

If thruout our rural sections we had active rural meetings of teachers, trustees and parents, each would help the other and a better understanding of what the teachers are trying to do would bring more harmony between teachers, parents and trustees and more enthusiasm among the teachers.

Could we not also endeavor to have a woman trustee on every board, where a capable woman could be secured? If we could the parents would be more inclined to visit and learn more about their school and in knowing this, improvements, especially educational and sanitary, would result.

If some boy wishes to leave school because he intends to be a farmer, and therefore "does not need an education" show him the following quotation. Furthermore, take a hint from his point of view and give him a little more help on the topics that will affect his farming career and a little less of what is intended for his going-to-college brother.

"It is entirely safe to say that no other industrial calling demands such varied, expert knowledge to carry it on successfully as that of farming. This fact explains why so many who take it up often do not succeed. For "this venerable Mother of all the arts," as Emerson called the science of agriculture, does not lightly yield up her secrets. They are secured only by infinite pains.

The young farmers, and the older ones as well, who are in a position to take advantage of the opportunities to gain knowledge at little cost may consider themselves most fortunate. Many of the fundamental truths of agriculture have been common knowledge for thousands of years, but scientists are constantly discovering new ways of applying these truths, and there need be no fear that we may know too much."

WHAT ABOUT THEIR SCHOOL?

By Mary P. Connolly.

Mary comes home from school with a headache, and Johnny does not feel like eating much supper, and you feel sure some dreadful illness is impending. If you had gone to school that morning, and had stayed in the unventilated classroom where your children spent the day, you would have understood.

I know a school-teacher who is the envy of fellow workers in the building where she teaches, because of the control she has over her pupils. I asked her one day the secret of this wonderful discipline and she answered: "The windows of my classroom are never closed. At the beginning of the term I teach the children a few of the simpler gymnastic exercises. Once in the morning and once in the afternoon, as soon as I see interest lagging and the pupils beginning to look round the room, I throw the windows wide open and we exercise for ten minutes. It keeps down punishments and prevents me from developing 'nerves.'"

How is the room lighted in which your children spend the day? The light should fall over the shoulders of the pupils and the blackboards should be placed so they may be easily read in any part of the room. Glare on the blackboard is a frequent cause of eye strain.

Examine the size of the print in every book your child uses and if it is too small report the matter to the teacher and the school directors. Print should be large enough to be read easily ten inches from the eyes. If the print is small and the child must hold it closer, squinting will be the result.

Do you know anything about the water supply at the schoolhouse, and has your child his own drinking cup? Diseases of all kinds are spread thru the common drinking cup, and many serious epidemics can be traced to its use in schools.

Share Johnny's lunch with him some day at school, and see if you feel particularly refreshed and energetic after eating the hardboiled eggs, cake, pie and cold coffee that go to make up the lunch of hundreds of school children five days of every week in the school year.

A number of the mothers of a small rural school came together recently to discuss the lunch question. They decided that each mother who was present at the meeting should take her turn making a kettle of soup and sending it to the schoolhouse in time for lunch. The children carried bread and butter and fruit in their baskets, and with the soup, which the teacher kept warm on the stove, they had a wholesome and nutritious lunch.—Country Gentleman.

Rural Science Bulletin.

Vol. III.

TRURO, 28 FEBRUARY, 1917.

No. 5.

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

SCHOOL ENTERTAINMENTS.

Possibly nothing promotes the spirit of good will thruout the section more than school entertainments. Besides bringing the teacher and her pupils closer together, they link up the school and the home.

Too often, poverty drives the teacher to some form of public entertainment as a last resort to raise funds for some school equipment. Aside from this, however, a class play, a debate or a musical entertainment can be made fully as educative as any other school exercise. Here, the teacher has the opportunity to introduce some feature new to the section. A flag-drill, a Christmas tree or a well staged play is vastly more popular than the time-honored, foolish dialogs and recitations. In some communities, an occasional evening is devoted to the public discussion of some topic relative to the welfare of the school or of the community.

The following extracts are from a letter of a Cape Breton teacher describing her Christmas entertainment. The story of Hiawatha was part of the program.

"With the aid of myself and the parents they were able to make their Indian costumes.

The girls got some brown sateen for their dresses. They made various colored salt beads and moccasins of the brown sateen, artistically trimmed with beads. They brot a supply of feathers to school and we made head dresses for the boys. We also made arrow bags for Hiawatha and Iagoo.

Iagoo and Hiawatha made their own bows and arrows. We made a wigwam of four slender sticks, covered it with burlap of old bags, and patched up with birch bark. We nailed some small spruce trees to the floor to represent a forest, and had boughs scattered about the stages.

That evening the program began at 7.30 and lasted two hours and a half. Some of the audience helped to take the presents off the tree and passed them to Santa, who distributed them.

It was a sort of community tree so there were gifts for young and old.

There was an audience of ninety persons and judging from the hearty applause during the entertainment it was not a failure."

GROW VEGETABLES FOR PATRIOTIC PURPOSES.

In the Bulletin dated April, 1916 (See Journal of Education) we published a short note on growing vegetables for Patriotic purposes. Such a topic will bear a second reference. All over

Canada, school children are making special efforts towards Production and Thrift. Do we want to be behind the other Provinces.

Gardens on the school grounds are not always popular. One reason for this is that they are not productive. Let us make them so during this war period. Farmers will assist any movement that is worth while. To them, a flower garden is not profitable. If, however, we grow potatoes, they will help.

How many schools in the Province will plant a good plot of potatoes this year? The farmer who refused to help with a flower garden will plow ground for potatoes. Try him. If, in the future, we wish to grow something else, the potato crop will have put the ground in good condition. Teachers, won't you talk this matter over with your progressive rate-payers?

Even with a garden at school, we cannot afford to neglect the garden at home. Make it profitable too. We can all help feed ourselves and feed the world.

PARENT-TEACHER ASSOCIATIONS.

Parent-Teacher associations have been formed in many parts of the country. Closer co-operation between the school and the home will solve many of the school difficulties.

If the teacher could get the mothers together once a month, either at the school or elsewhere, many topics of mutual interest might be intelligently discussed. When parents are induced to visit the school and encourage both children and teacher, better work must surely result.

Among matters worthy of discussion are Home Preparation of Lessons, Sanitary Conditions of the School, The Appearance of School Premises, Noon-day Lunches, Discipline, Relative Importance of School Subjects, Manual Training in Rural Schools, Social Activities, Evening Entertainments, Books and Magazines worth reading, Individual and Community Rights and Privileges, etc.

SCHOOL CREDITS FOR HOME WORK.

A unique feature of school work in Oregon is a plan recently adopted to make children more thoughtful and helpful in the home. The Club idea is not to make mere money grabbers. Tho children are taught to garden, they are taught at the same time everything pertaining to real country life. The garden contest develops their initiative, their self reliance, their business ability, their honesty, in fact, their manhood.

Realizing that children were not being taught to be thoughtful, helpful, sanitary, punctual and systematic, a school principal thought of the ingenious scheme of allowing School "Marks" for home work. This does not mean school work done at home; but such home work as making fires, getting breakfast, washing dishes, caring for the baby, feeding chickens, cows or pigs, cleaning the horse, carrying coal or wood, bathing regularly, cleaning the teeth, going to bed before 9 o'clock, etc. All these duties are printed on a small card, with a standard

value for each duty. The parent certifies on this card how much the child did each day, and his earned "Marks" are credited on his school record. Parents are delighted with the results.

This suggests the various ways the enthusiastic teacher may be a force in the community. When we realize that the ability to read, write and count is not the substance of education but its most powerful tool, possibly we shall hear less of that old excuse "I have no time to teach Nature Work." There are honest teachers in our province today who believe they are justified in neglecting to teach the real things of life.

Here is what Miss Theakston, Chebucto School, Halifax, says of home duties under school supervision.

"I find that in certain months one cannot get a large amount of home preparation of strictly school work, such as house cleaning times and Christmas, so during May and June and December, I usually give credit for work done at home. The parents are quite sympathetic about it and it helps to develop character quite as well as book lessons, and in the long run they do not lose anything."

CONTESTS AMONG SCHOOL CHILDREN.

Inspector Kennedy of Weyburn, Sask. is doing very active work in organizing Children's Clubs in his inspectorate. To show how he has enlisted the support of business men in his own town, we publish the following prize offers to seven distinct clubs. Accompanying these offers are printed rules governing the contest and a blank form to be signed by the parents, expressing their approval and promising their assistance.

Here are the offers for the year 1916:

BOYS' AND GIRLS' CLUB.

Dr. G. J. Whetham, Weyburn, has provided Fifty Dollars (\$50) for prizes for the successful competitors in a **Contest re The Cleanest Bill of Health during 1916.**

Mr. J. A. McBride, President and Managing Director of the Golden West Grain Company, Limited, Weyburn, has provided One Hundred dollars (\$100) for prizes for the successful competitors in a **Contest in the Raising and Feeding of Swine.**

The Weyburn Security Bank, Weyburn, has provided Fifty Dollars (\$50) for prizes for the successful competitors in a **Contest in the Raising and Feeding of Poultry.**

The Canadian Bank of Commerce will lend up to Fifty Dollars (\$50) to each member of the Club, upon his or her own note without security, with interest at the usual rates, for the purchase of a **flock of five sheep**, such sheep to be raised and cared for by the member in accordance with the rules of the contest as given below.

Messrs. Edmondson and Betts have donated One Hundred Dollars (\$100) for prizes for the successful competitors in the Contest.

In order that the most successful competitors may have some permanent record of their success, The Canadian Bank of Commerce will give a Silver Medal to the competitor winning the highest number of points, and a Bronze Medal to the competitor winning the second highest number. Both medals will be suitably engraved by the Bank with the name of the competitor, etc.

Mr. Joseph Mergens, Vice-President and General Manager of The Canadian Investment Co., Ltd., Weyburn, has provided Fifty Dollars (\$50) for prizes for the successful competitor in a **Contest in Manual Training.**

The Soo Line Mills, Ltd., Weyburn, has provided Fifty Dollars (\$50) for prizes for the successful competitors in a **Contest in Household Science.**

Dr. M. A. Nickle, Weyburn, has provided Fifty Dollars (\$50) for prizes for the successful competitors in a **Contest in the practical Operation of First Aid during 1916.**

As further evidence of Mr. Kennedy's activity, we submit a copy of a post card, which suggests how we in Nova Scotia might increase the scope of our usefulness as teachers or inspectors. We are sure any of our Inspectors will co-operate with their teachers in work of this kind.

Weyburn, Sask., February, 1916.

To TRUSTEES AND TEACHERS,
..... Rural Municipality.....

A meeting will be held in the.....
in..... Saturday,..... 1916, at 2 p. m. for
the purpose of forming an organization with a view to encouraging not only
the regular class-room work but also School Gardening and Household Science;
also to arrange for the holding of a School Exhibition in.....
at a date to be decided upon, in September, 1916.

(Signed) A. KENNEDY,
Inspector of Schools.

IDEAS GATHERED FROM SCHOOL PRIZE LISTS.

In 1916, the Lawrencetown Exhibition Board of Management appointed eighteen committees to look after eighteen separate details, for example, one was for **Arrangement of Exhibits**, another to **Inspect Gardens**, a third for **Cooking and Canning**, a fourth for **Vegetables, Grain and Fruit**, and thus for every other class of exhibits. Their list closed with this note:

Entertainment.

The pupils from the united sections will sing afternoon and evening. Ball games, foot races and other sports will be held in the afternoon. Noted speakers will address the evening meeting.

A strong feature in the Colchester County Children's Show, conducted by the Truro Local Council of Women, was the offering of special prizes by citizens for distribution in their own sections. For example, Stewiacke East offered \$3.00 for competition among its own children. Similarly, Upper Stewiacke offered \$4.00. Stewiacke Town citizens offered a boy's watch, a pocket knife, a toilet set and one cash prize. Tatamagouche, offered five prizes of \$1.00 each. Princeport School trustees contributed \$6.00 from School funds to be divided into four prizes. This is a commendable action, worthy of general imitation. Citizens of Truro offered the following special prizes: A box of chocolates, a pair of snowshoes, a gold bracelet, a dozen photographs, a book, a boy's sweater coat, a girl's sweater coat and two potted plants.

Furthermore, the citizens generously advertised in the prize list, thus, an attractive publication of sixteen pages was the result.

An Ontario County prize list uses the following as an introductory page.

You couldn't get a boy excited about watching the cows out of a gap in the wheat field if you tried forty years, but ask him to build the sheaves into a load on the waggon and he's ready for a ten hour day. Why anybody could watch a gap but it requires some brains to bind the slippery sheaves on so the whole corner of the load won't slide off when you jolt across the rail bridge on the way to the barn.

A girl seldom becomes so enthusiastic over the weekly churning that she doesn't care to stop to help her mother sew a bit of lace on her summer frock, young humans are not built that way. Girls and boys can never become interested in anything that does not demand mental exertion with a little feeling of responsibility on their part or when they are not affected in some definite way by the result of their work. In short their work must mean more to them than a mere "job."

To effect this we must make them to see the little everyday duties about the farm and home from a new angle. That is just why School Fairs were started. The pupil who has a home plot to manage all alone suddenly receives the gift of a thousand eyes that notice every farming operation in the community. The one who tries a little sewing or cooking or carpenter work immediately begins to live in a wider world with broadened ambitions. In reality the keynote of the School Fair is that it **arouses** the girls and boys.

One lady teacher reports verbally: "I drove the horses for the farmer who plowed my school garden. By volunteering this assistance, he could not very well refuse to help me."

EXTRACTS FROM TEACHERS' LETTERS.

"We have started to prepare for our next Exhibition. The girls have finished and stencilled their bags and have started to make a small apron. This is in the grades III and IV, the boys fix up the room, shades had to be attended to and so on while girls sew.

"One of the boys, whose father is a carpenter and carriage builder, has promised to help the others to make mineral boxes."

"One of the Trustees visited the school this morning. He thinks it would be a good plan to plant potatoes next year, trying various kinds of fertilizers and planting some without any manure to observe the difference."

SOME GOOD THOUGHTS.

"The average boy leaves school because study of the bookish sort has ceased to make any appeal to him."

"Education is life, but it does not follow that knowledge is life; very often it is dead, inorganic, and putrefying. Knowledge is not power. Only the application of knowledge to human needs gives it power. The test of all teaching should be: 'Does it give us power of service?'"

"No school performs its whole duty until it has projected its program of regular work into the home, farm, and business life of the district, and has returned to the school with all the righteous activities and needs of the community."
—O. H. Benson.

"This learning agriculture (which is a compound of the following ingredients, one-eighth science, three-eighths art, and one-half business methods) out of a book, is like reading up on the handsaw and jackplane, and hiring out for a carpenter."

"The least worthy monument to a man is a granite block or a marble shaft. They represent the dead man's money and the kindness of friends. The true monument is what the man has accomplished in life; it may be a better gate, or house, or farm, or factory. Put his name on it and let it stand for him."—Knapp.

"Think of the absurdity of having to teach language as a thing by itself. If there is anything the child will do before he goes to school it is to talk of the things that interest him."—Dewey.

WHAT ONE NORTH DAKOTA COUNTY IS DOING FOR RURAL SCHOOLS.

The better conditions have become general. There are better heating and ventilating plants, schools furnished with single seats, and equipped with libraries, up-to-date text-books, pictures, maps, better water supply, cleaner toilets, and playground apparatus. Equipment has also been provided for teaching domestic science and agriculture both in the one-teacher schools and in the consolidated schools.

Rural School Nurses.

Not only has the material equipment been improved, but such organization has been effected that the interests of the home, the community, and the school are being developed together. The county superintendent has three assistants, two of whom assist in the field work, one as a school nurse, and the other as a school supervisor. The school nurse also works under the direction of the county board of health, thus bringing the school organization into closer touch with the other organizations of the county. Her work has resulted in improved school room sanitation, in greater attention to personal hygiene, in checking the spread of contagious diseases, and most of all in developing among pupils, patrons and teachers a higher appreciation of good health and thoro instruction in ways of dealing with defective teeth, sight and hearing.

UGLY SURROUNDINGS A HINDRANCE TO REAL EDUCATION.

The teacher who takes charge of an average country school should be both an educationalist and a missionary.

Not that he will be required to read the church service on Sundays, or bury people or marry them, but there are other things to do of a missionary character besides the orthodox duties of a clergyman.

I could never understand why, in many country districts, the school grounds should consist of nothing more than a bare, ugly yard with neither grass, flowers nor trees. It would require no greater expenditure of money than is now made, and but little more work, to keep the school premises looking handsome. The children themselves would do the work, or most of it, and the result would be not only beautiful surroundings, but also efficient training for the boys and girls as well.

But old Uncle Stay-as-you-are will say: "It would be no use fixing up the school grounds for the children would only spoil it."

I would like to tell uncle how much I admire his knowledge of children, but it would be scarcely polite to do so. I'll simply say that the children would do nothing of the sort.

Give them a personal interest in the work of beautifying the place, and they will organize a police squad, if necessary, in order to protect the plants and flowers.

I took a motor ride thru a country district recently, and could not help noticing the bare ugliness of the school grounds that we passed.

All were treeless and in many instances were situated in the most unattractive bit of barren land in the district, all, with one exception. This was built near to a prosperous looking farmhouse, and tho small had lines of simple beauty.

The lawn was green and smooth as that of any city residence; clumps of shade trees stood in the back ground, and all about were masses of lilac bushes and other shrubbery. There were very few flower beds, but the whole effect was one of satisfaction.

I could not help contrasting this with an old, unfinished shack, I had in mind, situated in a field of stumps between a swamp and a mill pond. The farmers of each community were equally prosperous.

I wonder if the ideals of former teachers had anything to do with the condition in each instance?—[Family Herald.]

RURAL SCIENCE TRAINING SCHOOL, TRURO, N. S.

A summer school is held each year at Truro in connexion with the Normal and Agricultural Colleges, members of both faculties constituting the faculty of the Summer School. The session lasts one month. This year the dates are July 11 to August 9.

Two-year courses are offered in Botany, Chemistry, Physics, Geology and Mineralogy, Plant Diseases, Entomology and Horticulture. One-year courses are offered in Nature Study, Biology, Agriculture, Bird Study, Weather-Work, Woodwork, Brush and Card Work and Bacteriology. In addition The Department of Militia gives a course in Physical Training.

About 200 teachers each year attend the School. The only inducement offered generally is travelling expenses. Those showing aptitude for leadership, however, are candidates for cash scholarships amounting to about \$15. In the past small grants, usually \$25, have been awarded to graduates who taught creditable nature work in their schools. It is now proposed to withdraw these grants, and to offer larger scholarships for attendance at the Summer School. Cash prizes will still be offered, however, to teachers who do noteworthy work in gardening or exhibitions.

The instruction includes lectures, laboratory and field work. The gardens on the Normal College grounds are cultivated entirely by students. In addition, the model gardens on the Agricultural College farm are used for demonstration purposes.

The aim is to give the teachers a common sense and practical knowledge of "every day things"; and trust to their initiative to use whatever can be applied in their individual schools.

IS YOUR HOME SAFE?

Many of Canada's Fires are in Dwelling Houses.

The fire record for 1915 shows that of 1,625 fires reported, 676 were in the homes of our people. The great majority of these dwelling house fires occur at night, when the lives of the occupants are endangered.

From the 676 homes the greater portion of the families were turned out at night, in wintry weather. In these fires 141 lives were lost.

The chief causes of these home fires are: Carelessness in allowing defective chimneys to exist; carelessness in the overheating of stoves and furnaces; carelessness in the use of matches; carelessness in many other ways.

Before winter weather sets in, the householders should see that the heating equipment is fire safe; that there are no cracks in the chimney to allow sparks to enter the attic; that furnace pipes are thoroly clean and at a safe distance from woodwork; that stoves, ranges and stove pipes are in safe condition and all surrounding woodwork protected, and that lamps and lanterns are in good condition.

Carelessness with matches caused 69 fires last year; overheated stoves and furnaces, 51; defective and overheated chimneys, pipes, etc. 62; electrical defects, 55. These causes are all easily avoided and should be guarded against in future.

Homes should be made reasonably firesafe by taking the simplest necessary precautions. Safety First is as essential in the home as at work.

The Minister of Education for Ontario sent the following

Circular to Inspectors and Teachers.

INCREASED FOOD PRODUCTION.

In order to assist in meeting the shortage of foodstuffs, due to war conditions and the unfavorable season of 1916, those teachers who are now giving instruction in agriculture and horticulture in the Provincial schools should arrange as far as practicable to grow plants of food value in school gardens and to reduce correspondingly the space hitherto devoted to flowers and decorative shrubs. With the same object in view, the home garden projects should be enlarged and modified and extensive use made of vacant lots and other unoccupied areas. In this way advantage might be taken of the potential labor of boys and girls from eight to fifteen or sixteen, much of which in the ordinary course of events is not utilized.

Inspectors might also take advantage of present conditions to enlarge the scope of agricultural education in Ontario and to demonstrate more fully the important bearing which agriculture has upon the welfare of the people, by using their influence to induce School Boards which have not yet established classes in agriculture to undertake this work and to utilize the school garden or home garden as recommended above.

If, indeed, the urban municipalities in Ontario having a population of from 1,000 to 9,000 would double the present production of their gardens and poultry yards, and use, as recommended above, the vacant lots and other unoccupied areas, it would increase the food products of Ontario by \$10,000,000 at a very conservative calculation.

Boys and girls cannot be expected to fight, but by assisting in increasing the supply of foodstuffs, they also can be of service.

R. A. Pyne,

Minister of Education.

Department of Education, Toronto
January 15th, 1917.

The annual agricultural production of Ontario is probably \$250,000,000; of Nova Scotia \$25,000,000. Can our schools add \$1,000,000 to our annual production? That would mean \$10 from each of our 100,000 pupils. Directly they can hardly be expected to make this average; but the extra impetus from the schools on the available energies in the homes may actually result in such an increased production.

Rural Science Bulletin.

Vol III.

TRURO, 24 MARCH, 1917.

No. 6.

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

GARDEN SEEDS FOR CHILDREN.

To assist our school children in the nation-wide movements for bigger crops, the government will bear part of the seed expense. We believe that it is unwise, in most cases, to give children everything. They appreciate that which they helped to earn. Accordingly, we shall supplement, where necessary, the children's purchases.

Members of Women's Institutes and other organizations are assisting teachers in this work. In all cases, we urge such leaders to learn what the children can do and will do themselves. Having done this, it will usually be found that only the children of very poor parents will need financial assistance.

We have set aside a limited sum of money for this work, which will be spent on the following conditions:—

- (1) The teacher must send to the Director of Rural Science a copy of the seed account for her whole school, and state how many children will share in these seeds.
- (2) She must say what portion of this amount will go to really poor children.
- (3) She must be reasonably sure that the *children* and not the *parents* want these seeds. [The parents' co-operation, of course, is wanted].
- (4) She must arrange to have a report of the garden results sent to the Director not later than October, 1917.

To any teacher who will comply with this request before our money is gone, and who will give any other details that merit consideration, we shall refund from 25% to 50% of the purchase price of the seeds. This will be sufficient to reimburse all who could not well afford the expenditure.

We cannot attempt to send seeds from Truro. Postage would be too great. Seeds, therefore, must be bought locally; and the teacher can help along the business side of the transaction. Try to attend to all details before April 20th. Take the matter up with the children and with interested citizens at once.

Why not start your children this year at growing their own seeds? Not only should they save flower seeds thruout the summer; but they should plant out this spring some good turnip and beet roots which have wintered over, and save the seed. This will be good practical botany on *biennials*.

Circular No. 7, Department of Education, British Columbia, offers the following suggestions to its School children, relative to greater production.

"If a good money-making crop be chosen, which is suitable to the district, it is quite possible for a careful and industrious boy or girl to make \$6 or \$8 on a plot 25 feet square.

Where soil suitable for gardening is not available, boys and girls might try one or more of the following:—

- (1.) Raising of a flock of chickens, ducks, geese, or other poultry.
- (2.) Raising of rabbits, pigeons, or other pet stock.
- (3.) Raising of a pig, calf, or sheep.
- (4.) Manual-training work: Some boys in cities may be so situated, un-

fortunately, that they cannot undertake any of the above money-making projects, but they might turn their mechanical skill to account by making some useful article which would sell for a respectable sum.

(5.) Domestic-science work: Girls, especially, should consider what they could do to make money for patriotic purposes by making pickles and preserves, canning garden-stuff, baking, or the making of confectionery. To grow some fruit or garden produce and preserve or can it might be most profitable of all.

(6.) The earning of wages: There may be some boys or girls who would prefer to help other people in some line of work which they could undertake. They might utilize Saturdays and the summer holidays, at least in part, for the good of their country in this way.

Teachers should lose no time in taking this matter up with their pupils. Let the children do most of their own planning and seek advice and assistance at home."

WEEDS AND SEED TESTING.

Within the last month, many teachers have received leaflets from the seed analyst at Ottawa. He writes that Nova Scotia is away behind the rest of Eastern Canada in the matter of seed testing. Shall we permit such to be said of us any longer?

Won't every teacher have a talk with her pupils on this important topic? Have the children bring samples of farm seeds to school; and then send the lot collectively to Ottawa for analysis. While the children are awaiting a report, others will possibly bring a second supply.

No time should be lost after reading this note. We want to make results available for this year's planting.

Teachers should also read to their children important extracts from the Seed Control Act.

QUOTATIONS FROM TEACHERS' LETTERS.

"Next Monday we are going to start bank accounts for children who wish it."

"Last week I took my forty little ones for a sleigh-ride, about which they are still writing stories. It is something new; and all mothers have thanked me when we meet at Women's Institute or elsewhere."

"There was an Exhibit of West India products and several of my pupils saw them and wrote their observation. A small prize was given for the best description."

"Twenty of the pupils are subscribers for 'The Schoolmate'—different subjects interesting different pupils."

"During last five weeks I have been giving some lessons on the cow—her importance—our dependence on her—different kinds—their care and treatment. Importance of keeping best paying ones. How to know this. This brings in testing of milk. It has been of interest to the children and parents too."

"I sent to the Perry Picture Company for forty of their Nature pictures done in colors. They are wonderful, so clear and the coloring is so beautiful. They add a great deal to the appearance of our school room."

There is one serious drawback to the latter, and that is our window-shades. I broached the matter to the Secretary and he kindly consented to buy us green roller blinds. How pleased we shall be when we get them."

DOES EDUCATION PAY?

"**Boys**—Are you going to be one of the *headless army*? It is in the majority, and spends its time taking directions and a daily pittance from the *leading* and *ruling* minority. whose heads, fixed on their own shoulders, do the thinking and planning that carry the world along.

The majority draw pay for the work they get out of their muscles, and can hope for no great change in the future. The minority use their physical capacity as a supplement to their mental capacity and expect all things of their futures. The dividing line is training—another name for education. In youth now, you decide how *you* will be classified later on."

[The Rural Educator].

WHAT FOUR YEARS IN SCHOOL PAID.

Wages of Two Groups of Brooklyn Citizens.

| | Those who left school at 14. Yearly Salary. | Those who left school at 18. Yearly Salary. |
|----------------------------|--|--|
| When 14 years of age..... | \$200. | \$ 0. |
| " 16 " " "..... | 250. | 0. |
| " 18 " " "..... | 350. | 500. |
| " 20 " " "..... | 475. | 750. |
| " 22 " " "..... | 575. | 1000. |
| " 24 " " "..... | 600. | 1150. |
| " 25 " " "..... | 688. | 1550. |
| Total Salary 11 years..... | \$5112.50 | \$7337.50 |
| Total Salary 7 years..... | | |

Notice that at 25 years of age the better educated boys are receiving \$900 per year more salary and have already, in seven years, received \$2250 more than the boys who left school at 14 years have received for eleven years work.

It Pays to Continue Your Studies.

EVERY DAY SPENT IN SCHOOL PAYS THE CHILD NINE DOLLARS.

[From the United States Bureau of Education Exhibit Panama Pacific Exposition].

Here is the Proof.

Uneducated laborers earn on the average \$500. per year for forty yrs ,
a total of..... \$20,000.

High school graduates earn on the average \$1000. per year for forty
 yrs., a total of..... \$40,000.

This education required 12 years of schooling of 180 days each, a total of
 2160 days in school.

If 2160 days at school add \$20,000. to the income for life, then each day at
 school adds \$9.02.

**The Child that stays out of School to earn less than \$9.00 a day is losing
 money. not making money.**

Take the school population of your own village or town and
 calculate the economic value of their possible garden work.
 This will be a good school problem in mathematics.

WOLFVILLE PATRIOTICALLY LEADS IN PRODUCTION MOVEMENT.

The Wolfville Patriotic Planting Club held a meeting on
 Friday last, and several resolutions were passed for the purpose
 of getting the work for the coming summer well under way. Every
 effort will be made by the club members to increase the production
 of the products of the soil in the way of staple and common foods,
 both by community effort on available and vacant lots and on the
 smaller back yard lots by individual work. It is fully realized how
 much can be produced this way in any community by a few hours a
 week of labor devoted to so good a cause. There are a great many
 men, and women too, as well as young people, who will be glad to
 help along the good cause, by making the back yard lot produce all
 it can be made to do. It has shown that by the expenditure of \$2.50
 for seed and fertilizer, a lot 30x40 was made to yield \$25 worth
 of garden stuff. Foods are high in price, and it is within the power
 of everybody to increase the production of foods, with very little
 labor.

The town is divided into ten sections, and a full estimate
 made of the lots and land suitable for crops. Every advice will
 be given individuals as to the best way to prepare and fertilize
 the soil, and as to the kind of crop the soil will best produce.
 Some men who have more land and manure than they can use, are
 offering plots and teams free of charge to those who care to use
 them for planting and working the land. Two bands of Boy Scouts
 under competent leaders will compete for a prize to be given
 to the group getting the best results from planting and working
 the two lots of land they will use this summer. It is the purpose
 of the Planting Club to call a mass meeting soon to lay the matter
 of increasing the food supply before the people, and to show how
 important it is to prepare for the summer of high prices and
 scarcity of food stuffs. We believe the example of Wolfville will
 be followed by other places in this splendid patriotic work.—**Wolfville
 Acadian.**

RURAL SCIENCE TRAINING SCHOOL.

From 11 July to 9 August, 1917.

General Program.

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

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

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

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

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

(6) Application for admission to the courses leading to a Rural Science diploma will be received from Superior First, First, and Second rank graduates of the Provincial Normal College, and from First and Second class teachers specially recommended to the Faculty of the Normal College by the Inspectors on the ground of effective work done in Nature teaching. Application must be received not later than 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) Rural Science Teachers who, in connexion with their regular teaching duties do noteworthy work in gardening or exhibitions, may be awarded cash prizes varying from \$5 to \$25 according to the quality of such special work. The amount awarded shall be decided by the Director, who will be guided partly by the reports of the Inspectors or by others familiar with the circumstances.

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

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

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

RURAL SCIENCE DIPLOMA COURSES.

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

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

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

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

TIME TABLE.
(Subject to Change).

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

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

SUMMER SESSION, 1917.

The next summer session of the Rural Science Training School will be held at the Provincial Normal and Agricultural Colleges, Truro, N. S., from 11 July to 9 August, 1917.

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

A Physical Training Course

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

OFFICERS AND STAFF.


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

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

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

Miss Dora M. Baker, *Secretary.*

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

 *The General Program of 1914, if accompanying this of 1917, is sent merely for the purpose of giving a general idea of the course of study followed at the school, which will be substantially the same as in 1914. It saves reprinting in the 1917 program.*

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

LOCAL "NATURE" OBSERVATIONS.

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 each teacher who wishes to conduct such observations, *one* to be preserved as the property of the section for reference from year to year; the *other* to be sent in with the Return to the Inspector, who will transmit it to the Superintendent 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 or necessary.

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 might also be recorded, but within a parenthesis to indicate the peculiarity of some of the conditions affecting their early appearance.

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

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

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

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

PHENOLOGICAL OBSERVATIONS, CANADA.

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

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

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

| Name and Address of the Teacher or other Compiler of the Observations responsible for their accuracy. | When First Seen. | When Becoming Common. |
|---|------------------|-----------------------|
| | | |
| Nova Scotia Phenochrons. | 1916 | 1916 |
| (Wild Plants, etc.—Nomenclature as in "Spotton" or "Gray's Manual"). | | |
| 1. Alder (<i>Alnus incana</i>), catkin shedding pollen..... | 117 | 123 |
| 2. Aspen (<i>Populus tremuloides</i>), shedding pollen..... | 123 | 128 |
| 3. Mayflower (<i>Epigaea repens</i>), flowering..... | 112 | 121 |
| 4. Field Horsetail (<i>Equisetum arvense</i>), shedding spores.. | 127 | 132 |
| 5. Blood-root (<i>Sanguinaria Canadensis</i>), flowering..... | 132 | 137 |
| 6. White Violet (<i>Viola blanda</i>), flowering..... | 127 | 134 |
| 7. Blue Violet (<i>Viola palmata, cucullata</i>), flowering..... | 131 | 137 |
| 8. Hepatica (<i>H. triloba</i> , etc.) flowering..... | 131 | 134 |
| 9. Red Maple (<i>Acer rubrum</i>), flower shedding pollen.... | 131 | 136 |
| 10. Strawberry (<i>Fragaria Virginiana</i>), flowering..... | 130 | 139 |
| 11. " " " " fruit ripe..... | 166 | 174 |
| 12. Dandelion (<i>Taraxacum officinale</i>), flowering..... | 133 | 140 |
| 13. Adder's Tongue Lily (<i>Erythronium Am.</i>) flowering.... | 139 | 149 |
| 14. Gold Thread (<i>Coptis trifolia</i>), flowering..... | 135 | 142 |
| 15. Spring Beauty (<i>Claytonia Caroliniana</i>), flowering.... | 135 | 143 |
| 16. Ground Ivy (<i>Nepeta Glechoma</i>), flowering..... | 142 | 146 |
| 17. Indian Pear (<i>Amelanchier Canadensis</i>) flowering.... | 149 | 149 |
| 18. " " " " fruit ripe..... | 182 | 186 |
| 19. Wild Red Cherry (<i>Prunus Pennsylvanica</i>), flowering... | 149 | 154 |
| 20. " " " " fruit ripe.... | 230 | 230 |
| 21. Blueberry (<i>Vaccinium Can. and Penn.</i>), flowering.... | 146 | 152 |
| 22. " " " " fruit ripe.... | 207 | 217 |
| 23. Tall Buttercup (<i>Ranunculus acris</i>), flowering..... | 155 | 161 |
| 24. Creeping Buttercup (<i>R. repens</i>), flowering..... | 163 | 168 |
| 25. Painted Trillium (<i>T. erythrocarpum</i>), flowering..... | 149 | 155 |
| 26. Rhodora (<i>Rhododendron Rhodora</i>), flowering..... | 151 | 156 |
| 27. Pigeon Berry (<i>Cornus Canadensis</i>), florets opening.... | 152 | 157 |

PHENOLOGICAL OBSERVATIONS.—(Continued).

| Day of year corresponding to the last day of each month. | | | | | | When First Seen. | When Becoming Common. |
|---|---|-------|-----|-------|-----|------------------|-----------------------|
| Jan. | 31 | April | 120 | July | 212 | | |
| Feb. | 59 | May | 151 | Aug. | 243 | Nov. | 334 |
| March | 90 | June | 181 | Sept. | 273 | Dec. | 365 |
| [For Leap years increase each number above except that for January, by 1] | | | | | | | |
| 28. | Pigeon Berry (<i>Cornus Canadensis</i>), fruit ripe | | | | | 160 | 169 |
| 29. | Star Flower (<i>Trientalis Americana</i>), flowering | | | | | 153 | 156 |
| 30. | Clintonia (<i>Clintonia borealis</i>), flowering | | | | | 157 | 162 |
| 31. | Marsh Calla (<i>Calla palustris</i>), flowering | | | | | 159 | 164 |
| 32. | Lady's Slipper (<i>Cypripedium acaule</i>), flowering | | | | | 162 | 167 |
| 33. | Blue-eyed Grass (<i>Sisyrinchium ang.</i>), flowering | | | | | 162 | 167 |
| 34. | Twinflower (<i>Linnaea borealis</i>), flowering | | | | | 165 | 170 |
| 35. | Pale Laurel (<i>Kalmia glauca</i>), flowering | | | | | 159 | 164 |
| 36. | Lambkill (<i>Kalmia angustifolia</i>), flowering | | | | | 166 | 172 |
| 37. | English Hawthorn (<i>Crataegus oxyacantha</i>), flowering | | | | | 167 | 170 |
| 38. | Scarlet fruited Thorn (<i>Crataegus coccinea</i>), flowering | | | | | 163 | 169 |
| 39. | Blue Flag (<i>Iris versicolor</i>), flowering | | | | | 167 | 169 |
| 40. | Ox-Eye Daisy (<i>Chrysanthemum Leucanthemum</i>), flowering | | | | | 166 | 172 |
| 41. | Yellow Pond Lily (<i>Nuphar advena</i>), flowering | | | | | 169 | 175 |
| 42. | Raspberry (<i>Rubus strigosus</i>), flowering | | | | | 161 | 167 |
| 43. | " " fruit ripe | | | | | 208 | 208 |
| 44. | Yellow Rattle (<i>Rhinanthus Crista-galli</i>), flowering | | | | | 172 | 175 |
| 45. | High Blackberry (<i>Rubus villosus</i>), flowering | | | | | 165 | 170 |
| 46. | " " fruit ripe | | | | | 226 | 241 |
| 47. | Pitcher Plant (<i>Sarracenia purpurea</i>), flowering | | | | | 171 | 176 |
| 48. | Heal-All (<i>Brunella vulgaris</i>), flowering | | | | | 173 | 180 |
| 49. | Common Wild Rose (<i>Rosa lucida</i>), flowering | | | | | 174 | 180 |
| 50. | Fall Dandelion (<i>Leontodon autumnale</i>), flowering | | | | | 170 | 171 |
| 51. | Butter-and-Eggs (<i>Linaria vulgaris</i>), flowering | | | | | 164 | 170 |
| 52. | Expanding leaves in spring make trees appear green (a) first tree, (b) leafing trees generally | | | | | 152 | 137 |
| (Cultivated Plants, etc.) | | | | | | | |
| 53. | Red Currant (<i>Ribes rubrum</i>), flowering | | | | | 149 | 154 |
| 54. | " " fruit ripe | | | | | 206 | 216 |
| 55. | Black Currant (<i>Ribes nigrum</i>), flowering | | | | | 153 | 159 |
| 56. | " " fruit ripe | | | | | 208 | 226 |
| 57. | Cherry (<i>Prunus Cerasus</i>), flowering | | | | | 154 | 157 |
| 58. | " " fruit ripe | | | | | 165 | 177 |
| 59. | Plum (<i>Prunus domestica</i>), flowering | | | | | 156 | 161 |
| 60. | Apple (<i>Pyrus Malus</i>), flowering | | | | | 155 | 161 |
| 61. | Lilac (<i>Syringa vulgaris</i>), flowering | | | | | 163 | 169 |
| 62. | White Clover (<i>Trifolium repens</i>), flowering | | | | | 163 | 168 |
| 63. | Red Clover (<i>Trifolium pratense</i>), flowering | | | | | 160 | 166 |
| 64. | Timothy (<i>Phleum pratense</i>) flowering | | | | | 162 | 168 |
| 65. | Potato (<i>Solanum tuberosum</i>), flowering | | | | | 180 | 180 |
| (Farming Operations, etc.) | | | | | | | |
| 66. | Plowing begun | | | | | 117 | 130 |
| 67. | Sowing begun | | | | | 130 | 137 |
| 68. | Planting of Potatoes begun | | | | | 129 | 136 |

PHENOLOGICAL OBSERVATIONS—(Continued).

| | | |
|---|-----|-----|
| 69. Shearing of Sheep..... | 129 | 138 |
| 70. Hay Cutting..... | 206 | 216 |
| 71. Grain Cutting..... | 245 | 252 |
| 72. Potato Digging..... | 250 | 253 |
| (Meteorological Phenomena). | | |
| | (a) | (b) |
| 73. Opening of (a) Rivers, (b) Lakes without currents..... | 91 | 104 |
| 74. Last Snow (a) to whiten ground, (b) to fly in air..... | 112 | 116 |
| 75. Last Spring Frost (a) "hard" (b) "hoar"..... | 122 | 147 |
| 76. Water in streams, rivers, etc. (a) highest, (b) lowest.... | 97 | 229 |
| 77. First Autumn Frost (a) "hoar" (b) "hard"..... | 249 | 289 |
| 78. First Snow (a) to fly in air, (b) to whiten ground..... | 295 | 312 |
| 79. Closing of (a) lakes without currents, (b) Rivers..... | 267 | 307 |
| 80. Number of Thunder Storms reported..... | | |
| Jan., 0; Feb., 4; Mar., 1; April, 13; May, 17; June, 16; July, 3; Aug., 13; Sept., 6; Oct., 15; Nov., 3. | | |

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

(Migration of Birds, etc.)

| | | |
|---|-----|-----|
| 81. Wild Duck migrating..... | 94 | 305 |
| 82. Wild Geese migrating..... | 91 | 288 |
| 83. Song Sparrow (<i>Melospiza fasciata</i>)..... | 95 | |
| 84. American Robin (<i>Turdus migratorius</i>)..... | 91 | |
| 85. Slate colored Snow Bird (<i>Junco hiemalis</i>)..... | 96 | |
| 86. Spotted Sand Piper (<i>Actitis macularia</i>)..... | 121 | |
| 87. Meadow Lark (<i>Sturnella magna</i>)..... | 137 | |
| 88. Kingfisher (<i>Ceryle Alcyon</i>)..... | 127 | |
| 89. Yellow Crowned Warbler (<i>Dendroeca coronata</i>)..... | 126 | |
| 90. Summer Yellow Bird (<i>Dendroeca aestiva</i>)..... | 134 | |
| 91. White Throated Sparrow (<i>Zonotrichia alba</i>)..... | 121 | |
| 92. Humming Bird (<i>Trochilus Colubris</i>)..... | 151 | |
| 93. King Bird (<i>Tyrannus Carolinensis</i>)..... | 139 | |
| 94. Bobolink (<i>Dolichonyx oryzivorus</i>)..... | 135 | |
| 95. American Gold Finch (<i>Apinus tristis</i>)..... | 141 | |
| 96. American Redstart (<i>Setophaga ruticilla</i>)..... | 141 | |
| 97. Cedar Waxwing (<i>Ampelis cedrorum</i>)..... | 145 | |
| 98. Night Hawk (<i>Chordeiles Virginianus</i>)..... | 134 | |
| 99. Piping of Frogs..... | 111 | |
| 100. Appearance of Snakes..... | 116 | |

(Other Observations or Remarks.)

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

Phenological Schedules.

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

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

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

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

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

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

PHENOLOGICAL OBSERVATIONS.

List of Schools sending in Schedules of Local Observations for the Half Year ended December, 1916.

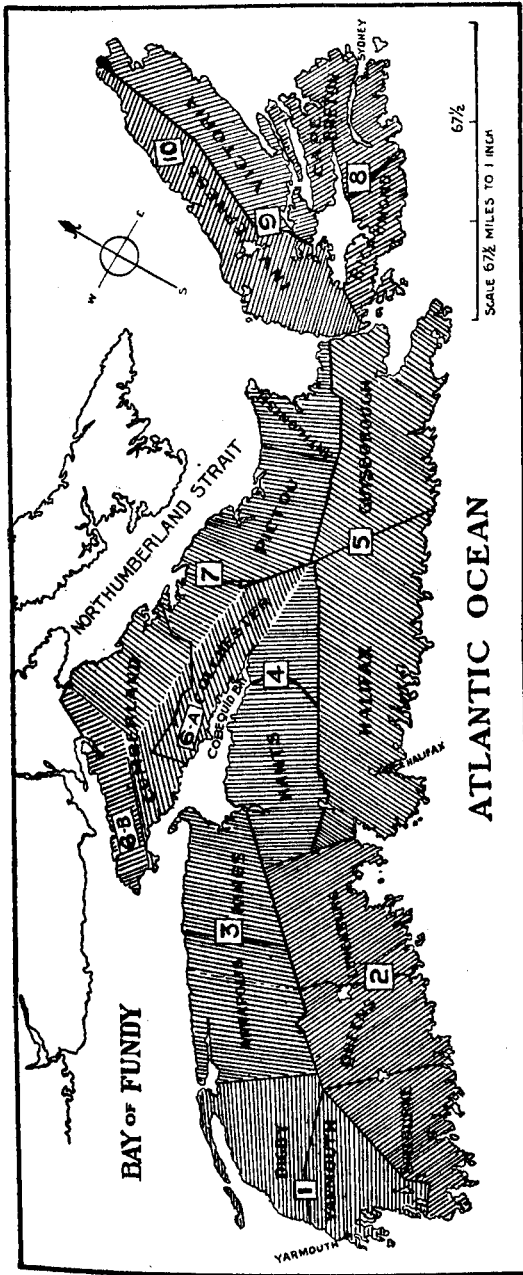
The teachers of Nova Scotia have already acquired a reputation beyond those of any other part of America for their voluntary devotion to and success in the cultivation of the observing faculties of the pupils under their charge. And our first line of biologists, a few widely known already in the world,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



THE TEN PHENOLOGICAL REGIONS OF NOVA SCOTIA.

REGION I.

Yarmouth and Digby Counties.

(a) *Coast.*

| | | |
|-------------------------|--------------------|----|
| Irma B. Campbell . . . | Bay View | 80 |
| Marjorie C. Smith . . . | Argyle Sound | 12 |

REGION II.

Shelburne, Queens and Lunenburg Counties.

(a) *Coast.*

| | | |
|---------------------------|--------------------|----|
| Hazel H. Smith | Baccaro | 95 |
| Oressa B. Ernst | Mader's Cove | 11 |
| Nora Backman | S. Peninsula . . . | 14 |

(c) *High Inland.*

| | | |
|------------------------|---------------------|----|
| Emma I. Robinson . . . | Chester Grant . . . | 11 |
|------------------------|---------------------|----|

REGION III.

Annapolis and Kings Counties.

(a) *Coast.*

| | | |
|---------------------------|---------------------|----|
| Evelyn R. Forsythe . . . | North River | 15 |
| Frances P. Campbell . . . | Waldeck E | 13 |

(e) *South Mountains.*

| | | |
|-----------------------------|--------------------|----|
| P. C. Kempton | Maitland | 15 |
| Lizzie M. Simpson | Victory | 12 |

REGION IV.

Hants and Colchester Counties.

(b) *Low Inland.*

| | | |
|-----------------------------|----------------------|----|
| Martha L. Fulton | Riverside | 9 |
| Amelia J. Cox | U. Stewiacke | 10 |
| Janie O'B. Turple | Admiral Rock | 22 |

(c) *High Inland.*

| | | |
|-------------------------------|------------------------|-----|
| Eva D. McCulloch | Nuttby | 4 |
| Gladys M. Aitchison | Truro Road | 16 |
| Hazel Cottam | E. Folly Mt. | 23 |
| Grace Horton | Castlereagh | 9 |
| Edith L. Hennigar | Northfield | 159 |
| Annie K. Hennigar | East Noel Rd | 8 |

REGION V.

Halifax and Guysboro Counties.

(a) *Coast.*

| | | |
|------------------------------|-------------------------|----|
| Kathryn Martin | W. Sheet Har | 13 |
| M. Beatrice Jewers | S. E. Passage | 12 |

(b) *Low Inland.*

| | | |
|------------------------------|----------------------|----|
| Louise Cameron | Sherbrooke | 14 |
| Catherine Chisholm | Roman Val | 16 |

(c) *High Inland.*

| | | |
|--------------------------|----------------|----|
| Janie M. Purdy | Dean | 11 |
|--------------------------|----------------|----|

REGION VIA.

Cobequid Slope.

(c) *High Inland.*

| | | |
|---------------------------|-----------------------|---|
| Bertha M. Smith | New Yarm'th | 2 |
|---------------------------|-----------------------|---|

REGION VI B.

Chignecto Slope.

(a) *Coast.*

| | | |
|-------------------------|----------------------|---|
| Inez Fillmore | Sand River | 5 |
|-------------------------|----------------------|---|

(b) *Low Inland.*

| | | |
|---------------------------|--------------------|----|
| Edna C. Morse | Hastings | 16 |
| Louisa Brownell | Shulee | 9 |

REGION VII.

Pictou, Antigonish and Cumberland Counties.

(a) Coast.

| | | |
|-------------------------|--------------------|-----|
| Cornelia Prowse . . . | Kings Head . . . | 9 |
| Stella M. Strople . . . | Bayfield | 174 |
| W. A. Petipas | W. Tracadie . . . | 15 |

(b) Low Inland.

| | | |
|-------------------------|--------------------|---|
| Alexandra Roberts . . . | E. Little Rv . . . | 9 |
| Beryl B. Mitchell . . . | Shinimicas Br . . | 4 |

(c) High Inland.

| | | |
|-------------------------|-------------------|----|
| Margaret G. Munro . . . | Brookland | 11 |
| Martha McCallum . . . | Rodney | 6 |
| Nellie Boyd | Wentworth | 16 |

REGION VIII.

Cape Breton and Richmond Counties.

(a) Coast.

| | | |
|--------------------------|----------------------|----|
| Agnes MacDougall . . . | Mill Creek | 10 |
| Elizabeth J. Cash . . . | Ball's Bridge . . . | 13 |
| M. A. Coady | Big Bank | 5 |
| Lena M. Beaver | George's Rv | 58 |
| Francis McDonald . . . | Point Aconi | 13 |
| Mary E. Miller | Big Lorraine . . . | 10 |
| Annie C. McNeil | Amaguadeez | 12 |
| Mary Nicholson | Barrachois | 12 |
| Elizabeth Somers | Irish Cove | 7 |
| Mary A. O'Toole | Oban | 14 |
| Johanna M. Doyle . . . | Acadiaville | 13 |

(b) Low Inland.

| | | |
|---------------------------|---------------------|----|
| Clara A. Kehoe | GrandMiraN | 17 |
| Catherine L. Gillis . . . | Victoria Br | 18 |
| Cath. Woodworth | Mira Brick'yd . . . | 7 |
| Laura M. Boutilier . . . | Sandfield | 12 |

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

REGION NO. I.

Yarmouth and Digby Counties.

Miss Irma B. Campbell, Compiler.

In one good schedule, the teacher's name was omitted, and the report had to be rejected. In another case, the teacher had evidently made a mistake in changing the day of the month to the yearly date, as nearly every date was about a month too late.

One observer has Bunch Berry among her additional observations, and inquires in a note if it is identical with Pigeon Berry, which she thought was a decumbent vine. She evidently confuses it with Mitchella repens, or Partridge Berry, which is a trailing evergreen herb. Spotton gives the common name of *Cornus Canadensis* as Bunch Berry.

A number of errors occur in the reports which would be impossible if the observer would read the notes by the various

compilers in the April, 1916, Journal. A number still confuse the Tall and Creeping Buttercups. *Kalmia glauca* and *K. angustifolia* are also badly confused, sometimes with the Rhodora. In one case *K. angustifolia* was reported first seen on May 18th.

Nos. 5, 8, 13, 15 had no observers. No. 48 had but one observer, yet this is common in all sections of the country. Farming operations are very poorly observed.

While there are few Rural Science teachers in the counties of Digby and Yarmouth, every teacher is, or should be, familiar with the wild flowers and birds of her section. A little more interest on the teacher's part, together with an effort to secure the interest and co-operation of pupils, would bring material results. Several teachers sent in very interesting and accurate reports, with many additional observations.

REGION No. II.

Queens and Shelburne Counties.

Seldon C. Bryson, Compiler.

Region 2 is divided into three belts: (a) Coast, and (b) Low and (c) High Inland. The schedules were distributed as follows, (a) 40, (b) 37, and (c) 3, or put in another form there were 44 schedules from Lunenburg Co., 20 from Shelburne and 14 from Queens. In nearly every case the inland schedules were superior in accuracy to the coast reports. Of the eighty reports received I classed thirty as "excellent," twenty-five were "passable" and the remainder I was forced to class as "very poor."

In the case of several teachers sending in reports from the same school, I think the better plan would be to combine all the schedules into one grand total, and send it in as belonging to the school, with each teacher's name attached. It is not an uncommon experience for a compiler to receive several identical reports from one school-section, in which case he is in doubt as to which one he should select. It also has happened that the compiler receives identical reports from teachers whose sections are separated by a number of miles.

There are yet some teachers who pass in the observations with the day of the month rather than the day of the year. This necessitates the throwing aside of the schedules, even tho they may be faultless in other respects.

Acer rubrum is reported by about one-half. 165 is too late for this.

From over seventy schedules *Hepatica triloba* is reported in five sections, a gain of three over last year. It was found in Maitland, Pine Grove, Centerville, Summerside, Lr. Rose Bay, all in Lunenburg Co. Last year it was found in Shelburne Co. also.

The Indian Pear comes earlier than the wild Red Cherry. 135 is too early for the latter and 162 is too late for the former. I think a few must confuse these. Refer always to "Spotton or Gray."

The Ground Ivy seems to cause some difficulty. Reliable teachers report this plant, but with a variation of forty days. Perhaps the little blue blossoms are not noticed as soon as the rarer plants. 180 is too late.

In spite of last year's note upon the Gold Thread, Star Flower and the Spring Beauty a few teachers are still confusing them. The Spring Beauty appears first and may always be recognized by the frail purplish blossoms and by the bulbous root. 152 is too late by far to look for this flower. Spring Beauty was reported three times, and two of these were clearly impossible. It was correctly reported from Rhyno's, Lunen. Co.

The Buttercups were confused again. The commonest buttercup of the South Shore is the *R. bulbosa*. Probably this is being mixed with the two of the schedule. The peculiarities of each can easily be studied by the interested ones by a reference to Spotton. No. 23 is the later plant as pointed out last year.

It has become rather a trite comment for a compiler to say that the Rhodora and the Kalmias are confused. It is taken for granted that a number of the non-thinking type should still glance at one and name it the other. Let me point out the difference just once more. The Rhodora (Rose Bay, Azalea) appears as a shrub about 2 or 3 feet high, with a labiate corolla of two lips, the upper being three-lobed, about the 24th of May. The other two appear in June the pale Laurel during the second week and the Lambskill (Sheep Laurel) about a week later. Besides the fact of their flowering at different times they may be recognized by this, that the former has few *terminal*, and the latter has *many lateral*, blossoms.

Bloodroot is not mentioned in these counties, yet it is common in some parts of N. S. Is it possible that this plant is being mistaken for some other like it. Perhaps the Gold Thread?

Several times I find *Cinque-Foil* in the extra observations. It would be interesting for teachers to note that we have at least three varieties of *Five-finger* common in N. S.—*Norway*, *Silvery* and *Canada Cinque-foil*. See Spotton.

I am adding a few approximate dates, which I hope will be of help to the conscientious teacher. Look for the Spring Beauty during the first few days of May; Gold Thread, White Violet and Adder's Tongue Lily 9th, 10th and 11th of May; Ground Ivy and Tall Buttercup the first week of June; Creeping Buttercups a few days later; Blueberry 10th to 20th; Indian Pear 20th to 24th; Wild Cherry a few days later; Star Flower, Clintonia and Blue-eyed grass the first of June; Twin-flower, Blue Flag and Daisy during the second week of June.

I trust that the farmers who sheared their sheep on the tenth of March were properly punished.

REGION III.

Annapolis and Kings Counties.

Miss Merna M. Frank, Compiler.

Thirty-six phenological observation schedules, from Annapolis and Kings Counties, were sent in.

More care was shown in the recording this year's observations than that of last year.

In one case only, did the teacher use the day of the month instead of the day of the year.

On some schedules, the dates for "when becoming common" were omitted, on others, this date was earlier than the date for "when first seen." Again all the dates on one schedule for "when becoming common" were from one to two days later than those for "when first seen."

Nos. 5, 8, 15 and 31 are either not known by the children of this region or they are not found here.

Nos. 70, 71, 72, 73, 75, 76, 77, 78 and 79 were not given very much attention.

REGION IV.

Hants and Colchester Counties.

Miss Katherine R. Dawson, Compiler.

There were 63 phenological schedules sent from Region IV; among these, forty-eight teachers sent additional observations. A few neglected to fill in blanks at beginning of schedule, thus making compilation more difficult.

REGION V.

Halifax and Guysboro Counties.

G. L. Ileslie, Compiler.

Of the thirty-six schedules received, twenty-two were from the coast belt and eleven from the low inland belt. Twenty-one of these had supplementary observations, several having over thirty.

The majority of these schedules showed neat and accurate work. Several, particularly those of Miss Hyson, Hubbards, and Miss Leydon, North Intervale, were exceptionally well done. Apparently, however, a few teachers regard these observations as an onerous duty. Hence, their schedules are deficient in so many respects that they are worthless for compilation. One teacher even omitted the name of her school section, while two or three others, forgetting that the date for "becoming common" is quite as important as that for "first seen," neglected it altogether.

A large percentage of teachers have almost wholly neglected both meteorological and avian observations. This is unfortunate, for surely many of the birds listed are well known by every observer.

Some teachers have followed suggestions made in previous years, and have minimized the danger of confusing misplaced dates by putting dashes where no observations were made. But some have a habit which detracts largely from the value of their schedules, of entering the same date for "first seen" and "becoming common." A little thought will convince the observer that this cannot be the case. Plants do not flower in a body; there are always a few forerunners. If you do not notice a plant until it is becoming common, enter that date alone. It is the exact date, and not the approximate, that is wanted.

There is the usual confusion of the *Kalmias*. There would be more correct reports in the future, I think, if teachers would rely more upon the arrangement of the leaves in their identification. Those of *K. angustifolia* are arranged in whorls.

No. 1. Very few reported *Alnus incana* correctly. Those who gave dates 140 to 156 must have confused it with some other species of Alder.

There was such a disparity in the three dates given for *Hepatica triloba*, and also in those for the Meadow Lark, that I felt obliged to reject them. In many cases corresponding dates in neighboring sections differed widely.

A thoro examination of their schedules by teachers before submitting them to the compiler would doubtless result in the elimination of such impossible dates as the fruit of a plant appearing before the flower or the first Autumn frost on May 15.

Among dates too early were: Summer Yellow Bird 100; Bobolink 94; Twin Flower 144; Cherry 127; Humming Bird 127.

Dates too late were; 163 for kingfisher; 171 for Field Horsetail; 220 for Tall Dandelion; 177 for Spring Beauty; 155 for piping of frogs.

No. 28. *Cornus canadensis* reported ripe two days before flowering.

Field Horsetail was reported as an additional observation.

The climate of one section, according to the report of the teacher, affected the snakes and birds very strangely. The snakes stayed only two days, the frogs ten, and two of the birds went south after a visit of only one day.

No. 12. Dandelion reported on June 26; observer evidently meant Fall Dandelion.

Those who see non-resident birds before March can be reasonably sure that they remained north all winter. The dates of such birds need not be entered, since they are not the immediate forerunners of the Spring migration.

No. 97 *Ampelis cedrorum* not reported. *Senecio Jacobaea* was reported from five sections, North Intervale, Sherbrooke, Riverside, Upper and Lower Caledonia, all in Guysboro Co. It is very plentiful in Upper Caledonia and Sherbrooke.

Reports of Brown Tail Moth come from Fisherman's Harbor, Lr. New Harbor, North Intervale, Sherbrooke and Riverside, in Guysboro Co., and from Lower Sackville in Halifax Co. This species is reported as very plentiful in North Intervale and becoming extinct in Riverside.

REGIONS VI A AND VI B.

Cobequid Slope to South and Chiegnecto Slope to North Bay.

R. H. Wetmore, Compiler.

From Region VI A there were but four reports, three from Belt (a) and one from Belt (c). From Region VI B there were six, three from Belt (a), one from Belt (b), and one from Belt (c).

There are a few criticisms I should like to make; some of these are mere repetitions of previous years yet from the results in one or two schedules in the above mentioned ten, I think that they will still stand another re-reading.

Two schedules were *school year* summaries, rather than of the calendar year. The report sent in with the annual return should cover *only* from Jan. 1st to the date that the return is mailed to the Inspector, which must be within a week after school closes on June 30th. Thus the *latest possible* date on the schedule should be July 7th or 188 (year date). Such dates as 203, 309, 311, etc. are evidently those of the previous autumn, and therefore should have been sent in on the schedule mailed with the previous semi-annual return, *not* with the annual return. They belong to the *previous* calendar year.

The numbers given on the schedule for changing from month days to year dates are those "corresponding to the *last* day of each month." One teacher from Amherst sent in a schedule which evidently had been summarized using the dates as the *first* day of the corresponding month.

It would seem that such comments should be unnecessary, as it is so carefully explained on the schedule itself, yet evidently many teachers never read the explanations, to the regret of the compilers.

Some teachers unfortunately still use the local botanical or ornithological names. One teacher particularly had several spaces filled in with blanks in the schedule, yet in a supplementary list had those same flowers and birds represented by

local names that I happened to recognize. If each teacher would verify the names he or she knows the plant by from standard Botany, much of this could be avoided, to the advantage of both pupils and teacher.

I found the bird observation somewhat more complete this year, but the usual faults occur. A slight expenditure of one dollar on the part of any interested teacher for a copy of Reed's "Birds of North America East of the Rockies," would help much to correct and supplement whatever knowledge the teacher may have.

A continued warning against the quoting of the dates of "sports" seen for "first seen" dates seems necessary again, for a dandelion in its ordinary habitat doesn't blossom on March 6th as one teacher gives it. A few other instances of the same thing occurred.

Two often corrected mistakes occurred in these schedules, (a) Goldthread and Starflower, (b) Lambkill and Pale Laurel. Might I suggest to teachers who are not sure of these, that they look these up in some Botany before ever entering dates in the reports again for them.

One person reported the White-throated Sparrow four days before the first Robin was seen.

Two teachers still are mistaken in the Night-hawk, which is first seen here towards the latter part of May of each year, usually, as far as my observations have gone from the 28th to the 31st.

The Myrtle or Yellow-crowned Warbler (*Dendroeca coronata*) altho our commonest summer warbler was unreported.

Many interesting details also were shown in these statistics, as the finding of Blood-root (*Sanguinaria Canadensis*) in Mapleton, also of Spring Beauties (*Claytonia Caroliniana*) in River Hebert Head.

Four schedules had excellent supplementary statistics, with interesting information, two from Amherst, two from Parrsboro. In both Amherst's additional reports the Evening Grosbeak was reported, one mentioning a flock of twenty-five being seen.

The Brown Tail Moth was reported on two schedules, both reliable.

REGION VII.**Pictou, Antigonish and Cumberland Counties.**

Miss Flora M. Zwicker, Compiler.

There were 37 schedules sent in from Pictou Co., 9 from the Coast Belt, 12 from Low Inlands and 16 from High Inlands.

The schedules from the Coast Belt were the best, five of them were quite complete, one having 67 additional observations, another 24. The teachers of this belt deserve great credit for their work.

The birds were not so well reported on by teachers of the Low and High Inlands, in some cases no reports were given at all.

Antigonish Co. sent in 10 schedules from the three belts, most of these were very incomplete. Miss Stella Strople, Bayfield and Miss Sarah Chisholm, Pomquet, deserve credit for their accuracy, neatness and fulness.

N. Cumberland Co. sent in 25 schedules from the three belts, 16 having additional observations. The schedules were quite complete. Credit is due Miss Mamie Smith, Glenville for her complete list. Her 74 additional observations were very interesting indeed.

Errors in observations: (1) Strawberry blossoms and ripe fruit appearing on same day. (2) A number of observers of *Kalmia angustifolia* (Lambkill) I feel sure have taken it for Rhodora. (3) The "when becoming common" column shows in a great many cases, more or less guess work on part of teacher.

On the whole the observations seem to have been very carefully made, showing an improvement even over those of last year.

REGION VIII.**Cape Breton and Richmond Counties.**

Miss Mary B. Macdonald, Compiler.

Forty-six observation schedules were sent from the Coast, twelve from the Low Inlands, and seven from the High Inlands.

In general the schedules were reasonably neat and accurate. Several schedules had many interesting observations in addition to the ones asked for, among which were those of Miss Katharine A. Tait of Port Malcolm, Miss Elizabeth Ann Mackinnon of Beaver Cove and Miss Annie J. Phelan of Dominion No. 6. The extra entries included plants and other natural agencies.

These extra observations were generally written on the lower margin of the schedules, or on a separate sheet of paper. However there was one schedule where the writing wasn't neat, and the extra observations were scrawled along the sides of the schedule, giving it a very untidy appearance.

In two cases the date of the month was used instead of day of the year.

The following dates are too late; 184 for Alder Catkins shedding pollen; 150 for Mayflower; 195 for Wild Red Cherry flowering; 188 for Blueberry and Pigeon Berry flowering.

One teacher had the Tall Buttercup in bloom on the 12th of April.

Errors were made in regard to the dates of the flowering and ripening of fruit, of such plants as, the Strawberry, Indian Pear and Pigeon Berry. One teacher reports Strawberry flowering on the 165 day and fruit ripe on the 101 day. This is probably an error made in copying.

Much credit is due to Miss Annie J. Phelan of Dominion, Mr. Walter A. Petipas of East Bay, Miss Annie M. Fife of Big Bras d'Or and Miss Katharine A. Tait of Port Malcolm for their neat, accurate work.

REGIONS IX AND X.

Inverness and Victoria Counties.

R. Stanley Macleod, Compiler.

So many errors were detected that it is impossible to deal with each. The following are conspicuous errors, also many were conspicuous by their absence.

Very few take any care in marking dates in the "Becoming common" column. Many have a sort of Mathematical process by which they get these dates. One person in particular added five to each of the dates in "First seen" column and thus ob-

tained the second and, without thinking, continued on to the end thus having the ducks, geese, etc., giving us a social call of five days. I think the second column would be the more important, as the first generally varies, but the latter continues on the same from year to year with slight changes.

Few if any have No. 1 reported correctly. Fall dandelion generally reported early. Gold Thread frequently confused with the Star flower. Several teachers fail to note the difference between the Can and Penn blueberry. Rhodora and Lambkill confused. Only two report Lambkill at proper time. Brown tail moth reported from New Campbellton district. St. James Ragwort reported from Smithville and French River, very common at Port Hastings.

Only fifteen or sixteen observation sheets were passed in and the majority of these were incomplete. This is a deplorable fact. Many of our best teachers who keep these observations fail to send them in. No doubt most teachers have an idea that these are never used and pile up "Somewhere." Such is not the case, and an explanatory note in the Journal of Education explaining, would no doubt be an eye opener to many.

Cape Breton schools seem to lag behind in R. Science work. Who is to blame? Do we lack a knowledge of Science branches? No, in our schools we have a great number of teachers well up in all R. Science subjects, who thru want of encouragement have become dormant in those lines or never bother letting their light shine beyond their own school room.

How much time has been spent by the Educational Dept. to encourage R. Science work in the four Eastern counties, compared with that spent with the Western ones? Surely Cape Breton, which is always looked upon as so "far away" can find some small tract which is cleared for small school gardens. In the primitive woods are growing things "galore", yearly "Born to blush unseen." The teachers have the brain, and enthusiasm is not lacking if only a little time is spared from our sister counties to take a trip across the strait and set the ball a-rolling.

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 stations, viz:—1, Advocate; 2, Amherst; 3, Annapolis; 4, Antigonish; 5, Arichat; 6, Baddeck; 7, Barrington; 8, Bear River; 9, Berwick; 10, Bridgetown; 11, Bridgewater; 12, Caledonia; 13, Canning; 14, Canso; 15, Chester; 16, Cheticamp; 17, Church Point; 18, Clark's Harbor; 19, Digby; 20, East River St. Mary's; 21, Freeport; 22, Glace Bay; 23, Great Village; 24, Guysboro; 25, Halifax; 26, Hantsport; 27, Inverness; 28, Joggin Mines; 29, Kentville; 30, Liverpool; 31, Lockeport; 32, Louisburg; 33, Lunenburg; 34, Mahone; 35, Maitland; 36, Margaree Forks; 37, Middle Musquodoboit; 38, Middleton; 39, New Glasgow; 40, New Waterford; 41, North Sydney; 42, Oxford; 43, Parrsboro; 44, Pictou; 45, Port Hawkesbury; 46, Port Hood; 47, Pugwash; 48, River John; 49, Sheet Harbor; 50, Shelburne; 51, Sherbrooke; 52, Springhill; 53, Stellarton; 54, St. Peters; 55, Stewiacke; 56, Sydney; 57, Sydney Mines; 58, Tatamagouche; 59, Truro; 60, Upper Stewiacke; 61, Wallace; 62, Westville; 63, Windsor; 64, Wolfville; 65, Wood's Harbor; 66, Yarmouth.

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

(b) Candidates applying for the Grade IX examination, or for the next grade above the one already successfully passed

by them shall be admitted free (except as in 95 (e) following). But for every grade omitted between the highest grade of certificate held and the grade of certificate applied for, a fee of one dollar must accompany the application form to the inspector.

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

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

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

102. The "Teachers' 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 16, nor after July 30, 1917.

Grade XI: Not before July 30, nor after August 13, 1917.

Grade X: Not before August 13, nor after August 27, 1917.

Grade IX: Not before August 27, nor after Sept. 10, 1917.

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 of $3\frac{1}{4}$ by 8 inches.

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

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

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

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

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

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

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

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

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

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

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 any 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 of Foreign Language and M. P. Q. Papers written by them.

Foreign Languages Papers written.....

.....

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

.....

108. (a) TIME TABLE.

County Academy Entrance Examination, June, 1917.

| Date. | Time. | Subject. |
|-------------------|-----------------|------------------------------|
| Thursday, 28 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. 29 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, 1917.

| 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 25 June. | XII. XI. X. IX. | English (a) English English English | Greek (b) Greek Greek | French. French. French. French. |

| | | | | |
|-----------------------|--------------------------|---|-------------------------------------|--|
| Tuesday 26 June. | XII. XI. X. IX. | Geometry Geometry Geometry Drawing | General History German German | Physics. Ancient History. English History. Geography. |
| Wednesday 27 June. | XII. XI. X. IX. | Algebra Algebra Algebra Algebra | Latin (a) | Botany. Physics. Chemistry. Science. |
| Thursday 28 June. | XII. XI. X. IX. | Latin (b) Latin Latin Latin | English (b) | Trigonometry. Prac. Math. Arithmetic. Arithmetic. |
| Saturday 30 June. | XII. XI. X. | German | Greek (a) | Chemistry. |

(c) TIME TABLE.

M. P. Q. Examination, June, 1917.

Friday, 29 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, 25 to 30 June, 1917.

[Minor and one-half Major *Examinations].

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

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

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

Licensing of Teachers.

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

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

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

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

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

113. No certificate, combination of certificates, nor any other qualification except the possession of a lawfully procured

License gives a person authority to teach under the law in a public 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 certificate 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* (which shall rank one degree lower than the *normal*), and shall be the academic, superior first, first, second, or third rank pass on the following papers:

MINIMUM PROFESSIONAL QUALIFICATION EXAMINATION.

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

1. *School Law and Forms.*

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

(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.

Manual School Law and Handbook for Teachers.

2. *Theory and Practise of Teaching.*

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

3. *Hygiene and Temperance.*

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

4. *School Management.*

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

5. *History of Education.*

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

6. *Pedagogy.*

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

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

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

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

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

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

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

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

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

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

Form of Application for a Teacher's License.

To.....

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

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

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

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

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

IV. The prescribed certificate for Physical Training, No.....obtained..... date.....

(Name in full).....

(Post Office address).....

Date.....

County.....

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 parentheses, which will be understood to indicate the *expected* result of the Examination.

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

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

Further Information From Applicant.

1. Class of license already held..... No..... Year.....
 2. University Degrees, Scholarship, Professional Training, experience, or any other information candidate may wish to state.

 3. Provincial Examinations taken in addition to that specified in II^a above, whether a "High School Pass" certificate was obtained or not.
- | | | |
|--|---------|-----------|
| Univ. Grad. Text Exam. at Examination Station..... | No..... | Year..... |
| On Grade XII | " | " |
| " XI | " | " |
| " X | " | " |
| " IX | " | " |

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

.....

 Inspector.

Place and Date.

License Standards.

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

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

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

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

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

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

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

Temporary and Special License.

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

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

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

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

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

(d) Should arrangements be made for the exchange of teachers for one year from any portion of the Empire or from foreign countries the council may, on the 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 1917.

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) *Language*. (3) *Drawing and Book-keeping*. (4) *Geography and History*—especially the Geography of Asia, Africa, Oceania in detail with a review of Canada. *History of Canada* as in Calkin's Brief History of Canada, and *History of England* as in Brief History of England. (5) *General Knowledge* including (a) The five families, Crowfoot, Rose, Heath, Violet and Lily; with the important native tribes, and the common weeds and insects injurious to agriculture. [Britain's Elementary Agriculture—"First Year Course" and "Common Weeds."] (b) The Common rocks and minerals of Nova Scotia. (c) A few of the common birds. (d) *School Hygiene*. (e) *Mechanic or Domestic or Rural Science*. (f) *Music as in Regulations and Physical Training*. (6) *Mathematics*. [See Reg. 219].

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

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 Pass" in all grades shall be an average of 50% with no mark below 30% on a group of six subjects for grades IX, X, and XI; and 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' Pass" shall be an average of 60% on a group of six subjects in grades IX, X and XI; and on a group of nine papers for grade XII, with no subject below 40% (in the case of two papers an average of 40%). 50% however must be made on *English* in each grade for a "Teachers' Pass."

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

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

(6) When a candidate wishes to raise a "High School Pass" to a "Teachers' Pass," he shall be required to make an average of at least 60% on each subject not previously up to *this* standard. That is, a "Teachers' 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 "High School Pass" admits to the corresponding class in the Provincial Normal College, whose faculty can raise it to the "Teachers' Pass" on evidence of improved scholarship without which the Normal diploma cannot be awarded.

(8) Candidates for Grade XII certificates (High School Pass) who fail on account of being too low in not more than two subjects, but who have made the High School 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.

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

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

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

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

(13) No school is advised to undertake the work of Grade XII with less than a staff of four 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 Teachers' or a High School 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 other vocations.

"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 sciences 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 their 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.")

224.—HIGH SCHOOL PROGRAM.

For the Year Beginning August, 1917.

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

Books which have an asterisk (*) prefixed are liable to be replaced by others at the end of the school year, July, 1918.

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 Speller* (Copp, Clark), pages 169 to 183 both inclusive.

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

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

3. **French:**—*Ontario High School French Grammar* by Fraser and Squair (Copp, Clark), Lessons I to XXX inclusive. Bertenshaw's *First Conversational French Reader* (Longmans), Lessons 1 to 30 inclusive.

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

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

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

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

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

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

8. **Science**:—Any two of these three 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.

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

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

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

[The Roman (phonetic) pronunciation of Latin is to be used. Great care should be taken from the very beginning to teach the student to pronounce accurately, giving attention both to quantity and accent, and to read the Latin fluently and intelligently. The various word-lists thruout the book should be thoroly 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 XXXI to LX inclusive with a review of the preceding lessons. *First Conversational Reader*, lessons 31 to end of book, including the section on "Conversation."

5. **German**:—Joynes-Meissner's *Grammar* (D. C. Heath), first 25 exercises, 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 to IV inclusive and (b) either Parts V and VI, or Parts VII and VIII.

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

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

10. **Geometry**:—Hall & Stevens' *School Geometry*, Part I (MacMillan).

Grade XI.

(English and any other five subjects imperative).

1. **English**:—(a) Meiklejohn's *Outline of the History of English Literature* (Meiklejohn). (b) **Literature**:—Macaulay's *Life of Samuel Johnson* by Buehler (Longmans) and

Shakespeare's *Julius Caesar* (Longmans). (c) For outside reading and theme writing: Stevenson's **Kidnapped* (Cassell).

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

[A knowledge of the elements of prosody sufficient for the scansion of the dactylic hexameter should be imparted by the teacher. The student should be taught to scan easily and accurately with attention to the meaning as well as the metrical form of the verse; and a few short passages of the *Aeneid* should be memorized, such, for example, as lines 148-155, 198-9, 201-3, 210, 462, 574, 630.]

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

5. **German**:—Joynes-Meissner's *Grammar*, to lesson 44, with Buchheim's *Modern Reader*, Part I, complete. Review of Grade X German.

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

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

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

9. **Algebra**:—Hall & Knight's *Elementary Algebra* complete, except Chapters XXIX, XXXV, XXXVI, XXXVIII (b), XXXIX (b), XL, XLI, XLII, XLIII, XLIV and XLV.

[For 1918-19, N. S. High School Algebra complete.]

10. **Geometry**:—Hall and Stevens' *School Geometry*, Parts II, III and IV, omitting pages 207 to 218 and pages 244 to 246.

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 (Teachers' Pass) or 60 (H. S. 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**:—Pan-coast and Shelly's *First Book in English Literature* (Holt).

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

(d) The following books for outside reading and theme writing:—Stevenson's **Master of Ballantrae* (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 "Christopher-son."

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

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

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

(b) Caesar's *De Bello Gallico*, Books II, III and *IV; and Vergil's *Aeneid*, Book II, 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**:—Sandeau's *Sacs et Parchemins* by Pellissier (MacMillan); Corneille's **Polyeucte* by Braunholtz (Pitt Press); Augier & Sandeau's **Le Gendre de M. Poirier* by Preston (Blackie & Son); with questions on grammar and composition. *Ontario High School French Grammar* complete.

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.

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

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

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

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

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

D. APPLETON & COMPANY, NEW YORK.

The Travels of Birds, by Frank M. Chapman, 5x7½, pp. 160.
Bud and Bamboo, by J. S. Thomson, 5x7½.

G. BELL & SONS, LIMITED, LONDON.

Poetry for Repetition, by E. H. Blakeney, M. A., 1916, 4½x7½, pp. 116, 1/6.

H. S. BATES, OTTAWA.

The Newman—Bates System of Farm Bookkeeping—Cash-Book Journal, Ledger & Year Book, \$5.00 set.

THE BOBBS, MERRILL CO., INDIANAPOLIS.

Learning to Earn, by John Lapp.

J. M. DENT & SONS, LONDON, ENG.

Dent's School Pamphlets, 7x5½, pp. vary, Junior 12c., Intermediate 15c., Senior 18c.
French Songs with Music, pp. 42, 7x4½, 20c.

GINN & CO., BOSTON.

Everyday Pedagogy, by Lillian I. Lincoln, 1915, 7½x5½, pp. 310.

D. C. HEATH & COMPANY, BOSTON.

The Avoidance of Fires, by Arland D. Weeks, 1916, 6½x4½, pp. 128.

HENRY HOLT & COMPANY, NEW YORK.

British Verse, by D. V. Thompson, 1916, 7½x5½, pp. 174.
Fundamentals of French, by F. R. Angus, 1916, 7½x5½, pp. 280.
French Composition, by M. Levi, 1916, 7½x5½, pp. 115.
French Reader, by Koren & Chapman, 1916, 6½x4½, pp. 285.
Commerce & Industry, by J. Russell Smith, 1916, 8x5½, pp. 596.

GEORGE PHILIP & SON, LIMITED, LONDON.

Handwriting, by G. C. Jarvis, 5½x8½, pp. 43, 1/-.
Free-Arm Writing Book, by G. C. Jarvis, B. A., 6½x8½, pp. 18, -/6.

RECOMMENDED FOR SCHOOL LIBRARIES.

The Travels of Birds by Frank M. Chapman, 160 pp., 7x5 in., (D. Appleton & Co., New York).

British Verse by Daniel V. Thompson, 374 pp., 7½x5 in. (Henry Holt & Co., New York).

The Avoidance of Fires by Arland D. Weeks, 128 pp., 6x5 in., (Heath & Co., Boston).

Dent's School Pamphlets: (Beautifully illustrated, dealing with History, Geography and Literature suggested by the great war, each 48 pp., 7x5.) (J. M. Dent & Sons, Limited, Henry Button, Mgr., Toronto, Ont.)

Junior, 3 vols. at 12c.—Mother's Geography; Brother Britons; "Be Prepared."

Intermediate, 3 vols. at 15c.—Hearts of Steel; "For Valour; "The Staff of Life."

Senior, 3 vols. at 18c.—Race and Region; Britain and the "World Conquerors;" Sons of the Blood.

The Fairy Gold Series, illustrated by leading artists, each pp. 32, 7x5, such as "Cinderella," "Dick Wittington;" "Briar Rose," etc. Eight ready and others to follow. (J. M. Dent Sons, Limited, Henry Button, Mgr., Toronto, Ont.)

The Newman-Bates System of Farm Bookkeeping: Designed by L. H. Newman, B. S. A. Secretary, The Canadian Seed Growers' Association, Ottawa, and H. S. Bates, Chartered Accountant, Ottawa: The Newman-Bates System is adapted to the requirements of the average Canadian farmer, and its key-note is **simplicity**. While it includes only essential features, it may be modified or amplified to suit individual cases. Complete sets at \$5.00; Cash Books at \$2.50; Ledgers at \$1.50; Year-Books at \$1.00. (H. S. Bates, 102 Bank St., Ottawa, Ont.)

PHYSICAL TRAINING COURSES.

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

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

Grade "B" Physical Training Certificates.

Normal College, Truro, N. S., (12 Oct., 1916 to 20 Dec., 1916).

| | | | |
|------|--------------------------------|------------------|-------------|
| 9158 | —Miss Mary Alfreda Miller | Shubenacadie | Colchester |
| 9159 | —Miss Alice Hamilton Macdonald | North Sydney | Cape Breton |
| 9160 | —Miss Josephine MacDonald | Harbor Road | Antigonish |
| 9161 | —Miss Catherine Black | Amherst | Cumberland |
| 9162 | —Miss A. Lorena Spicer | Spencer's Island | Cumberland |
| 9163 | —Miss Helen V. Spindler | Lower Rose Bay | Lunenburg |
| 9164 | —Miss Cassie M. O'Brien | Noel | Hants |
| 9165 | —Miss Sylvia Edith Miller | Shubenacadie | Hants |
| 9166 | —Miss Hazel Aileen Gray | Yarmouth | Yarmouth |
| 9167 | —Miss Doris Gwendolyn Veinotte | Blockhouse | Lunenburg |
| 9168 | —Miss Jerrine Gleeson | Halifax | Halifax |
| 9169 | —Miss Cecilia V. Kelly | Bridgewater | Lunenburg |
| 9170 | —Miss Violet Thrope | Wolfville | Kings |
| 9171 | —Miss Annie May MacLeod | Pictou | Pictou |
| 9172 | —Miss Blanche Bernice McLeod | Wolfville | Kings |
| 9173 | —Miss Kate Morrison | Dartmouth | Halifax |
| 9174 | —Miss Gertrude I. Doyle | Amherst | Cumberland |
| 9175 | —Miss Irene Evelyn Warner | Halifax | Halifax |
| 9176 | —Miss Norma Horner | Yarmouth | Yarmouth |
| 9177 | —Miss Hilda Douglas | Truro | Colchester |
| 9178 | —Miss Sadie Moran | Truro | Colchester |
| 9179 | —Miss Hilda MacCaughy | Amherst | Cumberland |
| 9180 | —Miss Lily I. Bayne | Port Hawkesbury | Inverness |
| 9181 | —Miss Florence I. Morrison | Port Hood Island | Inverness |
| 9182 | —Miss Annie E. Hopkins | Halifax | Halifax |
| 9183 | —Miss Mossie B. Gardiner | Port Mouton | Queens |
| 9184 | —Miss Ada M. Walsh | McGrath Cove | Halifax |
| 9185 | —Miss Nettie F. Smith | Hunt's Point | Queens |
| 9186 | —Miss Pauline B. Slaughenwhite | Tancook Island | Lunenburg |
| 9187 | —Miss Mary Cassie McQuarrie | St. Rose | Inverness |
| 9188 | —Miss Annie Elizabeth Deal | Newcombes | Lunenburg |

Normal College, Truro, N. S., (12 Oct., 1916 to 5 Feb., 1917).

| | | | |
|------|---------------------------------|---------------------|-------------|
| 9189 | —Miss Fannie Vivian MacIntosh | Wallace Ridge | Cumberland |
| 9190 | —Miss Catharine Violette MacKay | Willowdale | Pictou |
| 9191 | —Miss Helen Etta MacKinnon | Whitney Pier | Sydney |
| 9192 | —Miss Eva Josephine MacLennan | Sydney Mines | Cape Breton |
| 9193 | —Miss Anna W. MacNeil | Forks Baddeck | Victoria |
| 9194 | —Miss Katie Martin | Sydney | Cape Breton |
| 9195 | —Miss Adelaide Munro | Kingston | Kings |
| 9196 | —Miss Gladys Olivia Newcombe | Port Williams | Kings |
| 9197 | —Miss Dorothy Potts | Yarmouth | Yarmouth |
| 9198 | —Miss Ethel Alice Pye | Ecum Secum Bridge | Halifax |
| 9199 | —Miss Mary Amelia Reeves | Mulgrave | Guysboro |
| 9200 | —Miss Minnie Victoria Reid | Tatamagouche | Colchester |
| 9201 | —Miss Hazel M. Churchill | Darlings Lake | Yarmouth |
| 9202 | —Miss Anna L. Smith | Hillsborough | Inverness |
| 9203 | —Miss Jessie Rose Smith | R. R. No. 1, Pictou | Pictou |
| 9204 | —Miss Marguerite I. Smith | Nictaux Falls | Annapolis |
| 9205 | —Miss Hilda M. Tobin | Canso | Guysboro |
| 9206 | —Miss Myrtle O. Wamboldt | E. Port Medway | Queens |
| 9207 | —Miss Hattie Maye Wheelock | Bridgetown | Annapolis |
| 9208 | —Mr. Cleveland J. Frazer | Parrsboro Shore | Cumberland |
| 9209 | —Mrs. Adelaide Graham Crowe | Lower Economy | Colchester |
| 9210 | —Miss Berenice Y. Messenger | Kingston | Kings |
| 9211 | —Miss Mattie Elizabeth Atkinson | Westville | Pictou |
| 9212 | —Miss Florence Musgrave Berry | Bear River | Digby |
| 9213 | —Miss Dorothy B. Bower | Lower Ohio | Shelburne |
| 9214 | —Miss Frances Lillian Buddle | So. Farmington | Annapolis |

| | | |
|--|------------------------------|--------------|
| 9215—Miss Helen Louise Churchill . . . | Freeport | Digby |
| 9216—Miss Rhoda Matilda Conrad . . . | LaHave | Lunenburg |
| 9217—Miss Lottie Ellen Deckman . . . | Centre Musquodoboit . . . | Halifax |
| 9218—Miss Jennie Dunlavy | Cross Roads Ohio | Antigonish |
| 9219—Miss Irene Eliza Harrison | Maccan | Cumberland |
| 9220—Miss Jessie L. Irving | Shubenacadie | Hants |
| 9221—Miss Eva Campbell Johnson . . . | Up. Stewiacke | Colchester |
| 9222—Miss Mary Frances Johnson . . . | Lunenburg | Lunenburg |
| 9223—Miss Mary Dean Logan | Up. Stewiacke | Colchester |
| 9224—Miss Alice Evelyn McCulloch . . | Annapolis Royal | Annapolis |
| 9225—Miss Katherine MacDonald | Mabou | Inverness |
| 9226—Miss Edna Jane Mackenzie . . . | Centredale | Pictou |
| 9227—Miss Mary A. MacNeil | W. Merigomish | Pictou |
| 9228—Miss Reta Pearl Marshall | Springfield | Annapolis |
| 9229—Miss Helen Winnifred Mason . . | Springfield | Annapolis |
| 9230—Miss Lilla Maxwell | Salt Springs | Pictou |
| 9231—Miss Lillian Maria Murdoch . . . | Sherbrooke | Guysboro |
| 9232—Miss Marjorie Gertrude Neiley . | Nictaux West | Annapolis |
| 9233—Miss Alice Marie Pineo | Millville | York Co. N.B |
| 9234—Miss Dorothy Mae Roach | So. Farmington | Annapolis |
| 9235—Miss Lalia Jane Smith | Port Medway | Queens |
| 9236—Miss Mary Lois Soley | Springhill | Cumberland |
| 9237—Miss Margaret Isabel Sutherland | New Glasgow | Pictou |
| 9238—Miss Gladys Hazel Turner | Middleton | Annapolis |
| 9239—Miss Hazel Marie VanBuskirk . . | Wilmot | Annapolis |
| 9240—Miss Hilda Marion Vaughan . . . | Martin's Point | Lunenburg |
| 9241—Miss Annabel Mary Watt | Trenton | Pictou |
| 9242—Miss Catherine Louise Whittier . | Elmsdale | Hants |
| 9243—Miss Ruby Alma Wood | Annapolis Royal | Annapolis |
| 9244—Miss Mary Olive Wickwire | Wolfville | Kings |
| 9245—Miss Alva Jane Young | Brighton | Digby |
| 9246—Miss Elsie Edwards | Hilden | Colchester |
| 9247—Miss Anna May Fraser | Ross Ferry | Victoria |
| 9248—Miss Nellie Christena Fraser . . | Sydney Mines | Cape Breton |
| 9249—Miss Hazel Jessie Grant | New Glasgow | Pictou |
| 9250—Miss Verna Harding | Kemptville | Yarmouth |
| 9251—Miss Maude Hennessey | Port Hawkesbury | Inverness |
| 9252—Miss Reta Hennessey | Truro | Colchester |
| 9253—Miss Antoinette Hurst | Canso | Guysboro |
| 9254—Miss Lena May Jackson | Carleton Corner | Annapolis |
| 9255—Miss Mabel Irene Elliott | Paradise | Annapolis |
| 9256—Miss Marjorie Alma Chapman . . | Fort Lawrence | Cumberland |
| 9257—Miss Caroline Margaret Clark . . | Pictou | Pictou |
| 9258—Miss Mary Luetta Conrad | Dayspring | Lunenburg |
| 9259—Miss Jennie Edmunds Corning . . | Chegoggin | Yarmouth |
| 9260—Miss Mildred Amelia Creelman . . | Portaupique | Colchester |
| 9261—Miss Emma Rose DeVoe | Little Bras d'Or | Cape Breton |
| 9262—Miss Dorothy Edna Distant . . . | Halifax | Halifax |
| 9263—Miss Margaret E. Hominey | Normal College | Truro |
| 9264—Miss Nellie Lee Drew | Barss Corner | Lunenburg |
| 9265—Miss Harriett Agnes Allen | Sydney Mines | Cape Breton |
| 9266—Miss Mary Arthur | Sydney Mines | Cape Breton |
| 9267—Miss Ada Lelia Barnhill | Onslow Station | Colchester |
| 9268—Miss Cecelia Beaton | Beatonville | Inverness |
| 9269—Miss Helen Bruce | Truro | Colchester |
| 9270—Miss Mary Louise Burrows | Yarmouth | Yarmouth |
| 9271—Miss Margaret Jane Cameron . . . | East River St. Marys | Pictou |
| 9272—Miss Katherine Annie Campbell . | Beatonville | Inverness |
| 9273—Miss Hazel Jean Chalmers | West New Annan | Colchester |
| 9274—Miss Cornelia Gertrude Crocker . | Freeport | Digby |
| 9275—Miss Emma Carrol Bryson | Truro | Colchester |
| 9276—Miss Sara Anna Johnson | Leitches Creek | Cape Breton |
| 9277—Miss Florence N. Johnston | Brookfield | Colchester |
| 9278—Miss Mable Kennedy | Canso | Guysboro |
| 9279—Miss Sarah Christena Kennedy . . | Thorburn | Pictou |

- 9280—Miss Berta Dempster King Halifax Halifax
- 9281—Miss Pearle Hattie Leslie Apple River Cumberland
- 9282—Miss Jennie Helen Lomas Halifax Halifax
- 9283—Miss Margaret Jean Macdonald James River Station Antigonish
- 9284—Miss Mary Catherine Macdonald Ardness Pictou
- 9285—Miss Annie Cecilia Murphy Halifax Halifax

Grade "C" Physical Training Certificates.

Normal College, Truro, N. S., (12 Oct. 1916 to 24 Jan., 1917).

- 271—Miss Jannet M. Hatfield Springhaven Yarmouth
- 272—Miss Mary Joanita Poirier D'Escousse Cape Breton
- 273—Miss Rosie Teresa Burke Little Lorraine Cape Breton
- 274—Miss Johanna Catherine Doyle Whiteside Richmond
- 275—Miss Emma Grace Watts Marble Hill, Port Hood Inverness
- 276—Miss Hazel Clemency Williams Lydgate Shelburne
- 277—Miss Hazel Blanche Whidden Onslow Mountain Colchester
- 278—Miss Elizabeth Christina Gunn East River, St. Mary's Pictou
- 279—Miss Mabel Wilda Hebb Newcombville Lunenburg
- 280—Miss Annie Margaret MacEachren West Tatamagouche Colchester

VOLUNTEERS FROM THE SCHOOL ROOM FOR MILITARY SERVICE.

The following numbers of pupils attending school during the summer of 1914, have been reported as having left the school room for the battle front. The numbers are given for each inspectorate. The names and addresses are too numerous for publication in the *Journal*, and we have good reason to think that from some sections the reports have been defective, if not entirely overlooked. All the Nova Scotian soldiers are practically from our schools, as well as very many enlisting from the western provinces. This list is merely an estimate of the number on the school register in 1914 who left school for military service.

| Division | | No. |
|----------|--------------------------------------|-----|
| | 1 Graham Creighton | 218 |
| " | 2 H. H. MacIntosh | 76 |
| " | 3 C. Stanley Bruce | 79 |
| " | 4 Mayhew C. Foster | 37 |
| " | 5 E. Robinson | 26 |
| " | 6 A. G. Macdonald | 78 |
| " | 7 M. J. T. Macneil | 2 |
| " | 8 James MacKinnon | 9 |
| " | 9 E. L. Armstrong | 77 |
| " | 10 Inglis C. Craig | 86 |
| " | 12 W. R. Campbell | 49 |

Soldiers' Certificates—High School Students

who have made sufficient progress in their various classes to enable the principal of the school to certify to his belief that they would be likely to make a "pass" in each subject necessary for a pass certificate of the Grade, and who enlisted previous to the terminal examination in June, may be awarded special certificates indicating the subjects in which they were estimated to be capable of making a *fair* pass (about 50%), a *good* pass (about 65%) or a *superior* pass (about 80%). Thus, Grade XI: English, LATIN, French, Geometry, ALGEBRA, History, Physics, would mean *fair* passes in English, Geometry

and Physics; *good* passes in French and History; *superior* passes in Latin and Algebra. One underline should mean a *good* pass; two underlines a *superior* pass.

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

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

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

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

The following are those recommended as required above, to date:

Division No. 1, G. Creighton, Inspector.

| Name. | Grade. | Home Address. |
|------------------------------|----------|------------------------|
| Burton Lockhart Bentley..... | X..... | Windsor St., Halifax |
| Arthur William Powell..... | X..... | St. John, N. B. |
| Norman Dudley Murray..... | XII..... | 247 Tower Rd., Halifax |
| Cyril A. P. Johnson..... | IX..... | Dartmouth |
| Arthur Charles Mosher..... | IX..... | Dartmouth |

Division No. 3, C. Stanley Bruce, Inspector.

| Name. | Grade. | Home Address. |
|----------------------------------|----------|---------------------------|
| Ernest Lounds Cox..... | XI..... | Shelburne, Shel. Co. |
| Alfred Doane Brown..... | X..... | Clark's Harbor, Shel. Co. |
| Arthur Delma Swim..... | XI..... | Clark's Harbor, Shel. Co. |
| William Dickson Riseborough..... | XI..... | Wood's Harbor, Shel. Co. |
| Charles Tooker Eldridge..... | IX..... | Yarmouth |
| John Archibald Blackadar..... | XI..... | Hebron, Yar. Co. |
| David Saunders Crosby..... | XI..... | Hebron, Yar. Co. |
| Maynard Brown Wyman..... | XII..... | Sand Beach, Yar. Co. |

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

| | | |
|-----------------------|----|---------------------|
| William Bingay Bailey | XI | Westport, Digby Co. |
| Albert Lester Welch | XI | Westport, Digby Co. |

Division No. 6, A. G. Macdonald, Inspector.

| Name. | Grade. | Home Address. |
|----------------------|--------|-----------------------|
| Malcolm McLean | | Glendale, Inv. Co. |
| Joseph Ternan | | Halifax, N. S. |
| Cyril Skinner | | Halifax, N. S. |
| Colin Angus Chisholm | | Copper Lake, Ant. Co. |
| Wilfred McGillivray | | Antigonish, N. S. |
| Edgar Collum | | New Glasgow, N. S. |
| Harold Gerrard | | Antigonish, N. S. |
| Archibald MacDonald | | New Glasgow, N. S. |
| Charles Rogers | | Ottawa, Ont. |
| Basil O'Brien | | Antigonish, N. S. |
| Joseph Boyd | | Fraser's Mills, N. S. |

Grades not indicated
on application form.

Division No. 8, James MacKinnon, Inspector.

| Name. | Grade. | Home Address. |
|------------------------|--------|---------------------|
| John Hugh Rankin | XI | Inverness, Inv. Co. |
| John Cameron McEachern | XI | Inverness, Inv. Co. |

Division No. 9, E. L. Armstrong, Inspector.

| Name. | Grade. | Home Address. |
|---------------------------|--------|-------------------------------|
| Reginald Smith Henderson | XII | Ponds, Merigomish, Pictou Co. |
| Allister MacLellan | XII | Tatamagouche, Col. Co. |
| Donald Robert Gilchrist | XII | Pictou, N. S. |
| George E. Myers | XII | Malagash, Cum. Co. |
| Albro Fitzgerald Colter | IX | River John, Pictou Co. |
| David Stockley Sutherland | X | River John, Pictou Co. |
| Joseph Richardson | X | Westville, Pictou Co. |
| John R. Skinner | XI | Westville, Pictou Co. |

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

| Name. | Grade. | Home Address. |
|-----------------------|--------|-------------------|
| Norman Embree Frogatt | X | Amherst, Cum. Co. |
| Gerald Burnett Gard | X | Amherst, Cum. Co. |
| Joseph Selden Hewson | XI | Amherst, Cum. Co. |
| Vincent Ripley | XII | Maccan, Cum. Co. |

Division No. 12, W. R. Campbell, Inspector.

| Name. | Grade. | Home Address. |
|--------------------------------|--------|----------------------------|
| Leon Thompson McLellan | XI | Bass River, Col. Co. |
| Walter Buchanan Francis | XI | Upper Stewiacke, Col. Co. |
| Percy Clarke Fulton | XI | Great Village, Col. Co. |
| Angus Harold Fulmore | XI | Great Village, Col. Co. |
| Karl Watson Lester | X | Truro, N. S. |
| Chuter Warren Goodwin | X | Truro, N. S. |
| Gordon Vincent | XI | Truro, N. S. |
| Charles Smith | XI | Truro, N. S. |
| Charles Edward Stanfield Smith | XI | Truro, N. S. |
| James Arthur Hanway | XI | Truro, N. S. |
| Lloyd Douglas Staples | XII | Staples Brook, Col. Co. |
| Sanford Arnold Smith | XII | East Mines Stat., Col. Co. |
| Lucius Gould McLaughlin | XII | Truro, N. S. |
| Harold Ernest McKay | XII | Newport, Hants Co. |
| Drew Reid Kelley | XII | River Hebert, Cum. Co. |
| James Graham | XII | Truro, N. S. |
| Charles Bryson Edwards | XII | Truro, N. S. |
| Scott W. Smith | XI | Truro, N. S. |
| Fred Almon Matatall | XI | Truro, N. S. |

232. TEXT BOOKS FOR PUBLIC SCHOOLS.

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

Instructors and teachers are reminded—

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

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

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

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

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

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

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

BOOKS PRESCRIBED FOR COMMON SCHOOL GRADES.

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

For Teachers' Use.

- Primary Reading Manual.
- Reading Manual with Readers II, III & IV.
- Arithmetic Manual.
- Literature Manual.
- Composition and Spelling Manual.
- Syllabus of Physical Exercises.
- Song Teacher's Guide.
- Augsburg's Drawing Manuals, Books I, II & III.
- Common School Course of Study (Hand Book).
- Manual of School Law (1911).
- Journal of Education (Semi-annual).
- Brittain's Elementary Agriculture & Nature Study, M. P. Edition.

BOOKS PRESCRIBED FOR HIGH SCHOOL GRADES.

- Ontario High School Reader, Grades IX & X [July 1918].
- Ontario High School Composition, Grades IX & X [July 1920].
- Nova Scotia Public School Speller, Grades IX & X.
- N. S. English Grammar, Grades IX & X.

- Eliot's *Silas Mariner*, 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 *Merchant of Venice*, Grade XII.
 Milton's *Paradise Lost*, Books 1 & 2, (one vol.), Grade XII.
 Stevenson's *Master of Ballantrae*, 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.
 D'Ooge's *Latin Composition*, Part I, Grades XI & XII.
 Caesar's *Galic War* Book 1, Grade XI.
 " " " Books 2 & 3 (one Vol.), Grade XII.
 " " " Book 4, 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.
 " " " Book 2, Grade XII.
 " " " Book 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.
 Augier's & Sandeau's *Le Gendre de M. Poirier*, 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.
 N. S. High School *Algebra*, Grades IX & X.
 Hall & Knight's *Elem. Algebra*, Grade XI.
 Hall & Knight's *Sen. Matr. Algebra*, Grade XII.
 Morton's *Mechanical Drawing*, Grade IX.
 Thompson's *Manual Training*, No. 2, Grade IX.
 Hall & Steven's *School Geometry*, I to IV, Grades X & XI.
 Hall & Steven's *School Geometry*, IV to VI, Grade XII.
 Hall & Steven's *School Geometry Complete*, Grades X, XI & XII.
 Murray's *Essentials of Trigonometry and Mensuration*, Grade XI.
 Murray's *Plane & Spherical Trigonometry*, Grade XII.
 Balfour Stewart's *Physic Primer*, Grade IX.
Elementary Physics for High Schools, Grade X.
 Ontario High School *Physics*, Grades XI & 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' *Med. & Mod. History*, 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.

- Canadian Civics, N. S. Edition.
 Ont. H. S. *Physics Lab. 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 throuout the Province.

All books prescribed for both the common and high school grades, as well as the books necessary for the M. P. Q. examinations, are kept in stock at the wareroom of the Bureau, in the Government Building Annex, Hollis Street, Halifax, N. S. A full list of the books supplied by the Bureau is printed on the Bureau's Requisition Form. 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 Bureau will supply its books to any person, dealer or otherwise, who remits the necessary amount with his order, which order should always be filled in on the printed Requisition Form supplied by the Bureau. School trustees and teachers who wish to purchase the supply of books for the use of the pupils of the section will be supplied with the same by the Bureau on the conditions laid down herein.

TO TRUSTEES AND TEACHERS.

School trustees and teachers may now purchase all the prescribed books for the use of the pupils of the section direct from the Bureau. When school trustees or teachers send in an order to the Bureau, amounting to **three dollars list price or over**, and certify that the books are ordered for the use of the schools of the section, the Bureau will allow a discount of 10 per cent. from the list price of the Bureau.

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 only the "*freight*" equivalent. Balance of transportation charges must be paid by person sending in the order.

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

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

The prices of books and necessary postage per copy are given in the price list of the Nova Scotia School Book Bureau, which will be ready for distribution about the first of June. They may be had on application to the Bureau or to the Inspector for the Division.

TO BOOK DEALERS.

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

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

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

3. Dealers who wish to keep a stock of the books supplied by the Bureau, to sell at retail, must sign the agreement on Requisition Form, when sending in their initial order. This agreement will 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 equal to the freight charges, as outlined above, the difference between freight and express to be borne by the purchaser.

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

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

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

How books may be obtained in smaller lots.

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

Rural Science Bulletin.

Vol. III.

TRURO, 3 MAY, 1917.

No. 7.

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

TEACHERS PLEASE NOTE.

More than ever we are anxious to make this a banner year in the matter of gardening and exhibitions. The former impresses the need of production, and the latter is an extra incentive to work. On consulting the various items in this *Bulletin*, teachers will learn which activities will most forcibly appeal to their individual schools.

Particularly note the section "School Children's Farm and Garden Contests." That is a circular letter which was sent to a number of teachers in Nova Scotia. It is intended, however, for every teacher who will use it.

In the next *Bulletin*, we wish to announce the extent of these contests. Will every teacher who is attempting anything of this kind write the Editor not later than May 20? State exactly what your children will do. Give the names of the children who will enter the contests, and state what they will produce. Furthermore, please state how many pupils will have home gardens, and what the combined area of all these gardens will be. No report will imply that no garden or exhibition work will be attempted.

Teachers often write "All my pupils will have home gardens." That is not sufficient. Give the *number* of gardens and their combined area.

In case some forget to write let us suggest that Friday, May 18th, be report day. Every teacher might write that day unless she has already given all details required. This is not for Rural Science teachers alone, but for all others who are following the trend of these strenuous times. Besides the foregoing, please say where the children will exhibit their produce. What have they already prepared for exhibition?

We advise all schools to send material to their County Exhibition. Everything except farm animals should also be sent to the Provincial Exhibition, which opens Sept. 12. We

exclude the animals because no one will be on hand to feed them regularly. If the County exhibitions are not easily reached, a few other centers may be chosen. For example, we have already selected Bridgetown and Lawrencetown in Annapolis County, Port Williams in Kings, Hantsport in West Hants and Belle Cote in Inverness, as suitable centers at which to exhibit products named in the "Children's Contests." As we hear from other teachers, we'll name other centers.

The five dollar bonuses offered are *one in each class for each County*. If different centers are chosen in the same County, there will not be the same bonus for each center. Children will compete *against others in their own County*.

SCHOOL CHILDREN'S FARM AND GARDEN CONTESTS.

Nova Scotia must keep up to the other Canadian provinces in the matter of School Children's Farm and Garden Contests.

Teachers may consult the *Rural Science Bulletin*, February, 1917, page 3, to learn what Saskatchewan is doing. By writing to the Director of Rural Science, Normal College, Truro, additional literature may be procured.

We want to see contests in growing farm or garden crops, in raising farm animals, and in manual work. A farmer will often give his boy a pig, a calf, or two or three lambs, in payment for some small service. The boy should find out the most scientific way of raising these animals, and should exhibit his products at the Country Fair. If he lives a long distance from the Exhibition center, a local Fair may suffice.

To the school children who win prizes at a County Exhibition, the Education Department offers the following bonuses subject to the appended regulations:

1. To the boy or girl who wins a first prize at a County Exhibition for a pig, a calf, a lamb, or a pen of chickens, (see regulations) the Education Department will pay a bonus of \$5.00.

2. To the boy or girl who wins a first prize for a potato plot, a turnip plot, a mangel plot, or a grain plot, (see regulations) the Education Department will pay a bonus of \$5.00.

3. To the girl who wins a first prize in Garment Making, Cooking or Canning, (see regulations) the Education Department will pay a bonus of \$5.00.

REGULATIONS.

1. The exhibitor must have taken all care of his pigs, calves, or lambs, after they are four weeks old. He cannot exhibit chickens unless he has taken charge of all work after the eggs for hatching were procured.

2. The potato, turnip, mangel, and grain plots must each be, at least, 300 sq. ft. in area. The prize is to be awarded for total production of the plot. The ground may be plowed and harrowed for the exhibitor; after that, he must do the work himself.

3. Girls' work will be judged according to the usefulness of her productions. Fancy work and expensive cakes will not receive highest consideration.

4. Every exhibit must be accompanied by an essay describing how the work was done.

5. Every exhibit must be accompanied by a parents' or teachers' certificate that the work was done by the exhibitor.

6. No bonus will be paid unless the judges declare that the exhibits were of a high order or unless competition was reasonably keen.

EXTRACT FROM A LETTER ACCOMPANYING THE FORE-GOING CIRCULAR.

Read the circulars to the children; talk the matter with your clergy and other prominent citizens; discuss it with your School Board; and then organize a strong committee to assist you.

Is it not possible to have local prizes offered for local contests? Induce some man to offer a dollar or two to the boy who will raise the best pig in your section this year. Kindly let me know what contests you can organize, the names of the children in the contests, and what prizes they are working for. You will be given credit for whatever you do. Such efforts will be worthy of public recognition. We want pig contests, potato contests, canning, etc.

SUGGESTED ADDITIONS TO EXHIBITION PRIZE LISTS.

1. Collections of farm or garden plants (dried) illustrating the results of different fertilizers.

2. Collections of farm or garden plants illustrating the results of good drainage.

3. Collections of grains or other farm crops planted at different dates—say, intervals of a week or more. This will show whether the date of planting is important or not.

4. Exhibits of home-grown seed.

5. Collections to illustrate the result of seed selection.
6. New desirable (seedling) varieties of flowers or farm crops, with the story of their origin.

Note. In all cases exhibits must be accompanied by cards or charts explaining the details of the experiments.

Can any one suggest improvements on these, in order to produce effective results?

GARDENING IN KENTVILLE.

Kentville is actively undertaking the "better gardening" campaign. Mr. Geo. E. Graham, General Manager, D. A. R., has offered \$45.00 in prizes; and an active committee is now making arrangements for the apportioning of this money. Following is an outline of the Committees' recommendations.

PRIZES FOR PRODUCTION AND TIDY GROUNDS.

Having been constituted a Committee to deal with the details of apportioning the prizes of \$20.00, \$15.00 and \$10.00, offered by Geo. E. Graham, Esq., General Manager, D. A. R., we beg to submit the following:—

Under normal conditions it would be considered advisable to offer the major portion of the prizes for the encouragement of more beautiful home grounds, but under present abnormal conditions the Committee are of the opinion that the major portion of the prizes should be offered to stimulate increased production.

With this in view we advise that the prizes be divided into three classes:—

- (a) **For the School Boy or Girl.**
- (b) **For Other Than the School Boy or Girl.**
- (c) **For Those Having the Most Tidy Places.**

We would suggest that the following be the prizes offered:

(a) **For the School Boy or Girl.**

(1st) To the school boy or girl growing the most value in produce on an area of 300 sq. feet at regular market rates.

Prizes—1st, \$2.50; 2nd, \$1.50; 3rd, \$1.00.

(2nd) To the school boy or girl growing the largest amount of marketable dry beans on 200 sq. feet.

Prizes—1st, \$2.50; 2nd, \$1.50; 3rd, \$1.00.

(3rd) To the school boy or girl having the best flower garden of 50 sq. feet.

Prizes—1st, \$2.50; 2nd, \$1.50; 3rd, \$1.00.

(b) **For Other Than the School Boy or Girl.**

(1st) To the home gardener who is growing produce on his own lands for his own family.

Prizes—1st, \$2.50; 2nd, \$1.50; 3rd, \$1.00.

(2nd) To the one who is growing produce on land not adjoining his own home.

Prizes—1st, \$2.50; 2nd, \$1.50; 3rd, \$1.00.

(3rd) For the best plot of potatoes 1000 sq. feet.

Prizes—1st, \$2.50; 2nd, \$1.50; 3rd, \$1.00.

(4th) For the best plot of field beans 1000 sq. feet.
Prizes—1st, \$2.50; 2nd, \$1.50; 3rd, \$1.00.

(c) **For the Tidy Home Grounds.**

(1st) For the best front lawn.
Prizes—1st, \$2.50; 2nd, \$1.50; 3rd, \$1.00.

(2nd) For the best kept back yard.
Prizes—1st, \$2.50; 2nd, \$1.50; 3rd, \$1.00.

It will be seen that \$30.00 of the donation goes toward stimulating increased production, and \$15.00 toward the improvement of the home grounds.

In awarding the prizes the judges will follow as closely as possible the following points:—

| For Section "A" | | For Section "B" | | For Section "C" | |
|-------------------------|---------|------------------------|---------|-----------------|---------|
| | Points. | | Points. | | Points. |
| Variety..... | 25 | Variety..... | 10 | Lawn..... | 25 |
| Quality of Produce..... | 50 | Area..... | 15 | Shrubs & Trees | 25 |
| Cultivation & Care.... | 25 | Quality of Produce.... | 50 | Flowers..... | 25 |
| | | Cultivation & Care.... | 25 | Finish..... | 25 |

The prizes offered are very substantial and should induce considerable competition.

Your Committee have endeavoured to arrange the list of prizes so that old and young, school children and those not school children may have an opportunity to compete.

Dates of planting the different crops and the method of preparation are to be furnished the judges on application.

Those wishing to enter the competition should advise the Secretary of the Patriotic Planting Club, Mr. Laurie Ells, by May 15th.

Respectfully submitted,

MR. W. S. BLAIR.
MRS. BARCLAY WEBSTER.
MRS. H. H. WICKWIRE.

HIGH COST OF LIVING.

"Is there a remedy? There is a partial remedy at least, but not wholly in investigations or legislation. This remedy is so simple and close at hand that, as is so frequently the case, it is overlooked. In the schools of the cities, towns, suburban communities, and manufacturing and mining villages of the United States there are approximately 6,000,000 boys and girls between the ages of nine and sixteen. Most of them are idle more than half of the year. They are in school less than 1,000 hours in the year, and allowing 10 hours a day for sleep, are out of school more than 4,000 waking hours, more than an average of nine hours a day, not counting Sundays. National and State laws make it impossible for most of them to do any profitable work in mill, mine or shop, and many of them are forming habits of idleness and falling into vice. Even during the vacation months only about 10 per cent. have any profitable employment; only about 5 per cent. of them go away from their homes except for a few days. Still, they must live and be fed and clothed.

"For four millions of these there is access to back yards, side yards, front yards, and vacant lots, which might be cultivated as small gardens for the growth of vegetables and small fruits. Many live where space could be easily had for chickens, ducks, or pigeons. And there are not less than 6,000,000 older boys and girls and adult men and women for whom an hour or two of work each day in a garden would be the best form of recreation and rest from the routine of their daily labor in office or shop or mill or mine, and who might easily find the time for it.

"With some intelligent direction, these school children and older boys and girls and men and women might easily produce on the available land an average of \$75 each in vegetables and fruits for their own tables or for sale in their immediate neighborhood; fresh and crisp thru all the growing months and wholesomely canned and preserved for use in winter. This would add \$750,000,000 to the best form of food supply of the country without cost of transportation or storage and without profits of middlemen. The estimate is very conservative, as has been shown by many experiments.

"In addition to the economic profits, there would be for the children health and strength, removal from temptation to vice, and education of the best type; and for older persons, rest and recreation in the open air and the joy of watching things grow."

[Department of the Interior, U. S. A. Bureau of Education.]

PROTECTION OF MIGRATORY BIRDS.

The recent successful conclusion of a treaty providing for co-operation between Canada and the United States in protecting migratory birds constitutes a substantial advance toward the effectual conservation of North American wild life.

At the North American Conservation Conference, held in Washington in 1909, and attended by representatives of Canada, Newfoundland, United States and Mexico, the international problems presented by the proper protection of natural resources were clearly recognized. With regard to migratory wild life the necessity for co-operative action is especially obvious. In Canada and the United States the protection of this invaluable resource is vested in the individual provinces and states, respectively. Protective laws were extremely diverse in both character and efficiency, with the result that the beneficial effects of adequate protection in one portion of the continent were largely nullified by the lack of similar measures in other sections. To secure stricter and more uniform protection negotiations between Canada and the United States were undertaken. The arrangement has now been satisfactorily concluded, the recent ratification by the United States Senate constituting the final step.

The treaty does not effect the administration of the provincial game laws, but insures in Canada, as in the United States, the minimum of protection regarded as essential to the permanent preservation of the wild life resources of North America.

[Conservation.]

SELECTION OF SEED POTATOES.

Greater Production and Improved Quality Results from Care with Seed.

Thousand of farmers have suffered heavy losses at various times from fungus diseases attacking potato crops. Weak, spindly hills make breeding places for the diseases which would never get started otherwise. These spindly hills are often caused by planting weak seed, the result of carelessness in selecting the tubers for seed. Like begets like and the sooner persons planting small or diseased potatoes realize this the better it will be for their crop yields.

Remarkable results have been obtained by investigators in seed selection work with potatoes. Intricate methods are not necessary to obtain marked improvement in the ordinary field crops. It is a good plan to go over the field when the tops are about half ripened off and mark with a stake or twig the hills which show exceptional vigor and resistance to disease, to drought or to heat. At digging time these hills can be kept apart for seed. Any of the marked hills not yielding smooth or superior potatoes should be discarded. Farmers may think it too much trouble to save all their seed in this way but enough can easily be selected to plant a special seed plot each year from which seed for the main crop the following year may be obtained. If the farmer neglects to mark the vigorous hills he should, at least, note and keep apart the high yielding hills of smooth, uniform tubers for a seed plot next year.

Potato growers will find that it is highly profitable to select their potatoes for seed carefully and intelligently as it will mean greater productiveness, vigor and uniformity in shape and size. [Conservation.]

INTERESTING SCHOOL FAIRS.

In a very few years the fair already has done more to direct parents' attention to the school than have all other factors combined during a generation. And there is nothing wonderful about its influence. Like all the very interesting things, it obeys simple and natural laws. It gives the pupil an opportunity to work in a competitive way with those things of the home farm which his natural curiosity has encouraged him to observe and study. It gives the parents an opportunity to meet the neighbors of the immediate vicinity and to watch, with a wholesome pride their children competing with others in classes which are thoroly understood and which they are in a measure competent to judge. Every prize taken by the child thus becomes a matter of immense importance to him while it reflects credit directly to the parent. These are the fundamentals and by observing them the school fair may be given continually new interest. Afford work, play and competition, nicely balanced for the child, with entertainment, social intercourse, and satisfaction for the parent and the school fair will live until evolution brings a newer and more efficient order.—**Canadian Countryman.**

THE NEW SCHOOL.

We need a staff of teachers efficiently trained and equipped to give a training that will qualify the child for the business of living rather than for attendance at a hypothetical university.

Such a condition will come some day—but we fear it will not come quickly. We constantly forge ahead with the machinery and methods of the twentieth century, but we cling to nineteenth century ideals of education. The little one-teacher school house which was a contemporary of the sickle and the ox-cart is a contemporary today of the self-binder and the automobile. The school in all its history in Ontario has catered so little to the needs of farm life, that evidently it is not expected by farmers to teach the underlying principles of agriculture at all. There must be a tremendous re-adjustment of ideas before our rural schools will be capable of efficiently correlating instruction in agriculture with the work of the school fair.

Rural school fairs are growing in popularity. In 1912 a start was made in Ontario with 25 school fairs. In 1915, 234 fairs were conducted, embracing 2,291 schools, practically one-half of the rural schools in the province, and taking in 48,386 pupils.

Individuals here and there in Nova Scotia have financially assisted School Fairs. The accompanying clipping shows what is being done on a larger scale in Ontario. Our teachers should take a hint from this, and solicit aid from their local Agricultural Societies or other organizations.

TO ENCOURAGE SCHOOL FAIRS.

"The Farmers' Institute of Welland County has donated \$60 for the purpose of buying cups for the school fairs held this year in that county."

"In Kenora district the school fairs have received much encouragement also. The Dryden Agricultural Society has made a grant of \$50 to be given in prizes."

RURAL SCIENCE ESSAY COMPETITION.

The rural science may be considered a fad, the writing of English compositions is everywhere considered legitimate school work. The publishers of "The Canadian Countryman," Toronto, offered substantial prizes last summer in the following competitions. These topics indicate how rural science is a necessary part of school work. Teachers should see, however, that the children write their *actual experiences* rather than *what might have been*.

TOPICS IN COMPETITION.

1. My school fair work: What I have learned at school and at home because of it.
2. Our school garden: The lessons I have learned, how they may be applied at home.
3. Composition on preparing the land, planting, growing and harvesting any one of the following crops: potatoes, corn, beans, red clover, alfalfa, strawberries,
4. Management and food required to raise any one of the following: calf, colt, lamb, pig or chicken.

5. Will nature study or agriculture as taught in our school, make me a more successful farmer?

6. Why and how our progress club will help me in my work upon the farm after I leave school.

LET UP ON THE LITTER.

Both town and country could profit by this "Anti-Litter" clipping. Why do so many country homes permit the woodpile to occupy such a prominent place between the house and the public road? Such a League will also find the school premises fertile ground for its operation.

"Clean-up week" is all right, but let us have "Anti-Litter Leagues" always in active service. Garden clubs and anti-litter leagues!—can't you see the ugly back yards disappear as by magic where these two splendid movements go hand in hand? Here is the best of work for Boy Scouts and Campfire Girls.

WHY EXHIBITIONS?

The answer to "Why should schools exhibit" is best expressed by the following:

"The pressure of modern life prevents most parents from seeing with their own eyes the work of their boys and girls in the schools. It is imperative therefore that some samples of the work done in the schools at the present time should be exhibited to interest parents so that they may be able to judge of the great progress that education has made since they themselves were pupils." F. H. Sexton, Prin. N. S. Technical College.

"Exhibitions of pupils' work in school are stimuli of the most powerful kind to develop care and skill in the writing, drawing, rural science, manual training, etc., and to form habits of neatness in every kind of work which can be exhibited. It shows what can be done by determination. Every good piece of work says, "Why can't you do as well? and if as well, why not a little better? Exhibitions pay better than lecturing. It is the most effective kind of teaching—teaching by example." Dr. A. H. McKay, Supt. Education, N. S.

DONALD J. MATHESON,
Acting Supt. Educational Division,
Halifax Exhibition Commission.

EXCHANGING MATERIAL.

Miss Jean Whitman, Marble Mountain, C. B., writes that she would like to exchange Braun's Holly Fern for ferns that do not grow at Marble Mountain. This suggests that a general exchange among teachers would add materially to

their knowledge of and interest in our provincial flora. Furthermore, this exchange need not be confined to wild plants. It might be extended to garden and seeds, minerals, local manufactures, etc.

In some instances this would develop into an exchange with other countries. What better way could we teach geography?

If teachers will let us know what they wish and what they can supply, we'll make the Rural Science Bulletin a medium thru which to exchange this information.

For example, teachers in Marble Mountain, C. B., and Wentworth, Hants County, could exchange Braun's Fern (*Polystichum Braunii*) and Maiden-Hair Fern. Or teachers in Dartmouth and West Gore might exchange Chain Fern and Bulb Bearing Fern.

Similarly the coal mining regions and Cape Blomidon regions can exchange fossils and amethysts.

Miss Anna R. MacGregor, of Kentville Academy, writes that the Silvery Spleenwort is one of the common ferns at South River Lake, Antigonish County.

GARDEN SUGGESTIONS.

Have children visit each other's gardens regularly and systematically. Friendly criticism after each visit might result in better gardens besides giving ample opportunity for written composition. Among the upper grades even a debate on garden methods would be an excellent school exercise.

These visits near exhibition time would curtail dishonesty. Frequently a child exhibits what he did not grow. If all the children knew what their classmates were growing and had seen the gardens recently, they would recognize anything not genuine. It may be bad ethics to suggest that children are dishonest. Nevertheless, the fact is before us. Why not face it?

WHAT OUR TEACHERS ARE DOING.

"We have organized an Audubon Bird Society in school with a membership of fifteen. We call ourselves the Knowledge Seekers as it is knowledge that we want. To make our Society more interesting the Knowledge Seekers are corresponding with the members of the Audubon Society of the Glenville School and would be glad to correspond with any other societies that would write to us."

L. E. THOMPSON,
East Leicester, N. S.

"We have a nice library now of a hundred odd books. I began to issue books, Nov. 22nd, and I must have had nearly five hundred issues already. The grown-ups use the library nearly as much as the children do."

"A good way to get the interest of pupils who have not been used to anything in school but reading, writing and arithmetic, is to begin to decorate the school with pictures, etc. They will try to bring contributions and will think the teacher is going to take an interest in them? Then have some Construction work and they will soon be won over."

"At Christmas, Miss McGinnis (Primary teacher) and I had a concert and realized twenty dollars and forty cents (\$20.40). We sent five dollars (\$5) to the Belgians and she and I divided the balance between us. I bot a nice \$8.60 book-case out of my share, and at the same time, planned a social at Easter for funds to stock it, as well as to get pictures for my room. Consequently, we had our social April 10th, and in spite of bad weather we made forty-seven dollars (\$47.00). I sent \$20 to the Belgians—we feel very proud at having such a surplus to devote to school purposes.

GRACE V. CONRAD,
Gold River, N. S.

Principal Allen, Truro Academy, includes the following paragraph in his instructions to school gardeners in Truro. Is not the child who follows these instructions getting the kind of education we all believe he should get?

"The owner of each garden is to keep a book (a five cent exercise book will do) in which a record of the garden is kept. The record is to contain a plan of the garden, names of the vegetables and flowers planted, time of planting of each, cost of market prices, accidents or misfortunes to any of the crop, and anything else of interest, all to be neatly written and correctly spelled."

BOYS' AND GIRLS' CLUB CONTESTS.

In the province of Manitoba, where these contests have been much developed, no less than twelve classes of competitions will be held this year. These include Manual Training, Grain Growing, Pig, Calf and Colt Raising, Gardening, Poultry Raising, Cookery, Garment Making, Canning and Preserving, Noxious Weeds, Dairying, Flower Growing and Essay Writing.

Parents of children in the rural schools have a particular obligation to show their interest in improvement. The following questions may aid in pointing out these obligations:

- Have you visited your school this year?
- Is the building comfortable, well lighted and heated? Is it kept clean?
- Do you know what your children are studying?
- Are you encouraging the teacher to teach things that will be helpful in their actual work?
- Do you know just what your school taxes are being expended for?
- Have you considered the building of a teachers' cottage, so as to be able to get a better teacher who will stay for a number of years?

If parents or teachers desire further information on any of these points or have suggestions concerning this department, address The Country Gentleman School, Independence Square, Philadelphia, Pennsylvania.

THE BELGIAN CHILDREN'S RELIEF FUND.

The King Albert Birthday collection authorized by the Education Department, intended for the 15th of November, 1916, was contributed to by only the schools in the list given below. In the first place, the October Journal was not issued by the printer in sufficient time for the date. In the second place many teachers, instead of taking the contributions and sending them in as soon as convenient, did nothing, or contributed to other funds not authorized by the Education Department.

The King Albert Children's Relief Fund presided over by the late Duke of Norfolk and the Mayor of London, and vouched for by His Majesty King George's representative in Canada, as well as by the Education Department of Nova Scotia, was expected to appeal to teachers as specially appropriate for school children's contributions.

It is hoped that not only teachers but trustees will carefully consider and supervise collections in schools, which have in many places been complained of as a tax upon parents, as sometimes causing undesirable feeling in school, and sometimes as a levy the disposition of which is uncertain even when the object appears to be appropriate.

An exploiter of tobacco, on the strength of claimed membership in the Overseas Club, even after being informed of the character of the school law of Nova Scotia in reference to narcotics, had the assurance still to ask for the addresses of schools to exploit the children, his correspondence paper being at the same time illustrated with tobacco advertisements. This shows to what extremes some exploiters may go. And there are indications that some of our teachers are not as careful as they should be in authorizing contributions from pupils.

The following is the list of the school contributions to the authorized fund which is now closed, and is published not only by way of acknowledgment but for permanent record.

G. Creighton, Inspector, Division No. 1 (Halifax City and County).

| | | | |
|-------------------------------------|----|-------|---------|
| Cole Harbor School | \$ | 6.65 | |
| Bedford School (Senior Dept.)..... | | 12.50 | |
| Bedford School (Primary Dept.)..... | | 3.67 | |
| | | <hr/> | \$22.82 |

H. H. MacIntosh, Inspector, Division No. 2 (Lunenburg and Queens).

| | |
|------------------------------------|----------|
| Riverport School..... | \$ 5.35 |
| Dayspring School..... | 3.25 |
| Snyder's School..... | 1.65 |
| Marriott's Cove..... | 4.50 |
| North West School..... | 8.00 |
| Middle LaHave..... | 10.50 |
| Charing Cross School..... | 4.00 |
| Lower Rose Bay School..... | 3.15 |
| Upper Rose Bay, Primary..... | 5.30 |
| Upper Rose Bay, Adv..... | 1.00 |
| Corkum's Island School..... | .75 |
| Maitland School..... | 5.00 |
| First South School..... | 2.25 |
| Center School..... | 2.00 |
| E. Chester School..... | 2.25 |
| E. Dublin School..... | 2.00 |
| Martin's River School..... | 11.00 |
| Italy Cross School..... | 4.00 |
| Indian Path School..... | 2.50 |
| E. P. L. Hebert School..... | 3.30 |
| Mrs. H. H. MacIntosh..... | 5.00 |
| Martin's Point School..... | 4.00 |
| Lower Second Peninsula School..... | .60 |
| Maplewood School..... | .60 |
| Beach Meadows School..... | 2.90 |
| Union School, Lunenburg..... | 15.00 |
| Farmington School..... | 8.25 |
| Hemford School..... | 3.70 |
| | <hr/> |
| | \$121.80 |

C. Stanley Bruce, Inspector, Division No. 3, (Shelburne and Yarmouth).

| | |
|--------------------------------|----------|
| Little Harbor School..... | \$ 8.50 |
| Sandy Point School..... | 6.00 |
| Louis Head School..... | 1.10 |
| Hamilton School..... | 2.00 |
| Upper Port LaTour School..... | 4.00 |
| Port LaTour School*..... | 2.50 |
| Lower Ohio School..... | 2.00 |
| Shelburne Town School..... | 49.26 |
| Lower Sandy Point School..... | 6.00 |
| Barrington Passage School..... | 8.50 |
| Melbourne School..... | 2.60 |
| Lower West Pubnico School..... | 1.80 |
| Brooklyn School..... | 1.50 |
| Eel Brook School..... | 5.00 |
| Middle West Pubnico..... | 1.19 |
| Middle East School..... | 1.50 |
| Lower East School..... | 2.00 |
| Tusket School..... | 5.40 |
| Central School, Yarmouth..... | 4.00 |
| Little Port L'Hebert..... | 2.00 |
| | <hr/> |
| | \$116.85 |

Mayhew C. Foster, Inspector, Division No. 4, (Digby and Annapolis).

| | |
|----------------------|---------|
| Paradise..... | 5.78 |
| Bear River East..... | 2.46 |
| Bridgetown..... | 18.16 |
| Wilmot..... | 5.51 |
| Cedar Lake..... | 17.50 |
| | <hr/> |
| | \$49.41 |

Ernest Robinson, Inspector, Division No. 5, (Kings and Hants West)

| | | |
|---------------------|---------|--|
| Port Williams | \$ 4.25 | |
| Aylesford | 4.60 | |
| | \$8.85 | |

A. G. Macdonald, Inspector, Division No. 6, (Antigonish & Guysboro).

| | | |
|-------------------------------|----------|--|
| Middle Liscomb | \$ 1.60 | |
| Brierly Brook | 3.00 | |
| Malignant Cove | 2.00 | |
| St. Andrews | 2.50 | |
| Giant's Lake | 2.10 | |
| Goldboro | 3.25 | |
| Main Street | 5.25 | |
| Guysboro | \$ 6.60 | |
| Canso | 16.61 | |
| James River | 1.50 | |
| Larry's River | 6.00 | |
| St. Ninian St. | 6.90 | |
| Fraser's Mills | 3.00 | |
| Upper South River | 2.10 | |
| Isaac's Harbor | 10.00 | |
| Dunmore | 5.75 | |
| North Intervale | 1.00 | |
| Pleasant Valley | 1.25 | |
| S. Side Cape George | 3.00 | |
| Maryvale | .80 | |
| Lanark | .70 | |
| Beaver Meadow | 1.70 | |
| E. Havre Boucher | 4.50 | |
| Copper Lake | 1.00 | |
| Pomket | 3.75 | |
| Linwood | 2.50 | |
| Hazel Hill | 15.00 | |
| Heatherton | 2.10 | |
| Morar | 4.50 | |
| Lower South River | 4.00 | |
| Harbor | 1.00 | |
| Springfield | 2.00 | |
| Country Harbor Mines | .35 | |
| Lower White Haven | 4.23 | |
| Bayfield | 1.00 | |
| Tracadie West | 2.00 | |
| Arisaig | 3.50 | |
| St. Bernard's Convent | 14.25 | |
| Marydale | 2.00 | |
| Merland | .54 | |
| Queensport | 2.50 | |
| Cooke's Cove | 1.15 | |
| Fairmont | 1.03 | |
| South Manchester | 2.00 | |
| Glenelg | 1.35 | |
| St. Joseph's | 1.00 | |
| Sherbrooke | 6.00 | |
| Bayfield School | 10.00 | |
| Mulgrave School | 7.00 | |
| Haltway Cove | 1.30 | |
| Stormont | .80 | |
| Hazel Hill (Additional) | 2.86 | |
| | \$191.16 | |

M. J. T. Macneil, Inspector, Division No. 7, (Richmond & Inverness South).

| | | |
|------------------------|---------|----------------|
| Big Harbor Island..... | \$ 1.00 | |
| Orangedale..... | 11.20 | |
| McLean's Bridge..... | 3.25 | |
| Hawkesbury..... | 9.00 | |
| Walkerville..... | 2.20 | |
| | | <u>\$26.65</u> |

James MacKinnon, Inspector, Division No. 8, (Victoria & Inverness North).

| | | |
|-------------------------------------|----------|----------------|
| Inverness (Convent School)..... | \$ 10.00 | |
| Inverness (Forrest St. School)..... | 12.00 | |
| Belle Cote School..... | 3.10 | |
| North River School..... | 20.00 | |
| Tarbot School..... | 3.00 | |
| Rossville School (Margaree)..... | 1.25 | |
| Capt. Allan's School..... | 16.00 | |
| Margaree Harbor..... | 3.10 | |
| Clyburn Brook..... | 1.15 | |
| White..... | 2.00 | |
| Margaree Forks..... | 7.00 | |
| Glenville..... | 1.00 | |
| | | <u>\$79.60</u> |

E. L. Armstrong, Inspector, Division No. 9, (Pictou).

| | | |
|---------------------|---------|----------------|
| Lismore..... | \$ 5.00 | |
| Bailey's Brook..... | 5.00 | |
| Big Island..... | 1.20 | |
| | | <u>\$11.20</u> |

Inglis C. Craig, Inspector, Division No. 10, (Cumberland).

| | | |
|------------------------------------|----------|-----------------|
| West Highland School, Amherst..... | \$ 55.72 | |
| Williamsdale School..... | 8.00 | |
| Lower Maccan School..... | 3.28 | |
| Academy, Amherst..... | 5.00 | |
| Spring St. School, Amherst..... | 24.00 | |
| Acadia St. School, Amherst..... | 44.00 | |
| | | <u>\$140.00</u> |

T. M. Phelan, Inspector, Division, No. 11, (Cape Breton).

| | | |
|------------------|----------|----------------|
| Florence..... | \$ 14.00 | |
| Union..... | .55 | |
| Beaver Cove..... | 1.50 | |
| | | <u>\$16.05</u> |

W. R. Campbell, Inspector, Division No. 12, (Colchester and Hants East).

| | | |
|--------------------------------|----------|--|
| Upper Stewiacke..... | \$ 10.00 | |
| Tatamagouche (Quicker)..... | 11.00 | |
| Tatamagouche (McKay)..... | 11.00 | |
| Stewiacke East..... | 2.50 | |
| Beaver Brook..... | 5.00 | |
| Earltown..... | 6.15 | |
| South Branch..... | 2.00 | |
| Londonderry Station..... | 4.00 | |
| Green Oaks..... | 8.00 | |
| Salmon River..... | 5.25 | |
| Masstown..... | 20.00 | |
| Mrs. P. A. Grant, Truro..... | 2.50 | |
| Mrs. Mary Robinson, Truro..... | 2.50 | |

| | | |
|---|-------|--------------------------|
| Mrs. R. B. McLeod, Truro..... | 2.50 | |
| Miss Sadie Vance, Truro..... | 2.00 | |
| Master Donald Archibald, Truro..... | 1.00 | |
| Miss Gwendolyn Archibald, Truro..... | 1.00 | |
| Miss Edith Archibald, Truro..... | 1.00 | |
| Miss K. Dobson, Tatamagouche..... | 2.00 | |
| Teachers Institute, South Ohio..... | 5.00 | |
| Pupils Miss Jennisons School..... | 2.00 | |
| Pupils Sunday School Class of Mrs. Neil Ross..... | 10.00 | |
| Base River School (Teachers and Pupils)..... | 51.00 | |
| Mrs. Robie Crowe..... | 5.00 | |
| John Kennedy's Class..... | 1.75 | |
| Miss S. Dickson..... | 5.00 | |
| Academy Debating Class..... | 10.70 | |
| Austin Campbell..... | 20.00 | |
| Folly Village School (per Miss Peacock)..... | 4.00 | |
| Bible Hill School (per Miss McCallum)..... | 40.00 | |
| Mrs. Clifford Notting..... | 5.00 | |
| | | <u>\$258.85</u> |
| <i>Grand Total</i> | | <u><u>\$1,043.24</u></u> |

Received the 30th April, three days after the above Fund was closed and transmitted to London, the following amounts for the Belgian Children's Relief, from the Inspector of Colchester County:—

| | | |
|--|---------|----------------|
| T. D. Fletcher, Portaupique..... | \$10.00 | |
| A. G. Boyd..... | 10.00 | |
| Ladies Alton Aid Society (Per Mrs. John Hood)..... | 10.00 | |
| R. A. Tremain..... | 5.00 | |
| Mrs. E. J. Grant..... | 3.00 | |
| Mrs. S. Mattatall, Bayhead..... | 1.50 | |
| | | <u>\$39.50</u> |

We have therefore to open a new account for Belgian Relief to accommodate the contributions above mentioned, and therefore keep this second Fund open until the October "*Journal*" is published, so that any later contributions will be acknowledged as above.

THE TEACHER'S REPORT

to the Inspector on which the National Service certificate will be based should accompany the teacher's annual return at the close of the school term—after the end of June.



JOURNAL OF EDUCATION.

APRIL 1917.

OFFICIAL NOTICES.

The full number of legal teaching days in the half school year ended 2 February is 103; and in the half school year ending 29 June, is 103. The school year has 206 teaching days.

Summer Calendar, 1917.

| | | |
|--------|----|--|
| April | 16 | Fourth Quarter began. |
| May | 1 | Applications for Exams. due at Inspector's office. |
| May | 4 | Arbor Day. |
| May | 23 | Empire Day (Thrift and Production program). |
| May | 24 | Victoria Day (holiday). |
| June | 3 | Anniversary, King's Birthday (Sunday). |
| June | 21 | Normal College closes. |
| June | 25 | Provincial Examinations commence. |
| June | 29 | Last teaching day of school term. |
| July | 1 | Dominion Day (Sunday). |
| July | 11 | Rural Science Training School opens. |
| July | 11 | Dominion Physical Training Course opens at Truro. |
| July | 31 | School year ends. |
| August | 9 | Rural Science School and Physical Training Courses at Truro close. |
| August | 27 | First Quarter School term begins. |
| Sept. | 3 | Labor Day (holiday). |
| Sept. | 27 | Normal College opens at Truro. |
| Oct. | | Dominion Thanksgiving Day. |
| Nov. | 12 | Second Quarter begins. |

DATES OF MEETINGS OF BOARDS OF DISTRICT SCHOOL COMMISSIONERS.

- Halifax East—Wednesday, 6 June.
 - Halifax Rural—Friday, 8 June.
 - Halifax West—Thursday, 14 June.
 - (a) Lunenburg—Monday, 7 May.
 - Chester—Tuesday, 5 June.
 - Queens North—Thursday, 10 May.
 - Queens South—Thursday, 17 May.
 - Yarmouth—Thursday, 10 May.
 - Argyle—Monday, 14 May.
 - Barrington—Monday, 21 May.
 - Shelburne—Saturday, 2 June.
 - Annapolis East—Wednesday, 2 May.
 - Annapolis West—Friday, 18 May.
 - Digby—Friday, 13 April.
 - Clare—Friday, 30 March.
 - (b) Hants East—Thursday, 24 April.
 - (c) Hants West—Thursday, 26 April.
 - (d) Kings—Tuesday, 8 May.
 - (e) Colchester South—Friday, 27 April.
 - (f) Colchester North—Thursday, 17 May.
 - (g) Colchester West—Wednesday, 2 May.
 - Antigonish—Wednesday, 9 May.
 - Guysboro—Friday, 18 May.
 - St. Mary—Wednesday, 6 June.
 - (h) Victoria—Saturday, 2 June.
 - (i) Richmond—Wednesday, 4 July.
 - Inverness South—Wednesday, 6 June.
 - (j) Inverness North—Friday, 8 June.
 - (k) Pictou East—Monday, 7 May.
 - Pictou West—Monday, 30 April.
 - Parrsboro—Wednesday, 25 April.
 - Cumberland—Friday, 25 May.
 - Cape Breton—Tuesday, 22 May.
- (a) Lunenburg; (b) Milford; (c) Windsor; (d) Kentville;
 (e) Truro; (f) Tatamagouche; (g) Great Village; (h) Arichat;
 (i) Port Hood; (j) New Glasgow; (k) Pictou.

DISTRICT SCHOOL COMMISSIONERS.

(Appointed 28 April, 1916).

Guysboro—Rev. James Gillis, P. P., Mulgrave.

(Appointed 31 July, 1916).

Halifax East—Robert Hall, Sheet Harbor.
 Rev. Stephen Jeffrey, Sheet Harbor.
 Rev. James Middleton, Quoddy.

(Appointed 31 July, 1916).

Hants East—Rev. J. C. McKenzie, Elmsdale.
John A. Logan, Shubenacadie.
William Dodds, Shubenacadie.

(Appointed 18 Jany. 1917).

Annapolis East—B. S. Banks, Torbrook.
E. A. Hicks, Bridgetown.
E. C. Hall, Bridgetown.

Annapolis West—Rev. A. W. L. Smith, Clementsport.

Antigonish—Rev. James McKeough, P. P., Tracadie.

Digby—H. R. Kinney, Bear River.

(Appointed 24 April, 1917).

Antigonish—Rev. J. M. C. Wade, Bayfield.

Rev. Anderson Rogers, Antigonish.

Cape Breton—Rev. Duncan H. McKinnon, New Aberdeen.

Rev. Harry Burns, Florence.

Rev. Martin J. Wallace, Louisburg.

Rev. John W. McIsaac, East Bay.

Halifax East—Rev. W. Bradbury, Tangier.

Hants East—Robt. A. McLellan, Centre Rawdon.

SECTIONS HAVING ANNUAL SCHOOL MEETINGS FIRST MONDAY IN MARCH.

Summerville, No. 21, Queens South.

Allendale, No. 10, Shelburne.

Loch Lomond, No. 54, Richmond.

(10 April, 1917).

Tiverton, No. 42, Digby, has been removed from list of sections having annual school meeting first Monday in March.

SECTIONS PLACED ON SECOND SCHEDULE.

(29 June, 1916).

Berwick, No. 22, Kings.

Burnside, No. 55, Colchester South.

Riverview, No. 104, Cumberland.

(31 July, 1916).

Crowe's Mills, No. 8, Colchester South.

Onslow Mountain, No. 9, Colchester South.

Cape John, No. 6, Pictou West.

(18 Jany., 1917).

First South, No. 8, Lunenburg.
Pleasant Valley, No. 35, Yarmouth.
Lake La Rose, No. 36, Annapolis West.
Greenfield, No. 69, Kings.

(10 April, 1917).

Rockville, No. 5, Yarmouth.
Comeau Hill, No. 39, Argyle.
Jordon Ferry, No. 20, Shelburne.
Upper Ohio, No. 27, Shelburne.

LICENSE CANCELLED, 18 JAN., 1917.

Margaret Callow, D. No. 197, 1913.

ERRATA.

Journal Oct. 1916—Page 60—Berwick—Grade XI list, add Florence. C. Hale.

Journal Oct. 1916—Page 64—Chester—Grade X list, Ethel Gertrude Webber should read Esther Gertrude Webber.

Journal Oct. 1916—Page 84—River John—Grade IX list, erase Annie Jane Tattrie.

Journal Oct. 1916—Page 99—Oxford—M. P. Q. list, erase Florence Marie Ripley and Minne Wright Campbell—Third Rank. Add Helen May Fraser, Third Rank, and Gladys Anna Graham, Third Rank.

Journal Oct. 1916—Page 268—In syllabus of paper, No. 1, M. P. Q., read Sections 1 to 114, instead of 1 to 14.

SPECIAL STATISTICS 150 (a), 150 (b) AND 150 (c).

The special statistics to be entered in columns of the *School Register* to be copied into the *Annual Return* at the end of the present school term, 30th June, shall be as follows:—

150 (a). How many of the pupils enrolled on the Register of this school room within the last *one* year, have enlisted for military service?

150 (b). How many teachers employed in this school room within the last *one* year, have enlisted for military service?

150 (c). How many of the pupils enrolled this present year, are members of "The Boys' Scouts," "Church Brigades," or any similar training organization (not including High School Cadets)?

NEW EXAMINATION STATIONS

have been established at Clark's Harbor, Hantsport and New Waterford.

STANDARD TIME FOR EXAMINATIONS.

The examination time tables must be understood at every examination station as being the standard time of the Sixtieth Meridan, in accordance with the Revised Statutes, Vol. 1, p. 8, Chap. 1, 22 (25).

It is authorized by the Council of Public Instruction to give another set of examination questions to Jews on the first Tuesday of July, beginning at nine o'clock, which will be open free of charge to those who have already applied for examination, on the subjects of the Saturday time-table, provided they inform the Superintendent before the first day of June, of the subjects on which they desire to be examined, and make a declaration of the principle preventing their writing on Saturday.

The University Graduates Testing Examination

will hereafter be held in the Technical College, Halifax, instead of at Truro.

CADET CORPS AND CADET INSTRUCTION COURSES.

A Corps of Cadets should be in vigorous existence wherever there is a sufficient number of boys of high school age to form a Corps. A high school without a Cadet Corps is not an institution to be proud of. The Province is under obligation to encourage Cadet Corps. Full information on Cadet Instruction may be found at page 203, of October, 1916, *Journal of Education*.

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, 1917. 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 1917.

SUPPLY OF SCHOOL TEXTS, 1917.

Teachers and Trustees are the proper parties to take charge of the supply of school books for the section. Their attention is called to the terms offered by the Education Department thru the School Book Bureau. Not only are teachers and trustees sure of obtaining the proper prescribed texts but also, if an order amounting to \$3.00 or over is sent in, 10% discount is allowed from the list price of the books, and the Bureau prepays transportation charges. The books for the school in this way go direct from the central Bureau to the school section. On orders under \$3.00 postage stated must be sent in with order.

The *Journal of Education* contains the list of prescribed books, together with the grades in which each is used.

The **price list** for 1917 is not yet ready, but will be available for teachers and trustees about the first of June. Price lists and forms to be used in ordering books may be had on application to the N. S. School Book Bureau, Halifax, N. S., or to the Inspector for the Division.

It is hoped to have the full stock of texts for distribution about the first week in July.

New Texts Prescribed.

On the recommendation of the Advisory Board the Council has prescribed the following new texts not specified in the common school program which will be found in the late *Journals* page 109 April, and page 219 October, 1916. It is hoped these texts will be published in time for distribution in July thru the School Book Bureau

The Nova Scotia Speller (Copp, Clark). The prescriptions agree with the divisions of the book, the Nova Scotia *Class* being the equivalent of the word *Form*. Junior refers to the lower grade and senior to the higher grade in each *Class* or *Form*.

(As an option for the other prescribed texts).

First Reader of the New Educational Music Course. (Canadian Edition) (Ginn & Co.) 30 cts.

Song Reader (Canadian Edition) (Ginn & Co.) 45 cts.

Nova Scotia Correspondence College.

For the information of correspondents, we call attention to the references to this subject beginning on page 276 of the *Journal*, October, 1916, where the various courses are outlined. It is one of the Departments of the Nova Scotia Technical College.

School Law Amendments, 1917.

The proposed Rural School Compulsory Attendance Law is passing thru the legislature with some improving amendments. There are also a few less important amendments of the Education Act passing thru the various stages of legislation; but to wait for their publication in the *Journal* would delay its issue to the schools.

NOVA SCOTIA SCHOOL BOYS TO WORK ON THE FARMS.

The following is a copy of the circular sent to each teacher in the schools of the Province from the Education Office. Reply blanks were attached to be filled in with the names of the boys available to work under these classes:

Class A.—If boy is available for work on home farm, mark X opposite his name in **this** column.

Class B.—If boy is available for work on some other farm, mark X opposite his name in **this** column.

Class B.—If boy in Class B. knows of any farm on which he can work, or if the teacher can place him on such a farm, indicate by the mark X in **this** column.

Halifax, 26 April, 1917.

Dear Teacher:

Representations have been made to me by The Director of National Service and the Secretary for Agriculture that there are many boys attending the elementary and high schools of Nova Scotia whose services might be effectively employed this year in increasing food supplies on the farms of the Province. Recruits in the army of food producers are just as much needed in Nova Scotia today as in the fighting ranks. Schoolboys therefore who are not of military age can render no more effective National Service than by working on the farms.

In order to make it possible for the school boys of Nova Scotia to join the army of food producers, the following regulations have been passed by the Council of Public Instruction:—

“Ordered that pupils certified by the teacher to be standing well in their grades about the first of May this year, who carry out the program of the National Service Commission and the Provincial Department of Agriculture by being regularly and effectively employed in helping in farm work for four or more weeks between May 1st and the closing of the school term, may (provided during the rest of the term they are in regular

attendance and doing good class work) have their certified days of such employment if sent to the teacher before the last day of the school term in June, entered in the school register and the school return as days of school attendance, and as such draw their legal proportion of the Municipal school fund.

"All such pupils with their days of work thus acknowledged as the equivalent of public school attendance, shall be reported by the teacher thru the Inspector to the Education Department which shall issue a National Service Certificate to such pupils, which shall be accepted as a pass certificate into the next highest grade in the school, and shall exempt the holder at the Provincial examination next year from the fee of \$1.00 for not passing the regular terminal examination of the said grade.

"The said National Service certificate may be accepted by the Education Department as an ordinary pass certificate of the high school grade thus passed in the case of applicants for a Teacher's License.

"Similar regulations will apply to pupils who are certified as having been engaged in farm work during the months of September and October, relative to which specific regulations applicable to the term beginning the first of September, 1917, and concluding at the end of June, 1918, will be issued in the *October Journal of Education*."

To carry out the object of these regulations most effectively, I wish the co-operation of every teacher in the Province in supplying the following information:—

How many boys enrolled in your school, thirteen years of age and over, would be willing to do farm work this season?

Please fill in particulars on the inclosed form and return to me within three days after receipt.

You will insert only the names of volunteers who in your judgment are suited for farm work. Do not insert names of boys who are physically unfit or who are not likely to be conscientious workers. Every teacher is expected to return within three days the attached blank whether there are any boys from the school to report or *not*.


You can render effective National Service yourself by letting farmers know of these arrangements, and by assisting farmers, who may have need of help, to secure the aid of these boys. I also suggest that you enlist the services of the school trustees in this patriotic movement.

In all cases, individual agreements as to board, pay, etc., for Class B., will have to be made between the farmer and the boy or his parents or guardian.

Yours very truly,

A. H. MacKay,
Superintendent of Education.

Note to Principals. You will find enclosed, a copy of this letter and blank for each teacher in the schools over which you preside. Please see that each teacher receives these letters within a day, so that prompt returns may be made to me, from everyone, to be laid immediately before the Director of National Service for the Province.

 National Service Certificate accepted only as ordinary High School Pass for the grade—not as a teachers' pass.

Universities accept Regular High School Certificates and *soldiers' certificates* with **standing** certified in **each** subject as prescribed.

"*May* be accepted" instead of "*shall* be accepted" allows us to investigate the *bona fides* and judgment of the teacher certifying. Inspectors and others will aid the department in detecting unsound certification which should not be recognized.

When a teacher cannot conscientiously give a certificate that a pupil is presumably qualified to pass out of his grade, his certified work on a farm may be accepted by the teacher as "authorized School Attendance" provided under the above regulation.

EDITORIAL NOTES.

It is proposed to emphasize the following recommendations of the Advisory Board in future Regulations:

Whereas it is a matter of widespread public opinion that writing and spelling in our public schools are receiving insufficient attention, and whereas it is believed that the setting of a combined paper in these two subjects for the County Academy Entrance Examination will tend to induce teachers in the lower grades to lay more stress upon these two important subjects, therefore the Board recommends that a combined paper be set for said examination in writing and spelling including dictation valued at fifty per cent each, the writing to be taken from a printed selection and the spelling and dictation from a prescribed spelling book. [See General Prescription in School Register.]

The Board recommends that a note be inserted in every Journal of Education cautioning teachers against assigning lengthy lessons to pupils of the lower grades for *home* preparation. It feels that if a pupil works steadily during the five or six hours when school is in session, such pupil should have very little outside work of any kind to do, especially any involving reasoning, such as arithmetic problems. There is a widespread complaint throuot the Province that far too much is expected from the children in home work. Some teachers are thought to regard the school as a place to review the work done at home, rather than the opposite. The Board is of the opinion that the better teachers assign the fewer home lessons and obtain thereby better results. [See General Prescription School Register.]

It is the opinion of the Advisory Board that teachers (especially in the Common School grades) should give special attention to Reading, the correct use of ordinary English, Spelling and Arithmetic. It is further of the opinion that promotions from grade to grade should be largely determined by the pupils progress in the above subjects, particularly since the requirement in English and Mathematics, for the Academy Entrance Examinations now demand a pass mark of sixty per cent. The Board earnestly suggests that School Boards, Principals and Inspectors of Schools give a vigorous and continued support to those endeavoring to emphasize the importance of the foregoing subjects in the school curriculum. [See last page of School Register.]

One of our Inspectors made the following comments 26th March last, which are recommended to the attention of teachers as well as of other Inspectors.

In the miscellaneous schools there are quite a number of teachers who do not appear to understand that in the case of Readers II, III, and IV the first half of the books was supposed to be used last year, the second half this year, the first half again next year and so on. Some of them try to cover the whole book while others have grades that ought to read together reading in different places.

In the graded schools comparatively few teachers seem to be aware that the reading matter for grades VII and VIII is always the same even where there is only one of these grades in a class room. Thus both should be at the second half of the book this year and both at the first half next year. In some schools teachers with a grade VIII class try to get over the whole book with, as may be supposed, very poor results. I find a good many grade VII classes this year have the first half of the book. Next year the pupils in such classes will have to take the same reading matter over again if they are to be equipped for the entrance examination.

With regard to Arithmetic would it not be a good idea if the order of the book prescribed were followed in all schools, graded as well as ungraded? This subject is not in a satisfactory condition as it ought to be and one of the troubles is that pupils in skipping about, as they have to do if they follow the course, are sometimes found dealing with matters without knowing what precedes. The course as you know was fixed before the book came into use. In a mathematical subject the right order to follow is the order of the text used.

If you think it advisable, these matters could be referred to in the April Journal.

Dr. Ross L. Blackadar, of Port Maitland, Yarmouth County, Health Officer for the Municipality, who is one of our most active authorities on public health, replied 21 March, last, as follows, to a request for his experience in dealing with the dust nuisance in rural schools.

I beg to acknowledge your request for further information *re* use of oil on soft wood floors for preventing the levitation of dust in our schools.

The floors of soft wood, old, were swept clean, the oil known as "Floor oil" (Imperial Oil Co.) was freely applied to floor with wide paint brush. The oil thoroly penetrates into the wood in 36 hours. The effect on the dirt is that when the floor is swept, the dirt rolls along the floor, but does not rise off the floor, and is much more easily swept. A handful or two of sawdust is thrown on floor. The sawdust is "oiled" by putting a pint of "floor oil" in 2 pecks of sawdust and stirred up making the "dustbane" so called. A gallon of oil costs about 25cts. and will cover about 200 sq. ft. Result is a marked improvement in the children's health so far as colds, and other things, due to the levitation of the dust during the school hours, and as result of sweeping and the "morning dusting."

The oil will be recommended to be used by the Board of Health in our County Rural Schools.

The Superintendent received a communication from the League of the Empire, 15 March last, containing among other interesting information the following two paragraphs which explain themselves:

For some years past a meeting of the Imperial Union of Teachers has been held in London each summer. Altho it is impossible to hold any important gathering this year owing to war conditions it is yet thought that some touch may be maintained between British teachers and those from Overseas inasmuch as members of the teaching profession and others interested may anyhow be in England and able to meet each other for a few days.

The Imperial Union of Teachers will therefore meet as usual in the middle of July and I am to ask if you will kindly let us know of any such educationalists within your jurisdiction so that we might communicate with them in regard to the proceedings, and send them papers connected therewith.

The Principal of the Victoria School of Art and Design reports, 12th March last as below. This institution is in receipt of a large grant from the Nova Scotia Government, as well as from the City of Halifax, in virtue of which a free scholarship is offered to the most promising art student in each County, annually.

It is gratifying to report good progress and growth at a time when so many other activities take up the attention of those who would devote time to the study of Art.

There are now enrolled on the register of the school about 70 students. Several new classes have been started, a special course for school teachers in the theory and practise of Art, with special attention to such subjects as bear on their own work in the Drawing classes of the Public Schools; an evening class with study from the model; and a class of children from the School for the Deaf. Classes in Design are enthusiastically attended, and it is hoped that in the next year's course the school will be equipped to teach one or two art-crafts, such as China painting, pottery, metal work, so that the Principles of Design can be applied to practical use.

The School seeks to encourage the growth of the practical application of Art to Industry—Beauty in use; whilst not neglecting the Aesthetic side of Art.

In the same building there is now a fine exhibition of paintings by Canadian Artists, loaned from the collection of the National Gallery at Ottawa. These will be on free exhibition for about a year, open three or four days a week, and teachers and scholars are invited to visit. The Principal of the school will be glad of the opportunity of explaining the pictures, and the idea of establishing an Art Gallery, where pictures and other works of Art will be shown to advantage. Teachers in Provincial schools are invited to make use of the Victoria School of Art as an Art center—practical suggestions, criticism of drawings, and assistance in arranging courses of Art instruction are offered. This is a Provincial School of Art and should be more fully known and used.

THE ROYAL NAVAL COLLEGE OF CANADA, HALIFAX.

The Royal Naval College of Canada is established, as defined by Act of Parliament, for the purpose of imparting a complete education in Naval Science.

The course as laid down includes practical and scientific work in Engineering, Mathematics, Mechanics and Physics, besides Seamanship and Navigation.

The College was opened in January 1911, and, tho hitherto all Cadets passing out have joined the Naval Service, the Regulations are not compulsory on this point. It is desirable that it should be widely known that, as a Military career is not obligatory on a graduate from the Royal Military College, Kingston, so a Naval career is not insisted on from Cadets graduating from the Naval College. The one obligation is that they should join the Canadian Naval Reserve when that force is organized. It is the desire of the authorities that the Naval College should form a counterpart to the Military College.

The advantages of the education, training, discipline, and mode of life at the Naval College are undeniable, but are insufficiently known. The College has not been in existence long enough for its graduates to inform the public of these advantages. The object of the following descriptions of the various aspects

of life at the College and the work done is that parents and boys may have the opportunity of learning the manner of training and education as well as the advantages of the College as a school even tho a sea life may not be desired as the main vocation of life.

The College is conducted on very similar lines to those holding at the great Naval Training College for Cadets in England.

A neat Calendar of about sixty pages is issued, giving the various courses in detail, with sixteen full page photogravures, giving splendid views of the naval and local surroundings, views of the laboratories and the cadets at work, in the gymnasium, at drill, etc. The examination papers which are not reprinted in the Calendar are very interesting exponents of the high character of the scientific and practical work done in the institution. Nova Scotia is fortunate in having the proper locus for so important a Dominion institution. The staff is in charge of Captain E. H. Martin, R. N.

ALEXANDER McKAY, M. A.

The greatest all round educationist which Nova Scotia has produced, passed away at his home, Dartmouth, on the 8th April. He was specially strong as compared with his contemporaries on the moral side, and as a reformer.

He was born at Earltown, Colchester County, 16 July, 1841; commenced teaching in Pictou County, 1856; graduated from the Normal at Truro after two sessions, in 1859. He taught thereafter in the counties of Digby, Colchester and Kings, resigning the principalship of the Wolfville schools in 1872 for the principalship of the Dartmouth schools.

In 1881 he was appointed to the department of Mathematics and Science in the Halifax County Academy; and in 1884 became Supervisor of the Halifax Schools which position he resigned at the end of 1916 owing to his illness.

He filled many other responsible positions simultaneously. As Advisory Commissioner for Nova Scotia, he installed the Provincial Education Exhibit at the World's Fair in Chicago, 1893; and in 1902 was appointed by the Provincial Government as a member of the Acadian Commission. He filled for many years such positions as a Director of the Victoria School of Art and Design, a Director of the Halifax Ladies College, a member of the Provincial Exhibition Commission, Secretary of the Provincial Education Association for about forty years, Lecturer in the first Technical Institute of Halifax in the seventies of last century, Lecturer in Education in Dalhousie University, President of the Summer School of Science, President of the

Nova Scotian Institute of Science, President of the Temperance Alliance, a Provincial Examiner in Drawing and Educational subjects.

No citizen had been more actively and usefully interested in public affairs. The Halifax School Board raised a monument to his memory while he was yet living in the fine *Alexander McKay* school.

PASS LIST, 1916, EVENING TECHNICAL SCHOOLS.

[Omitted from October, 1916, Journal.]

SYDNEY.

English—(J. Logan, Trask, B. A., Instructor).

I. Janie Poan; Lizzie Mercer; Fred Merrick; Laura A. Hill; Loretta Curry; Rosie Smith. II. Nina Fougere; Gabrielle Lambert; Carolyn Lee; Alex. F. McDonald; J. D. McDonald; G. G. Crowson; Ernest E. Gardiner; Angella Cook.

Certificate of merit. Ernest E. Gardiner.

Arithmetic—(C. A. Oulton, M. A., Instructor).

I. Robert Mercer; Westley Irving; George Tucker. II. Neil A. MacLeod; J. O'Hanley. III. Ross McVicar; Thos. I. Buckley; Rannie Matheson. IV. Bert Rudderham; F. O. Stone; D. M. Cochrane; Jessie MacKinnon; Thomas Mitchell; Frank Lapholder; John I. Grant.

Certificate of merit. F. Oscar Stone.

D. E. Bookkeeping I.—(Mrs. Chas. Colpitts, Teacher).

Hannah Bearse; Grace McIntosh; Myrtle Bezanson; Alice McNeil; Sarah L. Huntington; Maud Williams.

Certificate of merit. Hannah Bearse.

Stenography & Typewriting—(J. Kempton, Teacher).

Certificate of merit. Annie Hart.

Stenography & Typewriting—(Walter Bunn, Teacher).

Certificate of merit. Katerine Martin.

Mechanical Drawing.—(W. S. Wilson, Teacher).

I. T. Boyd; J. Collins; H. Cunningham; C. Edgett; A. George; E. Hubley; J. Pruchniak; F. Richards; W. Daye. II. H. Dugas; P. MacGowan; III. E. Boutilier.

Certificate of merit. Herbert Dugas.

Dressmaking—(Mrs. A. J. Fertnel, Teacher).

I. Mary Sullivan; Gertrude Gillis; Jean McRae; Margaret Bolonga. II. Mrs. H. C. Roberts; Mrs. Frank Macdonald; Mrs. Shae; Lizzie Macdonald; Sadie McEachern; Mrs. H. C. Lewis; Mrs. Steckler; Hattie Macdonald; Mary McGinnis; Maud Gallant; Dorcas Cooper; Ella Howard; Ida Cooper; Margaret Campbell; Emma Morrison; Gabriel La Croix; Mrs. E. Ingraham; Dora Macdonald.

Certificate of merit. Gabriel La Croix.

Advanced Dressmaking—(Miss Lillian Theriault, Teacher).

I. Annie Sampson; Helen Danstrom; Clara Ingraham; Jean Monk; Mildred Monk. II. Mrs. J. D. McLean; Mrs. A. P. Sampson; Mrs. W. S. Wilson; Mrs. D. W. Ross; Mrs. A. D. McKinnon; Lottie Morrison; Marjorie Mann; Mabel Gunner; Mrs. Lena Sampson; Annie McGuire; Mrs. Frank Morse; Mrs. Ernest Hawkins. III. Genevive Cooper; Annie H. Bown.
Certificate of merit. Genevive Cooper.

WHITNEY PIER.**Millinery—(Miss Netta Milley, Teacher).**

Jennie Bonavetzky; Ellen Spencer; Beatrice Hiscock; Violet Carey; Bessie Carlin; Mrs. Gallant; Margaret MacVicar; Grace Southby; Blanche Ritchie; Gladys Fisher; Clara MacNamara.

Certificate of merit. Bessie Carlin.

Elementary English—(John T. Archibald, B. A., Teacher).

Mrs. Green; Mrs. Wainert; Mrs. Baylin; Eoline Gilbert; George Collins; John Prushniek; Dimitry Medinsky; Vincent Steplack; Iwan Medusky.
Certificate of merit. John Prushniek.

Preparatory Class—(R. Ellis, Teacher).

Henry Rogers; Graham Rogers; James O'Leary; William McLeod; Joseph McInnis; M. R. Campbell; J. J. Campbell; Perry Cochrane; Jessie McAlpine; William Bell.

Certificate of merit. William Bell.

Dressmaking—(Edith Matatall, Teacher).

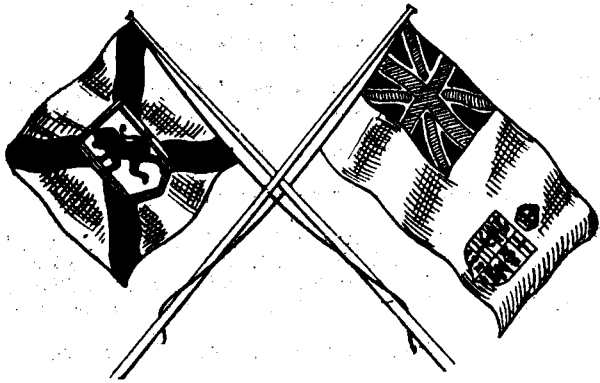
I. Minnie Carlin; Mary Fortune; Mrs. Geo. Young; Mrs. E. W. Jones; Annie Nathenson; Mrs. Geo. Peck; Mrs. J. J. Collins; Elsie Le Drew; Mrs. James Long; Violet Carey; Daisy McLean; Mrs. Mackie; Francis Gillis; Sadie McInnis; Fanny Lamont. II. Bessie Carlin; Mrs. Rittmeyer; Margaret Land; Fanny Fedder.

Certificate of merit. Mrs. Geo. Young.

Empire Day Celebration

23rd May, 1917.

**Exercises to be devoted to
National Service.**



AUTHORIZED BY THE COUNCIL OF PUBLIC INSTRUCTION.

**Supplement to the
"Journal of Education,"
May, 1917.**

EMPIRE DAY CELEBRATION,

23rd MAY, 1917.

Prescribed by the Council of Public Instruction.

INSTRUCTIONS AND SUGGESTED PROGRAM

Extra copy of Program inclosed in "Journal."

TO THE TEACHERS OF NOVA SCOTIA.

Empire Day exercises this year all around the globe in the wide-flung realms of the Greater Britain, will be directed to point out how we at home from the kindergarten to the King, may best help our heroic comrades in arms.

Millions of men in all the great nations have been called away from their productive labor to fight. Those who stay at home must now produce food enough not only for themselves but for those who are fighting. They must also provide expensive munitions, which are being destroyed as fast as made, while the enemy by his illegal submarine practise destroys not only lives, but large quantities of food and ships. The rising prices show that the world's stock of stored food is being exhausted more rapidly than it is being replaced. In other words, a world food famine is beginning to show itself, which can not be relieved, even should the war be ended immediately, until the millions engaged in the war are back in their original industrial places, and many of them will never be back.

In stimulating thrift on every hand, and in the production of food, we will be doing what may be very shortly, if not already, as important for the winning of the war as the making of shells, the building of ships and charging with the rifle and bayonet. Then we can always do something, no matter how small, for the Patriotic, Red Cross or other appropriate War funds.

Mr. G. S. Campbell, Director of National Service for Nova Scotia, seeing the importance of getting all our people to think of these things, has happily thought of the appro-

priateness of utilizing Empire Day for this purpose, and has been so good as to outline a very effective and interesting program which follows further on.

There are ten numbers on the program. Teachers may have more or less. It is hoped they may have one or two addresses from some local patriot, who should be asked in good time to be prepared to speak briefly and to the point. Parents and others should be invited to be present, and the number of each should be noted for the report to the Inspector.

The Teacher will read as a part of the program, the letter of the Director of National Service. Several appropriate songs are printed, which can be sung by all, or recited by some, or even read should pupils not be able to sing or recite in any school. There are also several short appropriate extracts, sentiments and mottoes, which should be memorized; and which will give an opportunity, if desirable, to have a large number of different pupils take part, with short recitations.

Every teacher, therefore, has material put in his or her hands for an interesting program for the morning or afternoon as may be locally most suitable. And every teacher is asked to send an outline program with the number of *pupils* and *others* present on the occasion, to the Inspector within a week. The Inspector will transmit them finally to the Education Office.

Teachers are free to make any variation of the program which will suit the condition of the school and the character of the community. An extra program is inclosed in the *Journal* for your convenience.

Wishing you a successful and enjoyable Empire Day celebration,

I am,

Yours very truly,



Superintendent of Education.

OFFICE OF NATIONAL SERVICE, HALIFAX, N. S.
3rd May, 1917.

To the School Teachers of Nova Scotia.

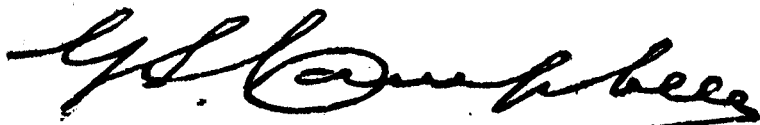
I am indebted to the courtesy of the Council of Public Instruction for this opportunity of addressing you on behalf of National Service. I know something of the work that is already being done by our educational authorities and teachers to inculcate patriotism and the obligation to public service created by the war. That work will have a far-reaching effect of incalculable value.

It has occurred to me that the coming celebration of Empire Day might this year be appropriately devoted to the work of National Service, and the suggestion has been heartily endorsed by the Superintendent of Education. With that object in view, I have written a letter to the School Children of the Province which is appended hereto, and which I would thank you to have read to them during the day's exercises.

I also beg to suggest that any addresses delivered on the occasion may especially emphasize the importance of the increased production of food and other necessaries of war, the exercise of personal thrift and economy, liberality towards the various war funds, and all other forms of patriotic effort.

One of the main functions of the National Service movement is to spread the gospel of service and sacrifice, and thus create an atmosphere that will quicken our patriotism and make us more sensitive to the call of duty. I know of no more effective medium for creating that atmosphere than the School Teachers of our Province who are brought into daily contact with the rising youth of the land; and it is all the more effective because many of them have already made the greatest sacrifices for their country.

In this great struggle for liberty and right, example stands for much more than words; and in setting an example to your pupils of unselfish endeavor and high patriotic service, you are inspiring them with a sense of duty which will become their permanent possession.



Director of National Service for Nova Scotia.

SUGGESTED PROGRAM FOR EMPIRE DAY, 1917.

1. Chorus—O Canada!
2. Recitation—Selected.
3. Song and Chorus—"We'll never let the old flag fall."
4. Reading—Mr. G. S. Campbell's letter.
5. Chorus—"Scots wha ha'e wi' Wallace bled."
6. Address—10 minutes.
7. Song and Chorus—"Keep the Home Fires Burning."
8. Recitation—Selected.
9. Song and Chorus—"Rule Britannia."
10. Address—10 minutes.

National Anthem.

**"Honor and shame from no condition rise;
Act well your part, there all the honor lies."**—*Pope.*

A LETTER TO THE BOYS AND GIRLS OF NOVA SCOTIA

Office of National Service,
Halifax, N. S., 3rd May, 1917.

Dear Boys and Girls:

I know you are often thinking and talking about the great War. You do not understand all about it just now, but when you grow up you will learn that it is the most wonderful and terrible thing that has ever happened in this wide world. Many of you have fathers and brothers fighting in the far off land of France. They have not left their homes because they love fighting for its own sake. They have gone to fight against cruelty and wrong, and it is because they are fighting for you in a strange land, that you are living in peace and comfort at home.

I feel sure many of you boys wish you were big enough to fight for your country. I hope the war will be over before you are old enough to do that, but in the meantime, are there not some things you can do to help to win the war? You may say "How can we help to win the war? we can do so little." Believe me when I tell you that all useful work is helping in some way to win the war. If you boys can make any useful thing with your own hands and sell it and give the money to help our wounded soldiers, you are helping to win the war. If you girls take time to knit or sew for the Red Cross, you are helping to

win the war. If any of you save your pocket money and give it to the Patriotic Fund, you are helping to win the war. If you go out to help your father on the farm so that he may raise larger crops, you are helping to win the war, because great quantities of food are required for our armies, and also for the poor people of Belgium who are starving because the Germans have wickedly invaded their country and robbed them of their means to live. Helping to produce food is therefore real war work.

If you live in town and have a garden, you can help to win the war by growing vegetables. You may say "How can the few vegetables we raise make any difference?" They do make a difference. If you grow your own vegetables, your mother does not need to buy them, and therefore there is all the more food left to send across the seas to feed those who are fighting and suffering because of the war. If you have no garden, you might plan to spend your summer holidays in the country with some farmer, and make hay, or hoe potatoes, or help with the cattle. In that way you may do the work of a farm hand who has gone to the front. Your teacher will tell you that if you are able and willing to do farm work this summer, you may get special leave from your classes, and receive a diploma stating that you have done real war work. This diploma you will be proud to shew to your friends in the years to come.

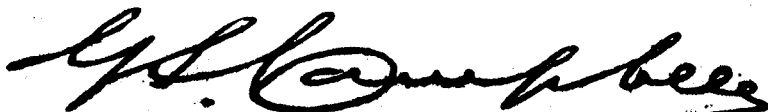
Now all that may interfere with your play, and it may mean hard work but you will have the satisfaction of knowing that you are doing it, not to please yourselves, but because you want to help the brave men who have left their families and friends in Nova Scotia and crossed the ocean to fight for justice and liberty. So you see that if you are willing, each of you can do something to help, and if every boy and girl attending our public schools does something, even if it is a very little thing, all these little things added together will make a great big thing that you boys and girls have done to help win the war.

When you grow up to be men and women, your memory will go back to the great war. What a pleasure it will be to recall, that altho you were only a child, you did what you could to help the great cause. On the other hand if you do nothing, how ashamed you will be to remember, that when others were suffering great hardships and giving up their lives for love of their country, you were content to sit idly by and selfishly enjoy your own pleasures.

We in Nova Scotia have a great deal to be thankful for. In this beautiful Province of ours we are living in quietness and

comfort. Think of the boys and girls of Belgium and France, and Serbia, and Poland, whose homes have been destroyed, whose families have been scattered, and who have died in thousands from exposure and cold and hunger, because of the war. Then think of the brave lads who have left your own town or village, or countryside, to suffer hardships and risk their lives so that we may again enjoy the blessings of peace. Some of those dear boys will never again come back to us. They are resting in lonely graves in the far off fields of Flanders and of France. If there is anything you can do, if there is any little sacrifice you can make, shall you not be willing and eager to make it for the sake of those who have sacrificed so much for you? I know you will try. I believe every boy and girl in Nova Scotia wants to do something to help.

The motto on the crest of the Prince of Wales is "I serve." Let that be your motto during the war, and you will not only be serving your King and Country, but you will be helping to bring nearer the victory we are striving for and the peace which we all so earnestly desire.



Director of National Service.

"This above all,—to thine own self be true;
And it must follow, as the night the day,
Thou canst not then be false to any man."—*Shakespeare.*

O CANADA

O Canada! Our home, our native land,
True patriot love in all thy sons command.
With glowing hearts we see thee rise,
The True North strong and free;
And stand on guard O Canada;
We stand on guard for thee.

Chorus:

O Canada! O Canada! O Canada!
We stand on guard for thee.
O Canada! We stand on guard for thee.

O Canada! Where Pines and Maples grow,
Great prairies spread and lordly rivers flow.
How dear to us thy broad domain,
From East to Western sea,
Thou land of hope for all who toil,
Thou true North strong and free.

Chorus:

O Canada! O Canada! O Canada! etc.

O Canada! Beneath thy shining skies,
May stalwart sons and gentle maidens rise
To keep thee steadfast thru the years
From East to Western Sea,
Our Fatherland, our Motherland
Our True North strong and free.

Chorus:

O Canada! O Canada! O Canada! etc.—*Weir*.

“Where’s the coward that would not dare,
To fight for such a land?”—*Scott*.

WE’LL NEVER LET THE OLD FLAG FALL.

Britain’s flag has always stood for Justice,
Britain’s hope has always been for peace,
Britain’s foes have known that they could trust us
To do our best to make the cannons cease,
Britain’s blood will never stand for insult,
Britain’s sons will rally at her call,
Britain’s pride will never let her exult,
But we’ll never let the old flag fall.

Chorus:

We’ll never let the old flag fall,
For we love it the best of all;
We don’t want to fight to show our might,
But when we start, we’ll fight, fight, fight.
In peace or war you’ll hear us sing,
God save the flag, God save the King.
At the ends of the world, the flag’s unfurled:
We’ll never let the old flag fall.

Britain's sons have always called her Mother,
 Britain's sons have always loved her best,
 Britain's sons would die to show they love her,
 The dear old flag laid on each manly breast.
 Britain's ships have always ruled the ocean,
 Britain's sons will serve her one and all,
 Britain's sons will show their true devotion
 And we'll never let the old flag fall.

Chorus:

We'll never let the old flag fall, etc.—*Albert Mc Nutt.*

“Quit yourselves like men.”—*Old Testament.*

SCOTS WHA HA'E WI' WALLACE BLED.

Scots wha ha'e wi' Wallace bled!
 Scots wham Bruce has aften led!
 Welcome to your gory bed,
 Or to victory!
 Now's the day, and now's the hour;
 See the front of battle lour;
 See approach proud Edward's pow'r,
 Chains and slavery!

Wha wad be a traitor knave?
 Wha wad fill a coward's grave?
 Wha sae base as be a slave?
 Let him turn and flee!
 Wha for Scotland's King and Law,
 Freedom's sword will strongly draw?
 Freeman stand, or freeman fa',
 Let him on wi' me!

By oppression's woes and pains,
 By our sons in servile chains,
 We will drain our dearest veins
 But they shall be free!
 Lay the proud usurper low,
 Tyrants fall in every foe,
 Liberty's in every blow!
 Let us do or die!—*Burns.*

“Know ye not,
 Who would be free, themselves must strike the blow?”—*Byron.*

KEEP THE HOME-FIRES BURNING.

They were summoned from the hillside,
 They were called in from the glen,
 And the Country found them ready
 At the stirring call for men.
 Let no tears add to their hardship,
 As the Soldiers pass along,
 And altho your heart is breaking,
 Make it sing this cheery song.

Refrain:

Keep the Home-fires burning,
 While your hearts are yearning,
 Tho your lads are far away
 They dream of Home.
 There's a silver lining
 Thru the dark cloud shining;
 Turn the dark cloud inside out,
 Till the boys come Home.

Over seas there came a pleading,
 "Help a Nation in distress"
 And we gave our glorious laddies;
 Honor bade us do no less.
 For no gallant Son of Britain
 To a foreign yoke shall bend,
 And no Britisher is silent
 To the sacred call of Friend.

Refrain:

Keep the Home-fires burning, etc.

—Lena Gilbert Ford.

RULE BRITANNIA.

When Britain first at Heaven's command,
 Arose from out the azure main,
 Arose, arose from out the azure main,
 This was the Charter, the Charter of the land,
 And guardian Angels sang this strain;
 Rule Britannia, Britannia rule the waves
 For Britons never shall be slaves.

Chorus:

Rule Britannia, Britannia rule the waves
 For Britons never shall be slaves.

The Nations not so blest as thee
 Must in their turn to tyrants fall;
 Must in, must in their turn to tyrants fall;
 While thou shalt flourish, shalt flourish great and free,
 The dread and envy of them all.
 Rule Britannia, Britannia rule the waves
 For Britons never shall be slaves.

Chorus:

Rule Britannia, Britannia rule the waves, etc.—*Arne.*

Sound, sound the clarion, fill the fife!
 To all the sensual world proclaim,
 One crowded hour of glorious life
 Is worth an age without a name.—*Scott.*

WHAT CAN A LITTLE CHAP DO?

What can a little chap do
 For his country and for you?
What can a little chap do?

He can play a straight game all thru:
That's one good thing he can do.

He can fight like a Knight
 For the Truth and the Right:
That's another good thing he can do.

He can shun all that's mean,
 He can keep himself clean,
 Both without and within:
That's a very fine thing he can do.

His soul he can brace
 Against everything base,
 And the trace will be seen
 All his life in his face:
That's an excellent thing he can do.

He can look to the Light,
 He can keep his thought white,
 He can fight the great fight,
 He can do with his might
 What is good in God's sight:
Those are truly great things he can do.

Tho his years be but few,
 If he keep himself true
 He can March in the queue
 Of the Good and the Great,
 Who battled with fate
 And won thru:

That's a wonderful thing he can do.

And in each little thing
 He can follow The King,
 Yes, in each smallest thing
 He can follow The King,
 He can follow The Christ, The King.

—*John Oxenham.*

THE FOOL.

“But it isn't playing the game,” he said,
 And he slammed his books away;
 “The Latin and Greek I've got in my head
 Will do for a duller day.”
 “Rubbish” I cried; “The bugle's call
 Isn't for lads from school.”
 D'ye think he'd listen? Oh, not at all;
 So I called him a fool, a fool.

* * * * *

Look at his prizes all in a row;
 Surely a hint of fame.
 Now he's finished with nothing to show;
 Doesn't it seem a shame?
 Look from the window: All you see
 Was to be his one day;
 Forest and furrow, lawn and lea,
 And he goes and chucks it away.

* * * * *

And I called him a fool, oh, blind was I!
 And the cup of my grief's abrim;
 Will Glory o' England ever die
 So long as we've lads like him?
 So long as we've fond and fearless fools,
 Who, spurning fortune and fame,
 Turn out with the rallying cry of their schools,
 Just bent on playing the game.

A fool! Ah no! He was more than wise,
 His was the proudest part;
 He died with the glory of faith in his eyes,
 And the glory of love in his heart.
 And tho there's never a grave to tell,
 Nor a cross to mark his fall,
 Thank God we know that he "batted well"
 In the last great Game of all.—*Robert W. Service.*

"Greater love hath no man than this, that a man lay
 down his life for his friends."—*New Testament.*

VITAI LAMPADA.

There's a breathless hush in the Close to-night—
 Ten to make and the match to win—
 A bumping pitch and a blinding light,
 An hour to play and the last man in.
 And its not for the sake of a ribboned coat,
 Or the selfish hope of a season's fame,
 But his Captain's hand on his shoulder smote—
 "Play up! play up! and play the game!"

The sand of the desert is sodden red,—
 Red with the wreck of a square that broke;—
 The Gatling's jammed and the Colonel dead,
 And the regiment blind with dust and smoke.
 The river of death has brimmed his banks,
 And England's far, and Honor a name,
 But the voice of a schoolboy rallies the ranks:
 "Play up! play up! and play the game!"

This is the word that year by year,
 While in her place the School is set,
 Every one of her sons must hear,
 And none that hears it dare forget.
 This they all with a joyful mind
 Bear thru life like a torch in flame,
 And falling fling to the host behind—
 "Play up! play up! and play the game!"

—*Henry Newbolt.*

Then out spake brave Horatius,
 The Captain of the gate:
 "To every man upon this earth
 "Death cometh soon or late.
 "And how can man die better
 "Than facing fearful odds,
 "For the ashes of his fathers
 "And the temples of his Gods?"—*Macaulay.*

Then let us pray that come it may—
 As come it will for a' that
 That man to man, the world o'er,
 Shall brithers be for a' that.—*Burns.*

THE NATIONAL SERVICE SCHOOL CERTIFICATE.

The Superintendent has already been asked; What will this certificate be like? He does not know; for it is to be designed by the National Service authorities, and will indicate that the holder has done some national service worthy of the distinction. But it is likely also to contain in the body or at least on the margin over the signature of a representative of the Education Department:

(1) That the holder is recognized as having passed a specified grade of the public school program. If promoted by the teacher it will be the grade in which he studied during the year; if he is not fit for promotion, it will be the next grade below. There are twelve grades in the Nova Scotia Public School.

(2) That the holder worked for days certified as satisfactory by the employer (.....) on a (farm, garden, grounds, etc) at from the of to the of 1917.

Such days of employment are legal authorized school days attendance, and the grade of scholarship indicated will be accepted by all school authorities as that of a regular common school or high school pass.

If teachers certify students in good standing in Grade XII in the form prescribed for "**Soldier's Certificates**" (See page 166 *Journal*, April, 1916) provided their productive labor is also certified to be of reasonable importance, this Certificate may possibly be accepted by universities in lieu of a matriculation examination during the War.

ORDERED BY THE COUNCIL PUBLIC INSTRUCTION.

That the Regulation of 26 April, 1917, published in this "*Journal*" on pages 138 and 139 preceding, "**freeing boys from school and examinations,**" be applicable to girls under the same prescribed conditions.

A. H. MacKAY,
Secretary C. P. I.

Halifax, N. S.

7 May, 1917.

JOURNAL OF EDUCATION.

Published at Halifax, Nova Scotia, 7 May, 1917.

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