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No. 2.

SEMI-ANNUAL CIRCULAR.

REGULATION 43 OF THE BOARD OF EDUCATION.—The Chief Superintendent shall, in his discretion, forward to the Trustees of each District a Semi-Annual Circular, containing official notices, educational information, and especially a detailed statement of the Provincial Grants paid to Teachers, and the apportionment of the County Assessment Fund to Trustees. These Circulars shall be permanently filed by the Trustees, and shall be accessible to Teachers in each District.

THEODORE H. RAND,
Chief Superintendent.

EDUCATION OFFICE,
Fredericton, N. B., August 16, 1875.

APPORTIONMENT OF PROVINCIAL GRANTS AND COUNTY FUNDS FOR THE WINTER TERM ENDED APRIL 30, 1875.

In St. John, Portland, Fredericton, Woodstock, St. Stephen, Milltown, and St. Andrews, there were 117 teaching days in this term; and in all other School Districts, 118. In apportioning the Provincial Grants and County Fund to the Cities and Towns above named, the time the Schools were open and the attendance made were raised to the basis of 118 days—the full term required of the Schools in the country.

In the following statement names in SMALL CAPITALS indicate the Teachers who received the Superior School Grant. This Grant cannot exceed \$150 per Term. Names in *Italics* indicate the Teachers who taught in poor Districts, and whose Grants, and those to the Trustees from the County Fund, were increased one-third over the ordinary amounts. The Grants to Class-Room Assistants (*c. r. a.*) are one-half the ordinary Grants to Teachers, according to the class of License. The ordinary Common School Grants per Term (and ratably according to the portion actually employed in teaching), are as follows: M. 1, \$75; M. 2, \$60; M. 3, \$45. F. 1, \$55; F. 2, \$45; F. 3, \$35.

Drafts for the amounts named in this CIRCULAR were duly transmitted to the Inspectors, as required by Regulation 41, in June and July last.

COUNTY OF ALBERT.

Prov'l Grant to Teachers.				County Fund to Trustees.							
6	5	4	3	2	1	AMOUNT.					
						2	3	4	5	6	7
Amount of Grant.	Legally autho'd days actually employed.	Class.	NAME.	PARISH.	No. of District.	Legally autho'd days schools were open.	Pupils Enrolled.	Grand total days attendance of pupils.	On account of Teachers employed.	On account of average attendance of pupils.	Total amount from County Fund.
\$43 47	114	2	Marilla Strong.....	Alma,	2	114	41 1839	\$14 49	\$12 90	\$27 39	
36 80	96	3	Henry L. Baxter.....	"	3	96	50 1370	12 27	9 61	21 88	
150 00	118	1	CHIPMAN BISHOP.....	"	5	118	73 4847	15 00	33 99	48 99	
32 03	108	3	Susan Pulsifer.....	and Harvey,.....	8	108	23 1441	13 73	10 11	23 84	
45 00	118	2	Mary E. Trites.....	Coverdale,.....	1	118	23 1324	15 00	9 29	24 29	
45 00	118	2	Martha A. Trites.....	"	2	118	40 2493	15 00	17 48	32 48	
44 24	116	2	Ada Russell.....	"	4	116	26 1670	14 75	11 72	26 47	
60 00	118	3	James Duffy.....	"	7	118	30 3068	20 00	21 52	41 52	
46 67	118	3	Pamela J. Carter.....	"	8	118	25 1568	20 00	11 00	31 00	
35 00	118	3	Dora E. Smith.....	"	9	118	38 1511	15 00	10 60	25 60	
38 76	98	3	Orinda Cleaveland.....	"	10	98	38 2259	16 61	15 84	32 45	
35 00	118	3	Theora Filmore.....	"	12	118	48 3616	15 00	25 36	40 36	
35 00	118	3	Amanda J. Plume.....	"	13	118	21 1391	15 00	9 76	24 76	
11 57	39	3	Laura J. Parker.....	"	14	39	26 487	4 96	3 41	8 37	
54 92	108	2	Fannie P. Cochrane.....	Elgin,	1	108	27 1519	18 31	10 65	28 96	
85 16	67	1	RICHARD C. WELDON, }	"	2	126	101 4839	16 02	33 94	49 96	
17 50	59	3	Adelaide A. Demill, }	"	5	114	24 1904	18 64	13 35	31 99	
55 93	110	2	Emily A. Cochrane.....	"	6	106	39 1916	13 47	13 44	26 91	
31 44	106	3	Adelia M. Steadman.....	"	9	117	35 911	14 87	6 39	21 26	
34 70	117	3	Mary E. Stiles.....	"	11	118	28 2112	15 00	14 82	29 82	
55 00	118	1	Abbie C. Colpitts.....	"	12	80	51 1785	10 17	12 52	22 69	
23 73	80	3	Annie Gifford.....	"	15	92	25 1272	11 75	8 92	20 67	
27 44	92	3	Regina Lounsbury.....	and Cardwell,.....	7	.....	9 263	.....	1 85	1 85
44 24	116	2	Ter paid in King's Co	Harvey,	1	116	62 3832	14 75	26 88	41 63	
25 55	67	3	Deborah Strong.....	"	2	67	51 1771	8 52	12 42	20 94	
150 00	118	1	Isaiah W. Carpenter.....	"	3	118	69 4275	15 00	29 98	44 98	
24 79	65	3	ASAEI WELLS.....	"	4	65	76 2406	8 26	16 87	25 13	
26 31	69	2	Thomas Kinne.....	"	5	69	53 2051	8 77	14 39	23 16	
57 96	114	3	Abigail Cleaveland.....	"	6	114	32 3353	19 32	22 81	42 13	
46 67	118	3	John Cairnes.....	"	10	118	28 1636	20 00	11 47	31 47	
29 96	101	3	Arminta J. Fillmore.....	"	1	101	58 3153	12 84	22 11	34 95	
148 72	117	1	Mrs. H. McLatchey.....	Hillsboro'	2	226	110 5990	28 73	42 01	70 74	
32 33	109	3	BAMFORD W. DUFFY, }	"	3	236	118 7991	30 00	56 05	80 05	
75 00	118	1	Martha Steeves,.....	"	5	103	62 2800	13 09	19 64	32 73	
35 00	118	3	John Moser.....	"	6	236	91 6940	30 00	48 68	78 68	
35 00	118	3	Cassie Wallace.....	"	7	59	29 670	7 50	4 70	12 20	
52 37	103	2	Geo. A. Trites.....	"	9	77	28 1492	9 85	10 45	20 31	
60 00	118	2	James W. Bishop.....	"	10	118	49 1886	15 00	13 23	28 23	
35 00	113	3	Laurenda Milton.....	"	12	118	35 2218	15 00	15 56	30 56	
17 50	59	3	Lucinda A. Jonah.....	"	13	110	24 1948	18 64	13 66	32 30	
39 40	77	2	William J. Jones.....	Hopewell,.....	1	179	105 5687	22 81	39 89	62 70	
55 00	118	1	Ray E. D. Miller.....	"	2	118	83 4711	15 00	33 04	48 04	
55 00	118	3	Jennie Moore.....	"	3	88	34 1168	10 30	8 19	18 49	
43 51	110	3	Martha A. Steeves.....	"	4	98	15 1243	16 61	8 72	25 33	
75 00	118	1	Geo. W. Beatty.....	"	5	118	35 2310	15 00	16 20	31 20	
18 25	61	3	Eva Starrett.....	"	6	53	37 1102	6 74	7 73	14 47	
55 00	118	1	Lucy E. Stiles.....	"	7	118	125 6813	15 00	47 78	62 78	
17 50	118	3	Florence Moore, c.r.a }	"	8	109	80 3446	13 92	24 17	38 09	
25 55	67	2	Aurelia Stiles.....	" .....	.....	.....	.....	.....	.....	.....
8 01	21	2	Mary E. Bacon.....	" .....	.....	.....	.....	.....	.....	.....
49 83	98	3	Macdonald B. Hurd.....	" .....	.....	.....	.....	.....	.....	.....
45 00	118	2	Martha E. Bray.....	" .....	.....	.....	.....	.....	.....	.....
33 69	53	1	Howard Steeves.....	" .....	.....	.....	.....	.....	.....	.....
60 00	118	2	Henry A. Bishop.....	" .....	.....	.....	.....	.....	.....	.....
7 05	37	2	A. Cleaveland, c.r.a }	" .....	.....	.....	.....	.....	.....	.....
9 49	64	3	Sarah J. Bennett, " }	" .....	.....	.....	.....	.....	.....	.....
55 68	109	2	Alexander Smith.....	" .....	.....	.....	.....	.....	.....	.....
\$2558 72							2325	126,205	\$715 69	\$885 11	\$1600 80

COUNTY OF CARLETON.

Prov'l Grant to Teachers.				County Fund to Trustees.								
6	5	4	3	NAME.	PARISH.	1	2	3	4	AMOUNT.		
										5	6	7
Amount of Grant.	Legally auth'd days actually employed.	Class.				No. of District.	Legally auth'd days schools were open.	Pupils Enrolled.	Grand total days attendance of pupils.	On account of Teachers employed.	On account of average attendance of pupils.	Total amount from County Fund.
\$43 86	115	2		Isabella Joyner.....	Aberdeen.....	1	115	45	2820	\$14 62	\$17 32	\$31 94
45 00	118	3		William McKilligan..	"	3	118	50	3103	15 00	19 05	34 05
55 00	118	3		Robella Joyner.....	"	4	118	36	1904	15 00	11 69	26 69
36 99	97	3		Moody McGuire.....	"	5	97	41	1981	12 33	12 16	24 49
28 60	75	3		James Ledingham.....	"	6	105	49	1861½	13 35	11 43	24 78
11 44	30	3		Charles Rogers.....	"	7	118	31	1670	15 00	10 25	25 25
45 00	118	3		George Elder.....	"	10	118	25	1591	15 00	9 77	24 77
35 00	118	3		Jane McKay.....	"	12	56	33	918	9 49	5 64	15 13
22 15	56	3		Florence E. Anderson,	and Brighton.....	2	118	74	4797	15 00	29 46	44 46
75 00	118	1		George Stickney.....	Brighton.....	3	101	46	2263½	12 84	13 90	26 74
13 35	21	2		Weyman A. Smyth.....	"	4	118	58	3319	15 00	20 38	35 38
40 68	80	2		Enoch Thompson.....	"	5	115½	41	1448½	14 68	8 89	23 57
60 00	118	2		George McLeod.....	"	6	115	38	1968	14 62	12 09	26 71
44 05	115½	3		Allison W. Clark.....	"	8	114	28	1278	14 49	7 85	22 34
34 11	115	3		Catharine A. Bubar....	"	9	108	57	Ret. too late.			
33 81	114	3		Ethalinda A. Gray.....	"	10	117	34	2042	14 87	12 54	27 41
41 19	108	3		Clarion H. Shaw.....	"	12	112	45	4407	18 99	27 06	46 05
44 62	117	1		Fred. W. Nevers.....	"	11	40	17	445½	5 02	2 74	7 82
94 92	112	2		William Taylor.....	"	1	117	70	3868	14 87	23 75	38 62
11 86	40	2		Rachel C. Orser.....	"	2	129	59	3582½	16 40	22 00	38 40
59 49	117	3		D. S. Jones.....	Kent.....	5	56	12	521	9 49	3 20	12 69
35 00	118	3		Emma Giberson.....	"	7	56	33	1347½	9 49	8 15	17 64
3 41	11	3		Do. bal. Oct. '74 }	"	11	40	34	1324	6 77	8 13	14 90
22 14	56	3		Annie Cummings.....	"	13	118	46	1756	15 00	10 78	25 78
22 14	56	3		Jennie Cunningham....	"	15	100	35	2813½	12 71	17 28	29 99
15 81	40	3		Annie Cummings.....	"	1	113	28	1625½	14 36	9 98	24 34
35 60	118	3		Minnie A. DeWolfe....	Northampton.....	2	118	43	3108	15 00	19 09	34 09
29 66	100	3		Emeline D. Hayes.....	"	3	118	39	2249½	15 00	13 81	28 81
33 51	113	3		FRED. A. HAYES.....	"	4	118	70	5232	15 00	32 13	47 13
130 00	118	2		Louisa H. Hartley.....	"	5	88	51	1865	11 19	11 45	22 64
45 00	118	1		Angelina Faulkner, }	"	7	117	37	2927	19 83	17 97	37 80
55 00	118	1		Min'e F. Bacon, c.r.a }	"	1	103	42	1755	13 73	10 78	24 51
8 90	60	3		A. B. Cronkwhite.....	"	3	117½	61	3419	14 94	21 00	35 94
33 56	88	3		A. B. Cronkwhite.....	"	14	116	40	1835½	14 75	11 27	26 02
49 50	6mo	3		Mary B. Doherty.....	Peel.....	1	25	36	597	3 18	3 67	6 85
46 27	117	2		Clarissa J. Brown.....	Peel and Kent....	2	90	52	2178½	11 44	13 38	24 82
41 19	108	3		Henry T. Parlee.....	Richm'd & Woodst'k	3	107	31	1845	13 60	11 33	24 93
74 68	117½	1		James H. Bridges.....	"	5	55	19	409	6 99	2 51	9 50
44 24	116	2		Mrs. R. T. Spear.....	"	6	98	50	2437	12 46	14 96	27 42
9 53	25	2		John Furlong.....	"	7	117½	71	3567½	14 93	21 91	36 84
34 32	90	3		Jennie Henderson.....	"	8	117	37	2778	14 87	17 06	31 93
31 74	107	3		Kate Reid.....	"	9	118	43	2607	15 00	16 01	31 01
16 31	55	3		John Geddes.....	"	10	83	28	1016	10 55	6 24	16 79
37 37	98	3		IVORY KILBURN.....	"	11	117	22	1581	14 87	9 71	24 58
149 34	117½	1		Carrie R. Gilkey.....	"	12	39	30	776	4 96	4 77	9 73
44 62	117	2		George B. Martin.....	"	13	80	41	1976	10 17	12 13	22 30
60 00	118	2		John Keenan.....	"	14	102½	32	969½	13 03	5 95	18 98
31 65	83	3		John Home.....	"	16	118	29	579½	15 00	3 56	18 56
74 36	117	1		James H. Lougee.....	"	1	91	61	3419	11 57	20 99	32 56
14 87	39	3		Catharine J. Guy.....	"	2		33	Ret. too late.			
30 51	80	2		Mary L. Cassidy.....	"	3	72	51	1783	9 15	10 95	20 10
30 40	102½	2		Ada J. Kirkpatrick....	"	4	118	76	4369	15 00	26 83	41 83
45 00	118	2		Weyman A. Smyth.....	Simonds.....	6	83	36	1572½	10 55	9 66	20 21
57 84	91	1		Lydia N. Coy.....	"	1	99	51	2200	12 58	13 51	26 09
4 66	10	1		Sarah J. Nichol. n.....	"	2	97	60	3005	12 33	18 45	30 78
33 56	72	1		RICHARD WHEE -B.,...	Simonds & Wicklow	3	117	58	2950	14 87	18 11	32 98
150 00	118	3		Daniel McAuliffe.....	"	4	113	36	1856	14 36	11 40	25 76
31 65	83	3		William E. Summers..	Wicklow.....	1	99	51	2200	12 58	13 51	26 09
37 75	99	3		Hugh T. Parlee.....	Wakefield.....	2	97	60	3005	12 33	18 45	30 78
61 65	97	1		Henrietta G. Simonson	"	3	117	58	2950	14 87	18 11	32 98
34 70	117	3		Ernest A. Shaw.....	"	4	113	36	1856	14 36	11 40	25 76

COUNTY OF CARLETON—Continued.

Prov'l Grant to Teachers.				County Fund to Trustees.							
6	5	4	3	2	1	2	3	4	AMOUNT.		
									5	6	7
Amount of Grant.	Legally autho'd days actually employed.	Class.	NAME.	PARISH.	No. of District.	Legally autho'd days schools were open.	Pupils Enrolled.	Grand total days attendance of pupils.	On account of Teachers employed.	On account of average attendance of pupils.	Total amount from County Fund.
\$4 96	13	2	Elizabeth Secord,.....	Wakofield,.....	5	110	54	3022½	\$13 98	\$18 56	\$32 54
28 77	97	3	Maria F. Mudgett,.....	"	6	118	22	1784	15 00	10 95	25 95
45 00	118	3	Donald McDonald,.....	"	7	118	96	5849½	15 00	35 92	50 92
150 00	118	1	W. B. WIGGINS, A. B. }	"	8	118	30	1516½	15 00	9 31	24 31
12 16	82	3	Annie Brown, c.r.a. }	"	9	118	34	2417	15 00	14 84	29 84
45 00	118	2	Eva E. Hovey,.....	"	10	117	58	3200½	14 87	19 65	34 52
85 00	118	3	Lizzie Ferguson,.....	"	12	78	34	1664	9 92	10 22	20 14
44 62	117	2	Annie A. True,.....	"	1	98	32	1903	12 46	11 69	24 15
39 66	78	2	James Boyd,.....	Wicklow,.....	2	118	56	5584	15 00	22 01	37 01
29 07	98	3	Annie M. Wakem,.....	"	3	118	47	2374	15 00	14 58	29 58
45 00	118	3	Charles D. Dykeman,...	"	4	21	24	344½	2 67	2 12	4 79
45 00	118	3	John Lawson,.....	"	5	105	25	1275½	13 35	7 83	21 18
6 23	21	3	Eleanor Cashman,.....	and Andover,.....	6	118	29	2313	20 60	14 20	34 20
40 04	105	2	Emma E. Milbery,.....	"	7	117	77	3205	14 87	19 68	34 55
46 67	118	3	Eleanor E. McKay,.....	"	8	118	30	2348	20 00	14 42	34 42
44 62	117	3	James Lawson,.....	"	9	92	47	2366	11 69	14 53	26 22
46 67	118	3	Lydia Jewett,.....	"	10	118	59	3435	15 00	21 09	36 09
24 02	63	2	Annie E. Wilson,.....	"	11	114	88	1780	14 49	10 93	25 42
8 60	29	3	Elizabeth Kilpatrick }	"	12	113	54	3394	14 36	20 84	35 20
45 00	118	2	Maggie M. Taylor,.....	"	13	96	53	2219½	12 20	13 63	25 83
33 81	114	3	Alice Reid,.....	"	14	118	69	2931	15 00	18 00	33 00
43 09	113	2	Mary E. Blake,.....	"	15	118	52	2939	15 00	18 05	33 05
36 61	96	2	Mildred Smith,.....	"	16	118	31	1709	15 00	10 49	25 49
55 00	118	1	Annie Magee,.....	Wilmot,.....	3	118	24	1794	20 00	10 01	31 01
15 28	103	3	Liz'o M. Owens, c.r.a. }	"	4	105	84	5157	13 35	31 67	45 02
35 00	118	3	Flora E. Dunn,.....	"	5	99	49	2651	12 58	16 28	28 86
35 00	118	3	Annie A. Cogswell,.....	"	6	118	59	3811	15 00	23 40	38 40
46 67	118	3	Sarah J. McWaid,.....	"	7	60	41	1821	7 63	11 18	18 81
40 04	105	3	William McClintock }	"	9	106	23	1498	13 47	9 20	22 67
11 12	75	3	Agnes White, c.r.a. }	"	10	108	55	3362	13 73	20 64	34 37
50 34	99	2	W. Dell Estey,.....	"	11	118	49	2552	15 00	15 67	30 67
45 00	118	3	Robert Vince,.....	"	12	117	39	2881	19 83	17 69	37 52
22 88	60	3	David J. Hatfield,.....	"	14	110	43	3630	13 98	22 29	36 27
31 44	106	3	Amelia J. Simonds,.....	"	15	117	17	1740	19 83	10 68	30 51
32 03	108	3	Albina C. Tracy,.....	"	1	117	62	2836	14 87	17 42	32 29
60 00	118	2	Alexander McLean,.....	"	2	117	35	1855½	14 87	11 39	26 26
46 26	117	3	Isabel F. Lindsay,.....	"	3	108	24	1125	13 73	6 91	20 64
22 88	60	3	A. L. Fenalson,.....	"	5	708	379	25936	90 00	159 26	249 26
19 06	50	3	A. P. Fenalson,.....	"	6	118	91	5029½	30 00	30 88	60 88
46 26	117	3	Alice M. Johnson,.....	"	7	60	41	1821	7 63	11 18	18 81
44 62	117	3	Andrew G. Lounsbury	Woodstock,.....	1	117	62	2836	14 87	17 42	32 29
54 53	117	1	Lucy A. E. Smith,.....	"	2	117	35	1855½	14 87	11 39	26 26
20 51	44	1	Olive A. Watson,.....	"	3	108	24	1125	13 73	6 91	20 64
75 00	117	1	James McCoy,.....	"	5	708	379	25936	90 00	159 26	249 26
37 50	117	1	Isaiah J. McCoy, c.r.a. }	"	6	118	91	5029½	30 00	30 88	60 88
75 00	117	1	Charles N. Scott,.....	"	7	60	41	1821	7 63	11 18	18 81
60 00	117	2	Thos. Lloyd Evans,...	"	8	116	28	1611	11 75	9 89	24 64
55 00	117	1	Eliza A. Smith,.....	"	10	100	26	1522	12 71	8 73	21 44
55 00	117	1	Elizabeth J. Cupples	"	10	100	26	1522	12 71	8 73	21 44
35 00	118	3	Nettie E. Hartt,.....	"	10	100	26	1522	12 71	8 73	21 44
150 00	118	3	Emily L. Griffith,.....	"	4	118	28	1735½	15 00	10 66	25 66
45 00	118	2	R. W. GROVER, A. B. }	"	6	236	91	5029½	30 00	30 88	60 88
44 24	116	2	Blanche Ketchum,.....	"	8	116	28	1611	11 75	9 89	24 64
62 14	100	1	Anna L. Hartley,.....	"	10	100	26	1522	12 71	8 73	21 44
33 83	62½	2	Julia E. Carman,.....	"	10	100	26	1522	12 71	8 73	21 44
50 35	100	2	Susie A. Hendry,.....	and Canterbury,.....	23A	162½	57	2332	20 65	14 32	34 97
.....	.....	.....	John Laverty,.....	and	4	.....	4	116	.....	71	71
.....	.....	.....	Tea'r paid in York Co.	and	4	.....	4	116	.....	71	71
\$5147 54							4699	253,967½	\$1431 19	\$1559 51	\$2990 70

COUNTY OF CHARLOTTE.

Prov'l Grant to Teachers.				County Fund to Trustees.							
6	5	4	3	2	1	2	3	4	AMOUNT.		
									5	6	7
Amount of Grant.	Legally autho'd days actually employed.	Class.	NAME.	PARISH.	No. of District.	Legally autho'd days schools were open.	Pupils Enrolled.	Grand total days attendance of pupils.	On account of Teachers employed.	On account of average attendance of pupils.	Total amount from County Fund.
\$44 48	35	1	STEPHEN RAND,.....	Campobello	1	205	112	6325	\$26 12	\$55 37	\$81 49
53 44	73	1	JAMES E. WETMORE,								
5 19	35	3	Helena Reese, c.r.a.								
45 21	97	1	Jane G. W. Snell,.....								
28 98	76	1	Kate McGowan,.....	"	2	76	76	3212	9 66	28 12	37 78
28 90	62	1	Mary Brown,.....	"	3	62	47	1726	7 88	15 11	22 99
18 39	62	3	Helena Rees,.....	"	4	62	45	1961	7 88	17 17	25 05
53 83	115	1	Adelaide Young,.....	Dufferin,.....	1	115	44	3161	14 68	27 67	42 35
55 00	118	1	Maggie Cockburn,.....	"	2	118	45	3113	15 00	27 25	42 25
44 05	115	2	Clara McAlister,.....	"	3	115	19	1592	14 63	13 93	28 61
30 89	81	2	Ella J. Miles,.....	Dumbarton,.....	2	81	46	2436	10 30	21 33	31 63
55 42	109	2	Neil Lochary,.....	"	3	109	30	1258	13 86	11 02	24 88
5 93	20	3	Jennie McCulloch,.....	"	5	20	25	367	2 54	3 22	5 76
35 89	77	1	Annie Smith,.....	"	6	77	40	1651	9 79	14 45	24 24
43 81	94	1	Leah M. Hayes,.....	"	7	94	26	1116	11 95	9 78	21 73
59 49	117	1	Geo. A. Armstrong,.....	Grand Manan	1	234	133	8561	29 74	74 94	104 68
34 70	117	3	Cornelia F. Watt,.....								
75 00	118	1	Patrick Casey,.....								
41 19	108	3	Marshall V. Brown,.....	"	2	118	85	5288	15 00	46 30	61 30
43 09	113	3	William S. Cronk,.....	"	5	113	70	3642	13 73	31 88	45 61
50 85	80	3	Charles White,.....	"	6	80	66	5309	14 36	46 48	60 84
45 00	118	1	William Kerr,.....	Lepreau,.....	2	118	47	2294	10 17	20 03	30 25
5 72	15	2	Jessie Brown,.....	"	3	15	44	2267	15 00	19 85	34 85
17 25	37	1	Sarah E. Justason,.....	Pennfield,.....	1	15	26	322	1 91	2 82	4 73
20 17	68	3	Catharine L. Speer,.....	"	3	105	45	2165	13 35	18 95	32 30
5 72	15	3	Bal. due Trus. Oct. '74	"	3	.....	.....	.....	4 95	.....	4 95
34 40	116	3	John B. Adams,.....	"	4	15	23	297	1 91	2 61	4 52
75 00	117	1	Amy K. Justason,.....	"	5	116	25	1355	14 75	11 86	26 61
75 00	117	1	Jas. F. Covey, A. B.,.....	St. Andrews	1	704	347	19917	89 49	174 36	263 85
75 00	117	1	James Vroom,.....								
45 00	117	2	Mary E. Dixon,.....								
45 00	117	2	S. Agnes Algar,.....								
44 23	115	2	B. Louisa Morrison,.....	"	1	rafd	rafd	rafd	rafd	rafd	rafd
34 40	115	3	Charlotte Rogers,.....	St. Croix	3	118	68	3318	15 00	29 05	44 05
55 00	118	1	Addie Hanson,.....								
27 75	78	3	George J. Clark,.....								
26 10	56	1	Barbara A. Foye,.....	"	2	78	35	1079	9 92	9 45	19 37
18 30	48	2	Mary E. Carter,.....	"	4	104	51	2419	13 22	21 18	34 40
44 62	117	2	Mary Peacock,.....	"	5	117	55	3501	14 87	30 65	45 52
45 00	118	3	Abner Gaskill,.....	St. David	1	118	83	3899	15 00	34 13	49 13
60 00	118	2	John Fianagan,.....								
23 13	78	3	Maria Cockburn,.....	"	3	78	39	1899	9 92	16 63	26 55
55 00	118	1	Victoria Smith,.....	"	4	118	43	2524	15 00	22 09	37 09
52 43	112	1	Ella K. Moore,.....	"	5	112	45	2114	14 50	18 51	33 01
55 00	118	1	Eda Foye,.....	"	5	118	33	2075	15 00	18 17	33 17
29 49	58	2	James King,.....	"	6	58	37	1337	7 37	11 71	19 08
34 73	87	3	Helen E. Woodcock,.....	"	7	87	31	2742	14 75	24 01	38 76
29 07	98	3	Martha R. Young,.....	"	8	98	20	1179	12 46	10 33	22 79
59 49	117	2	Arthur U. Smith,.....	"	9	117	69	4285	14 87	37 51	52 38
37 18	97	2	Julia S. Dean,.....	"	10	97	35	1771	12 40	15 50	27 90
150 00	118	1	H. W. RAND, A. B.,.....	St. George	1	454	239	1365	57 70	118 41	176 11
60 00	118	2	Thomas O. Malley,.....								
54 07	116	1	Eliza Magowan,.....								
38 90	102	3	E. F. Knight,.....								
55 93	110	2	Hugh Copley,.....	"	4	110	37	1849	13 98	16 19	30 17
38 90	102	3	Catharine Condo,.....	"	5	102	36	1993	12 97	17 45	30 42
8 89	61	2	Annie Gillmor, Oct. '74	"	5	.....	.....	Ret.	too	late.	.....
43 51	110	3	Ma'rie F. Cloney,.....	"	8	110	17	865	18 64	7 57	26 21
55 00	118	1	Jas. D. Reid,.....	"	12	118	30	1456	15 00	12 75	27 75
45 00	118	3	H. Cawley,.....	"	14	118	58	4018	15 00	35 18	50 18
6 52	22	3	Jennie Magowan,.....	"	15	43	26	570	5 47	4 99	10 46
6 23	21	3	Phebe Davidson,.....	"	15	43	26	570	5 47	4 99	10 46

COUNTY OF CHARLOTTE—Continued.

Prov'l Grant to Teachers.				NAME.	PARISH.	County Fund to Trustees.						
Amount of Grant.	Legally autho'd days actually employed.	Class.	No. of District.			AMOUNT.						
						1	2	3	4	5	6	7
\$45 00	118	3	13	James Doherty,.....	St. George,	118	60	5549	\$15 00	\$48 57	\$63 57	
44 62	117	2	1	L. D. Jackson,.....	St. James,.....	117	42	2017	14 87	17 66	32 53	
150 00	118	1	14	DONALD McINTOSH,....	"	118	71	4541½	15 00	39 75	54 75	
55 93	110	2	2	Joseph Robinson,.....	"	110	42	2018	13 98	17 67	31 65	
44 43	116½	2	3	Louisa M. Young,.....	"	116½	38	1367½	14 21	11 97	26 78	
34 40	116	3	5	Eva T. McCann,.....	"	116	28	1872½	14 75	16 39	31 14	
44 28	95	1	9	Mary D. Dibble,.....	"	95	43	2116½	12 08	18 53	30 61	
27 75	78	2	14	Annie P. Smith,.....	"	78	34	1720½	9 92	15 12	25 04	
43 86	115	2	15	Isabel Jenkins,.....	"	115	46	1901	14 62	16 64	31 26	
45 00	118	2	16	Alice J. Purves,.....	"	118	33	1665	15 00	14 58	29 58	
38 52	101	2	18	B. A. McLeod,.....	"	101	33	1566	12 84	13 71	26 55	
54 53	117	1	1	Mary E. Hanson,.....	St. Patrick,	117	47	3228	14 87	28 26	43 13	
44 62	117	2	2	Joanna Turner,.....	"	117	48	2648	14 87	23 18	38 05	
42 33	111	2	4	Sarah J. Hewett,.....	"	111	31	1901½	14 11	16 65	30 76	
44 24	116	2	4½	Emma Powers,.....	& Dumb'n & St Croix	116	33	2788	14 75	24 41	39 16	
37 75	99	3	6	George McClaskey,....	"	99	42	2305	12 58	20 18	32 76	
44 62	117	2	8	Nettie A. Henry,.....	"	117	32	2137½	14 87	18 71	33 58	
31 36	37	1	9	Charles White,.....	" & St. George	37	33	926	6 27	8 11	14 38	
17 50	59	3	10	Ida G. Hanson,.....	"	59	11	473	7 50	4 14	11 64	
49 58	78	1	1	Hugh Morrison,.....	St. Stephen,.....	78	46	2203	9 92	19 28	29 20	
150 00	117	1		H. S. BRIDGES, A. A. }								
75 00	117	1		W. G. Gaunce, A. B. }								
54 05	115	1		M. M. Cunningham,.....								
51 23	109	1		Agnes Lawson,.....								
45 00	117	2		Emily D. Thompson,.....	"							
5 05	115	1	2	Sophia J. Lloyd,.....	"	2	1156	535	146 95	356 65	503 60	
53 81	114½	1		Emma S. Morrison,....				40739½	raised			
55 00	117	1		Winnefred P. Hayes,....								
55 00	117	1		Lavinia J. Borden,....								
50 29	107	1		Eleanor Dowling,.....								
68 59	107	1		S. J. Jenkins, A. B.,... }								
62 18	97	1		William H. Parlee,.... }								
54 62	116	1		E. L. McAlister,.....	"			25724	raised			
45 00	117	2	3	Tillie S. Kirk,.....	"	3	674	347	85 68	225 20	310 88	
34 70	116	3		Lydia M. Randall,....								
44 42	115½	2		Charlotte Caswell,....								
58 79	92½	1		Charles O'Donnell,.... }								
31 14	105	3	6	Char's M. Robinson }	"	6	197½	133	7001	25 11	62 08	87 19
21 95	74	3	6½	Kate Morrison,.....	"	6½	74	36	1585	9 41	13 87	23 28
29 96	101	3	7	Annie Hitchings,.....	"	7	101	50	3303½	12 84	28 92	41 76
35 00	118	3	7½	Emma McCann,.....	"	7½	118	28	1517	15 00	13 28	28 28
48 48	78	1	8	Amanda Hill,.....	" & St. David	78	26	1405	13 23	12 30	25 53	
58 73	115½	3	1	Geo. C. Richards,.....	West Isles,.....	115½	18	1665	19 57	14 58	34 15	
16 02	31½	2	2	E. H. Bennett,.....	"	31½	40	889½	2 73	7 79	10 52	
54 91	103	2	3	Walter Gilley,.....	"	103	60	3302	13 73	28 90	42 63	
37 37	98	3	4	James E. Brown,.....	"	98	50	2341	12 46	25 75	38 21	
144 92	114	1	5	S. J. AG. WADDELL,.... }	"	5	114	75	4151	14 49	36 34	50 83
6 23	42	3		J. D. Lambert, C.R.A. }								
35 85	94	3	6	Geo. V. Lord,.....	"	94	44	1906	11 95	16 69	28 64	
58 47	115	2	7	Geo. W. Fowler,.....	"	115	55	2429	14 62	21 27	35 89	
49 83	98	3	8	Staron Brown,.....	"	98	27	1693	16 61	14 83	31 44	
\$5146 57						4915		285403½	\$1383 73	\$2498 57	\$3882 30	

COUNTY OF GLOUCESTER.

Prov'l Grant to Teachers.				County Fund to Trustees.							
6	5	4	3	2	1	2	3	4	AMOUNT.		
									5	6	7
Amount of Grant.	Legally autho'd days actually employed.	Class.	NAME.	PARISH.	No. of District.	Legally autho'd days schools were open.	Pupils enrolled.	Grand Total days attendance of pupils.	On account of Teachers employed.	On account of average attendance of pupils.	Total amount from County Fund.
\$75 00	118	1	J. A. Freeze, A. B....	Bathurst	2	352	154	12352½	\$44 74	\$256 27	\$301 01
21 16	111	2	H. R. Smith, c. r. a....								
44 62	117	3	Jennie Dawson,.....								
34 70	117	3	Helen Mann,.....	"	3	114	41	2514	14 49	52 16	66 65
33 81	114	3	Anne Hall,.....								
43 09	113	3	Robert Wiseman,.....								
42 32	107	3	Mary Ann Smith,.....	"	4½	113	36	1925	14 36	39 94	54 30
35 00	118	3	Rachel Forbes,.....								
45 00	118	3	James D. Skelly,.....								
45 00	118	3	Hannah Willis,.....	& New Bandon,.	10½	118	32	1903½	15 00	39 49	54 49
143 72	117	1	PETER GRIDWOOD,....								
44 62	117	2	Mary Desbrisay,.....								
39 15	99	3	Annie E. Egan,.....	"	17	99	30	1939½	16 77	40 24	57 01
18 98	64	3	Frances Aube,.....								
18 98	64	3	Elizabeth M. Ford,....								
55 00	118	1	Kate L. Dwyer,.....	Caraget.....	10	118	17	1738	15 00	36 06	51 06
45 00	118	3	Robert Brown,.....								
44 68	113	3	Annie P. Hickson,....								
5 33	38½	3	do. Evg. School,....	"	10	113	37	2650	19 15	54 98	81 23
3 37	98	3	Isaac Bernard,.....								
32 41	85	3	Joseph Doran,.....								
\$909 94							847	54783	\$274 20	\$1136 55	\$1410 75

COUNTY OF KENT.

Prov'l Grant to Teachers.				County Fund to Trustees.							
6	5	4	3	2	1	2	3	4	AMOUNT.		
									5	6	7
Amount of Grant.	Legally autho'd days actually employed.	Class.	NAME.	PARISH.	No. of District.	Legally autho'd days schools were open.	Pupils Enrolled.	Grand total days attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
\$35 00	118	3	Annie E. Hurd,.....	Carleton.....	1	118	67	3952	\$15 00	\$102 39	\$117 39
41 18	81	3	Eneas McDonald,.....	"	2	81	21	1298	13 06	33 63	46 69
35 00	118	3	Agnes McNulty,.....	"	3	118	36	2260	15 00	58 55	73 55
60 00	118	2	Thomas F. Dwyer,.....	Dundas.....	1	118	24	1573	15 00	40 75	55 75
44 24	116	3	Andrew P. Galloway,...	"	1	116	60	3228	14 75	83 63	98 38
17 80	45	3	Annie Crystel,.....	"	5	45	13	Ret. too late.			
32 83	83	3	Jane Hicks,.....	and Monoton	10A	83	21	1039½	14 07	28 07	42 14
31 52	62	3	Jeremiah Mackendy,...	Harcourt.....	5	62	74	3671	10 51	95 11	105 62
75 00	118	1	I. B. Oakes, A. B.....	Richibucto.....	1	472	220	15893½	60 00	411 76	471 76
55 00	118	1	Mary A. Gifford,.....								
55 00	118	1	Sarah Forster,.....								
60 00	118	2	John W. Harnett,.....	"	2	459	178	11529	58 34	298 69	357 03
143 64	113	2	George A. Coates,.....								
60 00	118	2	Thos. E. Colpitts,....								
35 00	118	3	Clara A. Young,.....	"	2	459	178	11529	58 34	298 69	357 03
32 63	110	3	Caroline M. Warman								

COUNTY OF KENT—Continued.

Prov'l Grant to Teachers.				County Fund to Trustees.							
6	5	4	3	2	1	2	3	4	AMOUNT.		
									5	6	7
Amount of Grant.	Legally autho'd days actually employed.	Class.	NAME.	NAME.	No. of District.	Legally autho'd days schools were open.	Pupils Enrolled.	Grand Total days attendance of Pupils.	On account of Teachers employed.	On account of average attendance of pupils.	Total amount from County Fund.
\$27 00	91	3	Isabella Hickey,.....	Richibucto,....	9	91	20	803	\$11 57	\$ 20 80	32 37
8 30	28	3	Isabella Dixon,.....	"	9A	28	18	240	3 56	6 22	9 78
45 00	118	2	Betilda Graham,.....	"	10	118	31	2260½	15 00	58 56	73 56
44 68	113	3	Amelia J. Wrigley,.....	St. Marys.....	6	113	29	1914	19 14	49 59	68 73
20 47	69	3	Laura J. Parker,.....	"	10	69	18	784	8 77	20 31	29 08
43 47	114	2	Jessie K. Southerland,.....	& Wellington	3½	114	33	1787	14 49	46 30	60 79
35 00	118	3	Jane McDonald,.....	Welford.....	1	118	60	2484	15 00	64 35	79 35
40 42	106	3	James Portcous,.....	"	2	106	40	1920	13 47	49 74	63 21
45 00	118	3	Robert Southerland,....	"	3	118	23	1116	15 00	28 91	43 91
36 99	97	2	Mary Chrystal,.....	"	3½	97	30	1273½	12 33	32 99	45 32
35 00	118	3	Mary Morton,.....	"	5	118	38	1984	15 00	51 40	66 40
34 32	90	2	Flora A. Powell,.....	"	8	90	33	1385½	11 44	35 90	47 34
150 00	118	1	Wm. McIntosh,.....	"	9	118	83	4232	15 00	109 64	124 64
12 16	82	3	Cassie Wilson, c.r.a. }	"	12	20½	29	432	2 60	11 19	13 79
7 82	20½	2	Maggie A. Graham,.....	"	14	117	33	1831	14 87	47 44	62 31
34 70	117	3	Isabella Wheten,.....	"	15	117	28	1623	14 87	42 05	56 92
34 70	117	3	Flora Johnson,.....	"	16	99	52	2178	12 58	56 43	69 01
37 75	99	2	B. Janie Morton,.....	"	17	102	43	2353	12 97	60 96	73 93
47 54	102	1	Mary McDonald,.....	"	19	105½	42	1180	13 41	30 57	43 98
40 23	105½	3	Richard Jackson,.....	"	20	118	20	1638	20 00	42 44	62 44
60 00	118	3	Isaac Tranter,.....	Wellington ...	1	91	52	1637½	11 67	42 43	54 00
46 27	51	2	Jamary Kay,.....	"	2	110	55	3202½	13 93	82 97	96 95
41 95	110	2	Mary Johnson,.....	"	4	110½	38	1608½	18 72	41 67	60 39
56 19	110½	3	Joseph H. Atkinson,....	"	5	118	25	2919	20 00	75 63	95 63
46 67	118	3	Sarah Hicks,.....	"	5	99	37	1946½	12 58	50 43	63 01
37 75	99	2	Ellen Chrystal,.....	"	8	99	37	1946½	12 58	50 43	63 01
\$1833 22							1624	89220½	\$553 65	\$2311 50	\$2865 15

COUNTY OF KINGS.

Prov'l Grant to Teachers.				County Fund to Trustees.							
6	5	4	3	2	1	2	3	4	AMOUNT.		
									5	6	7
Amount of Grant.	Legally autho'd days actually employed.	Class.	NAME.	PARISH.	No. of District.	Legally autho'd days schools were open.	Pupils Enrolled.	Grand Total days attendance of Pupils.	On account of Teachers employed.	On account of average attendance of pupils.	Total amount from County Fund.
\$14300	1124	1	A. D. McCULLY, A. B.,	Cardwell	4	1124	74	3819	\$14 31	\$29 71	\$ 44 02
34 70	117	3	Catharine Ryan,.....	"	4	117	44	2667	14 87	20 75	35 62
60 00	118	2	Andrew Sprague,.....	"	5	118	45	1994½	15 00	15 52	30 52
45 00	118	3	Jeremiah Donovan,....	& Elgin	7	118	45	2478	15 00	19 28	34 28
58 72	115½	2	Alfred S. Baxter,.....	"	8	115½	44	2139½	14 69	16 64	31 33
18 69	63	3	Matilda McLeod,.....	"	9	63	36	1350½	8 01	10 51	18 52
45 00	118	2	Lizzie A. Inch,.....	Greenwich	2	118	35	2116	15 00	16 46	31 46
29 83	64	1	Emma B. Frost,.....	"	3	64	36	1461	8 14	11 37	19 51
44 48	35	1	J. Ansley Dunham,.....	"	4	35	54	1225½	4 45	9 53	13 98

COUNTY OF KINGS—Continued.

Prov'l Grant to Teachers.				County Fund to Trustees.							
Amount of Grant.	Legally autho'd days actually employed.	Class.	NAME.	PARISH.	No. of District.	Legally autho'd days schools were open.	Pupils Enrolled.	Grand total days at- tendance of pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attend- ance of pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
\$33 81	114	3	Amelia J. Whelpley...	Greenwich	5	114	43 1439	\$14 49	\$11 20	\$25 69	
22 50	59	3	Albert A. Mabee.....	"	7	59	18 714	7 50	5 56	13 06	
7 41	25	3	Rachel L. Moore.....	Hammond.....	1	25	26 300	3 18	2 33	5 51	
143 64	113	3	JOHN F. ROGERS,.....	"	4	113	65 3153	14 36	24 53	38 89	
61 01	90	2	Robert Williams,.....	"	7	90	10 531	15 25	4 13	19 38	
27 58	93	2	Matilda J. Boothe,.....	" and Sussex	8	93	33 Ret.	too	late.	.....
38 14	100	2	Augusta M. Dodge,.....	Hampton,.....	1	100	17 829	12 71	6 45	19 16	
141 10	111	1	SREP'N L. WIGGINS,...	"	2	150	69 3111	19 06	24 20	43 26	
11 57	39	3	Bessie Barnes,.....	"	2	150	69 3111	19 06	24 20	43 26	
54 53	117	1	Josephine Wetmore....	"	3	117	61 3337	14 87	31 10	45 97	
27 65	72	2	Alma S. Sproul,.....	"	5	72	21 863	9 22	6 72	15 94	
75 00	118	2	Fred. S. Chapman,.....	"	6	118	69 3623	15 00	28 19	43 19	
20 59	54	3	George S. Stanley,.....	"	7	54	18 713	6 86	5 55	12 41	
34 03	73	1	Mary L. Frost,.....	"	8	73	29 1083	9 28	8 43	17 71	
45 00	118	3	Thomas H. Demill,.....	Havelock,.....	2	118	58 3190	15 00	24 82	39 82	
29 38	99	3	Annie G. Flaherty,.....	"	5	99	28 1804	12 53	14 04	26 62	
150 00	118	1	Jos. H. MORRISON,...	"	8	236	135 9225	30 00	71 77	101 77	
45 00	118	2	Phebe A. Magee,.....	"	8	236	135 9225	30 00	71 77	101 77	
10 00	118	2	Do. Bal. Oct. '74)	"	8	236	135 9225	30 00	71 77	101 77	
54 41	107	2	John C. Beatty,.....	"	9	107	34 2122	13 60	16 51	30 11	
45 00	118	2	Sarah J. Price,.....	"	10	118	52 3209	15 00	24 97	39 97	
57 96	114	2	Rachel Baskin,.....	"	11	114	21 1896	19 32	14 75	34 07	
34 11	115	3	Tea. paid in West'd Co	" & Salisbury	22	.....	4 451	.....	3 51	3 51
60 00	118	2	C. Matilda Sprague,...	Kars	2	115	46 2363	14 62	18 38	33 00	
59 74	117	2	Violet E. Bishop,.....	"	4	118	26 2271	20 00	17 67	37 67	
55 00	118	1	Edm'd Puddington,}	Kingston,.....	1	235	70 3038	29 93	23 62	53 55	
35 00	118	1	Sarah Jane Pickett,}	"	2	118	17 692	15 00	5 39	20 39	
41 19	108	2	Ellen M. McDougall,...	"	2	108	32 1835	13 73	14 27	28 00	
35 00	118	2	Maggie A. Bates,.....	"	4	118	22 853	15 00	6 64	21 64	
136 33	117	1	W. H. BISHOP,.....	"	5	234	80 4644	29 74	36 13	65 87	
44 62	117	2	Clara A. Frost,.....	"	6	109	60 3300	13 86	25 68	39 54	
41 57	109	3	Geo. A Gillies,.....	"	7	52	20 955	8 81	7 43	16 24	
20 56	52	3	Julia E. Flewelling,....	"	9	118	28 1041	20 00	8 10	28 10	
80 00	118	2	Ebenezer M. Scribner...	"	11	135	28 1605	22 88	12 49	35 37	
8 64	17	3	J. A. Boyce, Bal Oct '74	" & Westfield	11	135	28 1605	22 88	12 49	35 37	
60 00	118	3	J. A. Boyce,.....	Kingston,.....	11	115	38 2229	14 62	17 34	31 96	
53 60	115	1	Sarah E. Flewelling,....	" & Westfield	12	118	37 1722	15 00	13 40	28 40	
60 00	118	2	George K. Laskoy,.....	Kingston,.....	13	108	15 734	13 73	5 71	19 44	
32 03	108	2	M. Amelia Ganong,.....	Norton,	1	112	92 4545	14 24	35 36	49 60	
56 95	112	3	John W. Hickson,.....	"	2	117	88 5713	14 87	44 44	59 31	
8 75	59	3	Minnie Vail, c. r. a. ...	"	3	115	35 1881	14 62	14 64	29 26	
148 72	117	1	BEVER'N N. NOBLES,...	"	4	116	31 1450	14 75	11 28	26 03	
9 34	63	3	Eliza Matheson; c. r. a. }	"	5	107	25 1170	18 60	9 10	22 70	
43 86	115	2	Celia E. Gray,.....	"	7	114	33 1760	14 49	13 69	28 18	
44 24	116	3	David M. McKenzie,...	"	8	118	29 1797	15 00	13 98	28 98	
31 74	107	3	Eliza J. Mercer,.....	Rothesay.....	2	44	35 1067	5 59	8 30	13 89	
43 47	114	2	Annie Munroe,.....	"	3	115	52 2609	14 62	20 30	34 92	
75 00	118	1	John Toland,.....	"	5	85	14 471	10 81	3 67	14 48	
22 37	44	2	Edwin Frost,.....	"	6	117	31 1784	14 87	13 88	28 75	
53 60	115	1	Louisa E. Saunders,...	" & Simonds,...	19	.....	13 654	.....	5 09	5 09
32 41	85	2	Laura A. Purves,.....	Springfield,.....	1	118	60 3869	15 00	30 10	45 10	
44 62	117	3	Stephen L. Price,.....	"	2	109	51 8434	13 86	26 72	40 58	
55 00	118	1	Tea. pd. in St. John Co	"	3	117	44 2117	14 87	16 47	31 34	
138 56	109	1	Susan A. Davis,.....	"	4	60	42 2344	10 17	18 24	8 41	
34 70	117	3	ROBERT H. DAVIS,...	"	5	117	15 1199	14 87	9 33	24 20	
19 32	38	2	Eliza E. J. Johnson,...	"	7	117	34 2232	14 87	17 36	32 23	
8 69	22	3	Jennie E. Perkins,...	" & Kingston	9	117	54 2951	14 87	22 96	37 83	
34 70	117	3	Jennie McGrigor,.....	Springfield,.....	12	104	55 1793	13 22	18 95	27 17	
44 62	117	2	Hannah V. Monahan,...	"	13	117	24 1249	14 87	9 72	24 59	
44 62	117	2	Mary A. Case,.....	"	15	118	38 2755	15 00	21 43	36 43	
48 47	104	1	Hony A. Perkins,.....	"	16	108	24 1026	13 73	7 98	21 71	
44 62	117	3	Henry A. McLeod,.....	"	16	108	24 1026	13 73	7 98	21 71	
60 00	118	2	George M. Wetmore,...	"	16	108	24 1026	13 73	7 98	21 71	
60 00	118	2	George H. Perkins,.....	"	16	108	24 1026	13 73	7 98	21 71	
54 91	108	2	Patrick McBriarity,...	"	16	108	24 1026	13 73	7 98	21 71	

COUNTY OF KINGS—Continued.

Prov'l Grant to Teachers.				County Fund to Trustees.							
6	5	4	3	2	1	2	3	4	AMOUNT.		
									5	6	7
Amount of Grant.	Legally autho'd days actually employed.	Class.	NAME.	PARISH.	No. of District.	Legally autho'd days schools were open.	Pupils Enrolled.	Grand total days attendance of pupils.	On account of Teachers employed.	On account of average attendance of pupils.	Total amount from County Fund.
333 51	113	3	Louisa Griffin,.....	Springueid,.....	21	113	34	855	\$14 36	\$ 6 65	\$21 01
32 83	83	3	C. Eliza Myles,.....	Studholm,.....	2	83	10	890	14 07	6 92	20 99
45 00	118	3	Samuel Mattatal,.....	" & Havelock	3	118	43	2221	15 00	17 28	32 28
54 53	117	1	Naomi Dunfield,.....	"	4	117	42	1953	14 87	15 19	30 06
55 42	109	2	Charles McLean,.....	"	4	109	31	1910	13 86	14 86	28 72
58 99	116	3	Edward Henderson,.....	"	6	116	23	1673	19 67	13 02	41 93
			Bal. due Trus., Oct. '74	"	6				9 24		
33 81	114	3	Letitia E. Folkins,.....	"	7	114	43	2015	14 49	15 68	30 17
55 00	118	1	Jane Brown,.....	"	8	118	48	2334	15 00	22 83	37 83
50 34	108	1	Julia C. Frost,.....	"	10	108	30	2150 1/2	13 73	16 73	30 46
45 00	118	3	George Carson,.....	"	11	118	76	4935 1/2	15 00	38 40	53 40
5 41	36 1/2	3	J. Chapman, c.r.a.,.....	"							
52 37	103	2	Amasa Kennedy,.....	"	12	103	58	2920	13 09	22 72	35 81
40 04	105	2	Mary J. Fenwick,.....	"	13	105	43	2307	13 35	17 95	31 30
55 00	118	1	Rebecca S. Foster,.....	"	14	118	16	1162 1/2	15 00	9 04	24 04
47 08	101	1	Jennie E. Murray,.....	"	16	101	36	2060 1/2	12 84	16 03	28 87
52 88	104	2	George E. Case,.....	"	18	104	25	1151	13 22	8 95	22 17
45 00	118	2	Charlotte McLeod,.....	"	19	118	32	1800 1/2	15 00	14 01	29 01
16 76	44	3	Wm. E. Hornbrook,.....	"	20	44	13	464	5 59	3 61	9 20
35 00	118	3	Maggie M. Kelly,.....	& John'n & Bruns'k	22	118	36	2652 1/2	15 00	20 64	35 64
35 00	118	3	Maggie Little,.....	Studholm,.....	23	118	28	1497	15 00	11 65	26 65
111 54	117	1	O. J. McCULLY, A. E.,.....	Sussex,.....	1	224	91	6417 1/2	29 74	49 93	79 67
44 62	117	2	Margaret E. Ryan,.....	"							
12 50	118	1	S. C. WILBUR, A. E.,.....	"							
5 00	118	1	M. Amanda McLeod	"	2	354	161	9941	45 00	77 34	122 34
5 00	118	2	Louisa Nowlan,.....	"							
1 98	64	3	Mary McLaren,.....	"	4	64	20	805	8 14	6 24	14 40
45 00	118	2	J. A. F. Fairweather,.....	"	5	118	50	2392	15 00	18 61	33 61
45 00	118	3	W. S. Fowler,.....	"	8	118	29	2183	15 00	16 98	31 98
34 00	115	3	Selina Crawford,.....	"	10	115	41	1915	14 62	14 90	29 52
45 00	118	3	Clarence Sharp,.....	"	11	118	63	2775	15 00	21 59	36 59
45 00	118	2	Elzina L. Gusline,.....	"	12	118	34	1892 1/2	15 00	14 72	29 72
45 00	118	2	Sarah A. Sharp,.....	"	13	118	49	2201	15 00	17 13	32 13
25 31	64	3	Charlotte Nason,.....	"	14	64	40	1575	8 14	12 25	20 39
32 33	109	3	Lucretia Marvin,.....	"	15	109	30	1645	13 86	12 80	26 66
27 59	59	1	Lois A. Snider,.....	"	23	59	35	1533 1/2	7 50	11 93	19 43
44 00	115 1/2	3	Gabriel Fowler,.....	" & Studholm,	30	115 1/2	73	3757 1/2	14 63	29 23	43 91
49 87	107	1	Sleanor Patterson,.....	Upham,.....	1	107	37	1672 1/2	13 60	13 01	26 61
46 67	118	3	Lizzie Crozier,.....	" & Simonds,	2	118	17	1160	20 00	9 03	29 03
45 00	118	2	Jennie Nisbet,.....	"	3	118	62	3114	15 00	24 23	39 23
52 88	104	2	Edmund Outram,.....	"	4	104	51	1904	13 22	14 81	28 03
59 49	117	2	Caleb Smith,.....	& Ham'd & Sussex,	5	117	46	2120	14 87	16 49	31 36
45 00	118	2	Maria S. Coy,.....	"	6	118	62	3035	15 00	23 61	38 61
45 00	118	2	Eliza Fowler,.....	"	7	118	29	1120	15 00	8 71	23 71
8 00	27	3	Mary McLaren,.....	" & Hammond	6	27	24	401	3 43	3 12	6 55
			Tea. pd. in St. John Co	" & St. Martins	10		5	189		1 47	1 47
			Tea. pd. in St. John Co	" & St. Martins	25		11	494		3 84	3 84
11 57	39	3	Mary J. Chambers,.....	Waterford,.....	2	39	45	1037	4 96	8 07	13 03
42 71	112	3	R. Chillis McMonagle	"	4	112	55	2658 1/2	14 24	20 68	34 92
46 27	117	3	Athelina E. Sharp,.....	"	6	117	40	3241	19 83	25 21	45 04
21 75	55	3	Rachel L. Moore,.....	"	7	55	36	1384	9 32	10 77	20 09
35 59	70	2	Joseph S. Bennett,.....	"	8	70	38	1767 1/2	8 90	13 75	22 65
111 23	105	1	JOHN W. CAULFIELD,.....	Westfield,.....	2	105	42	2374	13 35	18 47	31 82
35 00	118	3	Alma B. Horton,.....	"	3	118	28	1109	15 00	8 63	23 63
60 00	118	3	Jacob N. Pitt,.....	"	5	118	35	1931 1/2	20 00	15 03	35 03
11 57	39	3	Amelia Evans,.....	"	6	39	14	386 1/2	4 96	3 01	7 97
45 00	118	3	William S. Carter,.....	"	7	118	33	1295	15 00	10 07	25 07
18 25	61 1/2	3	Tryphonina Watters,.....	"	8	61 1/2	40	1750 1/2	7 81	13 62	21 43
56 95	112	3	Thomas Crawford,.....	"	9	112	24	977	18 93	7 60	26 58
60 00	118	3	William Melroe,.....	"	10	118	32	1943	20 00	15 12	35 12
23 95	87 1/2	3	Evadus J. Derrah,.....	"	12	87 1/2	32	1183	11 12	9 24	20 36
35 00	118	3	Amelia H. Pentman,.....	"	13	118	23	984	15 00	7 65	22 65
\$6262	62						4903	254,485 1/2	\$1709 11	\$1970 84	\$3688 95

COUNTY OF NORTHUMBERLAND—Continued.

Prov'l Grant to Teachers.				NAME.	PARISH.	County Fund to Trustees.						
Amount of Grant.	Legally autho'd days actually employed.	Class.				No. of District.	Legally autho'd days schools were open.	Pupils enrolled.	Grand Total days attendance of Pupils.	AMOUNT.		
										On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7	
\$44 62	117	2	Sarah Sinclair,.....	Newcastle,.....	7	849½	403	27002	\$107 98	\$342 17	\$450 15	
54 53	117	1										Eliza Hickey,.....
5 99	15	1										Ada F. M. Knapp,.....
12 53	33	2										Catharine Flett,.....
26 18	51½	2	Thos. G. McKay,.....	" "	6	235	130	8006½	\$30 00	101 46	131 46	
75 00	118	1	William J. Wilson,.....									
45 00	113	2	Mary J. Russell,.....									
46 77	118	2	Eliza J. Hill,.....									
58 48	115½	3	Adelia Ritchie,.....	" "	1	118	22	1773	20 00	22 47	42 47	
34 11	115	3	Mrs. M. R. Jamieson,.....									
36 23	95	3	John Roynayne,.....									
8 90	30	3	Margaret Flett,.....									
4 15	14	2	Mary J. Tait,.....	" "	7	14	12	112½	1 78	1 42	3 20	
32 03	84	2	Elizabeth Kelly,.....									
6 82	23	3	Maggie McRa,.....									
34 70	117	3	Helena M. Quirk,.....									
41 19	108	3	Isabella McInosh,.....	" "	12	108	44	2384½	13 73	30 22	43 95	
33 22	112	3	Eliza Lawler,.....									
13 05	44	3	Elizabeth Brown,.....									
\$3165 40						2905		161,822½	\$966 74	\$2050 66	\$3017 40	

COUNTY OF QUEENS.

Prov'l Grant to Teachers.				NAME.	PARISH.	County Fund to Trustees.						
Amount of Grant.	Legally autho'd days actually employed.	Class.				No. of District.	Legally autho'd days schools were open.	Pupils Enrolled.	Grand total days attendance of Pupils.	AMOUNT.		
										On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7	
\$38 77	61	1	Eldon Mullin,.....	Brunswick,.....	1	61	22	996½	\$ 7 75	\$ 8 43	\$16 18	
18 68	49	3	James Plume,.....	" "	2	49	21	794½	3 23	6 72	12 95	
60 00	118	2	T. William Perry,.....	Cambridge,.....	1	118	43	3012½	15 00	25 48	40 48	
43 86	115	2	Louisa Bulyea,.....	" "	2	115	55	3106	14 62	26 27	40 89	
39 28	103	2	Agnes A. S. Palmer,.....	" "	3	103	28	1632½	13 09	13 81	26 90	
44 62	117	2	Mary E. Simpson,.....	" "	4	117	20	1283	14 87	10 85	25 72	
43 09	113	2	Maggie E. Taylor,.....	" "	5	113	25	1267	14 36	10 72	25 08	
9 92	19½	3	Frederick L. Straight,.....	" "	7	19½	13	236	3 32	2 09	5 32	
10 68	21	2	Theo. H. Bulyea,.....	" "	9	21	21	341	2 67	2 88	5 55	
44 24	116	3	C. D. Lowery,.....	" "	10	116	57	2743½	14 75	23 21	37 96	
27 09	71	3	George J. D. Peters,.....	" "	12	71	45	1816	9 03	15 36	24 39	
44 62	117	2	Nettie L. Bulyea,.....	Cannons,.....	1	117	42	1895	14 87	16 03	30 90	
31 44	106	3	Mary C. Miles,.....	" "	2	106	20	1181	13 47	9 99	23 46	
11 86	40	3	Sibyl M. Humphreys,.....	" "	7	40	30	617½	5 08	5 22	10 30	
24 87	81	3	A. C. Larkin, Oct. '72,.....	" "	7	81	.....	1244½	9 30	10 53	20 83
29 36	77	3	Peters Yeamans,.....	" "	8	77	48	1703	6 79	14 40	24 19	
			Tea's. pd. in Sunb'y Co	" & Sheffield	1A	.....	6	156	.....	1 57	1 57

COUNTY OF QUEENS—Continued.

Prov'l Grant to Teachers.				County Fund to Trustees.								
6	5	4	3	2	1	AMOUNT.						
						1	2	3	4	5	6	7
Amount of Grant.	Legally autho'd days actually employed.	Class.	NAME.	PARISH.	No. of District.	Legally autho'd days schools were open.	Pupils Enrolled.	Grand total days attendance of pupils.	On account of Teachers employed.	On account of average attendance of pupils.	Total amount from County Fund.	
\$46 67	118	3	Lizzie F. Elliott,.....	Chipman,.....	3	118	23 2298	\$20 00	\$19 44	\$39 44		
58 93	116	2	Thomas Wright,.....	"	4	116	38 2177	14 75	18 42	33 17		
55 00	118	1	Kate Crawford,.....	"	5	118	53 3552	15 00	30 05	45 05		
44 62	117	2	Martha E. McQueen,...	"	6	117	64 1873	14 87	15 84	30 71		
18 98	64	3	Angelina Wasson,.....	"	8	64	31 1251 1/2	8 14	10 67	18 81		
33 51	113	3	Jennie Rigby,.....	"	11	113	32 2342 1/2	14 36	19 82	34 18		
			Tea. pd. in Sunbury Co	" & Northfield	1A		30 2073 1/2		17 54	17 54		
17 29	34	3	Claud T. McCutcheon,...	Gagetown,.....	1	34	27 880	5 76	7 44	13 20		
68 64	108	1	Philip Cox, A. B.,.....	"	3	226	98 6476 1/2	28 72	54 78	83 50		
60 00	118	2	A. W. Steeves,.....	"	3	226	98 6476 1/2	28 72	54 78	83 50		
26 11	66	3	Sophia K. Deveber,.....	"	4	66	37 1888 1/2	11 18	15 97	27 15		
60 00	118	2	J. Leslie Smith,.....	" & Canning,	5A	118	32 1911	15 00	16 17	31 17		
60 00	118	2	John Nugent,.....	Hampstead,.....	1	118	42 3106	15 00	26 27	41 27		
60 00	118	2	James Barnett,.....	" & Gagetown	2A	118	19 1308	15 00	11 06	26 06		
73 33	118	1	Eliza Polley,.....	"	3	118	21 1790	20 00	15 14	35 14		
24 41	64	2	Isabella J. Wallace, }	"	4	112	59 2966	14 24	25 09	39 33		
14 24	43	3	Lydia Clark,.....	"	4	112	59 2966	14 24	25 09	39 33		
75 00	118	1	Alexander Machum,...	"	5	118	65 3042	15 00	25 73	40 73		
25 55	67	3	David Moore,.....	"	6	67	34 841	8 52	7 12	15 64		
45 00	118	3	William J. Nickerson,	"	7	118	33 2095	15 00	17 72	32 72		
80 00	118	2	Benjamin Hayes,.....	"	8	118	36 2112	20 00	17 85	37 85		
33 90	102	2	Eliza J. McCouchie,...	"	9	102	51 1278	12 97	10 81	23 78		
45 00	118	3	Alfred McDonald,.....	Johnston,.....	1	118	31 1678 1/2	15 00	14 20	29 20		
14 83	50	3	Emma C. McDonald,...	"	2	50	14 380 1/2	6 36	3 22	9 58		
60 00	118	2	William Somerville,...	"	3	118	38 1705	15 00	14 42	29 42		
55 42	109	2	A. F. Armstrong,.....	"	4	109	35 2335	13 86	19 75	33 61		
46 27	117	3	Annie Thompson,.....	"	6	117	34 3061	19 83	25 89	45 72		
60 00	118	3	J. Newton Thorne,.....	"	7	118	18 1663	20 00	14 07	34 07		
73 73	116	1	John O'Mar,.....	"	10	116	29 1491	14 75	12 61	27 36		
44 62	117	3	John A. Strong,.....	"	11	117	28 1663	14 87	14 07	28 94		
45 00	118	3	Wm. J. B. Pearson,.....	"	14	118	45 2372	15 00	20 06	35 06		
39 28	103	2	Jane Muir,.....	" & Springfield	15	103	38 2282	13 09	19 30	32 39		
60 00	118	2	Howard D. Johnson,...	Petersville,.....	1	118	41 1257 1/2	15 00	10 64	25 64		
25 00	118	3	Charlotte Webb,.....	"	2	118	26 1359 1/2	15 00	11 50	26 50		
33 51	113	3	Amanda J. Bacon,.....	"	3	113	54 2913	14 36	24 64	39 00		
32 93	111	3	Sarah Watters,.....	"	9	111	22 1051 1/2	14 11	8 89	23 00		
56 44	111	2	W. H. Allingham,.....	"	10	111	52 2826	14 11	23 90	38 01		
56 44	111	2	William Quinn,.....	"	11	111	45 2525 1/2	14 11	21 36	35 47		
54 07	116	1	Sarah McSweeney,.....	" & Hampstead	12	116	30 1906 1/2	14 75	16 13	30 88		
39 14	99	3	Abigail J. Polley,.....	"	13	99	37 3131	16 77	26 48	43 25		
41 57	109	3	J. Wilber Perkins,.....	"	14	109	38 1663 1/2	13 86	14 07	27 93		
60 00	118	2	E. D. Vallis,.....	"	15	118	43 2297 1/2	15 00	19 43	34 43		
71 87	106	2	Robert Derrah,.....	"	16	106	16 1493	17 96	12 63	30 59		
60 00	118	2	William Tilley,.....	"	17	118	47 1831	15 00	15 99	30 99		
43 09	113	3	John Caldwell,.....	Waterborough,...	1	113	70 3432	14 36	29 03	43 39		
21 35	72	3	Isabella A. Fraser,.....	"	4	72	25 835 1/2	9 15	7 07	16 22		
45 00	118	2	Margaret S. Cox,.....	"	4		60 Ret. too late.					
41 19	103	3	Henry Adams,.....	"	7	103	36 2157 1/2	13 73	18 25	31 98		
36 23	95	3	Peter W. Cody,.....	"	10A	95	31 1927	12 03	16 30	28 33		
45 00	118	3	L. I. Flower,.....	Wickham,.....	1	118	56 2954	15 00	24 99	39 99		
60 00	118	2	E. H. Bolyea,.....	"	2	118	24 1222 1/2	15 00	10 34	25 34		
50 80	109	1	Celia A. Ganong,.....	"	3	109	27 1767	13 86	14 95	28 81		
140 00	118	1	JAMES G. A. BELYEA,	"	4	118	52 3487	15 00	29 50	44 50		
31 74	107	3	Elizabeth T. Clark,...	"	5	107	34 1299 1/2	15 00	10 99	24 99		
74 36	117	1	Thos. W. Musgrove,...	"	6	117	30 1919 1/2	14 87	16 24	31 11		
25 71	65	3	Sarah W. Long,.....	"	8	97	28 1908	16 44	16 14	32 58		
19 89	32	1	Zeno A. McQueen,....	"	8	97	28 1908	16 44	16 14	32 58		
57 96	114	3	Leinuel W. Fowler,....	Camb'ge & Waterboro	6		28 Ret. too late.					
\$3286 05							2534	1351824	\$633 59	\$1143 46	\$2077 05	

COUNTY OF RESTIGOUCHE.

Prov'l Grant to Teachers.				County Fund to Trustees.							
6	5	4	3	2	1	2	3	4	AMOUNT.		
									5	6	7
Amount of Grant.	Legally autho'd days actually employed.	Class.	NAME	PARISH.	No. of District.	Legally autho'd days schools were open.	Pupils Enrolled.	Grand Total days attendance of Pupils.	On account of Teachers employed.	On account of average attendance of pupils.	Total amount from County Fund.
\$150 00	118	1	ROBERT CHALMERS,...	Addington,	1	236	164	12349	\$30 00	\$59 61	\$89 61
13 87	78	3	Wm. T. Kerr, c.r.a....								
35 00	118	3	Elizabeth Nash,								
59 49	117	2	William Firth,	"	2	117	46	2798	14 87	13 51	28 38
43 47	114	3	William Dickie,	"	4	114	31	1695	14 49	8 18	22 67
43 47	114	3	Edward Carney,	"	5	114	33	1861	14 49	8 98	23 47
45 87	116	3	Jane McNair,	"	6	116	21	1811½	19 67	8 75	28 42
40 04	105	3	John McMillan,	Colborne,	1	105	25	1548	13 35	7 47	20 82
59 49	117	2	Donald McLean,	"	2	117	52	3375	14 87	18 71	33 58
43 86	115	2	Susan S. Gerrard,	"	3	115	47	3278	14 62	15 82	30 44
60 00	118	2	Isabella Kerr,	"	4	118	22	2432	20 00	11 74	31 74
74 36	117	1	John F. Dorothy,	" & Durham	8	117	55	3931	14 87	18 97	33 84
75 00	118	1	A. Ross, A. B.,	Dalhousie,	1	236	142	9255½	80 00	44 67	74 67
55 00	118	1	Helen Meahan,								
44 24	116	3	John Cook,	" & Colborne	1½	116	16	1036	14 75	5 00	19 75
35 00	118	3	Barbara McNair,	Dalhousie,	2	118	32	2273	15 00	10 97	25 97
34 40	116	3	Kattie McMillan,	"	3	116	28	1723	14 75	8 32	23 07
35 00	118	3	Isabel McMillan,	Durham,	4	118	54	3785½	15 00	18 27	33 27
34 70	117	3	Agnes McCormack,	Dalhousie,	5	117	41	2556	14 87	12 34	27 21
32 33	109	3	Mary Ann McCarthy,	"	6	109	40	2321	13 86	11 20	25 06
34 40	116	3	Catharine Currie,	"	8	116	28	1392	14 75	6 72	21 47
23 33	59	3	Mary Ann Porrier,	"	9	59	20	687	10 00	3 32	13 32
60 00	118	3	Caleb Salt,	"	10	118	41	1991	20 00	9 62	29 62
60 00	118	3	George Blackwell,	"	11	118	41	2913	20 00	14 06	34 06
150 00	113	1	JEROME BOUDREAU,	Durham,	1	113	40	3649	15 00	17 63	32 62
45 00	118	2	Christiana Cameron,	"	2	118	64	4555	15 00	21 99	36 99
42 71	112	2	William McDonald,	"	5	112	41	2418	14 24	11 67	25 91
45 00	118	2	Catharine Doyle,	"	6	118	68	4591	15 00	22 16	37 16
44 62	117	2	Isabella Cameron,	"	7	117	49	3783½	14 87	18 26	33 13
\$1519 65							1241	84508	\$428 32	\$407 93	\$836 25

COUNTY OF ST. JOHN.

Prov'l Grant to Teachers.				County Fund to Trustees.							
6	5	4	3	2	1	2	3	4	AMOUNT.		
									5	6	7
Amount of Grant.	Legally autho'd days actually employed.	Class.	NAME	PARISH.	No. of District.	Legally autho'd days schools were open.	Pupils Enrolled.	Grand Total days attendance of Pupils.	On account of Teachers employed.	On account of average attendance of pupils.	Total amount from County Fund.
\$ 43 47	114	3	George S. Allan,	Lancaster,	1	184	92	4100½	\$23 39	\$41 74	\$65 13
30 76	70	3	Amelia E. Baxter,								
66 74	115	1	Fred. W. Watson,								
16 76	113	3	H. Fradshaw, c.r.a....	"	2	337	262	17893	42 83	183 03	225 86
34 40	116	3	Jane Carroll,	"	3	116	53	2587½	15 00	26 34	41 34
34 40	116	3	Mary E. McKay,	"	3	116	53	2587½	15 00	26 34	41 34
150 00	118	1	M. ALLAN WALL,	"	3	118	53	2587½	15 00	26 34	41 34
42 32	107	3	Mary Kelly,	"	4	107	8	792	18 13	8 06	26 19

COUNTY OF SAINT JOHN—Continued.

Prov'l Grant to Teachers.				NAME.	PARISH.	County Fund to Trustees.						
6	5	4	3			1	2	3	4	AMOUNT.		
										5	6	7
\$75 00	117	1	William Mills,.....	City of St. John...								
45 00	117	2	Annie M. McCallum,									
55 00	117	1	Eliza O. Jordon,.....									
55 00	117	1	Bessie C. Otty,.....									
75 00	117	1	James A. McKeen,...									
75 00	117	1	Thomas Simpson,....									
55 00	117	1	Augusta C. Perkins.									
55 00	117	1	Annie Currie,.....									
45 00	117	2	Henrietta Taylor, ...									
55 00	117	1	Annie M. Robinson,									
55 00	117	1	Lucie Currie,.....									
55 00	117	1	M. J. Wilkins,.....									
75 00	117	1	William Wetmore,...									
55 00	117	1	Charlotte Whitney,...									
55 00	117	1	Catharine Barton,...									
45 00	117	2	Anna H. Wilson,.....									
45 00	117	2	Rachel C. Howard,...									
45 00	117	2	Jeanie Bell,.....									
55 00	117	1	Elizabeth Estey,.....									
45 00	117	2	Teresa Carleton,.....									
35 00	117	3	Mary Carleton,.....									
60 00	117	2	James Sugrue,.....									
55 00	117	1	Kate Sugrue,.....									
47 18	92	2	Frederick Allison,...									
35 38	92	2	Margt. J. Williams,...									
45 00	117	2	Maggie C. Sharp,....									
75 00	117	1	John McAlister,.....									
55 00	117	1	Maggie A. Watts,....									
45 00	117	2	Anna B. Frost,.....									
55 00	117	1	Bessie H. Boyd,.....									
45 00	117	2	Isabel Humphrey,...									
75 00	117	1	John Finen,.....									
45 00	117	2	Mary Gregg,.....									
55 00	117	1	Mary A. Carleton,...									
55 00	117	1	Addie Chamberlain,									
55 00	117	1	Annie M. Carter,....									
55 00	117	1	Abigail A. Williams									
55 00	117	1	Lydia E. Williams,...									
55 00	117	1	Amelia Duval,.....									
55 00	117	1	Charlette Baldwin,...									
45 00	117	3	Israel T. Richardson									
55 00	117	1	Emma Alden,.....									
55 00	117	1	Annie Murray,.....									
75 00	117	1	Daniel Miner Sterns									
45 00	117	2	Mrs. H. Chipman,....									
55 00	117	1	Annie M. Hea,.....									
75 00	117	1	W. M. McLean, A.B									
60 00	117	2	Stanley G. Olive,....									
45 00	117	2	Sara E. Wood,.....									
45 00	117	2	Emma S. Rutherford									
55 00	117	1	Maria Theal,.....									
45 00	117	2	Maggie Stothart,....									
75 00	117	1	John Montgomery,...									
45 00	117	3	J. D. Sprague,									
75 00	117	1	Thomas W. Street,...									
55 00	117	1	Sara E. Whipple,...									
75 00	117	1	George E. Baxter,....									
45 00	117	2	M. M. McWilliams,...									
55 00	117	1	Susie T. Robertson,...									
73 72	115	1	Thomas O'Rielly,....									
44 61	116	2	M. Agnes Nannery,...									
45 00	117	2	Sarah Carland,									

COUNTY OF SAINT JOHN—Continued.

Prov'l Grant to Teachers.				County Fund to Trustees.							
6	5	4	3	2	1	2	3	4	AMOUNT.		
									5	6	7
Amount of Grant.	Legally autho'd days actually employed.	Class.	NAME.	PARISH.	No. of District.	Legally autho'd days schools were open.	Pupils Enrolled.	Grand Total days attendance of Pupils.	On account of Teachers employed.	On account of average attendance of pupils.	Total amount from County Fund.
\$75 00	117	1	William D. Baskin,...	City of St. John...							
60 00	117	2	R. H. McWilliams,...								
55 00	117	1	Margaret Brittain,...								
55 00	117	1	Mrs. C. E. Hnestis,...								
75 00	117	1	Andrew Nescott,.....								
55 00	117	1	Lydia J. Baxter,.....								
55 00	117	1	Deb. A. Thompson,...								
45 00	117	2	Kate E. Carr,.....								
45 00	117	2	Rebecca S. Floyd,....								
10 26	20	2	J. H. Cother, ev'g school								
53 90	106	2	Samuel Bogle,.....	St. Martins.....	3	106	43	1962	\$13 47	\$19 97	\$33 44
60 00	118	2	Eliza Carlyle,.....	"	4	118	25	2115½	20 00	21 53	41 53
59 49	117	3	Patrick Bennett,.....	"	9	117	26	2185	19 83	22 24	42 07
46 67	118	3	Lecenia Umlah,.....	"	13	118	23	2335	20 00	23 77	43 77
150 00	118	1	JOHN BRITTAIN,.....								
60 00	118	2	A. C. McDonald,.....	"							
38 14	100	2	Edna Gorham,.....	"	2	453	261	1472½	57 58	149 84	207 42
34 70	117	3	Sarah A. Osborn,.....	"							
34 85	117½	3	Annie C. Upham,.....	" & Upham	10	117½	16	709½	14 94	7 22	22 16
43 91	111	3	Isabel Murphy,.....	" & Upham	25	111	29	1101	18 81	11 21	30 02
24 32	82	3	Florence N. D'Orsay,...	Simonds.....	8	82	46	2378	10 42	24 20	34 62
33 51	113	3	Margaret McGirr,.....	"							
34 11	115	3	Annie M. Hopkins,...	"	7	228	119	6935½	28 98	71 10	100 08
20 00	.....	2	Michael Kelly,.....	"							
.....	.....	2	Bal. Ser. Dis. No 11 Oct '74	"							
56 44	111	2	Michael Kelly,.....	"	9	111	31	1631½	14 11	16 61	30 72
31 44	106	3	Annie E. Lovatt,.....	"	14	106	24	1226	13 47	12 48	25 95
14 53	49	1	Annie E. Lovatt, Oct '74,	"	14	49	21	703	6 23	7 16	13 39
45 00	118	2	Jana Griffith,.....	"	16	118	52	2252½	15 00	22 93	37 93
59 49	117	2	Arthur Park,.....	"	18	117	24	829	14 87	8 44	23 31
60 00	118	2	Peter Bronnen,.....	" & Rothesay	19	118	30	1620	15 00	16 49	31 49
44 29	112	3	Mrs. Henry A. March,...	Simon's & St Martins	21	112	20	1628	18 99	16 37	35 36
.....	.....	.....	Tea. paid in Kemp's Co.	Simonds and Upham	24	.....	14	700	.....	7 12	7 12
\$8852 70							7888	541,960	\$2329 15	\$5516 80	\$7845 45

COUNTY OF SUNBURY.

Prov'l Grant to Teachers.				County Fund to Trustees.							
6	5	4	3	2	1	2	3	4	AMOUNT.		
									5	6	7
Amount of Grant.	Legally autho'd days actually employed.	Class.	NAME.	PARISH.	No. of District.	Legally autho'd days schools were open.	Pupils Enrolled.	Grand total days at-tendance of pupils.	On account of Teachers employed.	On account of average attend-ance of pupils.	Total amount from County Fund.
\$45 00	118	3	David G. Hendry,	Blissville.....	3	118	60	3942	\$15 00	\$36 96	\$51 96
33 51	113	3	Odella Merserrenau,.....	"	4	113	61	2913	14 35	27 31	41 67
13 35	45	3	Elizabeth Hoyt,.....	"	5	45	22	413	5 72	3 86	9 58
43 47	114	3	Charles Lunnin,.....	"	6	114	31	1984	14 49	18 61	33 10
54 53	117	1	Carrie Alexander,.....	"	7	117	22	1722	14 87	16 15	31 02
45 08	114	2	Phoebe Ann Kelly,.....	"	15	114	33	2591	19 32	24 29	43 61
60 00	118	2	Stephen H. Estabrook	Burton.....	1	118	27	1435	15 00	13 46	28 46
12 20	32	2	Charlotte L. Street, ..	"	2	32	19	357	4 07	3 35	7 42
37 37	98	3	J. Wesley Clarke,.....	"	4	98	73	4677	12 46	43 85	56 31
25 17	66	3	James L. Kimball,.....	"	5	66	20	722	8 39	6 77	15 16
44 98	96	1	Rebecca J. Smith,.....	"	7	96	40	2576	12 26	24 15	36 41
22 88	60	2	Elizabeth C. Secord,...	"	8	60	55	1816	7 63	17 03	24 66
130 92	103	1	W. W. B. ANDERSON,...	Gladstone.....	8	103	69	3338	13 09	31 29	44 38
33 94	89	2	Olive J. Bailey,.....	"	9	89	14	590	11 31	5 53	16 84
24 41	64	2	Annie Kerrigan,.....	"	10	64	24	886	10 11	8 31	18 42
4 60	15	2	Louisa S. Kelly,.....	"	11	15	44	2430	15 00	22 78	37 78
60 00	118	2	William McNulty,.....	"	12	63	18	810	8 01	7 59	15 60
24 02	63	2	Araminta D. Bailey,...	"	13	117	24	1533	14 87	14 84	29 71
54 53	117	1	Louisa F. Morgan,.....	"	1	102	32	2266	12 97	21 25	34 22
19 28	65	3	Mima Webb,.....	Lincoln.....	3	118	45	2107	15 00	19 75	34 75
14 11	37	3	David L. Gaunce,....	"	5	118	60	2388	15 00	27 08	42 08
35 00	118	1	Mary E. Grass,.....	"	1	98	20	1148	12 46	10 76	23 22
75 00	118	1	Alex. McLaughlin,.....	"	2	118	34	2667	15 00	25 00	40 00
8 14	76	3	J. I. Atkinson,.....	"	3	105	26	1633	13 35	15 78	29 13
24 32	82	3	M. M. Bowden,.....	"	2	45	26	510	5 72	4 78	10 50
125 00	118	1	GEORGE STEWART,.....	"	3	118	30	1586	15 00	14 87	29 87
53 39	105	2	John A. Gunter,.....	"	5	118	33	2607	20 00	24 44	44 44
22 88	45	3	John P. Stuart,.....	Northfield.....	7	113	18	1327	19 15	12 44	31 59
45 00	118	3	Horatio G. Howard,...	"	1A	109	34	1722	13 86	16 14	30 00
60 00	118	3	John Clark,.....	" & Chipman	2	250	57	5303	31 78	49 72	81 50
44 68	113	3	Elizabeth C. O'Brien,...	"	4	110	53	2978	13 98	27 92	41 90
55 42	109	2	Charles L. Barnes,.....	"	1A	41	12	331	5 21	3 10	8 31
71 19	112	1	B. H. Smith, A. B.,...	Sheffield.....	1A	41	12	331	5 21	3 10	8 31
42 33	111	2	Frances Crawford,...	"	1A	41	12	331	5 21	3 10	8 31
17 16	27	1	N. Burpee, bal Oct. '74	"	1A	41	12	331	5 21	3 10	8 31
139 82	110	1	ARTHUR McN. TAYLOR	"	1A	41	12	331	5 21	3 10	8 31
9 15	24	3	Arch. N. Clark,.....	Canning.....	1A	41	12	331	5 21	3 10	8 31
6 48	17	3	J. Forbes Peters,.....	"	1A	41	12	331	5 21	3 10	8 31
\$1638 31							1136	63997	\$424 44	\$599 16	\$1023 60

COUNTY OF VICTORIA.

Prov'l Grant to Teachers.				County Fund to Trustees.							
6	5	4	3	2	1	2	3	4	AMOUNT.		
									5	6	7
Amount of Grant.	Legally autho'd days actually employed.	Class.	NAME.	PARISH.	No. of District.	Legally autho'd days schools were open.	Pupils Enrolled.	Grand total days attendance of pupils.	On account of Teachers employed.	On account of average attendance of pupils.	Total amount from County Fund.
\$38 33	100	2	Mary A. Truswell,.....	Andover,.....	1	100	51	2303	\$12 77	\$18 92	\$21 69
44 24	116	2	Carrie A. Hammond,...	"	2	116	36	2036	14 75	16 73	31 48
148 72	117	1	SAM. A. COUILLARD, }	"	3	205	105	4434	26 06	36 43	62 49
41 02	88	1	Mrs. E. R. Jacob,..... }	" & Wicklow	5	.....	25	1059	.....	8 70	8 70
.....	.....	.....	Tea. paid in Carleton Co	"	.....	.....	.....	.....	.....	.....	.....
41 18	81	3	William Tomlinson,.....	"	6	81	20	1597	13 73	12 30	26 03
45 00	118	3	Charles Mehan,.....	"	7	118	22	1860	15 00	15 28	30 28
35 00	118	3	Lavinia Murphy,.....	Drummond,.....	11	118	25	1351	15 00	11 10	26 10
60 00	118	3	Orrin M. Allen,.....	"	14	118	48	3048	20 00	25 04	45 04
5 72	15	2	Mary L. Watson,.....	Gordon,.....	1	15	39	457	1 91	3 75	5 66
15 42	52	3	Jennie Cunningham,...	"	2	52	23	680	6 61	5 58	12 19
35 00	118	3	Mrs. B. Reid,.....	"	5	118	40	1718	15 00	14 11	29 11
33 22	112	3	Mary Jane Curry,.....	Grand Falls,.....	1	112	38	2179	14 24	17 90	32 14
73 09	115	1	G. W. Fenwick, A. B. }	"	7	233	109	6124	29 62	50 31	79 93
35 00	118	3	M. A. E. Hammond, }	"	.....	.....	.....	.....	.....	.....	.....
35 00	118	3	Annie C. Stoot,.....	Lorne,.....	4	118	24	2013	15 00	16 53	31 53
32 03	63	3	Charles Rogers,.....	"	6	63	14	639	10 68	5 25	15 93
60 00	118	2	Chas. W. S. Barker,...	Perth	1	118	51	2346	15 00	19 27	34 27
15 72	53	3	Margaret Scott,.....	"	2	53	56	1713	6 74	14 09	20 83
58 48	115	3	James Walker,.....	"	3	115	40	3869	19 49	31 78	51 27
30 51	80	3	James McCrea,.....	"	7	80	24	656	10 17	5 39	15 56
18 68	49	3	William Massie,.....	"	9	49	24	986	6 23	8 10	14 33
26 31	69	3	Edward Bruce,.....	"	10	69	33	1471	8 77	12 03	20 80
44 62	117	2	Priscilla F. M. Brown,	Andover,.....	4	117	40	2528	14 87	20 76	35 63
\$972 23							887	44,970	\$291 64	\$369 41	\$661 05

COUNTY OF WESTMORLAND.

Prov'l Grant to Teachers.				County Fund to Trustees.							
6	5	4	3	2	1	2	3	4	AMOUNT.		
									5	6	7
Amount of Grant.	Legally autho'd days actually employed.	Class.	NAME.	PARISH.	No. of District.	Legally autho'd days schools were open.	Pupils Enrolled.	Grand total days attendance of pupils.	On account of Teachers employed.	On account of average attendance of pupils.	Total amount from County Fund.
\$45 00	118	3	Joseph Read,.....	Botsford,.....	1	118	42	2055	\$15 00	\$21 70	\$36 70
45 00	118	3	Curtus Trenholm,.....	"	2	118	59	2248	15 00	23 74	38 74
37 75	99	3	James C. Spence,.....	"	3	99	50	1783	12 58	18 82	31 40
60 00	118	2	John Friel,.....	"	5	118	54	2751	15 00	29 05	44 05
45 00	118	3	Arthur W. Bent,.....	"	6	118	62	2648	15 00	27 97	42 97
34 70	117	3	Elizabeth Doyle,.....	"	7	117	31	1429	14 87	15 10	29 97
35 00	118	3	Rosanna Allan,.....	"	8	118	37	2070	15 00	21 86	36 86
45 00	118	2	Eliza S. Allan,.....	"	9	118	51	2909	15 00	30 72	45 72
45 00	118	3	Johnson Dobson,.....	"	10	118	50	2614	15 00	27 60	42 60
45 00	118	3	James G. Atkinson,....	"	11	118	62	2742	15 00	28 95	43 95
34 70	117	3	Isadore Read,.....	"	13	117	41	2229	14 87	23 53	38 40
56 19	110	3	Hiram H. Brownell,....	"	14	110	37	2303	18 73	24 33	43 11
60 00	118	3	Enoch B. Phelan,.....	"	15	118	60	2816	15 00	24 45	39 45
148 72	117	1	JOHN N. WELLS,.....	"	16	117	53	3997	14 87	42 20	57 07

COUNTY OF WESTMORLAND—Continued.

Prov'l Grant to Teachers.				County Fund to Trustees.																	
6	Amount of Grant.	5	Legally autho'd days actually employed.	4	Class.	3	NAME.	2	PARISH.	1	No. of District.	2	Legally autho'd days schools were open.	3	Pupils Enrolled.	4	Grand total days attendance of pupils.	AMOUNT.			
																		5	On account of Teachers employed.	6	On account of average attendance of pupils.	7	Total amount from County Fund.
\$37 75	99	3					A. W. D. Knapp,.....	Sackville,.....	10	99	50	2684	\$12 58	\$28 34	\$40 92						
45 00	118	3					D. S. Chesnut,.....	"	11	232	167	11550	29 49	121 95	151 44						
10 24	69	3					Min'ie Coleman, c.r.a }	"	12	107	55	2143	13 60	22 62	36 22						
53 14	114	1					Mittie Barnes,.....	"	13	68	79	2255	8 64	23 81	32 45						
31 74	107	3					Edith A. Fawcett,.....	"	15	108	31	2161	18 31	22 81	41 12						
8 77	23	3					H. Anderson, (late). }	"													
3 35	45	3					Claudine Dixon, (bal) }	"													
54 92	108	3					John M. Cook,.....	"													
71 19	112	1					D. B. White,.....	"													
45 00	118	2					Mary Steadman,.....	Shediac.....	10	459	216	15102	63 34	159 46	222 80						
51 74	11	1					Sophia M. Nesbit,.....	"													
73 33	117	1					Marion Wilson,.....	"													
150 00	118	1					WILLIAM A. BARNES,...	"	11	48	40	2137	15 00	22 58	37 58						
80 00	118	2					Benjamin A. Herritt,...	"	12	118	54	3724	20 00	39 33	.....					
							Bal. to Trustees	from Oct. 1874,.....					12 28	31 81	71 61						
60 00	118	2					James Doyle,.....	Westmorland.....	1	118	78	3012	15 00	31 81	46 81						
43 09	113	2					Marg't A. Teakles, }	"	2	113	99	5712	14 36	60 31	74 67						
9 79	66	3					N. J. Chappell, c.r.a. }	"	3	118	68	5683	15 00	53 67	68 67						
75 00	118	1					Rufus W. Gooden,.....	"	4	118	49	3889	20 00	38 98	58 98						
60 00	118	2					Anna Cleaveland,.....	"	5	101	78	3529	12 64	37 27	50 11						
38 52	101	3					Ernest G. Wall,.....	"	6	117	79	4783	14 87	50 04	64 91						
59 49	117	2					Charles E. Lund,.....	"	7	118	38	3201	15 00	33 80	48 80						
45 00	118	2					E. J. Wood,.....	"	8	41	52	1537	5 21	16 24	21 45						
12 16	41	3					Julia West,.....	"	9	117	26	2189	19 83	23 11	42 94						
59 49	117	3					M. C. Atkinson,.....	"	10	114	28	3438	19 32	36 32	55 64						
57 96	114	3					William Foxlow,.....	"													
\$5134	69											4960		284,668		\$1394	36	\$3005	89	\$4400	25

ERRATUM.—Semi-Annual Circular No. 1, p. 21, for District "No. 20" Salisbury, read No. 22.

COUNTY OF YORK.

Prov'l Grant to Teachers.				County Fund to Trustees.																
6	Amount of Grant.	5	Legally autho'd days actually employed.	4	Class.	3	NAME.	2	PARISH.	1	No. of District.	2	Legally autho'd days schools were open.	3	Pupils Enrolled.	4	Grand Total days attendance of Pupils.	AMOUNT.		
																		5	On account of Teachers employed.	6	On account of average attendance of pupils.	7	Total amount from County Fund.
\$45 00	118	3					Moseley T. Wathen,...	Bright,.....	1	118	34	1754	\$15 00	\$15 60	\$30 60					
57 46	113	2					Alonzo Dykeman,.....	"	2	113	47	2929	14 36	26 05	40 41					
130 00	113	1					CHARLES B. WATHEN,...	"	3	118	48	2560	15 00	22 77	37 77					
45 00	118	2					MARY A. COLTER,.....	"	4	118	38	1946	15 00	17 30	32 30					
34 70	117	3					Kate L. Johnston,.....	"	5	117	46	3021	14 87	26 86	41 73					
60 00	118	3					John Watson,.....	"	9	118	39	1861	20 00	16 54	36 54					
16 78	83	2					James Wallis,.....	"	10	83	24	427	4 19	8 80	7 99					
24 02	81	3					Bertha Hartley,.....	Canterbury,.....	1	81	27	1393	10 30	12 39	22 69					
12 16	41	3					Melinda A. Barker,...	"												
8 39	22	2					Emily A. Hayes,.....	"	3	63	24	863	8 01	7 67	15 68					

COUNTY OF YORK—Continued.

Prov'l Grant to Teachers.				County Fund to Trustees.								
6	5	4	3	NAME.	2	1	2	3	4	AMOUNT.		
										5	6	7
Amount of Grant.	Legally autho'd days actually employed.	Class.			PARISH.	No. of District.	Legally autho'd days schools were open.	Pupils Enrolled.	Grand Total days attendance of Pupils.	On account of Teachers employed.	On account of average attendance of pupils.	Total amount from County Fund.
\$45 00	117	2		Lizzie H. McKay,.....	Frederickton,.....							
38 84	101	2		Susie Perley,.....								
40 77	106	2		Minnie G. McKay,....								
43 09	113	3		John Timmins,.....	Manners Sutton	1	113	45 1726	814 36	\$15 35	\$29 71	
43 86	115	3		Alexander Hay,.....	"	2	115	69 3579	14 61	31 82	46 43	
20 62	69	3		Louisa J. Duffy,.....	"	3	69	36 1225	8 84	10 90	19 74	
33 51	113	3		Mary E. Polley,.....	"	4	113	44 2149	15 00	19 11	33 47	
35 00	118	3		Mary Skene,.....	"	5	118	53 1873	15 00	16 66	31 66	
43 47	114	3		Mary Belle Perley,....	"	6	114	41 2108	14 49	18 74	33 23	
57 97	114	3		William M. Hamilton,...	"	8	114	45 3053	14 49	27 15	41 64	
53 48	115	3		Thomas Davidson,.....	"	10	115	26 1903	19 49	16 04	35 53	
5 93	15	3		Fannie A. Rogerson,....	"	11	15	8 96	2 54	85	3 39	
18 68	49	3		David L. Gaunce,.....	New Maryland...	1	49	30 727	6 23	6 46	12 69	
35 00	118	3		Mary McKenzie,.....	"	2	118	45 2347	15 00	20 87	35 87	
7 63	20	2		Matilda Graham,.....	Prince William,	1	20	19 245	2 54	2 19	4 73	
34 40	116	3		Mary A. Marsh,.....	"	3	116	30 2093	14 75	18 62	33 37	
30 40	102	3		Maria Elligood,.....	"	4	102	39 1273	13 04	11 32	24 36	
55 00	118	1		Mary E. Adams,.....	"	5	118	36 2127	15 00	18 92	33 92	
44 24	116	2		Mary Hammond,.....	"	7	116	42 2250	14 75	20 01	34 76	
80 00	118	2		John E. McCutcheon,...	"	8	118	15 2015	20 00	17 92	37 92	
45 91	98	1		Sabina Bolton,.....	"	9	98	27 1828	12 52	16 26	28 78	
32 03	84	2		Alice E. Fraser,.....	"	10	84	25 709	10 68	6 30	16 98	
44 24	116	3		Frederic Carpenter,...	Queensbury,.....	2	116	26 1406	14 75	12 50	27 25	
35 00	118	3		Rachel Watson,.....	"	3	118	33 1907	15 00	16 96	31 96	
18 43	29	1		Frank H. Hayes,.....	"	5	29	35 780	3 69	6 94	10 63	
60 00	118	2		Anthony Nobles,.....	"	6	118	44 2488	15 00	22 12	37 12	
33 51	113	3		Eliza M. Gunter,.....	"	8	113	47 2208	14 36	19 64	34 00	
46 27	117	3		Adelia Gunter,.....	"	9	117	23 2088	19 83	18 57	38 40	
44 62	117	3		Lemuel C. Estey,.....	"	10	117	27 1364	14 87	12 13	27 00	
45 00	118	2		Annie Johnston,.....	"	11	118	33 1653	15 00	14 70	29 70	
6 38	21	2		Electra Atherton,.....	St. Mary's,.....	1	21	24 387	2 74	3 45	6 19	
44 62	117	2		Annie M. Hanson,.....	"	1	117	41 3060	14 87	27 21	42 08	
150 00	118	1		W. TEMPLE DAY,.....	"							
54 76	117	1		Alfreda L. Marsters, } Mary Orr Flemming, }	"	3	339	155 9160	43 16	81 51	124 67	
48 47	104	1		R. Grenville Day,.....	"	4	104	60 3089	15 00	27 47	42 47	
60 00	118	2		Margaret Clafield,....	"	6	107	43 2037	13 60	16 11	31 71	
40 80	107	2		M.L. Mersereau, (late) }	"	7	79	52 2162	10 04	19 23	29 27	
22 50	59	2		Ellen F. Penke,.....	"	7	59	36 1623	13 22	14 44	27 66	
48 47	104	1		Mary McBean,.....	"	8	104	37 2193	14 41	19 41	33 82	
5 13	73	3		Margaret A. McCart, } Cornelius Launcy, }	"	10	85	36 1846	15 00	16 41	31 41	
36 61	72	3		Manda J. Lint,.....	"	12	72	66 4050	14 94	36 02	50 96	
44 81	117	2		Mary E. Young,.....	"	13	117	37 2340	18 81	20 81	39 62	
56 44	111	2		Susan Sansom,.....	"	14	111	60 3919	14 87	34 85	49 72	
44 62	117	3		Henry Town,.....	Southampton,	1	117	50 2391	14 69	25 71	40 40	
44 05	115	3		Calvin L. Brown,.....	"	5	115	33 1610	11 82	14 32	26 14	
27 58	93	3		Jane Dore,.....	"	7	93	48 2118	13 98	18 84	32 82	
41 95	110	3		John Turner,.....	"	9	110	48 1307	7 88	11 62	19 50	
23 64	62	3		John B. Cliff,.....	"	7	62	31 1442	8 64	12 82	21 46	
14 49	38	3		Matthew Collins,.....	Stanley,.....	1	38	39 3556	20 00	31 62	51 62	
15 25	30	2		James Laird,.....	"	2	30	123 7407	30 00	65 87	95 87	
60 00	118	2		Grace S. Young,.....	"	3	118	63 4185	15 00	37 22	52 22	
60 00	118	2		Charles A. Miles,.....	"	6	118	45 2135	14 87	18 28	33 85	
55 00	118	1		L. Augusta Welling, } Ada B. Bell,.....	"	5	118	15 925	13 47	8 23	21 70	
34 70	117	3		Mary S. Loom,.....	"	9	117	36 1366	15 00	12 15	27 15	
31 44	106	3		Lydia L. Avery,.....	"	9	106	28 1260	15 00	11 21	26 21	
75 00	118	1		George Parker,.....	"	11	118					
35 00	118	3		Ellen B. Sanders,.....	"	12	118					
\$5867 79								5048	206,202	\$1836 51	\$1833 69	\$3170 10

GRAMMAR SCHOOLS.

The pupils, except for the County of Kings, are included in the foregoing Tables.

COUNTIES.	LOCATION.	TEACHERS.		Pupils Enrolled.	Legally authorized days Principal's Departm't open.	Amount of Government Grant.
		PRINCIPALS.	Number of Assistants.			
Albert,	Hopewell,	George W. Beatty, A. B.,	1	105	118	\$ 200 00
Carleton,	Woodstock,	James McCoy,	1	84	117	200 00
Charlotte,	St. Andrews,	James F. Covey, A. B.,	3	347	117	200 00
Gloucester,	Bathurst,	J. Arthur Freeze, A. B.,	5	154	118	200 00
Kent,	Richibucto,	Ingram B. Oakes, A. B.,	3	320	118	200 00
Kings,	*Hampton,	John Raymond, .....	.....	44	118	200 00
Northumberland,	Chatham,	E. H. McAlpine, A. B.,	2	199	118	200 00
Queens,	Gagetown,	Philip Cox, A. B.,	1	98	103	133 05
Restigouche,	Dalhousie,	A. Ross, A. B.,	1	142	118	200 00
Saint John,	City of St. John,	Rev. Chas. G. Coster, Ph. D.,	6	231	117	†300 00
Sunbury,	Sheffield,	Bedford H. Smith, A. B.,	1	57	112	189 83
Victoria,	Grand Falls,	George W. Fenwick, A. B.,	1	109	115	194 91
Westmorland,	Shediac,	David B. White,	3	216	112	189 83
York,	Fredericton,	Geo. R. Parkin, A. M.,	3	152	117	‡500 00
			31	2158		\$3,157 62

*Not in Union.

†Government aid paid through Secretary of Board of Trustees.

‡From the University Grant.

ABSTRACT—For Term ended 30th April, 1875.

COUNTIES.	Provincial Grant to Teachers.	Pupils Enrolled.	County Fund to Trustees.	*Total Number of Different Pupils in attendance at School within the Year.
Albert,	\$2,558 72	2,325	\$1,600 80	3,042
Carleton,	5,147 54	4,699	2,990 70	5,895
Charlotte,	5,146 67	4,915	3,882 30	6,402
Gloucester,	909 94	847	1,410 75	977
Kent,	1,883 22	1,624	2,865 15	2,171
Kings,	6,268 95	4,908	3,688 95	6,526
Northumberland,	3,165 40	2,905	3,017 40	3,790
Queens,	3,286 05	2,584	2,077 05	3,508
Restigouche,	1,519 65	1,241	836 25	1,486
Saint John,	8,852 70	7,888	7,845 45	9,649
Sunbury,	1,638 31	1,136	1,023 60	1,627
Victoria,	972 29	887	661 05	1,159
Westmorland,	5,134 69	4,960	4,400 25	6,289
York,	5,867 79	5,048	3,170 10	7,102
Grammar Schools,	\$52,351 92	.....	.....	.....
	3,157 62	44	.....	.....
Total,	\$55,509 54	46,011	\$39,469 80	59,623

*A few Districts failed to report the item of this column.

**THE SUPPLY OF TEACHERS—URGENT NEED OF ADEQUATE
NORMAL SCHOOL ACCOMMODATION AND EQUIPMENT.**

At the lowest estimate 1,100 Teachers are employed in the Schools at this hour. Of this number, over 200 hold only local licenses valid for a year. This reduces the staff of regular Teachers to 900. But of these 900, there are quite a number whose licenses should be called in, and there are more who must be required, at the earliest practicable day, to undergo further training in order to insure tolerable service from them. This further reduction of the working staff may be regarded as fairly balanced by the possible number of French Teachers in reserve, and the influx of trained Teachers from other Provinces or the States.

A staff of not less than 1,500 Teachers will be needed as soon as the School system embraces the entire territory of the Province as the field of its constant and successful operation.

The problem of the supply of qualified Teachers, therefore, is substantially this,—to bring the staff up to 1,100, and increase it to 1,500, and at the same time provide for the annual loss occasioned by retirement—from all causes. The fact that the operation of the Common Schools Act has already put an end to the “degrading system of ‘boarding round’” (but a single instance of this practice having come to my knowledge during the past year), provided fair remuneration as salaries, and elevated the whole scope and business of teaching, must tend to lengthen sensibly the period of service. Giving full weight to this consideration, it will be a liberal estimate to place the average period of service at ten years. On this basis, we require, to provide the following number of new Teachers annually, to meet the loss occasioned by retirement from the Service:—

For a Staff of—	New Teachers annually required--
1,100	110
1,250	125
1,400	140
1,500	150

The number of new Teachers annually needed to meet this loss may be reduced ten or fifteen per cent. by the introduction of the contingent pecuniary guarantees referred to on* p. xl. ; but this means of lengthening the period of service of Teachers cannot be made available except under the operation of the system of inspection contemplated by Regulation 42. Two years must elapse before any assistance can be had from this source, and a much longer time must elapse before it would be operative in all parts of the Province.

In addition to the supply necessary to meet this annual loss from the regular staff, I have already shewn that we require to provide 200 trained Teachers to raise our present staff to 1,100—the number of Teachers actually in service,—and 400 additional to provide for the possible increase in the number of Schools.

To meet all these demands of our School system for qualified Teachers, the Board of Education has been able to add to the staff since January 1872, 257 regular Teachers—an average of 86 a year. There is no room left to doubt that the time has fully come to look this question fairly in the face, and promptly to do what is practicable by way of meeting its urgent demands. Our Training and Model School, in both its Normal and Model departments, has been vigorously worked during the entire period under consideration. The efficiency of the Teachers sent out is everywhere acknowledged, and the applications of Trustees to secure the services of the most promising of those in training, anticipate by months the examinations for license. But the accommodations of the building now occupied by the School are wholly inadequate to our needs. In consequence, I have been obliged to abstain, almost entirely, from any efforts to secure the attendance of students. Nevertheless, at the opening of the last three Terms, more applicants have presented themselves than could be conveniently admitted. Numbers, in fact, have been turned away simply because the School is without its necessary equipment. There is no lack in New Brunswick of the “material out of which to make Teachers.” I feel every confidence in saying that this department can provide an abundant supply of excellent young men and young women for the business of teaching, if the Province will only make due provision for the training of them.

In view of the considerations now presented, I would respectfully recommend that provision be made for the immediate erection and equipment of such a Normal School as our School System imperatively demands. Nothing less than this can meet the case. But this provision being promptly made, it will, I think, be possible, by a careful administration of Regulation 32, and the timely provision of the pecuniary guarantees to which reference has been made, to fairly meet the present and future necessities of the Province, in the supply of qualified Teachers. No practicable enlargement or refitting of the building now used for the purposes of a Provincial Training and Model School will be wise, or at all adequate to the work proposed. Even with the present limited accommodation for students in the Training department, the rooms used for the Model department are every way unsuitable. The Principal, W. Crocket, Esquire, A. M., referring to this latter department, says in his Report:—

“Each room measures 23 feet by 21 feet, and in height 9 feet 10 inches. The average number of pupils in attendance in each room is about 40, thus giving to each pupil scarcely 120 cubic feet of air, while the prescribed minimum capacity for any School room should admit of 150. When it is considered that the Students visit each department twice a week, either to practice or to witness illustrations of methods, and that each occasion adds over 30 persons to the already overcrowded space, some change in the accommodation seems an absolute necessity. I leave the matter in your hands, feeling assured that you will bring it under the notice of the Government and urge some immediate action.”

The facts which I have so fully presented in support of the recommendation now made, seem to me to render it almost unnecessary to urge other considerations. The statements throughout this Report demonstrate that

the people are devoting liberal sums of money for grounds, School-houses, and furniture, and that the Schools put in operation are being thronged with children. Unless qualified Teachers are supplied, these local efforts on behalf of education will fail of their end. No pains are spared to procure the best text-books, but these educational instruments, however perfect, cannot be effectively used by poor Teachers. The Counties and the Province annually grant large sums of money towards Teachers' salaries, but these funds cannot yield the results for which they were designed unless received by men and women qualified, by a good degree of culture and professional skill, for the office of Teacher. In short, the efforts of Trustees, of Inspectors, of the Chief Superintendent, and the Board of Education, depend for their success, in the last analysis, upon the efficiency of the teaching staff of the Province. That it has become necessary to make provision for such a Normal School as I have recommended, is the amplest evidence that the Common Schools Act has awakened the people of New Brunswick to a lively sense of the claims of education. These claims have existed all along, but the public ear was well-nigh deaf to them. While other Provinces and States have erected admirable buildings for Normal School purposes, our Province has been disposed to let its Normal School find shelter as best it could. But the operation of the Common Schools Act has brought home to the people at large the necessity of providing adequate means for the supply of well-trained Teachers. This direct result of the working of the Act stamps it as a genuine educational measure. A result so rapid in its maturing and so vital to the one grand purpose of the Act cannot, I respectfully submit, be disregarded without entailing the gravest consequences upon the entire future of the School System of New Brunswick.—*From the Chief Superintendent's Report.*

IMPORTANCE OF PROMPT PAYMENT OF COUNTY FUND DRAFTS ISSUED TO SCHOOL TRUSTEES.

Our educational statistics demonstrate that the County Fund is the motive power of our whole School system. It would be well nigh impossible to arouse the majority of the people of the poorer Districts to that sense of the importance of education necessary to the providing of Schools and the keeping of them in operation, were there no annual County Fund rate. The same is true of the majority of the people of many Districts which are not poor. All parts of the County being annually called upon to pay into this Fund, it is a popular inference that all parts of the County should seek to derive some direct advantage by drawing out of this Fund. As the only objection most people have to education is that it costs something, the compulsory County rate removes, *notens volens*, the weight of this formidable objection. Each District, therefore, by a general law of the Province,

is impelled toward the discharge of its duty to its children. This leads to the building of School houses and the opening of Schools. But the general law of the Province not only impels each local community to the discharge of its duty to its children, but liberally encourages and helps in the discharge of that duty, up to the maximum required. This tends powerfully to insure the regularity of the Schools set in operation, and the attendance of all the children with a good degree of constancy. Thus, despite the fact that a large number of new Schools were opened during the past year, a considerable proportion of them being in the poorer Districts, the regularity both of the Schools and of the attendance of pupils throughout the whole Province was greater than in the previous year. To those local communities which, by neglecting or refusing to organize a School, offend against their own well-being and that of their fellow citizens at large, the County Fund rate acts as a beneficent penalty annually repeated until duty is discharged.

The experience of the past three years has shown these results to be inherent in the careful administration of the provisions of the Law respecting the County Fund. It is difficult, therefore, to overestimate the importance of removing every obstruction to the free play of this most powerful influence of our School system. Obstructions have existed and do exist, and these have not infrequently overborne every influence that could be wielded to counteract them.

In the Counties of Victoria, Kent, and Gloucester, efforts, attended with considerable success, have been made to thwart the provisions of the Law in respect of the County Fund. I indulged the hope that the Sessions and the County authorities would take such action by way of administering the statute as would enable this department to secure to the School Districts of these Counties educational benefits equal to those enjoyed by the other Counties of the Province. I cannot, however, in the proper discharge of the duties of my office, longer refrain from calling the attention of the Legislature to the importance of providing adequate means for the prompt payment of the County Fund drafts which I have issued to the Trustees of Schools, in the discharge of my duties under the statute, as well as for those which are to be issued in future. The non-payment of drafts has placed the Trustees in most embarrassing circumstances, and neutralized the stimulus to local effort which the fund was designed to impart. Trustees have not been able, in consequence, to meet their engagements, and Schools, once flourishing, have been closed. In many cases, friends of education have cashed the drafts, and hold them for payment. I have received numerous communications from the holders of these drafts urging that steps be taken to place the County Treasurers in funds. Others who are anxious to assist in the organization of Schools in the Districts in which they reside, desire my assurance that the aid of the County Fund may be depended upon. I am unable to reply satisfactorily to such communications, and the progress of education is greatly hindered.

In the incorporated Counties, so far as I am aware, the County Fund drafts have been promptly paid on being presented to the Secretary-Treas-

urers. But in several of the other Counties, more especially in Westmorland and Saint John, some of the Trustees of Schools have been obliged to wait on the County Treasurers for months. The Trustees give their time, without fee or reward, to the discharge of responsible duties in behalf of the public welfare; and it is unjust to them and every way inimical to public interests that prompt payment is not made of the drafts which they receive. When it is remembered that the Province loans, without interest, to each County for six months the amount needed to meet the County Fund Drafts in June of each year, there seems no good reason why the County Treasurers should not, in consequence, be in a position to meet promptly the December drafts.

I have referred to this subject at some length because it is of great importance to the harmonious and successful operation of our School system. I ought, however, to add that almost all of the Clerks of the Peace and County Treasurers have co-operated most heartily in seeking to facilitate, in every way, a vigorous administration of the provisions of the Law, and that where this has not been fully secured, the failure has not been chargeable to them. I may be permitted to suggest that if the Clerks of the Peace were required to appoint Collectors in all cases where those provided in the usual way fail in the prompt discharge of duty, there would not probably be any lack of funds in the treasuries. The Government of the Province, as well as the people of each County, has a direct pecuniary interest, under the Law, in the collection and disbursement of the County rates.—*From the Chief Superintendent's Report.*

[Being unable to supply copies of the following article to many applicants, it is republished from the *Semi-Annual Circular*, No. 1.]

A STAFF OF QUALIFIED TEACHERS—SUPERANNUATION.

THE supply of qualified teachers, and their retention in the school service, is a problem which no Province or State on this Continent has satisfactorily solved. In the business of education, the man or woman who educates is everything. A qualified teaching staff is, therefore, necessary to the wide diffusion of sound education. This truth has been clearly apprehended and deeply felt by those entrusted with the administration of public systems. While too much attention can hardly be bestowed upon school-houses, furniture, text-books and apparatus, it is evident that these, however skilfully devised, stop short of the requirements of the case. The matter lies deeper. The living agent, the teacher, is the power which actually determines the efficiency of all other instrumentalities. What is manifestly required, therefore, as an essential part of a common school system, is a staff of efficient teachers, men and women skilled in the difficult business of

teaching. This is the very heart of the whole thing. Failure here is not made good by houses, books, or other appliances: it is failure out and out.

“The teacher is the school.” My experience and observation, both on this Continent and in Great Britain and Ireland, have forced the sentiment of the old maxim into my blood. I should not discharge my duty satisfactorily to myself, if I failed to give expression to the strength of my convictions on this point. Let any intelligent person fix his mind for a little on the best teacher he ever knew. Let him call to mind the sweetness of that teacher’s ways, the clearness of his methods, the accuracy of his knowledge. How skilfully he put one in possession of one’s own powers. How soon his pupils began to respect themselves, and to have confidence in their own abilities. How delightful to them was study, and how soon they learned, and with what an outcome of genuine power, that the boundless world of knowledge was not his alone, but theirs, and all men’s. Place now such a teacher in every school in New Brunswick: what possibilities of noble endeavor and achievement could be denied to a people reared under such guidance! And yet the Legislature of New Brunswick, having called into existence a system of free education, is under obligations to do its utmost to secure this very result. Just as far as we approximate it, and no further, shall we attain the object for which any public educational provision can legitimately exist.

I wish to suggest for the consideration of the Legislature what appears to me to be fundamental in this matter. It is this: the deliberate adoption of such measures as are calculated to bind the whole brotherhood and sisterhood of teachers of this Province together in a recognized profession. I here take it for granted that the business of teaching can fairly be shown to meet the conditions demanded of the general professions, though differing, of necessity, in some of its aspects from them all. I shall, therefore, proceed at once to specify the two conditions which, in my judgment, are essential to its actual assumption of such a character before the public. The first condition is this:—

1. None but persons who prove themselves qualified in a prescribed degree must receive authority to engage as Teachers in the Public Schools.

This condition is fundamental. Now it is certainly possible to ascertain with sufficient accuracy whether the attainments of any applicant for authority to practice in any recognized department of the profession, are such as to warrant, without injustice to any, the issue of that authority in accordance with established principles applicable alike to all. A common authority must guard the door of admission to the profession, and the character of this common authority, and the uniformity of its operations, must be such as to preclude all suspicion of favoritism, and command in all respects the confidence of the public.

This first condition has been, I trust, fairly met by the action of the Board of Education, set forth in Regulation 30 throughout. . . .

This Province, then, is in a position to consider with care the second condition referred to. It is this:—

2. *Teaching must afford such pecuniary guarantees as shall permit qualified persons to make it their business for life.*

I do not refer especially to the obligations resting upon the local communities in this matter. These obligations are great, and must, of course, be assumed before we shall have a staff of qualified persons making teaching their life work. These obligations will be acknowledged and discharged very much in accordance with the estimate placed by the Legislature of the Province upon the QUALITY of the work performed in the Schools. This estimate can find effective expression only in the means adopted by the Province to insure to the people that the character of each teacher's work shall be regularly and adequately tested, and publicly made known by the giving or withholding of suitable rewards. Granted such were done by the Province, it is plain that the local communities would thus be continuously appealed to by the importance assigned to the business of teaching. I make no doubt in saying that it is the duty of the Province to lead in this matter, and with solicitude to foster an abiding educational interest in the minds of all the people. I shall, therefore, confine my suggestions to such pecuniary guarantees as, in my view, the Province can fairly undertake in this behalf, and ere long ought to undertake. The guarantees which I propose to every successful teacher,—*i. e.*, to every teacher whose quality of work attests his success year in and year out—are definite pecuniary emoluments in the event of ill-health or old age overtaking him while engaged in the school service of the Province. These emoluments should be proportioned to the teacher's success and his period of public service.

It is obvious that Provincial guarantees thus conditioned involve the periodic classification of the SCHOOLS by competent men,—involve, in short, an efficient system of School inspection by the Province. I do not stay to demonstrate that a well-ordered system of inspection is the right hand and eye of a public school system, since it is equally necessary whether the pecuniary guarantees of which I speak be provided or not, and since the provisions of Section 13 of the Manual of the Common Schools Acts, and Regulation 42 of the Board of Education, manifestly contemplate such a system of inspection as is required to secure the object immediately under consideration:—

SEC. 13.—From and after the period of five years from the time this Act goes into force, the Provincial aid to Teachers and Assistants, qualified and employed as aforesaid, shall be regulated in part according to the class of license, and in part according to the quality of the instruction given in the School as determined by the semi-annual examination of pupils by an Inspector, as follows: For the School year, or rateably as above, Male Teachers of the first class, one hundred and ten dollars; of the second class, eighty dollars; of the third class, sixty dollars: Female Teachers of the first class, seventy dollars; of the second class, fifty dollars; of the third class, forty dollars: in addition, each Teacher whose School shall be reported by the Inspector, in respect of quality of instruction, as entitled in any half year to the first rank, shall receive for the half year at the rate of forty dollars per year; the second rank, at the rate of twenty-five dollars; the third rank, at the rate of ten dollars, or rateably as above: each such Assistant shall receive a sum equal to one-half the grants to Teachers.

FROM THE REGULATIONS OF THE BOARD.—The sum placed at the disposal of the Board of Education for Inspectors' salaries is insufficient to secure the services of professional Teachers for the office. It is believed that the interests of education will be best promoted by the employment of Inspectors, for a limited period, chiefly in the work of making practically known to the people the provisions of the law, the steps to be taken to secure its advantages, the requirements respecting school accommodation, the careful and proper adjustment of boundaries, and in short, all matters necessary to enable every District to become so familiar with correct modes of procedure as to ensure the regular support of schools. As soon as this condition is reached, the work of inspection proper will require special attention, and demand professional qualifications for its successful discharge, as contemplated by the following Regulation:—

UNIFORM CERTIFICATION OF CANDIDATES FOR INSPECTORSHIPS.—In view of the operation of Section 13 of the Law, all candidates for the office of Inspector thereunder shall have taught for a period of at least three years, and shall have obtained a license of the Grammar School Class in accordance with Regulations 30 and 31; and upon appointment to office, each Inspector shall spend one term at the Provincial Training School, or such time as the Board of Education may require, with a view to a more perfect acquaintance with the methods of School Management and Teaching to be employed in the schools of the Province.—*Reg.* 42.

Taking it for granted that the schools of a population not exceeding 40,000 will be assigned to each Inspector in the discharge of the duties contemplated by Sec. 13 of the Law, I shall briefly outline the manner in which they may be periodically classified in respect of the *Quality* of work done in them. I would group all school subjects under two heads,—*Obligatory and Optional*. The obligatory subjects would be (say) such as reading, spelling, writing, arithmetic, geography, composition, and English grammar. The optional subjects would include all others now taught in our schools, with the elements of vocal music, industrial drawing, and physical science.

The Board of Education would adjust and publish a programme of proficiency in obligatory subjects, and another in optional subjects. I am aware of the difficult and responsible task involved in the preparation of these programmes; but it is practicable. The great point to be had in mind is to save the programme from stimulating mechanical teaching, to grasp subjects vitally and not by mere externals, and to lift principles to the surface, and not mere forms. To entitle any school to be classed at all, not less than 75 per cent. of the number of pupils on each class-roll should be presented for inspection. To entitle a school to the first rank 65 per cent. should pass in the obligatory subjects, and an equal per centage of those engaged with optional subjects should pass in two subjects of this programme,—it being obligatory to teach two of such subjects (if the condition of the school permitted,) but the teacher having the option as to which two they shall be. Only one text in physical science should be allowed in any term. If only 50 per cent. of any class (of pupils) passed in two subjects, a school should be entitled to be placed in the front rank if the number of passes averaged 65 for the school. But if this partial failure were repeated in the same subjects in another class (of pupils), the school

should not rank as first even if eligible in all other respects, because this repeated double failure would argue inefficient teaching of these subjects.

To entitle a school to the second rank, 50 per cent. should be required instead of 65, and one subject from the optional programme. Repeated double failure, on the basis of 25 per cent. instead of 50, to disqualify the school for second rank, even if otherwise entitled to it.

To entitle a school to the third rank, 40 per cent. of enrolled pupils should be required to pass in the obligatory subjects, and repeated double failure out and out, in any two subjects, should preclude the school from classification.

The number of passes in each subject, multiplied by 100, divided by the number on the class-roll, gives the per centage of passes in that subject; and the mean of these per centages gives the standard according to which the rank of the School would be determined. The outline I have now given is, of course, to be understood as merely approximate. The plan I have suggested is framed expressly with the view of avoiding the evils which educationists too truly, in my opinion, allege inhere in the English plan. The foremost teachers in Scotland assured me that the chief objection now existing in that country to the English plan, was that it ignored the correlation of the various subjects of study, and virtually barred the way to the employment of the most successful methods of dealing with the fundamental subjects. Experiment after experiment has been made, and it has been shewn beyond all question, that schools confined to the study of the three R's make less progress in these subjects in the same period of time than those having a more liberal course of study. There is abundant proof that the soundest instruction in the essential branches is compatible with an extended course of instruction in other subjects. The plan outlined does not countenance the notion that a dry mechanical knowledge of any branch is the thing to be sought after, but it does assume three important things:—First, that good teachers can so inform the minds of their pupils that these pupils shall be able readily to command their knowledge and set it forth; secondly, that competent men can be had to perform this work of fairly testing the knowledge possessed and valuing the knowledge exhibited by any given number of pupils; and thirdly, that the central authority shall watch with untiring vigilance the inception, growth, and maturing of the whole system. These assumptions are warrantable ones, and are obviously involved in the provisions of the 13th Section of the Law.

The outline I have now given indicates the general system of school work and supervision which must in a few years result from the operation of the Common Schools Act. I now return to the consideration of the pecuniary guarantees to teachers, in view of ill-health or old age, and which may be so grafted on the school system at this point as to contribute powerfully towards securing the permanent employment of the best teachers. I respectfully submit that the Board of Education should be empowered to annex to the terminal payments provided by Section 13 the following *SPECIAL PECUNIARY GUARANTEES TO TEACHERS, in the event of loss of health in the service, or disability from old age:*

1. A School (or Department) passing in the first, second, or third rank, shall entitle the teacher to a yearly allowance from the Board of Education equal to the following amount, per year, for every year of service performed under this guarantee:—

MALES.		FEMALES.	
First Rank	\$	First Rank	\$
Second Rank	\$	Second Rank	\$
Third Rank	\$	Third Rank	\$

When the series of passes made includes different Ranks, the proportionate average amount affixed to these different Ranks shall form the yearly unit; but when the whole series of inspections of a school (or schools) taught by any teacher shews less than seventy-five per cent. of passes in some Rank, there shall be no claim to the special pecuniary guarantee, until this per centage is restored.

2. A Teacher who shall have taught for a period of at least five years, on an average, in each district in which he or she has been employed under this guarantee, and the whole series of inspections of whose schools shews seventy-five per cent. of passes in the First Rank, shall be entitled to receive a yearly allowance from the Board equal to the following amount per year, for every year of service performed hereunder: Male Teacher \$—, Female Teacher \$—.

It is specially to be observed that the Rank of the School has no legal connection with the Class of the Teacher, but is wholly dependent upon the QUALITY of the work professed by the School, under the operation of an Obligatory and Optional programme of instruction. This leaves ample room and verge for the recognition of every form of teaching ability, and affords no shelter for talented indolence.

It is my conviction that the suggestions offered include in essence, and must evolve in operation, a fulness of sound results far beyond what the first blush of the subject might disclose. I shall briefly attempt to put these suggestions to the test. And in doing so, I wish anew to direct attention to *what it is we wish to accomplish*. It is this simply: the right education of the people of our Province,—not the right education of the few and the wrong education of the many, but a measure of the veritable thing itself for all. This is the aim, nothing more, or less, or else. Any proposition, come whence it may, that seeks incorporation into a school system, is to be condemned, if it can be shewn that its operation will not always and ever be a means to this end. But if it fairly passes this test, it is genuine, and all should unite for its incoming and welcome. Do, then, the two suggestions I have ventured to offer in behalf of a teaching profession in this Province so touch the complex sources of School life as to evoke concurrently all the forces of the school organism in the spread of sound education? I think a satisfactory reply to this crucial question may be rapidly outlined:

For the Province to demand specific qualifications as the basis of conferring authority to teach, involves the determination by the Province of the nature of these qualifications, the ensuring of suitable facilities for their

attainment, and the careful examination by competent persons of all applicants for license. Thus, at one stroke, scholastic and professional preparation is quickened over the whole country, and quickened for all time.

Persons who are not capable of demonstrating a reasonable degree of fitness for the work of teaching will not seek to enter upon it, or seeking, will be debarred. Young men and young women of good parts observe that the Province has work for them to do,—work which she impressively declares to be of great moment, and which unqualified persons will not be commissioned to undertake; and their sympathies are enlisted in this department of the public service.

There is ever being born into the community a host of true souls, such as real teachers are made of, who are ready to renounce the prospect of becoming wealthy, for the sake of doing service in a great and worthy cause. All that is needed is the public assurance that the material wants of themselves and theirs shall be provided for in a manner tolerably in keeping with the functions to be discharged. Let this class of persons once know that the Province is pledged to make public declaration of the quality of the teacher's work, and that those who do good work can devote their lives to it without being exposed to distress and want in their days of weakness and old age, and the Province will have their services in the school rooms of the land. And let me here remark, that the special pecuniary guarantees which I have suggested are not pay for the services done, but simply the removal of an obstacle which would have prevented the service being done; and the recognition of the importance and value of the service.

To keep the door of the profession wide open for the admission of the best talent of the country, and at the same time to keep another door open for the quiet withdrawal of those who, from whatever cause, are not successful teachers, is a problem that must be solved before sound education can be widely diffused. But the careful classification of all teachers by the Province, and the periodic classification of their schools under the conditions and in the manner suggested, with the accompanying guarantees, would set the door of entrance wide open, render those happy who love the work, and ever motion the remainder towards the door of exit. And just here, by way of example, I wish to put a current proposition to the touchstone of this test. Both on this Continent and in Europe a superannuated teachers' fund is thought to be a most desirable thing. In this opinion I fully concur, but not in the principle on which any fund known to me is administered. Take the Ontario fund, which illustrates a feature common to all that have come under my notice. Every teacher may pay in a certain trifling sum each year, and thereby become entitled, in the event of disability, to draw out annually a sum equal to \$6 a year for every year he has been employed. The Legislature of Ontario grants in aid of this fund some \$4,000 annually. Now, the benefits of this fund do not flow to the recipients as the recognition by the Province of the *excellence* of service rendered. The benefits are open to good, poor, and indifferent teachers alike. Hence persons who lack the energy necessary to make a decent livelihood in other callings,

discover that their country's forethought has met their needs exactly. The result is, they are powerfully drawn towards 'keeping school.' They can eke out the present as well at teaching as at anything else; while the fund so thoughtfully created for the cloudy day ahead begets in them a persistent continuance in the work. The shifts of which they are capable pass comprehension. Their existence in the profession drives many worthy persons out of it, and keeps more from entering it. These "specks in the garnered fruit" generate decay. Poor teachers multiply, and the school system is weighed down with them. This is the obvious tendency of a fund so administered, and unless powerfully counteracted must retard the spread of sound education among the people at large. But, unless I greatly mistake, the pecuniary guarantees I have suggested meet the very case these superannuated funds were created to meet, and on principles which pass the test. These guarantees are for excellence of work,—excellence not of to-day, or of to-morrow, but throughout the entire period of service. Those whose schools fail of being ranked at all, or of maintaining the minimum status, are not doing a tolerable measure of the educational work required. The publication of this fact by the Province withholding the pecuniary guarantees given to others, must result in stimulating such teachers to diligence and effort, or in causing them to make room for better teachers. The migratory habits of teachers can also be effectively checked by the operation of these guarantees, so far as it is desirable to check them.

I think I have sufficiently indicated the far-reaching character of the simple suggestions I have offered, and shown their adaptation to the end in view. I am impressed with the thought that the administration of the entire school system of the Province should be regulated by a few fundamental principles within the comprehension of all, yet so gathering up into themselves every detail and directing the application of every force, that the operation of the system in every part shall unceasingly proclaim that the sole object sought is the widest diffusion of sound education.

It will be observed that the views now presented have an exclusive bearing upon our future Teachers. I see no way of creating and administering a general fund for the relief of teachers already disabled, or who will soon be superannuated, which is not open to very grave objections. Several cases deserving of relief (one being that of a teacher who has faithfully taught upwards of forty years in New Brunswick), have been presented to the Board of Education during the past year. But the Board has no power to grant any aid. It appears to me that the most satisfactory mode of meeting the cases that now exist, and those which may arise before any such general plan as that which I have outlined could become operative, would be for the Legislature to empower the Board of Education to deal with each case on its merits, and to grant such relief as the Board may think deserved. No general provision, applicable alike to all cases, would be wise, since, I am bound to say, I have reason to believe there would be some applicants who are wholly undeserving of any aid. I trust this recommendation may be favorably considered by the Legislature.—*From the Chief Superintendent's Report.*

PROCEEDINGS AT THE TEACHERS' INSTITUTE.

THE TEACHERS' INSTITUTE, convened at Fredericton on the 7th, 8th, and 9th of July, 1875, by the CHIEF SUPERINTENDENT, was intended primarily for the benefit of the Teachers in York and Sunbury Counties, but was open to all others from any part of the Province. The place of meeting was the Temperance Hall, which had been prepared for the purpose by the introduction of blackboards and of eighty single desks and chairs, arranged on either side of the platform, for the accommodation of the pupils of the Model Schools. There were three Sessions each day, as follows:—10 a. m. to 12 m.; 3 p. m. to 5 p. m.; and 7.30 p. m. to 9 p. m.

The names and residences of all the teachers present were registered by the Secretary to the Institute, HERBERT C. CREED, Esq., M. A., and the roll was called at the commencement of each Session. At the close of the Secretary's Report will be found a classified list of all the teachers in attendance.

REPORT

BY

H. C. CREED, M. A., SECRETARY.

FIRST SESSION.

At the appointed hour THEODORE H. RAND, Esq., D.C.L., Chief Superintendent, opened the Institute with an address on *The Progress of Education under the Common Schools Act, and the increased Responsibilities of Teachers*. The following is an outline of the address:

Three years having passed since the passage of the "Common Schools Act," it is fitting, as an introduction to the work of this Institute, that we review the progress made and the position at which we have arrived in relation to Common School Education. We shall consider

I. *Some of the provisions of the present Law and Regulations.*

(1) The distinctive feature of the Act of 1871 is Assessment as the mode of supporting schools. The permissive enactment of 1857 was, to a great extent, inoperative. While the general introduction of assessment by the present Act, awakened opposition, it also excited a new and powerful interest on the part of the people.

(2) The most important part of the Public School moneys is raised by District Assessment, — the Law permitting the majority of the rate-payers, duly assembled, to devote the property of the people for the support of schools. In this way provision is made not only for the Teacher's salary, but for the building of School-houses and for all kinds of equipment.

(3) Assistance to Poor Districts. Dr. RAND called attention particularly to the operation of the enactments on this behalf. It would be the fault of the people of such Districts if, by means of the additional Government allowance to the Teacher and the special aid from the County Fund, they were not in a position to have good schools. In all Districts, local exertion determines whether there shall be suitable school privileges.

(4) The provisions in relation to Local Officers were next considered, and the advantages of having a Board of Trustees for each District were shown. While personally favorable to the system of Parish Trustees, he thought the time had not yet come for such an arrangement. The present system brings the management of school affairs within the knowledge and the influence of the inhabitants of the District, and under it, the opinions and wishes of parents are fairly represented.

(5) General Supervision. This is well provided for at present by means of the County Inspectors. But, that the service may be performed in the best possible manner, and adapted to the condition and wants of the country, particularly in view of the operation of the 13th Section of the Act, it is provided that, after a certain time, the office of Inspector shall be held only by men whose literary and professional qualifications, are at least equal to those required of the highest grade of teachers. Probably the efficiency of the service may also be increased by the aggregation of territory under a smaller number of Inspectors.

II. *The General Results from the operation of these provisions.*

From their non-operation very unpleasant results have followed. Most of the difficulty and the hostility has been due to this cause. Our School system has encountered not only the ordinary amount of opposition, such as every new system may be expected to meet; but the opposition has been of a mixed character,—local and general, religious and irreligious, civil and ecclesiastical. Apart from the obvious and important advances secured by the grading of Schools, the results of the present improved system may be seen in the following among other particulars:

(1) Attendance. There has been great advancement both in the number of children at school and in the regularity of attendance. For 40,000 pupils in the public schools in 1871, we had 60,000 in 1874. At the present time, in all ordinary Districts, we have reached very nearly a normal standard of attendance. This shows the perfect adaptation of the system to a country like this. If this be the case while the country is still sparsely settled, we have a surety of increasing success as the population increases and the resources of the country are developed.

(2) School-houses. A large number have been built and a still greater number repaired or enlarged. Most of the Districts working under the Law are now provided with good buildings for school purposes. This is an index of the educational sentiment of the community; while the assistance rendered by the Department in furnishing plans, elevations, and working drawings, free of expense, is an expression of the sentiment of the law-makers of the Province as to the vital necessity of the most complete provisions for public education.

(3) Internal equipment. In this respect, especially as to furniture, there has been a very marked improvement.

(4) Text-books. The Board has given much attention to the selection and preparation of such books as seemed best adapted for use in our schools. We now have a nearly complete series of text-books in the different subjects of instruction, whose excellence is generally acknowledged. Teachers can appreciate the importance of this matter. While the good teacher can do much without text-books, yet after all, upon their excellence his success is largely dependent.

(5.) There has been great advancement in reference to the Position of

Teachers. Salaries have largely increased; but an accurate comparison cannot be made, as the facts are not obtainable previous to the last two years. It is a fact, however, that the average Salary of teachers in New Brunswick to day exceeds the average in Nova Scotia and in Ontario.

Again, under existing arrangements, the social and public position of the teacher is rightly conditioned. Under the old system the teacher had to interest himself largely in soliciting and collecting his salary. The lowering tendency of this is evident. All this is changed now. The teacher is a public officer, and certain public officials become responsible for his engagement and his salary. Teachers to day have in their own hands the status and the elevation of their profession. No one will lose caste now because engaged in teaching.

III. *The Increased Responsibilities of Teachers, arising out of our present Position.*

There are responsibilities in relation to the pupils, to the trustees, to the community at large and to the profession. Upon the last point chiefly, Dr. RAND said, he proposed to speak at this time.

He remarked that there is in this Province to day no *bona-fide* Teaching Profession technically so called. We shall not reach that point till we are all earnestly and actively engaged in endeavors to improve our position individually and collectively. Here the speaker dwelt upon the importance of continual self-improvement. To be really professional, we must be well qualified for our work. There are

(1) Personal Qualifications. The teacher should be neat in person, courteous in bearing, polite in manners, above meanness in all his conduct. He should have "sweetness and light," and the power of a christian character.

(2) Literary Qualifications. Show me a teacher who has stopped studying, and I will show you one who has stopped growing. The teacher's knowledge should not be limited to the subjects with which his duties require him to deal. Every one should have always some subject of study apart from his regular work, to which he shall constantly turn for recreation and recuperation.

(3) Professional Qualifications. The teacher should be practically acquainted with the most improved methods of teaching. Here the CHIEF SUPERINTENDENT informed his hearers that he would place in their hands printed slips containing useful *Maxims of Method*, and asked that they should test all principles laid down and every exercise introduced at this Institute, by reference to these Maxims.

Professional qualifications may be enlarged and enriched

(a) By making ourselves acquainted with the literature of the profession. Every teacher should know what such men as Comenius and Pestalozzi and Arnold and Page and Currie have said.

(b) By meetings of teachers for consultation and discussion. Regular but not too frequent meetings are desirable,—say of all the teachers in a town, or those of adjacent districts. It should be no hardship to any teacher to devote time to such meetings. Their benefits are obvious.

To be professional, teachers should know all about the construction and management of the school-house,—all about the preparation and care of the school-grounds,—all about methods of teaching and of discipline. They should be practically acquainted with what might be called the drudgery as well as the higher part of the work.

Many present were doubtless more than merely paid officers: they had their work at heart. Such should consider the importance of fixity of purpose and fixity of location. The evils of the migratory habits of teachers were pointed out. Teachers, however, were not themselves always to blame for their frequent removals. The practice was a thermometer of public sentiment.

After briefly reviewing the positions taken, DR. RAND asserted that all the educational provisions exist ultimately *for the child*—yet some teachers seem to think the school-system exists chiefly for *them*. This principle is true, for instance, in relation to Holidays and Vacations. The time devoted to these intervals of relaxation should be just such as may be best for the children and such as shall enable the teacher to do the best for them. The principle is also applicable in relation to time-tables, recesses, nooning, school terms, salaries, and the structure of school-houses.

It was for the teachers to demonstrate to the people, by their work, the power of education: otherwise the idea could never be lodged in the popular mind.

What, the lecturer asked, had Education done for us?—for our country? for other countries? The prosperity of the country depended upon its industry, its intelligence, its morality. For the promotion of these, the system of public education was established.

In conclusion, the CHIEF SUPERINTENDENT called upon his hearers to be true to the duties of the hour.

The subject of *Physical and Vocal Exercises* was then introduced by DR. RAND, who, in a few words, met some of the objections that had been made against devoting time to these matters in school,—and indicated in a general way, the benefits derivable from the use of such exercises. We must, he said, recognize and care for the physical as well as the intellectual. To give attention to proper carriage of body, symmetry of form, development of voice and general health, is a part of our duty as teachers of youth.

He then announced that a series of lessons on this subject would be given by MISS ALICE CLARK, one of the teachers of Frederickton, who had spent the past winter at the School of Oratory in Boston, and H. C. CREED, Esq., M. A., of the Provincial Training School. These lessons and exercises would be of assistance to many teachers in preparing them to make use of the prescribed Manual.

MISS CLARK then occupied fifteen minutes with exercises intended to promote a proper carriage of the body,—prefacing them with suitable introductory remarks.

The Teachers in attendance were then enrolled, under the direction of the Secretary, numbered blank forms being distributed, to be filled up by each one with his or her name and residence. From these a register was afterwards made up, and the roll was called at the commencement of each succeeding Session.

At the same time each Teacher was furnished with a copy of the *Programme of Subjects*, and a slip containing the following

MAXIMS OF METHOD.

1. The development of the faculties is more important than the acquisition of knowledge; each should be made auxiliary to the other.
2. The method of Nature is the pattern of all methods, and especially of the method of learning languages.

3. Exercise is the condition of development; and doing, of complete knowledge.

4. The ultimate objects of the study should always be kept in view, that the end be not forgotten in pursuit of the means.

5. The means ought to be consistent with the end.

6. In the beginning of the study, only one difficulty should be encountered at one time; and an accumulation of difficulties should be avoided in subsequent stages.

7. The mind should be impressed with the idea before it takes cognizance of the sign that represents it.

8. Instruction in the unknown is to be reached by means of the known; the complex, through the simple; the abstract, through the concrete; synthesis, through analysis.

9. Example and practice are more efficient than precept and theory.

10. The protracted exercise of the faculties is injurious: a change of occupation renews the energy of their action.

11. Every study should be made interesting in itself or in its results, as a means of securing the attention.

12. In a class, no learner should be idle, and the method pursued should be such that learners of different degrees of advancement shall derive equal advantage from the exercise.

SECOND SESSION.

THE CHIEF SUPERINTENDENT addressed the Teachers on *First Steps in Reading*, and illustrated his views by exercises with the Primary Department of the Model Schools.

FIRST STEPS IN READING.—Though some present, he said, may not have to do directly with this department of work, yet to understand the subject thoroughly is desirable for all. The importance of first steps is obvious. Early impressions and practices are of vital moment.

1. What is the object in view *in the first stages of teaching Reading*? It is to enable the child to apprehend thought through visible symbols, and to vocalize those symbols to the ear in a natural manner.

The end in view should largely determine the method to be employed. We aim to reach the unknown through the medium of the known. What is the known in this case? The child can utter thought,—can talk,—can converse in little sentences. That is the known. Now we can teach the child to recognize the visible expression of the utterances he makes. Shall we then endeavor to lead the child at once to read the sentences which he speaks? Yes, just that. Shall we not begin with single words, and when enough words are learned, then put them together in sentences? That is not the natural method. How does the little one begin to learn to talk? The mother talks to it,—not in letters,—not in syllables,—not in single words,—but in easy sentences. These the child soon begins to understand. It is of no use to attempt analysis in any thing, till we have something to analyse. The thought as a whole comes before its parts: so should the visible expression of the thought precede the analysis of that expression.

2. What should be *the character of the subject-matter*?

- (1) It must be such as is within the range of the child's sympathies.
 (2) The language must be such as the child is familiar with. (3) The lesson must be about some one thing; that is, it must have unity,

It will be found that the lessons in our prescribed Primer meet these requirements.

3. *The advantages of the plan recommended.*

(1) The child is, from the first, brought face to face with *thought*, as the heart of language.

There is a great gulf to be passed—a complete transition to be made,—from the oral to the written or printed. To place the child at once where he finds the written to be only the visible expression of the oral, is to save him from the bewilderment and from the irksomeness of a meaningless drill, which result from the common method. He should never know anything else, on this subject, than that what he is after is the thought.

(2) Only *one mechanical difficulty* is encountered *at one time*. The difficulty is for the child to learn to connect the sign with the idea. He must come to recognize by means of *form*, the sentence which he already understands and uses. This the child does constantly in pictures. Having never seen an elephant, he yet learns that a certain picture represents the large animal he has heard mentioned by that name.

In teaching by the sentence method, we proceed from the whole to its parts. In order to teach the words, or any word in a sentence, we may transpose the words in various ways (consistent with the expression of thought), thereby fixing the children's attention upon them individually.

(3) On this plan, the child *reads*, from the first, *naturally*, as he would speak. "School tones" are avoided. It is not creditable to us that such tones exist, and that the phrase is current.

Dr. RAND said he did not plead for this, as the quickest method. The quickest is not always the best. But at the same time he believed it to be unequalled in the rapidity of its results, and he referred to the experience of a teacher who had used several methods.

He pointed out the admirable adaptation of our prescribed books and cards, for instruction by this method.

Speaking of the alphabetic method, the Superintendent asked if any one could tell him what was the object in teaching a, b, c, d, &c. A gentleman replied that the object of most teachers was to incorporate them afterwards into words. "But why spend so much time," asked Dr. RAND, "in teaching them the *names* of the letters?" He pointed out the uselessness of it, and gave examples. For instance, see a tee is not cat, and the child can never know it to be cat until he is told.

Some may object that while the sentence method will do very well for a beginning, there is no progress in it. But we do not stop there. The child has been taught to read as he speaks—i. e. fluently, with expression—from the very first lesson. That has been the one thing set him to do. It is a delight for him to read his little lessons, and his tones of voice leave no room to doubt that he has made the thought his own,—that he understands and enjoys what he reads. This is the First Step, the great step, the all-important step. Henceforth it will be comparatively easy to hold him to the main purpose. Being now able to read the first half of the Primer, he has acquired quite an eye-vocabulary, and is well prepared for the gradual introduction of the Second Step. This consists of the phonic analysis of words, and the correlative process of word-building. These phonic exercises should either precede or follow the reading lesson proper. The latter is always to be made an exercise in the vocalization of thought. Until children are familiar with the Second Step, the *names* of the letters should not be used at all, and then only in oral spelling.

Illustrative exercises by the Primary Department of the Model School.
Before the close of the address, MISS MINARD'S pupils had entered,

led by their teacher, and had taken their seats in perfect order, where they remained perfectly quiet until called on for work. The department numbers forty-three boys and girls between the ages of five and seven years, divided into two classes answering to the first two years' course of instruction.

MISS MINARD, after directing the most advanced class (A) to give in print-script upon their slates formal answers, from memory, to the question "Of what use is Iron?" called up the younger pupils (class B) for a *reading lesson*. Entering into conversation with them about some flowers she held in her hand, she led them to use the sentence "The pink rose is pretty." This she printed on the black-board and caused the class to read after her, simultaneously and individually, many times, while she kept their attention fixed upon the printed words. A picture of a rose was shown and the teacher drew out the distinction between the picture and the real object. The children being required to point out the word they did not know, it appeared that none of them knew "rose." They were then required to distinguish that word in other sentences and among detached words printed on the board,—being called on individually to point to the word "rose" wherever they saw it. Various tests being applied, it presently became evident that the class had learned the word.

A second stage was next illustrated,—the analysis of words into their sounds;—sentences composed of short words being printed on the board, the class took word by word and uttered the elementary sounds composing them.

Several pupils in Class A were then called up to read what they had written,—after which Class B was further exercised in reading from the Cards and the Primer,—and then Class A in the First Reading Book. The reading in both classes was spirited, and characterized by fluency, pleasant tones, proper inflection and modulation of voice. All these children were taught to read on the plan advocated by DR. RAND in his address.

While the younger children were reading, the more advanced were busy writing Terminations on their slates, and now they gave a specimen of building up words from terminations. For example, the ending *ake* being given, the following words were orally constructed by members of the class:—*kuh-ake—cake, wuh-ake—wake, sh-ake—shake, br-ake—brake, mm-ake—make, etc.*

Before withdrawing, MISS MINARD, by request, caused her scholars to go through some of the physical exercises of the Prescribed Manual.

Physical Exercises.—When the children had marched out, MISS CLARK took the platform. After reviewing the Sitting and Standing Positions practised in the first lesson, she introduced additional exercises intended for the same purpose, with others having for their object the promotion of a *proper carriage of the chest and right habits of breathing.*

THIRD SESSION.

NARRATIVE COMPOSITION.—THE CHIEF SUPERINTENDENT commenced by saying that he proposed to treat of the practice of *Narrative Composition as the complement of the Reading Lesson.* He introduced his remarks by reading the following extract from the Report of the Commissioners on Middle Class Schools in England:—

“The ‘human’ subjects of instruction, of which the study of language is the beginning, appear to have a distinctly greater educational power than the ‘material.’ As all civilization really takes its rise in human intercourse, so the most efficient instrument of education appears to be the study which most bears on that intercourse, the study of human speech. Nothing appears to develop and discipline the whole man so much as the study which assists the learner to understand the thoughts, to enter into the feelings, to appreciate the moral judgments of others. There is nothing so opposed to true cultivation, nothing so unreasonable, as excessive narrowness of mind; and nothing contributes to remove this narrowness so much as that clear understanding of language which lays open the thoughts of others to ready appreciation. Nor is equal clearness of thought to be obtained in any other way. Clearness of thought is bound up with clearness of language, and the one is impossible without the other.”

To these views DR. RAND said he could heartily subscribe. It was under a strong conviction of the importance of the study of language that he had exerted himself in having a series of Reading-Books prepared on a plan answering to that importance. He conceived that the object of a course of Reading Lessons was to enable the learner to obtain in large measure the discipline of thought necessary to a cultivated vocalization of the language. It was worthy of remark that the effort to vocalize a passage was of itself often an amazing assistance to the complete mastery of the thought of the passage.

He passed to consider what is accomplished by the study and practice of Narrative Composition. It is an aid towards securing a perfect apprehension of the thought, such as is essential to its reproduction. Every one will admit that the ability to reproduce the ideas of a passage in different forms,—in long sentences or short,—interrogatively or declaratively,—in this way or in that—implies suppleness—readiness in the use of the mother tongue. But more than this. AS SIR WILLIAM HAMILTON justly observes, one does not really apprehend a thought if one is unable to give written expression to it. This is both a test of apprehension and a powerful help to it. So in relation to *form*. Practically, to apprehend form sharply we must be able to imitate it by the hand. You cannot be sure that it has gone in at the eye until it goes out at the hand.

There is an erroneous opinion abroad among teachers, that the study of Grammar precedes the practice of Composition, and hence we have 25,000 children studying the former and only 7,000 practising the latter. This is a grave error. Grammar is the logic of speech. An English Grammar is the Common School text-book on Logic. This study is beyond the intellect of the young child. Etymology, of course, can be taught, in part, at an early stage, but it is best taught with the use of language. The study of Grammar will not give one facility in composition. Practice—use—in composition will. The child composes orally. Let him practice composition with pen or pencil, as soon as he can print or write.

No one—whether old or young—can write well on a subject in which he is not thoroughly interested. Most of the existing methods of teaching composition err in laying too much stress on exercises which are purely grammatical and abstract. Not only are such exercises uninteresting to the young, but they also fail in the end which they profess to have in view.

No amount of practice in such exercises will ever make free and vigorous writers. The only way to secure this, is to give the learner something to write with which his mind and heart are in sympathy,—something which so interests him that it makes him forget the difficulties and formalities of composition in the pleasure of telling a story. Too many rules and cautions only make the young writer nervously afraid of committing solecisms, and tend to produce a stiff and formal style.

There are few children, even of five years of age, who cannot give a connected account of anything in which they have taken part; yet how few boys and girls of eleven or twelve, and even older, can do the same thing in writing. And why? Chiefly because they suppose that a composition exercise must be something big and grand—something to be strained after. How much better, were the teacher to say to his scholars, "Go and write a story on your slates—write it as you would tell it to your brother or sister."

In this, as in other arts, it is practice, under judicious guidance, that makes perfect. The great obstacle to practice is the difficulty young people have in finding material. They are generally expected to make bricks without straw. Nothing could well be more unfair in itself, or unsound in method. The task of casting ideas in the mould of sentences is of itself sufficiently trying for the powers of the pupil; but his difficulty is made very much greater by asking him to invent the ideas as well.

The only way to overcome this difficulty is to supply the pupil with sufficient material to form the basis of his exertions. The exercise is then really composition, or building up; not invention or original writing.

As already intimated, our Readers are designed to come to the aid of the teacher just here. The Reading lessons furnish the materials, excellent in respect of variety and adaptation. The preparation of the reading lesson should be turned to account in composition exercises. From the Second Reader upwards, questions are set to almost every lesson.

Many teachers do not see that these Questions are there chiefly for the purpose of securing the daily practice of the pupils in narrative composition. The power of questioning, both as a means of laying metes and bounds to general and indefinite thoughts and bringing elusive ones to bay, is well known to the skilful teacher. It lies at the foundation of the experimental method of investigation. The first difficulty which young people meet with in attempting composition is in not knowing "how to begin;" the second is in not knowing "what to say next." The question-method shows the scholar both how to begin, and how to proceed, while it requires the construction of every sentence to be the scholar's own.

[Here an interval of fifteen minutes was allowed for a review, by Miss CLARK, of the *Physical Exercises* previously given.]

On resuming, DR. RAND explained the manner of using the Questions appended to the Reading lessons. He shewed that if a formal answer be written to each question, then the series of answers, properly connected together, would form a lucid narrative. He illustrated the method of procedure in the successive stages of practice, by means of printed *specimen exercises* which he had prepared for distribution among the Teachers attending the Institute. The following are the chief portions of the

SPECIMEN EXERCISES.

Reading Lesson.—THE SPIDER.

[Second Reader, p. 9.]

Questions.—What is every Spider when he is born? Who has taught him? What do the mason-spiders build? How does the garden-spider cross from place to place? What did the Spider do when he was put on a stick in the water?

ANSWERS.

Every Spider is a weaver when he is born. God has taught him how to do his work.

The mason-spiders build houses as large as a thimble.

When the garden-spider wishes to cross from place to place, he lets his thread float in the air. The thread takes hold of plants, or branches of trees, and the Spider uses it as a road or bridge.

Once when a Spider was put on a stick in the water, he began to spin a long thread. He made the end of it fast to the top of the stick. As he spun, the thread floated away on the wind to a tree on the shore. He then slid along the line and got to the land.

Reading Lesson.—THE HURT BIRD.

[The reading lesson is here given in outline only.]

“Summer evening—Frank watering his garden—Bessie sewing beside the door—the dog Fan chases the birds—she catches one—Frank rescues it—its wing is hurt—he takes it to Bessie—gives Fan a stick to play with—Bessie binds up the hurt wing—keeps the bird in a cage—in a few days it is quite well, and it sings sweetly—Frank sometimes whistles a simple tune to it—one day the bird tried it, too—soon learned it well, and became a great pet in the house.”

Questions.—What kind of evening was it? What was Frank doing? Where was Bessie? What was she doing? What was Fan doing? What did she catch? Who rescued it? What had happened to it? To whom did he take it? What did he give Fan? What did Bessie do? Where did she keep it? When was it well again? What did Frank teach it?

1. Write, in order, FORMAL ANSWERS to the above questions.
2. From your formal answers make a COMPLETE STORY.

1.—FORMAL ANSWERS.

The following are examples of the answers which may be expected from pupils eight years of age to the questions on the above lesson:—

It was a fine summer evening.
 Frank was watering his garden.
 Bessie sat beside the door of the house.
 She was sewing a new frock for her doll.
 Their little dog Fan ran about the garden chasing the birds.
 She caught one of the birds.
 Frank at once ran after her and rescued the poor bird.
 He found that its wing was very much hurt.
 He took the bird to his sister.
 He gave Fan a stick to play with.
 Bessie bound up the hurt wing.
 She put the bird in an empty cage, which they had in the house.
 In a few days it was quite well again.
 Frank taught it to sing a simple tune which he whistled to it, and it was soon a great pet in the house.

2.—COMPLETE STORY.

The following is an example of a complete Story, as it might be written from the *formal answers* (or, after a little practice, directly from the *questions*):—

One fine Summer evening, Frank and Bessie had gone into the garden to amuse themselves. Frank was watering his own little garden, and Bessie sat beside the door sewing a new frock for her doll. Fan, their little dog, ran about the garden chasing the birds. At last she caught one. Frank at once ran after her, and rescued the poor bird. He found that its wing was very much hurt, and he took it to Bessie. To keep Fan from coming near the bird, he threw her a stick to play with. Bessie bound up the hurt wing, and put the bird in an empty cage which they had in the house. In a few days it was quite well again, and sang sweetly. Frank taught it to sing a simple tune by whistling it over to it once or twice, and the bird soon became a great pet in the house.

LETTER WRITING.

[Since a letter differs from a story or other narrative only in being (usually) written in the first person, and in being addressed to a particular individual or second person, any of the exercises in the Reader may be done in the form of letters, by introducing these two persons. The following points present but little difficulty:—(1) The place and date, (2) the form of address, (3) the form of concluding, (4) the name and place of the person addressed.]

Example.

FREDERICTON, N. B., July 1st, 1875.

MY DEAR HARRY,

I received your kind letter last week. This is a holiday, so I have time to tell you all you wish to learn about my pet bird.

One evening last Summer, Bessie and I went into the garden to amuse ourselves. I was watering my own little garden, while Bessie sat beside the door sewing a new frock for her doll. Our little dog, Fan, ran about the garden chasing the birds. At last she caught one. I ran after her at once, and rescued the poor bird. I found that its wing was very much hurt, and I took it to Bessie. To keep Fan from coming near the bird, I threw her a stick to play with. Bessie bound up the hurt wing, and put the bird in an empty cage which we had in the house. In a few days it was quite well again, and sang sweetly. I taught it to sing a simple tune, by whistling it over to it a few times, and the bird soon became a great pet in the house.

Now this is a long letter, so I shall look for a long letter from you.

I am, my dear Harry,

Your affectionate Cousin,

FRANK PETERS.

To HARRY WHITE, Chatham, N. B.

THIRD READER.—For specimen Exercise, see p. IV. of Preface.

FOURTH READER.—For specimen Exercises in Letter-writing, see p. 73. Also, pp. 159, 160, Reader No. V.

Reading Lesson—THE AMAZON.

[Reader No. V., p. 312.]

Questions.—Where has the Amazon its source? How far from Lima? What is the character of its higher waters? Give some idea of the great size of the valley, and of the volume of its waters? What is the length of the river? What is the region above the Rio Negro called? What is the character of the Upper Amazon? What makes its navigation dangerous? What is the chief feature of the Lower Amazon?

FIRST STEP.—[*Formal answers to the Questions.*]

The Amazon has its source in a little lake in the very heart of the Cordilleras.

That Lake is about one hundred and twenty miles northeast of Lima.

It is at first a comparatively small stream, flowing in a series of cataracts and rapids through rocky valleys.

Some idea of the great size of the valley of the Amazon may be acquired, when we reflect that more than half of Europe could be contained in its basin.

The length of the main river is not less than four thousand miles.

The region above the Rio Negro is called the Upper Amazon.

It is a magnificent wilderness, where civilized man as yet has scarcely obtained a footing.

During the rainy season its navigation is dangerous, as the current bears along uprooted trees, and often undermines the banks.

The chief feature of the Lower Amazon is its vast expanse of smooth water, often bearing on its bosom detached islets of floating vegetation.

SECOND STEP.—[Completed Narrative.]

[The formal answers are here repeated in Roman type; the additions are in *Italics*.]

The Amazon, *the King of rivers*, has its source in a little lake in the very heart of the Cordilleras, *nearly fourteen thousand feet above the sea-level, and just below the limit of perpetual snow*. That lake is about one hundred and twenty-miles northeast of Lima, the *capital of Peru*. It is at first a comparatively small stream, flowing in a series of cataracts and rapids through rocky valleys, *till it reaches the frontier of Ecuador, at a distance of eight hundred miles from its source*. Thence a vast valley, *clothed with impenetrable forests, stretches eastward to the far distant Atlantic*.

Some idea of the great size of the valley of the Amazon, *and of the volume of its waters*, may be acquired when we reflect that more than half of Europe could be contained in its basin, *and that its tributaries alone exceed in bulk of water all the rivers of Europe put together*. The length of the main river, *with its windings*, is not less than four thousand miles. The region above the Rio Negro, *or Black River (so named from the dark coffee-colour of its waters)*, is called the Upper Amazon. It is magnificent wilderness, where civilized man as yet has scarcely obtained a footing. *The climate is healthy, in spite of the sultry atmosphere; and the vegetation is richer even than on the lower river*. During the rainy season its navigation is dangerous, as the violent current, *one or two miles in width*, bears along a *continuous line of uprooted trees*, and often undermines the banks, *which fall into the river with a terrific crash*.

The chief features of the Lower Amazon is its vast expanse of smooth water, *of a pale yellowish colour*, often bearing on its bosom detached islets of floating vegetation, *on which animals are sometimes carried out to sea*.

SIXTH READER.—For specimen Exercise, see pp. 18, 19.

PARAPHRASE.

Reading Lesson.—THE LAST DAYS OF GEORGE III.

"He was not only sightless, he also became utterly deaf. All light, all reason, all sound of human voices, all pleasures of this world, were taken from him. Some slight lucid moments he had, in one of which the queen, desiring to see him, entered the room, and found him singing a hymn, and accompanying himself at the harpsichord. When he had finished, he knelt down and prayed aloud for her, then for his family, and then for the nation; concluding with a prayer for himself, that it might please God to avert his heavy calamity from him, but if not to give him resignation to submit. He then burst into tears and his reason again fled."—*Thackeray*.

QUESTIONS.

1. By what physical infirmities was the insanity of George III. accompanied?
2. From what sources of pleasure was he cut of?
3. Did his intelligence ever return?
4. Who, on one of these occasions, went into his room.
5. What was he doing as she entered?
6. That over, what did he do and for whom?
7. What did he ask for himself?
8. What followed?

ANSWERS.

1. During his insanity, George III. became both blind and deaf.
2. From all the sweetest enjoyments of life he was hopelessly cut off;—from the pleasant sunshine without, as from the light of reason within; from the sounds of nature, as from the cheering voices of friends.
3. Sometimes, for a brief interval, his intelligence returned.
4. On one of these occasions, his queen went into his room to see him.
5. As she entered he was playing on the harpsichord and singing a hymn.
6. That done, he knelt down and prayed for his queen, for his family, for his people, and lastly for himself.
7. He asked that, if it pleased God, his great affliction might be removed; but, if that could not be, that he might have submission and patience.
8. Then came a flood of tears, and his brief lucid interval was over.

SPECIMENS OF EXERCISES IN SYNONYMS.

[Select a word representing a familiar idea, with its opposite. Let the pupil arrange a few synonyms under each, and write short sentences showing the proper use of each word.]

later.
latter.
this.

earlier.
former.
that.

coarse.
rough.
rude.

refined.
gentle.
polished.

EXERCISE.—A *later* train; a *later* edition; An *earlier* delivery. The *latter* of two trains, or editions. His *former* situation. The difference between education and instruction is, that the *former* trains the mind; the *latter* fills it with information; *that* draws out and stimulates its powers; *this* stores and often clogs it.

EXERCISE.—*Coarse* language is the sign of a vulgar mind. *Refined* taste accompanies delicacy of feeling. Manners are *rough* or *gentle*. A *rough* sailor; a *gentle* nurse. A *rough* storm; a *gentle* breeze. *Rude* language is a sign of ignorance; *polished* language, of education. A *rude* shock. *Rude* behaviour; *polished* manners. A *polished* style of writing.

After speaking upon the benefits derivable from the study of words, historically as well as etymologically, DR. RAND observed that the majority of the teachers were deficient in this kind of knowledge. They should give attention to the subject. Let them read such works as Trench on the English Language, Crabbe's Synonyms, and Angus' Hand-Book of the English Tongue.

Our profession, more than any other perhaps, *tends* to make narrow men. The teacher has little contact and conflict with the world of men. His dealings are chiefly with children. We, probably above all others, need the liberalizing influence of large reading,—to store the mind with food for thought,—to acquire a varied stock of information. Here DR. RAND enlarged upon the strengthening and refining influence of an acquaintance with the great literature of our language,—the good and the true that has been written by those whose names ennoble our history. When qualified for his work, every teacher ought to be able to make our Reading Books the means, *through reproduction, by the Pen* as well as by the Voice, of the thought and sentiment which they contain in such pleasing variety, of putting his pupils well on the road to the possession of their heritage in our noble English language.

Some may ask, Where shall we find the time to teach all our pupils narrative composition, as you recommend? Make the time. Devote one-quarter of that commonly set apart for Reading, to this practice of composition, and you will have better results in Reading, in addition to the training in composition thus afforded. One exercise will be the complement of the other.

Another question that some may ask is with respect to the proper place for the use of text-books in Grammar and Composition. Surely it is a grave error to place such treatises in the hands of pupils before they are tolerably in possession of the language itself. Let the pupil first, by simple imitation, get the language *by use*,—he cannot get it in any other way. With such constant and helpful practice as has been outlined, pupils ten years of age will be sufficiently matured to study a text-book on Grammar. The exercises in the Readers should be continued. After the pupil has gone through the Grammar, in which all is based on analysis, let him study the Text-Book on Composition, where he has the complementary process—the synthesis. The latter text of our prescribed series is designed to be a Part Second of the English Grammar.

FOURTH SESSION.

ILLUSTRATIVE EXERCISES IN NARRATIVE COMPOSITION, BY THE SECOND DEPARTMENT OF THE MODEL SCHOOL.—The pupils of Miss Tweedie's Department occupied the seats provided for them at the beginning of the Session. The school numbers 41 boys and girls, divided into two classes corresponding to the third and fourth years of the course of instruction. After introductory explanations by Dr. Rand, Miss Tweedie set her pupils to work at exercises in narrative composition, assigning to some a lesson in the Second Reader and to others a lesson in the Third Reader. Some were to write Formal Answers, some a Complete Story, while some were to write their narrative in the form of a Letter. The children were from seven to nine years of age, and none of them have had any lessons in Grammar.

While the children were thus employed, the Institute was engaged in Physical and Vocal Exercises, as specified below. When the allotted time had expired, several of the pupils were called on to read their productions, in which it was pleasing to notice that while marked by clearness and correctness of statement, they also exhibited great variety in form, showing that each pupil had written independently, and not all according to one fixed model. The manner in which the children read their exercises was quite as noticeable as the excellence of the compositions. Each child was distinctly heard throughout the hall, and it was evident to every one that the pupils had an unusual command and appreciation of language. The slates were passed around, so that all present might inspect the work for themselves. In the meanwhile the pupils sang finely two of their school songs.

PHYSICAL AND VOCAL TRAINING.—Miss Clark explained the importance of exercises intended to strengthen the lungs and develop right habits of breathing, after which she directed the audience in the performance of a number of such exercises.

Mr. Creed then occupied ten minutes in introducing the subject of *Tone*, with simple exercises for the production of a good quality of voice.

THE MECHANICAL PROPERTIES OF THE AIR.—A large table, covered with apparatus for the experimental illustrations of the Properties of the Air, occupied the front of the platform. The Chief Superintendent introduced to the Institute W. Brydone Jack, Esq., D.C.L., President of the University, expressing, at the same time, his obligations to Dr. Jack for his assistance on this occasion, and for the deep interest he had always shown, as a member of the Board of Education, in the welfare of the public schools.

Dr. Jack on rising, expressed his admiration of the labor and enthusiasm and ability which the Chief Superintendent had brought to bear in the elevation both of our public Schools and the position of Teachers.

Addressing himself to the subject in hand, he began by indicating the general characteristics of the Atmosphere, and affirming that it possesses

the recognized properties of matter, as he proposed to prove by certain experiments.

The Impenetrability of the atmosphere was shown, 1st, by a simple experiment with two common tumblers, and 2nd by placing a burning taper on the surface of some coloured water in a large glass vessel, then inverting over it an empty tumbler, and pressing the latter down, so that the light continued burning when apparently surrounded by water;—the air in the tumbler preventing the entrance of the water.

Its Weight was shown by weighing a hollow copper ball,—first when full of air, then when the air was partly exhausted, and again after a larger quantity of air had been forced into it. An experiment performed three hundred and fifty years before the Christian era, which led Aristotle to conclude that the air possessed no weight, was here explained.

The Atmospheric Pressure was illustrated by means of the bladder-glass, the pneumatic lifter, and the Magdeburg cups or hemispheres. DR. JACK also explained the application of the same principle to the Atmospheric Railway, Pneumatic Mail Transport and the Mercurial Barometer, the use of the last-named instrument for measuring the pressure of the air and the elevation above the sea level being particularly dwelt upon.

Next, the Expansion of Air when pressure is removed was beautifully shown by the movements of small glass balloons in a vessel of water connected with an air-pump; also by transferring water from one vessel to another by the expansive force of the air in the former; also by a fountain of coloured water playing *in vacuo*.

The experiments were very successfully performed and the explanations lucid.

FIFTH SESSION.

METHOD AS APPLIED TO THE TEACHING OF NUMBER AND ARITHMETIC.—The CHIEF SUPERINTENDENT introduced to the Institute WM. CROCKET, Esq., A. M., PRINCIPAL OF THE PROVINCIAL TRAINING SCHOOL, who had kindly consented to assist him at this Institute.

MR. CROCKET opened his address by referring to the fundamental principle underlying the method to be employed:—viz. That in this, as in other subjects, Nature should be our model.—Much of what he was about to say upon Number would apply equally to other subjects.

The first step is to *awaken conceptions of the value of numbers*. How shall we proceed? Let Nature be our pattern. What does she teach us here? The child knows objects before he has any desire to count them. Begin then with the number *of familiar objects*, such as pencils, slates, books, apples, beans, fingers. The ball-frame is not indispensable,—and a *variety* of objects is desirable.

A common but erroneous method is as follows. Suppose we are to teach the number five. Count out 5 balls, and then ask the pupils to count out 5 balls, 5 pencils, etc. Will not the child learn the number in this way? Yes. Why then not use this plan? Because it is not based on correct principles. It is contrary to your "Maxims." We should first awaken the idea, then give the term. The *method* of procedure is not unimportant.

MR. CROCKET illustrated the method of teaching the numbers up to ten, by describing it in detail as applied to the first three numbers. Each successive number is taught by first suggesting *the idea of one more than the last number*, which has already been thoroughly learned,—then giving the *name* of the new number,—then *drilling* the pupils by requiring them repeatedly to count out that number from several kinds of objects.

Having learned the numbers up to ten, the pupils must learn to operate upon them,—to add, subtract, multiply and divide.

In teaching Addition, we would proceed somewhat as follows: Q. *One pen and one pen are how many pens?* A. *Two pens.* Q. *One book and one book?* A. *Two books.* Q. *One ball and one ball are how many balls?* A. *Two balls.* Etc. Q. *Then one and one are how many?* A. *One and one are two.* Repeat this *simult. and indiv.* Then again—Q. *One pencil and two pencils are how many pencils?* A. *One pencil and two pencils are three pencils.* Q. *One finger and two fingers are how many fingers?* A. *Three fingers.*.....Q. *Then one and two are how many?* A. *One and two are three.* Q. *One and two are—?* A. *Three.* Repeat as before. Proceed in the same way with 2 and 2, 3 and 2, 4 and 2, etc., up to 8 and 2; then 1 and 3, 2 and 3, 3 and 3, and so on up to 7 and 3. Thus continue, with continual review and drill, until the children can add readily any numbers whose sum does not exceed ten.

Subtraction would be treated in a similar way and we need not occupy time with it here.

How shall we begin Multiplication? This is always the difficulty—how to begin. Multiplication must be based upon Addition, for that is the natural way. The following is a specimen of the method of questioning: Set off two balls on one wire of the ball frame and two on another; then—

Q. *How many balls are here?* A. *Two balls.* Q. *How many do you say?* A. *Two.* Q. *And how many are here?* A. *Two.* Q. *How many twos are here?* A. *Two twos.* Q. *Two twos are how many?* No answer. Count. *Two and two* (pointing to each pair) *are—?* A. *Four.* Q. *How many are here altogether?* A. *Four.* Q. *And how many twos are there?* A. *Two twos.* Q. *Then two twos are how many?* Q. *Two twos are four.* This should be repeated and printed on the board. The next step would be to do the same with *three twos, four twos*, and so on, always requiring the pupils to ascertain for themselves how many the number amounts to, by adding thus:—*two and two and two are six.* After the line of *twos* has been learned, we would proceed in the same manner with *threes, fours* and so on. On setting off say four threes, the teacher should not first ask, *how many are four threes*; but, *How many threes?* After each exercise, practical questions should be given.

What question should be put in order to lead the pupils to understand the nature of Division? Many would be at a loss to know how best to interrogate. Let us take an example.

If I have 6 apples, to give two each to several boys, to how many boys can I give them. The boy will take away 2, then 2 more, then the remaining 2 so he sees there will be *three* boys. Division must be reached through Subtraction. After what has been said, the method need not here be detailed.

Now, how have we in the mean time been teaching the children to symbolize or write down numbers? Not by figures: evidently by strokes, thus:

Addition, | | | and | | | are | | | | | .
Subtraction, ... | | | | | less | | are | | | .
Multiplication, ... | | | | | are | | | | | .

The signs +, —, =, X, &c. should not be used till the necessity for them is felt.

When it becomes necessary to teach the mode of expressing numbers more shortly, we must begin with strokes, which the children know, and show the signs or figures that are used instead; in this way, for example:—

2 3 4 5 &c.
 | | | | | | | | | | | | | |

The cipher may be introduced by asking—*If I have 4 apples and you take 4 of them away, how many shall I have left? None. How can we write the number I have left? Tell them we write 0, and call it naught.*

To teach numbers higher than ten we would proceed in the same way as before:—*Ten, and another one, Name? Give it. Ten and two, Name?, and so on. Ten and another ten—two tens Name? Three tens, three tens and one, and so on.*

The mode of teaching to write 10 and higher numbers was next shown by MR. CROCKET. The following may serve as an outline.

Take objects of two kinds, as pens and pencils, and show that if Johnnie has 3 pens and 1 pencil, Charley 2 pens and 4 pencils, and Frank 1 pen and 2 pencils, we may write down what they all have in this way:

Pens.	Pencils.
3	1
2	4
1	2

We place all the pens in one column and all the pencils in another. Take other examples, as apples and oranges, boys and girls. Then take an example introducing *tens* and *ones* and draw from them the manner of writing it down in columns. The next step is to remove the dividing lines, then remove the names, then write the figures close together, leading the children, at each step, to see that the meaning is still the same.

Tens.	Ones.	Tens.	Ones.	
2	1	2	1	21
5	3	5	3	53
1	0	1	0	10

Brief explanations were also given of the method of procedure in teaching to add and subtract numbers consisting of two or more figures.

ILLUSTRATIVE EXERCISES BY THE PRIMARY DEPARTMENT OF THE MODEL SCHOOL.—MISS MINARD, having brought her pupils in and assigned work to the advanced class at their seats, gave a lesson on Addition and Multiplication to the junior class,—very successfully illustrating the method described by MR. CROCKET. The classes were then changed and Class A received a specimen lesson in Multiplication and Division. After a few remarks by the CHIEF SUPERINTENDENT, the children withdrew, exhibiting as they went out their manner of marching with arm-movements and singing.

VOCAL TRAINING.—MISS CLARK then took up the subject of Articulation, and conducted the Teachers through certain excellent exercises adapted to impart flexibility and accuracy to the movements of the jaw and lips.

INDUSTRIAL DRAWING.—DR. RAND stated that it had been intended to have, at this Session, a lesson on *Form*, given by Miss MINARD to her pupils; but it was omitted for want of time.

He took this occasion to speak of the development of the study of *Form* in what is called *Industrial Drawing*. He described the arrangements existing for the teaching of this subject in the Schools of Fredericton, and said he looked for good results. While objection might fairly be made against the introduction into the Common Schools, of Drawing and Painting as *picture making*, yet *Industrial Drawing*, (including the free-hand delineation of forms, geometrical drawing and designing,) was a branch of study of very great value, not only in view of its practical uses but also of its adaptability as an educative agency. This phase of Drawing was of great importance to all the pupils of our schools. The attention of the British Parliament was, about thirty years ago, called to the fact that Great Britain was falling behind France and Belgium in respect to the mechanical arts. A Commission was appointed to enquire into the causes. From their report it appeared that the deficiency on the part of the English artisans was largely due to the want of proper means of instruction in the delineation of *Form*. In Belgium, industrial drawing was taught in the schools. In consequence of the representations, made by this Commission, measures were taken to introduce the study into the English common schools, and special institutions for instruction in this and kindred branches were also established,—such for instance as those at South Kensington and Leeds. If in the lower grades one-third of the time, and in the more advanced one-half of the time, now devoted to writing copies, be set apart for regular practice in the elements of Industrial Drawing, both the penmanship of the scholars will be improved and their equipment for the needs of daily life.

The CHIEF SUPERINTENDENT then called upon Mr. J. L. McINNIS, Principal of the "Park Barrack" Schools, Fredericton, to state briefly the results of his experience in the teaching of this subject.

Mr. McINNIS said that few or none of the pupils knew anything of Drawing when it was introduced into the schools last Autumn. They had to begin at the first steps and proceed very gradually. First, straight lines were learned through such examples as occurred in the school-room. The children learned to draw straight lines in different positions,—to make them of any given length,—to divide them into equal parts. They first practised single lines, whether straight or curved, before combining them. Much practice was required before the pupils could draw curves well in all positions. Simple forms must be practised before the more complex. In the schools under his charge, Mr. McINNIS thought there were not three per cent. of the pupils who were unable to reproduce forms, and master drawing, *more readily than they could master writing*.

SIXTH SESSION.

THE CONSTRUCTION OF TIME-TABLES.—The CHIEF SUPERINTENDENT read the Regulation [22, (11)] relating to *Time-Tables*, and stated that some teachers had made inquiries and complaints concerning this Regulation, considering it as a *hard* one,—as making a severe demand upon them. The fault, however, was not in the Regulation but in the very nature of the teacher's work. Some thought the Board of Education should arrange a

Time-Table and publish it for the use of teachers. This, in the nature of things, could not be done: the Board was not acquainted with the special circumstances of each school. All that could properly be done was to indicate the principles which should regulate the construction of Time-Tables. The PRINCIPAL OF THE TRAINING SCHOOL had very kindly undertaken to treat of this important subject.

MR. CROCKET said there must be an adherence to principles in this as in all other professional matters. Many evils arise in school from a want of profitable employment. How to arrange the work so as to keep all suitably employed all the time is the question to be considered. Suppose a teacher taking charge of a miscellaneous school. He must first ascertain what the pupils know. He finds that a number have the same attainments, others differ from these in knowledge but are about the same among themselves. This suggests the necessity for *classification*. The question arises, Shall a pupil be placed in a class a little in advance of him or in one of which he is a little in advance? This will depend upon age, mental development, capability to advance, etc. Suppose we are to have five classes,—the highest practicable number: Shall we classify the pupils according to their attainments in one subject,—Reading, for example— or according to their average attainments? Evidently the latter, but we must make English language and Arithmetic the basis of classification. Four classes in Reading are enough. If a few require to study Geometry or other advanced Mathematics, it should be attended to before or after school hours. In considering the proportionate time to be allowed for different subjects, MR. CROCKET said that three-fifths of the whole time should be devoted to Reading, including regular practice in narrative composition, Arithmetic, and Writing with Industrial Drawing. The maximum time allowed for each day's work is six hours, and for advanced schools that is not too much: for many schools, five hours daily may be preferable,—and for the very youngest children four hours.

Again, the nature of the subjects must be taken into account in making our arrangements. Some subjects require more time than others. Some exercise the memory chiefly, others the reason and judgment, and so on. There should be variety or suitable changes in the character of the studies.

Reviewing and summing up what he had said, the lecturer laid down five main points to be considered in the arrangement of a Time-Table:—

(1) The classification of the pupils. (2) The relative importance of the subjects. (3) The time at disposal. (4) The nature of the lessons. (5) The order of the lessons.

It was a part of MR. CROCKET'S plan to exhibit upon the black-board in tabular form, the several steps to be taken in the elaboration of a Time-Table. With a view, however, of presenting not only these steps but also a specimen Time-Table, as well as of economizing time and furnishing the Teachers a better opportunity of carefully studying the same, the CHIEF SUPERINTENDENT announced that he would publish them in the SEMI-ANNUAL CIRCULAR, promising to insert therewith some Daily Programmes. These Tables are accordingly presented below.

PHYSICAL AND VOCAL EXERCISES.—DR. RAND requested MR. CREED to occupy a few minutes. Some of the physical exercises were reviewed, followed by further practice in *articulation*, on the plan of "cutting out" the final consonant sounds of words with great precision.

THE CONSTRUCTION OF A TIME-TABLE AND DAILY PROGRAMME.

[*First Step.*].—THE SUBJECTS OF STUDY, &c.

- (1) Reading and oral Spelling, Narrative Composition (including letter-writing) and Recitation of English prose and verse, from the Readers.
 - (2) Dictation exercises, &c.
 - (3) Printing or Print Script and Writing.
 - (4) Form or Industrial Drawing.
 - (5) Arithmetic (with kindred branches as *the advanced class* becomes prepared for them).
 - (6) Oral Lessons:—Morals and Manners, &c., (Reg. 22), Useful Knowledge, Natural History, Natural phenomena.
 - (7) Geography and History, *alternately*.
 - (8) English Grammar, Text-Book of English Composition.
 - (9) Singing and Physical Exercises,
 - (10) Recesses.
 - (11) Opening, Roll Calls, and Closing of School.
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[*Second Step.*].—WEEKLY AND DAILY ALLOTMENT OF TIME.

<i>Subjects, &c.</i>	<i>Per Week.</i>	<i>Per Day.</i>
(1)	7 hr. 30 m.	1 hr. 30m.
(2)	1-15	-15
(3)	2-30	-30
(4)	1-40	-20
(5)	5-	1-
(6)	1-40	-20
(7)	2-30	-30
(8)	2-30	-30
(9)	1-15	-15
(10) [Exclusive of Interval of an hour at noon.]	2-30	-30
(11)	1-40	-20
	Total, 30 hours.	Total, 6 hours.

TIME TABLE—[Evolved from 'First and Second Steps.']

Showing the ORDER OF EXERCISES for each day in the WEEK or MONTH, and the TIME devoted to each exercise per day.—Reg. 22 (11).

TIME.	A. M. SESSION.					P. M. SESSION.					Inter-val.							
	10 min.	1 hour.	5 min.	30 min.	15 min.	30 min.	5 min.	20 min.	15 min.	30 min.		20 min.	5 min.	15 min.				
Monday	Opening and Roll-Call. (11)	Reading, oral Spelling, & Narrative Composition (including letter-writing), from the Readers. (1)	Singing and Physical Exercises. (6)	Arithmetic, (and any kind, as indicated in "First Step.") (5)	Recess.—Pupils supervised by Teacher, Regs. 22(3), 14, 11, & 1. (1)	Geography. (7)	Eng. Grammar, Text-Book in Eng. Composition. (8)	Eng. Grammar, Text-Book in Eng. Composition. (8)	Arithmetic, (and any kind, as indicated in "First Step.") (5)	Printing of Print-copy, Writing. (3)	Singing and Physical Exercises. (9)	The Oral Lesson. (6)	Recess.—Pupils supervised by Teacher, Regs. 22(3), 14, 11. (1)	Recitation of prose & verse from Readers. (1)	Form of Industrial Drawing. (4)	Singing and Physical Exercises. (6)	Diction Exercises, &c. (2)	Closing. (11)
Tuesday	do.	do.	do.	do.	do.	History. (7)	Eng. Grammar, Text-Book in Eng. Composition. (8)	Eng. Grammar, Text-Book in Eng. Composition. (8)	do.	do.	do.	do.	do.	do.	do.	do.	do.	do.
Wednesday	do.	do.	do.	do.	do.	Geography. (7)	Eng. Grammar, Text-Book in Eng. Composition. (8)	Eng. Grammar, Text-Book in Eng. Composition. (8)	do.	do.	do.	do.	do.	do.	do.	do.	do.	do.
Thursday	do.	do.	do.	do.	do.	History. (7)	Eng. Grammar, Text-Book in Eng. Composition. (8)	Eng. Grammar, Text-Book in Eng. Composition. (8)	do.	do.	do.	do.	do.	do.	do.	do.	do.	do.
Friday	do.	do.	do.	do.	do.	Geography. (7)	Eng. Grammar, Text-Book in Eng. Composition. (8)	Eng. Grammar, Text-Book in Eng. Composition. (8)	do.	do.	do.	do.	do.	do.	do.	do.	do.	do.

When the advanced class has gone through Robertson's Grammar, it is to study Daiglish's Text-Book of English Composition instead, except on one day a week.

1. DAILY PROGRAMME OF SCHOOL WORK (EVOLVED FROM THE FOREGOING TIME-TABLE), SHOWING HOW EACH PUPIL IS EMPLOYED.

For a School having Two Classes, embracing no pupils in Primer Work.

[Of the time allotted below for the direct intercourse of the Teacher with the classes, such portion is to be devoted by him to the unfolding and illustration of the principles involved in any given subject, as may be necessary to secure intelligent practice from the pupils.]

		SCHOOL.	
		9 to 9.10 a. m.—Opening and Roll Call.	
		CLASSES.	
A	9.10 to 10.10.	B	
30 m. Reading and oral Spelling.		Slate Nar. Composit'n (and letter-writing) on	
20 m. Slate Nar. Comp.* (and letter-writing) on "questions" of Reading Lessons.		"questions" of Reading Lessons.	
		Reading and oral Spelling.	
10 m. Examination Nar. Composit' n		Exercises of A and B with reading of specimens by pupils.	
		SCHOOL.	
		10.10 to 10.15.—Singing and Physical Exercises.	
		CLASSES.	
A	10.15 to 10.45.	B	
15 m. **Arithmetic (mental and written), at blackboards.		Arithmetic, at seats.	
15 m. do.		Do. (mental and written), at blackboards.	
		SCHOOL.	
		10.45 to 11.—Recess.	
		CLASSES.	
A	11 to 12.	B	
20 m. History and Geography (texts), <i>alternately</i> .		Reproducing on slates the substance of the previous oral lesson in History and Geography (<i>alternately</i> .)	
10 m. Map-Sketch'g on slates and blackb'ds.		Oral lesson to class on History and Geography (<i>alternately</i> .)	
20 m. Eng. Grammar, or Text-Book of Eng. Composition.		Slate exercise on previous oral les. in Gram.	
10 m. Slate Exercise in Analysis and Parsing.		Oral lesson to class in Grammar.	
		SCHOOL.	
		12 m. to 1 p. m.—Interval.	
		SCHOOL.	
		1 to 1.5.—Roll-Call.	
		CLASSES.	
A	1.5 to 2.5.	B	
15 m. **Arithmetic (mental and written), at blackboards.		Arithmetic, at seats.	
15 m. do.		Do. (mental and written), at blackboards.	
30 m. Writing.		Writing.	
		SCHOOL.	
		2.5 to 2.10.—Singing and Physical Exercises.	
		SCHOOL.	
		2.10 to 2.30.	
20 m. The Oral Lesson on subject contained in Reg. 22, Useful Knowledge, Natural History, &c.; or pupils sometimes reproducing the substance of the previous oral lesson, and the Examination of the work.			
		SCHOOL.	
		2.30 to 2.45.—Recess.	
		CLASSES.	
A	2.45 to 3.35.	B	
30 m. Practice in Reading.		Slate Exercise, (miscellaneous.)	
<p><i>Substitute, on Friday, Recitation, before the whole School, of English prose and verse from the Readers,—one-quarter of the School reciting each week—i. e. each pupil once a month.</i></p>			
20 m. Industrial Drawing.		Industrial Drawing.	
		SCHOOL.	
		3.35 to 3.40.—Singing and Physical Exercises.	
		CLASSES.	
A	3.40 to 3.55.	B	
15 m. Dictation.		Transcription or other Slate Exercise.	
		SCHOOL.	
		3.55 to 4.—Closing.	

*A formal home exercise on paper also to be required of this class each month, i. e. from one-quarter of the class each week.

**With A (the advanced class), Book-Keeping to be substituted for Arithmetic two or three days a week, when this class is prepared for it. The same remark applies to Algebra and Geometry; but only one branch to be substituted in any one Term.

†Archer's History of Canada, with the outlines of British History from the Readers. When these texts are mastered by A. Thompson's History of England to be taken up.

‡See note to "Time-Table." x A and B to take these exercises on alternate days.

§One-fifth of each class to work at the blackboards.

¶Where the Teacher is qualified, Macadam's Chemistry to be substituted, in class A, four days a week during the Winter Term, and the text-book in Elementary Botany, during the Summer Term.

2. DAILY PROGRAMME OF SCHOOL WORK (EVOLVED FROM THE FOREGOING TIME-TABLE), SHOWING HOW EACH PUPIL IS EMPLOYED.

For a Miscellaneous School having Three Classes, embracing pupils in Reader No. 1, and upwards.

[Of the time allotted below for the direct intercourse of the Teacher with the classes, such portion is to be devoted by him to the unfolding and illustration of the principles involved in any given subject, as may be necessary to secure intelligent practice from the pupils.]

20 m.	Reading.	20 m.	Slate Nar. Composition* (and letter-writing) from "questions" of Reading lessons.	20 m.	Slate Nar. Composition, or transcription. Drill on Reading and Oral Spelling, (by a qualified pupil or Assistant).
30 m.	Slate Nar. Composition* (and letter-writing) from "questions" of Reading lessons.	20 m.	Reading and oral Spelling.	20 m.	Drill on Reading and Oral Spelling, (by a qualified pupil or Assistant).
10 m.	Examination of Nar. Composition exercises, with reading of specimens by pupils.	10 m.	Examination of Nar. Composition exercises, with reading of specimens by pupils.	10 m.	Exam. of Nar. Composition exercises, (by a qualified pupil or Assistant).
15 m.	**Arithmetic (mental and written) at blackboards.	15 m.	Arithmetic, at seats.	15 m.	Arithmetic, at seats.
15 m.	Arithmetic, at seats.	15 m.	do (mental and written), at blackboards.	15 m.	do (mental and written), by a qualified pupil or Assistant.
20 m.	History and Geography (texts) alternately.	20 m.	Reproducing substance of a previous oral lesson on History or Geography.	20 m.	Reproducing substance of a previous oral lesson, or other slate exercise.
10 m.	Map-sketching on slates and blackboards.	10 m.	Oral lesson to B & C on History or Geography.	20 m.	Preparing Reading Lesson.
20 m.	Eng. Grammar, or Text-Book of English Composition.	20 m.	Classifying words, &c., on slate.	10 m.	Copying cols. of words placed at the end of the Reading lessons.
10 m.	Slate exercise in Analysis and Parsing.	10 m.	Oral Lesson in Grammar.	15 m.	Arithmetic (men. & writ.) at blackboards.
15 m.	**Arithmetic, at seats.	15 m.	Arithmetic, by a qualified pupil or Assistant.	15 m.	do.
16 m.	do. (mental & written) at blackboards.	20 m.	Writing, (mental and written) at seats.	20 m.	Printing and print-script exercises from the Reader.
20 m.	Writing.	20 m.	2.5 to 2.10—Singing & Physical Exercises.	20 m.	Giving, in print or print-script, formal answers to questions asked on the blackboard, touching the substance of a reading lesson, story, or a previous oral lesson.
20 m.	The Oral Lesson on subject contained in Reg. 22, Useful Knowledge.	20 m.	SCHOOL. 2.30 to 2.45—Recess.	15 m.	Reading & oral Spelling, [building, &c.]
	Natural History, phenomena, &c.	15 m.	Preparing Reading Lesson.	15 m.	Slate exercise on Reading lesson, word-reciting each week—i. e. each pupil once a month.
30 m.	Practice in Reading and oral Spelling, supervised by a qualified pupil of the class.	15 m.	Reading and oral Spelling.	20 m.	Form or Industrial Drawing.
Substitute recitation on Friday before the whole school.		20 m.	Eng. prose & verse from the Readers,—one-quarter of the School reciting each week—i. e. each pupil once a month.	20 m.	Form or Industrial Drawing.
20 m.	Industrial Drawing.	20 m.	Industrial Drawing.	20 m.	Form or Industrial Drawing.
		SCHOOL.	3.35 to 3.40—Singing and Physical Exercises.	15 m.	Transcription exercise.
15 m.	Dictation.	15 m.	Copying, with division into syllables and with the accentuation, the cols. of words at the end of the lessons in the Reader.	15 m.	Transcription exercise.
		SCHOOL.	3.55 to 4 p. m.—Closing.		

*For this and other references, see p. 58.

THE EXPERIMENTAL METHODS OF INVESTIGATION.—DR. RAND introduced to the Institute PROFESSOR THOMAS HARRISON, LL. D., who had cheerfully responded to his invitation to address the Institute on the *Experimental Methods of Investigation*.

The general question which the lecturer proposed to answer was this :—What are the available instruments of the human mind for the advancement of knowledge? In discussing this question, DR. HARRISON disclaimed any desire to be considered original, declaring his object to be simply to lay before his hearers what he judged to be the best that had been thought and written on the subject.

Some of the instruments referred to were, he said, so familiar, that he would only mention them in summing up at the close; but with the Five Experimental Methods of Investigation, few probably were so well acquainted. The importance now attached to them was mainly due to the influence of JOHN STUART MILL.

After speaking of the necessity for careful observation aided by experiment, and pointing out some of the common fallacies of observation, he went on to discuss his main subject—the Five Experimental Methods of Investigation. These were stated as follows :—

I.—THE METHOD OF AGREEMENT.

Canon—If two or more instances of the phenomenon under investigation have only one circumstance in common, the circumstance in which alone all the instances agree may be regarded, with more or less of probability, as the cause (or effect) of the given phenomenon, or, at least, as connected with it through some fact of causation.

II.—THE METHOD OF DIFFERENCE.

Canon—If an instance in which the phenomenon under investigation occurs, and an instance in which it does not occur, have every circumstance in common save one, that one occurring only in the former; the circumstance in which alone the two instances differ, is the effect, or cause, or a necessary part of the cause, of the phenomenon.

III.—THE METHOD OF CONCOMITANT VARIATIONS.

Canon—Whatever phenomenon varies in any manner whenever another phenomenon varies in some particular manner, is either a cause or an effect of that phenomenon, or is connected with it through some fact of causation.

IV.—THE DOUBLE METHOD OF AGREEMENT.

Canon—If two or more instances in which the phenomenon occurs have only one other circumstance in common, while two or more instances from which the phenomenon is absent have nothing in common save the absence of that circumstance; the circumstance in which alone the two sets of instances differ is the effect, or cause, or a necessary part of the cause, of the phenomenon. Moreover (supposing the requirements of the Method to be rigorously fulfilled), the circumstance proved by the Method to be the cause is the *only* cause of the phenomenon.

V.—THE METHOD OF RESIDUES.

Canon—Subtract from any phenomenon such part as is known by previous inductions to be the effect of certain antecedents, and the residue of the phenomenon is the effect of the remaining antecedents.

As a means of deducing the first four principles and also as an illustration of their application, DR. HARRISON outlined the theoretical mode of procedure in investigating the phenomena of Dew, with the results of such investigation.

The way in which the planet Neptune was discovered was adduced as a fine example of the Method of Residues.

Coming now to the more familiar "instruments," the first named was Definition. It might safely be asserted that the whole science of Political Economy rested on deductions made from careful definitions of some seven principal terms.

The second was Classification; and Botany and Zoology would be seen to be principally Sciences of Classification.

A third great help to the advancement of knowledge was the formation of Hypotheses. In general it was found that successive false hypotheses paved the way for the final true hypothesis.

But the greatest instrument of all was Deductive Reasoning,—that kind of reasoning employed in the demonstrations of Euclid.

These, with certain subsidiary processes, and the five Experimental Methods of Investigation, were the only means by which we could compel reluctant Nature to reveal to us the order and the causes of her phenomena.

At the conclusion of the lecture, the CHIEF SUPERINTENDENT distributed to all present printed copies of the five Canons above referred to.

SEVENTH SESSION.

ILLUSTRATIVE EXERCISES IN THE ELEMENTS OF INDUSTRIAL DRAWING, BY THE DEPARTMENTS OF THE MODEL SCHOOL.—The children of both Departments of the Model School were at their seats, with their Teachers, at the opening of this Session. Blackboards extending about forty feet in length, had been provided for them to draw upon.

To prepare the way for the better appreciation of their exercises, DR. RAND explained that Industrial Drawing was introduced into all the Schools of Fredericton last November, but had been commenced in MISS TWEEDIE'S Department in the previous May. The pupils present, belonging to that Department, had therefore been engaged in ordinary practice, in Drawing, for a little over one school year. He briefly described the method pursued, stating that they worked by imitation, from memory, from dictation, by enlarging, by diminution, and to some extent from original design.

MISS MINARD then set her scholars to work drawing simple figures from memory, upon their slates and the blackboard.

MISS TWEEDIE'S Department at the same time was employed in drawing from dictation, some at the board and some on slates. A portion of the pupils afterwards drew on their slates from memory, while others drew on the board, from dictation, several figures composed of straight and curved lines. One boy, apart from the rest, was busy in the meantime drawing on a blackboard an original design, from elements suggested by a gentleman in the audience,—namely, the maple leaf and the square.

After the slates had been passed around for the inspection of the Teachers, the children were marched out in order, receiving as they retired, expressions of well-merited approbation for the satisfactory manner in which they had performed their part of the work of the Institute.

PHYSICAL & VOCAL TRAINING.—The Institute was then engaged, for about twenty minutes, in exercises under the direction of Mr. CREED. After a repetition of some of those previously introduced, the subject of *Vowel Sounds* was taken up, the principal vowel sounds distinguished and practice upon them exemplified. *Inflections* of the Voice were also considered,—varieties of inflection being combined with the foregoing exercise.

ELEMENTARY LATIN AND COMMON SCHOOL TEACHERS.—DR. RAND stated to the Institute that MR. G. R. PARKIN, M. A., Principal of the Collegiate High School, Fredericton, had consented to occupy a portion of the time of this Session, and that he had elected to address them upon the importance of a knowledge of Elementary Latin to the Teachers of the Common Schools.

It might, MR. PARKIN said, at first sight appear that the teaching of Latin was of little interest to the Common School Teacher. But it can be shown that it is of the greatest importance, not only to the performance of his present work, but to his own elevation in his profession, and in view of the higher demands that will soon be made upon him. Any general elevation of education in the Province, such as will certainly result from our Common School System, must lead towards classical education; because, as soon as a scholar aims at getting a higher education, he finds the Classics a regular part of the work in our higher institutions; and indeed, his admission as a student is conditional on some classical knowledge.

The present discussion may be confined chiefly to the consideration of two points: 1st. The ways in which a knowledge of Elementary Latin is valuable to the Common School Teacher, in his daily work; and 2nd. Whether the requisite amount of acquaintance with Latin may be considered as fairly within the reach of the average Common School Teacher.

It may safely be said that it is impossible to teach English most effectively without some Latin knowledge. One third of our language is taken almost directly from the Latin. In our reading we should endeavor to tap all the thought which rests in every individual word. There is nothing which so vivifies the study of English as the study of the history and derivation of words. As in the study of Nature, the trained eye sees infinitely more than the untrained; as the botanist sees numberless adaptations and beauties in every common plant; as the geologist finds food for thought in every simple rock, which to the common eye is but a blank: so in language as well. We use words every day without reflecting on all the wealth of history and of meaning they contain.

To once get a school in the habit of questioning words, and drawing from them all they have to tell, is enough to bring about a revival in the school. In order to do this well, the study of roots is not enough. Roots are dead and convey but little meaning. A thorough knowledge of Latin declension, and a vocabulary of common Latin words is worth more than all the lists of roots.

For teaching English Grammar, some knowledge of Latin is exceedingly valuable. It is the experience of many teachers that pupils possessing even a slight acquaintance with Latin have a great advantage over others in acquiring a mastery of English Grammar.

Again, it is admitted by all scholars that nothing tends to develop language power, or ease and force in expression so much as translation and study of the best models of sentence structure. Practice on the structure

of classical sentences is as much a source of artistic power in the use of language, as is practice in imitating the studies and pictures of Raphael or Michael Angelo to the painter, or imitation of the best Greek models to the sculptor, in their respective arts.

Now, is the knowledge of Latin necessary for accomplishing these ends in English education within the reach of the average English teacher? Mr. PARKIN expressed his belief that it is, and affirmed it to be a mistaken idea, that a person requires to be a deeply read classical scholar before he can do much satisfactory classical teaching. As to the course of Latin study, it need only extend at first to the end of the conjugations in Bryce's First-Book,—the chief attention being paid to accuracy of declension and conjugation, with the gaining of a full vocabulary of Latin words. The latter is especially important for rapid subsequent progress, and can be taught nearly as effectually by persons not highly trained classical scholars as by those who are.

If we could thus get the door to a classical education opened in our Common Schools, not only would the English work of these schools be better done, but a great impulse would be given to higher education. If we could reduce to a minimum the time that boys from the country would have to attend the larger classical schools, in order to prepare for the University,—the number of students at the University might be indefinitely increased. The expense of obtaining a University education is so comparatively small, that much larger numbers would avail themselves of it, if they could get the preliminary training.

Our Common School Teachers must prepare themselves to meet the higher demands which the country, with its new educational system, is making upon them.

In closing this Session, DR. RAND spoke of the importance of enthusiasm on the part of teachers. They should be earnestly devoted to their work. He was grieved to know that some complained of hardship in being obliged to spend part of their holidays in attending this Institute.

MR. PARKIN having, in his address, referred to the Provincial Training School, the CHIEF SUPERINTENDENT here took occasion to express his conviction of the necessity for a new and thoroughly equipped Normal School Building. He had used his best endeavors to press the matter upon the earnest attention of the Government, and he would say that the Government shewed a unanimous desire to meet the wants of the country in this respect, just as soon as circumstances would allow. He claimed sympathy and respect for the higher institutions of learning, and called upon the teachers to encourage the aspirations of their pupils.

EIGHTH SESSION.

In opening this Session, the CHIEF SUPERINTENDENT announced that the LIEUT. GOVERNOR desired him to express His HONOR'S interest in the objects and work of the Institute, and his good will toward the assembled Teachers, regretting also his inability to be present.

DR. RAND took this occasion to make mention, also, of the zeal and ability of MISS TWEEDIE and MISS MINARD, whose work had formed so valuable a

part of the proceedings of this Institute, and by the performance of which they were obliged to forego the pleasure of attending several of its Sessions.

Calling attention to the Question Box placed at the door, he requested Teachers to deposit therein any questions they might wish to ask, of general interest in connection with our work.

SCHOOL MANAGEMENT.—DR. RAND introduced the subject of this afternoon's address by reading extracts from the Regulations and Comments of the Board of Education relating to *School Grounds*. It was required that grounds of ample extent be provided for every school; that they be properly enclosed and kept in proper condition; that the Teacher should exercise proper care over the whole premises, and that he should have a regular supervision over the pupils in the play-ground. The last mentioned point was particularly insisted on. Teachers should exert their best influence to secure play-grounds if there were none. In the play-ground, opportunities existed for learning the pupil's disposition, which did not exist in the school room. The teacher was thus in a position to repress bad practices; to encourage and inspire the weak and inactive; to fortify and direct the strong and impulsive; to regulate the kind of games played, and see that they were *honorably* played. The duty of the Teacher in these respects was strongly enforced. In connection with the morality of play, the value of a high sense of honor and honesty was spoken of. Its frequent absence was to be lamented; *cheating* prevailed among children at play, and, as might be expected, when the practice was unchecked, it was found in the game of grown persons; it was too often treated as a slight *peccadillo*,—sometimes, if cleverly done, to be commended. Such habits of thought and action were sapping the morals of the community.

In the second place, *the Relations between Parents and Teachers* were discussed. One of the difficulties that Teachers had to contend with was irregularity of attendance. The ill effects of it were many. Everything should be done to remedy the evil. To ascertain the cause of repeated absence, as well as to remove many of the troubles, complaints and misunderstandings that constantly arise, the Teacher should visit the parents. DR. RAND very pleasantly and convincingly showed why and how this should be done. Let the Teacher make it a point to visit the parents of every scholar at least once in each term, early in the term; and whenever any difficulty threatened, or any special trouble arose, make a special visitation. The beneficial results of this practice would be found in a larger attendance, greater regularity, increased sympathy on the part of parents, more intimate acquaintance between Teacher and pupils, better appreciation of the Teacher's work, and indirectly, in the outside influences of a successful school, and the financial advantage resulting to the district from a higher average attendance.

VOCAL EXERCISES.—Here an interval of about twenty minutes was occupied by MR. CREED with Vocal Exercises. The particular subjects were Breathing, Tone and Inflections of the Voice. Examples from the prescribed Manual, with which most of the Teachers had provided themselves, were employed for practice.

The next division of the CHIEF SUPERINTENDENT'S address related to certain things necessary to the success of the Teacher's efforts and to the welfare of the pupils.

(1) *The School House should be well ventilated.* The Teacher should understand the principles of ventilation and the means to be used in his own school. Pure air was a necessity. If a Teacher found the construction of the school house such that a sufficient supply of pure air could not be obtained without exposing the pupils to draughts, then he should refuse to teach in that house unless the defect were remedied. Even if you are already under contract, do not, under such conditions, attempt to fulfil the contract, and the Department will bear you out.

(2) *The temperature must be properly regulated.* The feelings of the Teacher were not a good thermometer. Every school house should be provided with a thermometer for winter use.

(3) *Pleasant surroundings* are most important. Teachers should use their influence to render the premises as pleasing as possible. A few flower beds, both for teacher and scholars were recommended. Part of the grounds should be for play, part for shade, part for adornment.

(4) The absence of suitable outhouses or an uncleanly condition of those existing, was a thing not to be tolerated. Teachers should insist upon this, and refuse to teach where proper arrangements of this kind are not made in conformity with the Regulations of the Board of Education.—(Reg. 9.)

Lastly, the subject of *Teachers' Agreements* engaged attention. The chief point made under this head was that existing provisions of our law have a material influence in favor of the continuance of contracts and *permanence of location*. The evils resulting from frequent removals of Teachers, both to themselves and the schools, were manifest. From the Golden Gate of California to the banks of Newfoundland, there was no country except New Brunswick whose educational enactments did not rather promote than discountenance this evil. With us the Annual School Meeting takes place in January, while the Scholastic Year begins on the 1st of November. Hence the power of engaging or retaining Teachers is, as it should be, entirely in the hands of the Trustees who have time to exercise their best judgment in the matter. Were the time of the School Meeting changed to the month of October or November, near the beginning of the School year, the re-engagement of the Teacher would usually be subject to the uncertain impulses of a public assembly.

At the conclusion of his address, DR. RAND announced that he wished the proceedings of the closing Session, this evening, to be somewhat informal in their character,—but that a portion of the time would be occupied in giving replies to the questions which might be found in the Box.

CLOSING SESSION.

QUESTIONS AND REPLIES.—The *Question Box* being brought forward and opened, a large number of inquiries were found deposited. These were taken out of the box one by one by the CHIEF SUPERINTENDENT, and answered *impromptu*. The following are some of the most interesting questions and replies:—

Question.—What is the proper pronunciation of *children, vacuum, hundred*?

Reply.—Consult the Dictionary. I have frequently observed that some teachers are unable to determine the pronunciation of words by this means;

but it is important that every teacher know how to use a dictionary, and that he instruct his school in the same art. Ask your Trustees, to this end, to procure for your School a "Cabinet" edition (\$1 50), or a "Library" edition (\$3 00).

Question.—In primary lessons in arithmetic, is it right to use the expression "6 more 3 are 9?"

Reply.—"More" is the literary equivalent of *plus*. Probably *and* is the better numerical equivalent. *And* always implies addition, and is really another form of *add*.

Question.—Suppose a teacher in the country did not see the proclamation which made July 1st a holiday, and therefore taught on that day; can he count it as an authorized teaching day?

Reply.—No; and if any reason be required beyond the explicit Regulations of the Board of Education, it will be found in this,—that every *teacher* is supposed to take and read a newspaper.

Question.—Is it allowable for a teacher to give, say, two holidays or three, and make them up afterwards by teaching on Saturdays?

Reply.—Yes, provided the giving of these days is owing to the teacher being *obliged* by illness or other just cause to be absent from his work; and that the school is not afterwards kept on two successive Saturdays. Only *six* of such days can be thus made up in a Term. But no teacher has authority, without the consent of his Board of Trustees, to close his school on the ground of personal convenience.

Question.—What would be the proper course for a teacher to pursue if a parent desired his child to leave school at 11 or at 2 o'clock every day?

Reply.—If the pupil is not sickly, the teacher should at once call upon the parent, and point out the effect of this course upon the scholastic progress of the child, and the discipline of the school. An earnest teacher would be almost certain of winning the parent's sympathy and co-operation by such kindly efforts. Should this course, however, fail of the desired result, the teacher should lay the matter before the Board of Trustees for their direction, taking care to indicate to them clearly the importance of upholding the discipline of the school.

Question.—How would a Time-Table be arranged for a school where the pupils were very irregular in their attendance?

Reply.—Pupils do not stay away from school in *classes*; hence, irregularity of attendance does not affect the arrangement of a time-table, although it may render its revision more frequent on account of the more frequent re-classification of the school. Set yourself to cure the irregularity of attendance by visiting the parents, and by making your school-work interesting and attractive to the children. Something is wrong, either in your management or modes of teaching, if the pupils dislike to attend school.

Question.—In a mixed school, how many times a day are teachers expected by the Board to have small reading classes?

Reply.—Just as often as due attention to all the subjects and all the classes will permit. The question shews some confusion in the mind of the writer, and I cannot do better than commend to him or her a careful study

of the specimen time-table and daily programmes already promised for the next SEMI-ANNUAL CIRCULAR.

Question.—Will the Board of Education recommend for the charge of a Grammar School, a competent experienced teacher, not a University Graduate, or has the latter a prior claim?

Reply.—The Board of Education does not recommend teachers for any schools, except by the granting of licenses. Any person, whether a College Graduate or not, can be examined for a license of the Grammar-School or other Class, under the terms of Regulation 30. The Trustees are the contracting authority with teachers.

Question.—At what ages, and in what subjects, should pupils stand in giving answers during a recitation?

Reply.—I think it well for pupils of all ages to stand squarely on their feet in all exercises requiring the use of the voice. It is not necessary that pupils always stand *in classes*. It is well to have variety. Many recitations can be effectively conducted with the pupils in their seats, each pupil, when called upon, rising and giving his answer. This mode is very effective in topical recitation, as in History, and in Reviews. There is much stimulus imparted to a pupil, by being required to stand up singly, in presence of his class-mates, and do his thinking and speaking on his feet. If he blunders or fails, he *feels* it; and the judicious teacher can steadily press his requirements until his pupils are trained to express their thoughts in correct and accurate language. There is a grave defect in the work of many teachers, not only among ourselves, but in most schools that I have seen. They are content when they have passable evidence that their pupils have come into possession of certain knowledge, or have had thought awakened in their minds. But that is only one stage in the educative process: the other and complementary one is, that the pupil be trained to command his knowledge and to utter it,—to *express* actually his thought in clear and correct English. The oral exercises in recitation furnish a constant and flexible means for this training, and the demands of the teacher are to be tempered to the age and abilities of the pupil. Whether standing in class, or singly, let the pupil take a good position,—not lean on his fellow, or the wall, or the desk. Girls of twelve years of age and upwards should not be kept in a standing position too long at one time.

Question.—What is the nature of the “Merit-Book,” and is one provided for each District?

Reply.—The “Merit-Book” referred to in the Regulations of the Board of Education is designed to record and report the general standing of each member of the school, as determined by his regularity, punctuality, deportment, and success in study. I regret that its publication has been so long delayed. When published, Trustees will supply it as a part of the school apparatus.

Question.—How do the statements of Mr. McINNIS, in reference to drawing, agree with the maxim “synthesis through analysis?” He stated that he found it necessary to practice the *elements* of forms before combining them.

Reply.—I understood Mr. McINNIS to refer to his own pupils in the 7th and 8th grades, who are pretty mature. The object of analysing form is to detect and emphasize the lines upon which its expression mainly depends. It is this emphasis, by way of practice, that prepares for a complete and perfect synthesis. First wholes, then analysis, then a subsequent synthesis,—for, as Sir William Hamilton observes, analysis without a subsequent synthesis is an incomplete process. If, however, Mr. McINNIS referred to the elementary grades under his supervision, it is to be borne in mind that before the pupils take up the drawing cards, they are taught to print well upon their slates by simply *imitating* the print and print-script of the Primer. They also receive a course of object lessons on *form*, as preparatory to the use of the cards.

Question.—What is the best remedy or penalty for neglect, on the part of a pupil, to learn an assigned lesson which requires chiefly the exercise of memory?

Reply.—From the form in which the question is put, I infer that the writer had in mind a pupil with a “bad memory.” “Neglect” will then read “failure.” Encourage the pupil; give him short tasks; appreciate his efforts; and let him see that your *sympathies* are with him. Then, have *patience*, and little by little he will come into possession of a “good memory.” But there is much difference of capacity in this respect, and there should be discrimination. Some have “verbal memories,” while others have memories for facts, or principles; but latent energies can be surprisingly developed by the *sympathetic* efforts of skilful teachers.

More than an hour having been spent in replying to the Questions, Mr. CREED, by request, entertained the audience with a humorous Reading.

Then followed some informal questions and remarks by several gentlemen; after which the Roll was called for the last time.

A vote of thanks was tendered to the CHIEF SUPERINTENDENT and his associates, which Dr. RAND acknowledged in an earnest and hearty speech.

The Teachers in attendance at the Institute, and enrolled as such, were as follows:—

YORK COUNTY.		Fredericton.
G. R. Parkin, A. M.,	Fredericton.	Frances N. Seely,
George W. Fenwick, A. B.,	“	Edwin T. Miller,
David Wilson, A. B.,	“	Ellen F. Peake,
L. Jane Gregory,	“	Hattie C. Magee,
John L. McInnis.	“	Amelia Atherton,
M. Alice Clark,	“	Eva Atherton,
Mary N. Jacob,	“	Ella L. Thorne,
Johanna Peters,	“	C. Albert Yandall,
Louisa Pickard,	“	Lizzie H. McKay,
		Minnie G. McKay,
		Susie E. Perley,

Sarah Burpee,	Dist. No. 1,	Bright.
Chas. B. Wathon,	" 3,	"
Mary A. Colter,	" 4,	"
Kate L. Johnston,	" 5,	"
Thomas Harrison,	" 6,	"
James Hartin,	" 14,	Canterbury
George D. Carter,	" 1,	Douglas.
Julia R. Bateman,	" 3,	"
Rachel Watson,	" 4,	"
Martha A. Pelton,	" 7,	"
Rebecca Keen,	" 9,	"
Iva E. Yerxa,	" 12,	"
Helen McAdam,	" 14,	"
John R. Egan,	" 15,	"
John Lynch,	" 16,	"
William H. Haney,	" 1,	Dumfries.
Sarah A. Harner,	" 8,	"
Henry A. Perkins,	" 9,	"
Frances J. Ross,	" 1,	Kingsclear.
Maggie L. AlexanJer,	" 2,	"
Brunswick W. Fox,	" 4,	"
Melinda A. Barker,	" 6,	"
Charles Thomas,	" 9,	" [ton.
Sam'l A. Couillard,	" 2,	Man'rs Sut-
David L. Counce,	" 1,	N. Maryl'nd
Mary McKenzie,	" 2,	"
Mary A. Marsh,	" 1,	Prince Wm
Mary E. Adams,	" 5,	"
Edith J. Bulley,	" 6,	"
Daniel Fiske,	" 7,	"
John E. McCutchen,	" 8,	"
H. A. Barker,	" 1,	Queensbury
Judson C. Manzer,	" 3,	"
Tho's E. Ferguson,	" 4,	"
Frank H. Hayes,	" 4,	"
Anthony W. Nobles,	" 6,	"
Henry Town,	" 1,	Southamp'n
Emeline D. Hayes,	" 7,	"
Cecilia McCallum,	" 8,	"
Annie Johnston,	" 9,	"
Mary A. McBean,	" 2,	Stanley.
Charles A. Miles,	" 3,	"
L. Augusta Welling,	" 3,	"
Ada B. Bell,	" 5,	"
Susan Sansom,	" 13,	"
Electra Atherton,	" 1 $\frac{1}{2}$,	St. Mary's.
A. M. Hanson,	" 1 $\frac{1}{2}$,	"
Jeremiah Meagher,	" 2,	"
Louise F. Morgan,	" 2,	"
William T. Day,	" 3,	"
Alfreda L. Masters,	" 3,	"
Alice E. Perley,	" 3,	"
Rob't Grenville Day,	" 4,	"
Robert M. Dennison,	" 5,	"
Margaret Claudfield,	" 6,	"
Albert Perkins,	" 7,	"
Mary McBean,	" 8,	"
James Hendry,	" 11,	"
S. Grace Young,	" 12,	"
Mary E. Young,	" 13,	"
Eliza Mary Young,	" 14,	"

NOT AT PRESENT EMPLOYED.

Frederick Carpenter,	Frederickton.
Chas. H. Cowporthwaite,	"
Francis F. McGowan,	"
Alexander McLauchlan,	"
Honrietta Weddall,	"
G. W. Merrithew,	Douglas.
Mildred J. Smith,	"
A. Rankin Bedell, A. B.,	Kingsclear.
Manda J. Lint,	Marysville.
G. A. Yerxa,	St. Mary's.
Fred'k W. Emerson, A.B.	Frederickton.

SUNBURY COUNTY.

Charles Lunnin, Dist. No. 6,	Blissville.
Annie Munroe,	" 7, "
Olive Bailey,	" 7, "
Enoch Thompson,	" 3, Burton.
Carrie Alexander,	" 7, "
Hector M. Stramberg,	"
A. B.,	" 8, Gladstone.
Annie J. Hartt,	" 8, "
Phoebe A. Hartt,	" 9, "
Mina Webb,	" 1, Lincoln.
George Stewart,	" 1, Maugerville
George McKeown,	" 3, "
Alexander Lawson,	" 4, "
Fred. N. F. Welling,	" 4, Sheffield.

CARLETON COUNTY.

Lydia N. Coy, Dist. No. 5,	Simonds.
Jacob W. Sherwood,	" 3, Wakefield.

CHARLOTTE COUNTY.

James Vroom, Dist. No. 1,	St. Andrews
James F. Covey, A. B. "	" 1, "
H'y S. Bridges, A.M. "	" 2, St. Stephen.
Agnes Lawson,	" 2, "

KENT COUNTY.

Ingram B. Oakes, A. B., Dist. No. 1,	Richibucto.
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KINGS COUNTY.

Samuel C. Wilbur, A. B., Dist. No. 2,	Sussex.
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NORTHUMBERLAND COUNTY.

Counsel T. Hendry, Dist. No. 3,	Chatham
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QUEENS COUNTY.

Stephen H. Estabrooks, Dist. No. 4a,	Gagetown.
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RESTIGOUCHE COUNTY.

Helen Mcaban, Dist. No. 1,	Dalhousie.
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ST. JOHN COUNTY.		Morinda M. Rees,	Town of Portland.
Daniel Morrison,	Town of Portland.	George T. Taylor,	"
Joseph H. Morrison,	"		
Isabel B. Mersereau,	"		
Grace Murphy,	"		
Mary W. Greone,	"		
		VICTORIA COUNTY.	
		Priscilla Brown,	Dist. No. 4, Andover.
Total number enrolled, 125.			

In addition to the foregoing, there were present—

From the Provincial Training and Model School—Wm. Crocket, M. A., Principal, H. C. Creed, M. A., Miss Mary E. Gregory, Mr. Edward Cadwallader, Miss C. H. Tweedie, Miss E. Minard, and 78 Students.

From the Provincial University—President W. Brydone-Jack, D. C. L. (Provincial Examiner), Professor Thomas Harrison, LL. D. (Provincial Examiner), and Professor F. P. Rivet.

Also—His Honor Judge Wilmot, D. C. L., Hon. J. S. Saunders, M. L. C., Rev. Charles Spurden, D. D. (Provincial Examiner), E. C. Freeze, Esq., County Inspector, George Thompson, Esq., and others.

TEACHERS' AGREEMENTS.—DECISION OF THE COUNTY COURT.

Kings County Court. October Term, 1875.

Hon. CHARLES WATERS, presiding.

Amelia Evans vs The Trustees of School District Number 6, in the Parish of Westfield, in the County of Kings.

The plaintiff, a teacher holding a local license of the third class, was engaged by the defendants to teach a school in their District for the remainder of the term which closed on the 30th April, 1875. The engagement began on the 8th March. A contract, in duplicate, was drawn up in the form prescribed by Regulation 2, by which it was provided that the plaintiff should teach until the close of the term, for which she should be paid at the rate of \$160 per school year, exclusive of the allowance to be received by her from the Chief Superintendent. It was also provided that the contract should continue from school year to school year, unless a *month's notice in writing*, before the time limited by the contract, of an intention to determine the same, should be given by either of the parties thereto. At this time there were four persons claiming to act as Trustees, namely, Nathaniel Belyea, Stephen Apt, A. M. Woodman, and Alfred De-veber. The teacher was engaged by Messrs. Belyea and Apt. The contract was signed by the plaintiff and N. Belyea, but was not at this time delivered to the plaintiff, who, however, entered upon her duties as teacher.

On the 24th March the Inspector went to the District, and, after taking evidence, declared the legal Trustees to be Messrs. Belyea, Deveber, and Woodman. Upon this, Mr. Belyea informed the Inspector that he would not act any longer, though his resignation was not accepted or acted on until the 5th of May, when one Thomas Day was appointed a Trustee in his place. On the 3rd of April the plaintiff, hearing that Day was likely to be appointed a Trustee, handed to Mr. Belyea, whom she supposed to be Secretary, the following notice in writing :

Westfield, April 3rd, 1875.

Mr. N. BELYEA, Secretary to the School Trustees.

Dear Sir,—In accordance with our agreement, I hereby give you notice that I shall not teach a school in this District longer than the present term if Thomas Day is appointed Trustee.

Yours, &c.,

(Signed) AMELIA EVANS.

This notice was kept by Mr. Belyea, and was not shown by him to the other Trustees, Messrs. Woodman and Deveber, nor did it appear that they ever asked to see it. Learning, as they stated in giving evidence, from the plaintiff and Mr. Belyea, that a notice had been given, which they also said they thought to be an absolute notice and given before the 1st of April, Woodman and Deveber employed another teacher to take the plaintiff's place after the 1st of May. On 30th April, Day not having been appointed, the plaintiff informed the defendants that she desired to continue teaching. On that day, also, the contract was signed by Woodman and Deveber and delivered to the plaintiff. The defendants, however, refused to permit her to teach any longer, and the other teacher took her place on the 3rd of May. The plaintiff now brought this action to recover damages for wrongful dismissal. Evidence was given by the plaintiff that when she spoke to Woodman and Deveber of the notice, she informed them it was conditional, and that she was willing to continue since Day had not been appointed. This was contradicted, but no question turned upon it under the Judge's direction. His Honor charged the Jury—

1. That the agreement being in writing, and under seal, it could not be varied by conversations, and could not be discontinued unless both parties met together and mutually agreed that it should be at an end.

2. That, as the contract required the month's notice in writing to be given, the notice in this case was of no effect, because it was not the month's notice.

3. That it was also of no effect because it depended on a contingency, which did not happen before the end of the term.

4. That it made no difference what the plaintiff told Woodman and Deveber regarding the notice. Being in writing it must speak for itself, and the defendants were bound in law to know its contents. The contract, therefore, continued in full force and the defendants were liable for the wrongful dismissal. As she had shown she had been out of employment since, His Honor said she was entitled to recover an amount equal to her salary up to the close of the school year, on the 31st October.

The Jury returned a verdict for the plaintiff for \$150, made up as follows: Salary to 30th April \$27.60; do. to 31st Oct. \$80; Government allowance \$35; expenses \$7.40.

Attorneys:

PUGSLEY, CRAWFORD & PUGSLEY,
For Plff.

G. SIDNEY SMITH,

For Def'ts.

Council:

W. G. PUGSLEY, for Plff.

GEO. C. GILBERT, for Def'ts.

THE VENTILATION OF SCHOOL-ROOMS.

“To the Honorable the Provincial Board of Education of New Brunswick :

The Petition of the undersigned, Rate-payers of School District No. — in the Parish of —, in the County of —, humbly sheweth—

That whereas a new School House is now in course of construction in said district, and will be completed by the last of this present month ;

And whereas at a meeting of the Rate-payers held on Monday evening the 5th inst., it was *unanimously agreed* that a *Ventilator*, as prescribed by the Board of Education, *is not needed*.

We therefore humbly hope that the said Ventilation be not enforced ; and your petitioners, as in duty bound, will ever pray.”

We place the above Petition, omitting only the designation of the District and the names of the signers, upon permanent record, that those who come after us may have some knowledge of the obstacles in the path of our educational progress in the year of grace 1875. The school house referred to in the petition is being erected at a cost of about \$500, and the object of the petitioners in protesting against due provision for the ventilation of the house is to save the extra cost, amounting to \$25 or \$30. The assessed valuation of the School District is some four hundred thousand dollars, or nearly half a million. Two of the *Trustees* subscribe to the petition.

The Regulation of the Board of Education which the petitioners, “as in duty bound,” pray may not be enforced, is as follows :—

REGULATION 8.—*Ventilation* : It is required that every School-room have ample provision for the *admission and circulation* of pure air, and the *escape* of IMPURE air.

The following published REMARKS are appended by the Board to the foregoing Regulation :—

REMARK 1.—Without proper ventilation the School-room must be an unhealthy place, and one pervaded by bad odors. Nothing but a continuous supply of pure air can prevent restlessness and nervous irritability on the part of both Teachers and pupils ; head-aches, bronchitis and weak lungs ; a sluggish vital action, depriving pupils and teachers of half their mental activity ; and weariness and exhaustion of all the members of the School during the latter half of each day. The only reason why life is not destroyed in some School houses is the loose and imperfect construction of the buildings.

REMARK 2.—Economy in the use of fuel, equal distribution of heat through the room, and a plentiful supply of pure and properly tempered air, are problems involved in securing a proper system of ventilation. Open fire-places cause a free circulation, but the heat is unevenly distributed, and there is great loss of heat up the chimney. Stoves consume much less fuel, but the heat is not evenly distributed, and there is almost no ventilation connected with the process of heating. Windows open at the top admit the air freely, but the cold current settles at the bottom of the room, and keeps the feet of the pupils uncomfortably cold. On its way it strikes the unprotected necks and shoulders of many of the pupils, causing colds like any other draught. An opening in the ceiling is often made, but when it merely connects with a room overhead, no currents are created and no ventilation is induced. When the outlet is through a flue directly into the outer air, the hot air at the top of the School-room is drawn off, and the foul air below remains. The air is changed but little, while the waste of heat is very great. Two separate flues from the ceiling, or the division of a single flue into several parts, are frequently employed. This plan secures an upward current through one and a downward current through the other, and

causes a change of air in the room. But when a door or window is opened the descending current ceases, while the hot air continues to ascend. This method of admitting cold air exposes pupils to draughts and cold feet, as in the case of admission by the windows, and there is a great loss of heat.....

REMARK 3.—Recent improvements in hot-air furnaces have satisfactorily solved the three problems already referred to as involved in a system of ventilation. But hot-air furnaces are too costly for use in any considerable number of Schools. It is, however, within the reach of every country district erecting a new School house, or effecting alterations in an existing one, to secure an inexpensive system of heating and ventilation, which possesses all the excellences of the costly apparatus mentioned.

Then follows a detailed description of the simple and effective method prescribed by the Board of Education for securing the admission and circulation of pure air, and the escape of impure air.

We presume the signers of the petition referred to would feel indignant if they were informed that 'they know not what they do.' But such is the fact. It would have been quite as rational a proceeding if they had met in solemn assembly and "unanimously agreed" that windows are not needed in the School-house. Besides, more money would have been saved, for windows cost more than "a ventilator." That the residents of one of the wealthiest and, presumably, one of the most intelligent districts of a county should exert themselves to prevent suitable provision being made in the School-house for furnishing, in a safe way, a constant and abundant supply of pure air to the pupils, almost passes belief, and discloses a lamentable want of knowledge of the simplest laws of health. We have striven to stimulate teachers to qualify themselves for the communication of elementary lessons in hygiene to all their pupils, and it will be our duty to grapple henceforth more vigorously with this subject.

The importance of air space rests upon the absolute necessity of pure air for healthy respiration ; but the amount of space required depends upon a variety of circumstances. Hospital conditions, for example, require the largest amount of space, and modern experience has shewn that, other things being equal, *no* inclosed space equals plenary exposure. But, for various practical purposes, the limits of space vary from 300 to 4,000 cubic feet,—the smallest proportion being the exaction for lodging-house dormitories, and the largest for hospitals. *And no deviation should be made on account of children*, whether in regard to the different members of a family or of a school. With regard to this point, the Medical Officer of the English Privy Council observes :—"It is to be desired that laws and regulations should not proceed on the assumption that children (to any measurable extent) require less breathing space than adults. Against any such assumption, two facts have been considered—first, that even healthy children, in proportion to their respective bodily weights, are about twice as powerful as adults in deteriorating the air which they breathe ; secondly, that children will almost invariably have certain eruptive and other febrile disorders to pass through, from which adult life is comparatively exempt, and in which the requirement of space is greatly increased. And having regard to these two considerations, I think it best that children and adults should be deemed to require equal allowances of air and ventilation."

It is to be observed that the mere space allowance should in no case detract from the absolute necessity of means for renewal, and the smaller the space so much the more certain should be this provision. The petitioners to whom we have referred probably imagine that since the number of pupils in the district is small the amount of air enclosed in the school-room is all sufficient. This is a fatal mistake. To neutralize the deleterious properties of respired air and to replenish it, every person requires 2,000 cubic feet of fresh air hourly, and with less provision than this contamination is sure to follow. The *minimum* space allowed by the Board of Education is 150 cubic feet of air for each pupil, with adequate provision for *the changing of all the air of the room every ten minutes.*

The poisonous effluvia which pervades the atmosphere of close and un-ventilated rooms is not only re-breathed, but it adheres to all the surroundings; it sticks to the walls and furniture, settles into the drinking vessels, permeates the clothing, and attaches to the person. It creates a nidus, which is not only in itself poisonous, perpetually lessening the vital force of all who inhabit it, and predisposing to blood poisons of every kind, but it also becomes a hotbed for the planting and propagation of specific poisons, such as scarlet fever, measles, whooping cough, diphtheria, small-pox, and the whole category of epidemic diseases.

Besides the danger from active and fatal disease from exposure to the conditions which we have now described, all physiologists recognize the influence of depressing agents on the human organization (especially in childhood) in blunting the sensibilities, obtunding the intellect, promoting stupidity, idiocy, and physical deformity.

It is altogether idle for the Trustees and Ratepayers of any district to imagine that a unanimous resolution affirming the needlessness of school-room ventilation, can render it needless. The facts remain,—children have lungs, they must breathe. If pure air is not about their nostrils, they will breathe impure air, and suffer its penalties. This is not of the Board of Education's ordering.

Trustees, if you desire to have a SCHOOL, the first condition on which you can have it is to provide a thoroughly ventilated room. Your children are rosy and hearty: *keep them so.* If you want them to study, give them first of all pure air to breathe; but if you prefer listless, peevish, sallow pupils, with a snappish, irrepressible teacher, diligent in the whipping and scolding business, you ought not to expect the assistance of the Board of Education in the working out of your preferences. Impure, de-vitalized air, is the chief cause of school demoralization.

OFFICIAL NOTICES.

No. 1.

A new wall-map, for the school-room, of the Provinces of New Brunswick, Nova Scotia, and Prince Edward Island, has been approved by the Board of Education. The subscription price of this Map is \$5. A limited number of copies have been placed in charge of the CHIEF SUPERINTENDENT, by the Government, which will be supplied to Trustees of Schools at \$1.50 each. Trustees signing the certificate, forwarded with this CIRCULAR, and transmitting it with \$1.50, to the County Inspector, will receive as early as possible a copy of the Map.

This Map should be in every school-room in New Brunswick.

No. 2.

The attention of School Trustees is respectfully directed to the following matters of importance:—

1. The preparation, "at least two weeks before the Annual Meeting," of a clear statement of the INCOME and EXPENDITURE for the year, with agreements and vouchers, to be submitted to the Auditor.—*Sec. 80.* If the District Meeting failed to appoint an Auditor, application should now be made to the Inspector to appoint one.—*Sec. 10 (4).*

2. The preparation of the Annual Report for presentation to the rate-payers at the Annual Meeting. This Report should exhibit not only the receipts and expenditures for the year, but also the educational condition of the District, and its requirements for the ensuing year.—*Sec. 79.* The duty of making this Report is devolved upon the Board of Trustees. The Report should be adopted by the Board before being presented to the Annual Meeting. It is not the duty of the Secretary to the Trustees to prepare or present these papers, *except under the direction of the Board of Trustees.*

3. In estimating the requirements of the District for the ensuing year (*i. e.* from January 1876 to Jan. 1877), the Trustees should bear in mind that no "economy" that cripples the efficiency of the School is true economy. *The last place to apply retrenchment is in meeting the necessities of the Public School.* Nothing short of dire necessity should be allowed to interfere with the needful estimates for the Public School. During all the trying years of the American civil war, the people throughout the Northern States steadfastly refused to retrench their expenditures for public education. Education is of as great moment to Canadians as Americans.

The following statement of the appropriation of the County Fund for the past two Terms may assist some Boards of Trustees in making their estimates :

	RATE PER PUPIL AT SCHOOL THE FULL TERM.		FOR YEAR.
	<i>Summer Term '74,</i>	<i>Winter Term '75.</i>	<i>Total.</i>
Albert,.....	\$0 88	\$0 82	\$1 70
Carleton,.....	84	72	1 56
Charlotte,.....	1 04	1 03	2 07
Gloucester,....	3 89	2 42	6 31
Kent,.....	2 49	3 05	5 54
Kings,.....	84	92	1 76
Northumberland,....	1 49	1 49	2 98
Queens,.....	85	99	1 84
Restigouche,.....	79	57	1 36
St. John,.....	1 22	1 20	2 42
Summers,.....	1 05	1 10	2 15
Victoria,.....	1 08	97	2 05
Westmorland,.....	1 24	1 24	2 48
York,.....	83	1 05	1 88

In addition to the above rates, each Board of Trustees received from the same Fund at the rate of \$30 on account of each teacher employed the full Term. This latter rate is fixed by law.

The Trustees of "Poor Districts" received one-third more than the above rates for each pupil, and one-third more (\$40) on account of the Teacher.

Those Districts which have been classified as "Poor Districts" for the School year beginning November 1st, 1875, and ending October 31st, 1876, have each been notified by letter from this Office.

The amount of Provincial Grant received by each class of Teacher, *per Term*, is detailed on the first page of this CIRCULAR.

4. Should the Annual Meeting fail to make due provision for a Public School, the Trustees are empowered to transmit their Estimate, through the Inspector, to the Board of Education.—*Sec. 45.* See also FORM 3 "*Of Trustees and Auditors;*" and REM. 2.

5. It is the duty of the Trustees to convene the Annual School Meeting on the second Thursday in January (the 13th) at 10 o'clock in the forenoon, by notices posted at least six days (of twenty-four hours each) previously, in *two* of the most public places in the District. The mode of organizing the meeting, and the order of business, are detailed in the Regulations of the Board of Education, "*Of the School Meeting.*"

No. 3.

A copy of this number of the SEMI-ANNUAL CIRCULAR (No. 2) will be mailed from the *Education Office*, postage paid, to any address on receipt of 25 cents, or five copies in one parcel, on the receipt of \$1. The supply of extra copies is limited.

EDUCATION OFFICE,
FREDERICTON, N. B. }

THEODORE H. RAND,
Chief Superintendent.