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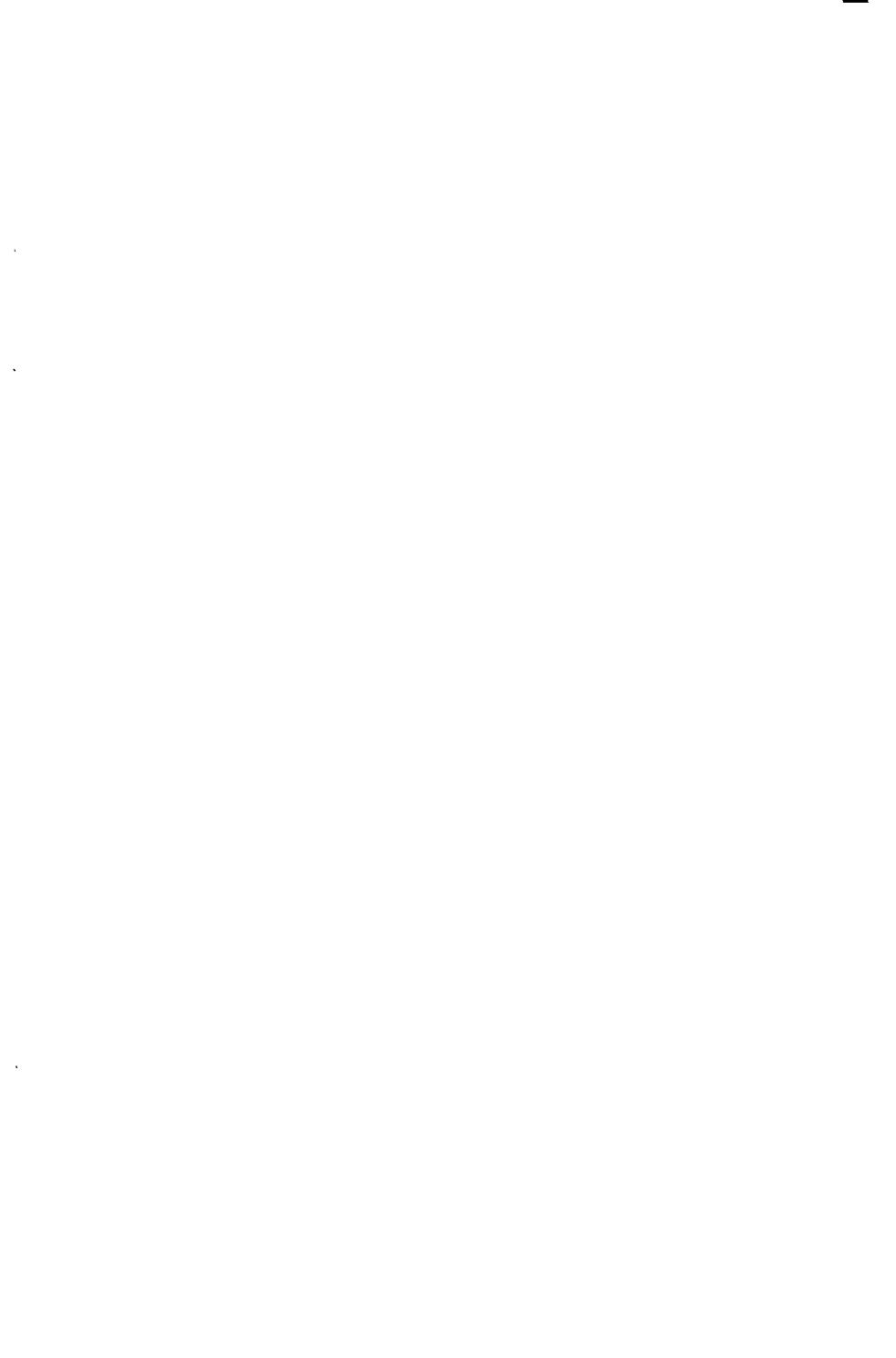
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No. 14.

THE EDUCATIONAL CIRCULAR.

REGULATION 43 OF THE BOARD OF EDUCATION.—*Educational Circular*: The Chief Superintendent shall forward to the Secretary of the Board of 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 Supt. Education.

EDUCATION OFFICE,
Fredericton, N. B., 1882.

DISBURSEMENT OF PROVINCIAL GRANTS AND APPORTIONMENT OF COUNTY FUND FOR THE SUMMER TERM ENDED OCTOBER 31, 1881.

There were 97 teaching days in this Term in St. John, and Portland; and 98 in Fredericton, Woodstock, and some other Districts. In distributing the Provincial Grants and apportioning the County Fund to the Districts above named, the time the Schools were open and the attendance made, were raised to the basis of 108 days—the full Term required of the Schools in the country.

In the following statement, 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 beyond the ordinary amounts. The Grants to licensed and eligible Class-Room Assistants (c. r. a.) are one-half the ordinary Grants to Teachers, according to the class of License and rank of School. The ordinary Provincial Grants per Term were, as provided by Sec. 13 of Chap. 65 of the Consolidated Statutes, as follows:—

M. I, \$55; M. II, \$40; M. III, \$30; F. I, \$35; F. II, \$25; F. III, \$20: Teachers whose Schools are classified by the Inspectors receiving in Addition per Term, First Rank, \$20; Second Rank, \$12.50; Third Rank, \$5. The Superior Allowance is apportioned annually at the close of the School Year; and the Schools which participated in it are indicated by printing the names of the Teachers in small capitals. The apportionments to the Trustees are given separately.

COUNTY OF ALBERT.

Prov'l Grant to Teachers.				Locality.	County Fund to Trustees.				Prov'l Grant				
					AMOUNT.								
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized 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.		
6	5	4	3	2	1	2	3	4	5	6	7	8	
Lelia J. Turner	2	108	\$20 09	Alma	2	108	36	1903	\$15 00	\$14 72	\$29 72	Mona Milton.	
Maggie J. Martin	2	96	33 72	"	3	96	51	1911	17 76	12 02	30 78	Mary E. Carnv	
Thos. E. Colpitts, A. B.	1	98	25 00	"	5	196	67	4231	27 20	25 61	52 81	Wm. J. Jones.	
Marilla Strong	2	98	25 00	"	5	196	67	4231	27 20	25 61	52 81	Grace Ayer...	
Marion Harris	2	108	20 00	Coverdale	1	108	26	1325	15 00	8 96	23 96	Nelson Smith.	
Lavinia J. McLatchey	2	108	25 00	"	2	108	19	1052	15 00	7 11	22 11	Adelaide R. C.	
Araminta Milton	2	107	24 77	"	3	107	24	1435	14 85	9 70	24 55	Annie J. Moor	
Frances A. Gaskin	2	108	25 00	"	4	108	20	1146	15 00	7 75	22 75		
Mary J. Campbell	2	108	25 00	"	5	108	32	1920	15 00	12 98	27 98		
Pamelin J. Carter	2	108	25 00	"	10	108	37	2596	15 00	10 79	25 79		
Mary Jonah	2	107	33 18	"	12	107	32	3246	19 89	21 95	41 84		
Janetta O. Steeves	2	108	20 00	& Hillsboro	14	108	25	1271	15 00	8 59	23 59		
Eunice J. Bennett	2	108	25 00	"	15	108	25	1332	20 00	9 01	29 01		
Margt. L. Hoesman	2	108	33 33	Elgin	1	108	20	1332	20 00	9 01	29 01		
RALPH COLPITTS	1	98	69 66	"	2	132	84	5366	35 06	36 28	71 34		
Mary J. Steeves	2	88	23 47	" & Cardwell	3	108	44	2013	15 00	13 61	28 61	Jane D. Reed.	
Kate E. Carroll	2	108	25 00	" April, 1881	5	108	44	2013	15 00	13 61	28 61	Augusta F. C.	
S. A. STEVENS	2	108	33 98	"	5	108	44	2013	15 00	13 61	28 61	John Home	
Bal. to Trustees from 1 April, 1881					4				11 96		11 96	Sebeulah J. S.	
Oliver Geldert	2	69	25 55	"	6	69	21	880	9 58	5 95	15 53	Isabella R. Jo	
John Forbes Peters	2	108	40 00	"	7	108	20	1567	20 00	10 59	30 59	Wagnata A. L.	
Franz H. Blakeney	2	100	37 03	"	8	109	51	1677	13 88	11 31	25 19	Cath. A. Bul	
George H. Laskey	2	108	40 00	"	9	108	52	2898	15 00	19 60	34 60	Eliza Ackers	
W. W. P. Starratt	2	108	40 00	"	10	108	22	1453	15 00	9 03	24 03	Laura A. Bro	
Alice M. Annette	2	108	25 00	"	11	108	17	1338	15 00	9 03	24 03	William Tayl	
Thomas H. Demill	2	108	30 00	"	12	108	40	1724	15 00	11 68	26 68	A. H. Suckw	
Carrie M. Kelly	2	108	25 00	Harvey	1	108	37	2492	15 00	16 88	31 88	Eliza Moores,	
Leonora L. Rogers	2	108	25 00	"	2	108	32	1310	15 00	8 86	23 86	Mrs. J. Tait.	
Lena P. Woodworth	2	108	25 00	"	5	108	17	674	15 00	4 56	19 56	Walter S. Mit	
John Cairnes	2	108	40 00	"	6	108	59	3591	20 00	24 28	44 28	Wilmont E. S	
Darid Gillespie	2	100	37 03	"	7	106	23	768	18 50	5 20	23 70	Annie B. Ad	
Roseell Wilbur	1	108	73 66	"	8	108	16	1093	20 00	7 39	27 39	Blanche M. M	
Flora E. Reid	2	85	19 67	"	12	85	12	744	11 80	5 04	16 84	Annie A. Cog	
JANE MOORE	1	104	5 66	"	3	245	93	4080	34 08	27 59	61 67	Allison W. Cl	
NATH. DUFFY	1	98	75 80	"	3	245	93	4080	34 08	27 59	61 67	Lonica M. N	
Josephine M. Kinnie	2	43	9 95	"	2	210	97	5633	29 16	38 09	67 25	Mary L. Britt	
Selina E. Brewster	2	102	54 76	Hillsboro	2	210	97	5633	29 16	38 09	67 25	Isaac R. Curt	
J. TRAFMAN STEVES	2	108	20 00	"	3	216	84	4550	29 93	30 76	60 69	Dece R. Ted	
Nettie McLatchie	2	108	20 00	"	4	106	41	1816	14 78	12 25	27 03	S. D. Alexan	
CHIFFMAN BISHOP	2	108	25 00	"	5	108	61	2489	15 00	16 84	31 84	Mary E. Boye	
Isabella S. Gross	2	106	19 75	"	6	49	24	957	6 80	6 48	13 28	Hessey A. Gr	
Annie E. Dobson	2	108	40 00	"	7	95	29	1111				Lillie B. Miles	
Alexander Smith	2	108	40 00	"	7	95	29	1111				Ada DeWolfe	
S. C. WILBUR	2	49	35 13	"	7	95	29	1111				Katie Crabb.	
Beattie C. Steeves	2	95	35 15	"	7	95	29	1111				Annie Corbet	
Trustees' claim for) April, 1881					10				112	14 57	8 24	22 81	Helen Murph
Ella M. Milton	2	108	33 33	"	8	108	38	2113	20 00	14 29	34 29	James Keena	
Ada F. Irving	2	108	20 00	"	9	108	12	923	15 00	6 24	21 24	Mary Corbett	
Kate A. Dawson	2	108	19 99	"	10	103	38	1796	14 30	12 14	26 44	Bella C. Price	
Sarah A. Stevens	2	108	33 33	& Elgin	13	108	14	1131	20 00	7 65	27 65	Sarah J. McW	
Oliva H. Bartlett	2	104	19 27	"	14	104	37	1527	14 44	10 33	24 77	Gertrude H.	
Howard Steves	1	108	73 66	"	15	108	32	2188	20 00	14 80	34 80	Chas. T. Baile	
Geo. H. Miner	1	100	50 92	Hopewell	1	100	43	2583	13 88	17 46	31 34	Trustees claim	
ALLEN W. BRAT	2	108	16 99	"	2	211	87	4358	29 36	29 46	58 82	April, 1881	
REYES P. STEVENS, A.B.	1	107	77 38	"	2	211	87	4358	29 36	29 46	58 82	Alder B. Boye	
Martha E. Bray	2	104	24 07	"	3	108	30	2313	20 00	15 64	35 64	Maria Sharpe	
Annie J. Godfrey	2	108	33 33	"	3	108	30	2313	20 00	15 64	35 64	Eldo J. Alex	

COUNTY OF ALBERT.—Continued.

NAME	Prov'l Grant to Teachers.			LOCALITY.	County Fund to Trustees.							
	Classes.	Legally authorized days actually employed.	Amount of Grant.		PARISH.	No. of District.	Legally authorized 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	
Mona Milton.....	3	97	\$17 97	Hopewell.....	5	97	19	1189	\$13 46	\$8 03	\$21 49	
Mary E. Carnwath.....	3	108	20 00	"	6	108	29	1681½	15 00	11 37	26 37	
Wm. J. Jones.....	2	107	67 94	"	7	215	86	4718	29 86	31 90	61 76	
Grace Ayer.....	3	108	20 00	"	5	361	48	4791	5 07	3 24	8 31	
Nelson Smith.....	3	108	26 66	"	9	108	12	880	20 00	5 95	25 95	
Adelaide R. Carmeath	2	106½	24 63	"	10	106½	45	1013½	14 78	6 89	21 67	
Annie J. Moore.....												
			\$2035 05				1920	103,216½	\$802 95	\$897 85	\$1600 80	

COUNTY OF CARLETON.

Jane D. Reed.....	1	93	\$30 13	Aberdeen.....	1	93	47	1930	\$12 91	\$9 94	\$22 85
Augusta F. Crawford..	2	94	43 95	"	3	94	35	1309	13 05	6 70	19 75
John Home.....	1	108	75 00	"	4	108	18	908½	15 00	4 68	19 68
Nehemiah J. Sipperall..	3	93	48 55	"	5	93	44	1977½	12 91	10 19	23 10
Isabella R. Joyner.....	2	108	35 00	"	6	108	42	1675	15 00	8 63	23 63
Wayman A. Smith.....	1	101	68 57	"	10	101	40	1866	18 69	9 61	28 30
Cath. A. Bubar.....	3	108	26 66	"	11	108	25	2228	20 00	11 48	31 48
Eliza Ackerson.....	2	108	66 66	"	13	108	26	1441	20 00	7 42	27 42
Laura A. Brown.....	3	108	20 00	Brighton	1	108	36	2090½	15 00	10 77	25 77
William Taylor.....	1	108	79 89	"	2	108	31	1771½	15 00	9 12	24 12
A. H. Sherwood.....	1	108	125 22	"	3	108	60	3130	15 00	16 12	31 12
Eliza Moores, c. r. a..	3	104	27 31	"							
Mrs. J. Tait.....	3	43	25 12	"							
Walter S. Mitchell.....	2	49	18 14	"	4		56				Returns too late.
Winmont E. Sipperall..	3	108	60 00	"	5	108	29	1776½	15 00	9 15	24 15
Annie B. Adams.....	2	108	74 99	"	6	108	24	2114	20 00	10 89	30 89
Blanche M. Magee.....	3	107	19 83	"	7	107	28	1435½	14 85	7 39	22 24
Annie A. Cogswell.....	2	107	24 77	"	8	107	22	1300½	14 85	6 70	21 55
Allison W. Clark.....	3	98	27 21	"	10	98	32	1242	13 60	6 40	20 00
Louisa M. Noble.....	2	104	78 91	"	11	104	19	1010½	19 25	5 25	24 50
Mary L. Britton.....	3	53	9 82	"	12	53	25	820½	7 36	4 26	11 62
Isaac R. Curtis.....	3	108	55 00	"	13	108	32	1802	15 00	9 28	24 28
Decca R. Tedford.....	2	108	60 68	" & Aberdeen	17	108	20	1808	20 00	9 31	29 31
S. D. Alexander.....	1	108	49 90	Kent & Peel.....	1	206	88	4375	28 60	22 53	51 13
Mary E. Boyer.....	2	108	25 00	"	2	108	47	2567	15 00	13 22	28 22
Hessey A. Gregg.....	3	96	17 72	"	3	96	47	1828	13 32	9 41	22 73
Lillie B. Miles.....	3	108	20 00	"	4	108	38	2366	15 00	12 19	27 19
Ada DeWolfe.....	3	105	25 95	"	5	105	41	2748	19 43	14 15	33 58
Katie Crabb.....	3	85	21 00	"	8	85	24	1283	15 73	6 61	22 34
Annie Corbett.....	3	108	20 00	"	10	108	52	1891	15 00	9 74	24 74
Helen Murphy.....	3	51	18 88	"	11	51	35	1209	9 44	6 23	15 67
James Keenan.....	3	108	26 66	"	12	108	60	3037	20 00	15 64	35 64
Mary Corbett.....	2	107	24 77	"	13	107	26	996	14 85	5 13	19 98
Bella C. Price.....	2	107	24 77	"	14	107	31	1600	14 85	8 23	23 09
Sarah J. McWaid.....	3	107	19 83	"	15	107	23	1031½	14 85	5 57	20 42
Gertrude H. Wiggins..	2	108	40 00	Northampton.....	2	108	28	1400½	15 00		
Chas. T. Bailey.....				"							
Trustees claim for } April, 1881. }				"			62	1553	8 61	15 21	33 82
Alder B. Boyer.....	1	107	94 34	"	4	107	49	3689	14 85	19 00	33 85
María Sharpe.....	2	108	25 00	"	5	108	34	2270½	15 00	11 69	26 69
Elide J. Alexander.....	3	105	25 95	"	7	105	19	1772½	19 43	9 13	28 56
G. L. S. Jamieson.....	2	57½	21 29	} Peel, }	1	57½	40	1530	7 03	7 88	15 86
James H. HARPER.....	2		11 33	} April, '81, }							

COUNTY OF CARLETON.—Continued.

Prov'l Grant to Teachers.				Locality.	County Fund to Trustees.							
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	AMOUNT.		
										On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	3	2	1	2	3	4	5	6	7	
J. Wilmot Lawrence	2	108	540 00	Peel	2	108	38	1641	\$15 00	88 45	82 43	
L. J. Sherwood	2	104	38 70	"	3	104	27	1335	14 51	6 88	21 28	
WENMAN A. SMYTH	1	83	28 32	" Ap. '81	3	83	30	1150	10 45	7 45	17 36	
Hannah Cogswell	3	50	13 97	Peel	4	50	29	1447	15 36	5 92	21 26	
Emeline D. Foster	3	83	20 51	"	5	83	30	1150	15 36	5 92	21 26	
Annie Thompson	2	106	32 71	"	6	106	36	2012	19 61	10 36	29 37	
Marleborough J. Dow	2	108	80 00	" & Brighton	7	108	36	2141	15 00	11 03	26 03	
Clara Hughes	2	108	25 00	Richm'd & Woods'k	1	108	45	2463	15 00	12 09	27 09	
Isabel A. McBride	3	108	20 00	Richmond	2	108	43	1746	15 00	9 00	24 00	
S. Irene Kirkpatrick	1	78	25 27	"	3	78	44	2089	10 83	10 76	21 59	
Cath. Garety	2	73	17 01	"	4	73	15	528	10 20	2 72	12 92	
Helena K. Mulherin	2	108	25 00	" & Wendstock	5	108	23	1280	15 00	6 59	21 59	
M. Ella Campbell	3	108	20 00	"	6	108	28	1488	15 00	7 06	22 06	
Charles Campbell	2	108	40 00	"	7	108	39	1818	15 00	9 36	24 36	
Ida B. Jones	3	106	19 61	"	8	106	33	1098	14 71	5 06	19 77	
Mary C. H. Flemming	2	93	21 52	"	9	93	24	1329	12 91	6 85	19 76	
Susie V. Henderson	2	60	13 88	"	10	60	20	818	8 33	4 22	12 55	
Rosella Kelly	2	58	17 97	"	12	58	17	674	8 46	3 47	12 33	
Alice A. Lawrence	2	107	13 54	"	13	107	27	1126	8 12	5 89	13 81	
Pauline Kilburne	2	107	24 77	"	14	107	28	1293	14 85	6 66	21 51	
Flora E. L. Dunn	2	108	20 00	"	16	108	40	1674	15 00	8 62	23 62	
Catharine Givan	2	108	33 33	"	17	108	24	1169	20 00	6 02	26 02	
EMOND W. STEVENS	1	107	105 46	Simonds	1	107	39	3000	14 85	15 45	30 30	
Emma B. Ebbett	2	108	25 00	"	2	108	22	1345	15 00	6 93	21 93	
Kate A. McKay	3	107	58 98	"	3	107	43	2233	14 85	11 50	26 35	
COUNSEL T. HENDRY	1	106	76 63	" & Wicklow	4	106	61	2622	14 71	13 50	28 21	
Joanna M. Ring	2	86	4 74	" Ap. '81	6	86	37	1089	11 94	10 25	22 19	
Olive M. Smith	3	94	19 00	Wakef'd & Wilmot	1	94	13	759	13 12	3 91	17 03	
Eugenia E. Cox	2	108	17 52	"	2	108	45	2705	15 00	14 40	29 40	
Mary Miller	1	108	35 00	"	3	112	22	2657	14 35	13 69	28 04	
Trustees' claim, Ap. '81	2	107	39 62	"	4	107	21	1394	14 85	7 18	22 03	
Jacob W. Sherwood	2	107	28 32	" Ap. '81	5	107	31	1394	14 85	7 18	22 03	
FRANK B. CARVEL	2	36	13 33	"	6	36	31	721	5 00	3 72	8 72	
Wellington Jenkins	1	98	88 08	"	7	98	40	2774	15 00	14 29	29 29	
W. B. WIGGINS	2	107	76 42	"	8	107	30	1887	14 85	9 72	24 57	
W. SHERMAN HANNAH	3	108	20 00	"	9	108	29	2052	15 00	10 57	25 57	
Agnes M. Gibson	2	167	24 77	"	10	167	23	1502	14 85	7 74	22 59	
Bessie Fullerton	3	108	20 00	"	11	108	23	1248	15 00	6 93	21 93	
Annie M. Kilpatrick	2	12	3 71	"	13	12	7	81	2 23	0 42	2 65	
Amelia J. Simonds	3	108	20 00	"	14	108	18	997	15 00	5 14	20 14	
Mrs. Cath. Keefe	2	10	2 89	Wilmot	2	10	11	89	1 87	0 46	2 33	
Olive M. Smith	2	10	2 89	"	3	98	28	1796	18 13	9 25	27 38	
Bal. to Trustees, Ap. '81	3	98	67 91	"	4	108	44	2047	15 00	10 54	25 54	
A. Judson Clark	2	108	63 80	"	5	108	55	2233	15 00	16 96	31 96	
Annie B. Boyer	2	108	25 00	"	6	108	55	2233	15 00	16 96	31 96	
Alice Palmer	2	107	24 89	"	7	107	41	2617	14 92	13 48	28 40	
May Hume	2	107	24 77	"	9	107	27	1499	14 35	7 72	22 07	
Florence J. Carvell	2	108	65 00	"	10	108	41	2015	15 00	10 54	25 54	
Eva E. Hovey	2	53	19 63	"	11	53	18	407	7 36	2 07	9 43	
Frank B. Carvell	2	108	20 00	"	12	108	20	1207	15 00	6 22	21 22	
Alice M. Patterson	2	60	18 51	"	13	60	23	894	11 11	4 60	15 71	
Ida E. Williams	2	108	106 66	"	14	108	14	1101	20 00	5 67	25 67	
Richard S. Botser	2	108	26 66	"	15	108	13	1158	20 00	5 66	25 66	
Marab S. McGuire	2	108	65 00	"	16	108	21	1731	15 00	8 92	23 92	
Lydia J. Irvine	2	103	91 18	"	4	103	63	3544	14 30	13 28	27 58	
PETER W. CODY	2	103	25 00	Wicklow	2	108	23	1432	15 00	7 37	22 37	
Lilla E. Giberson	2	107	24 77	" & Simonds	4	107	33	1372	14 85	7 07	21 92	
Charissa J. Browne	3	107	26 44	"	4	107	13	998	10 80	4 08	14 88	
Theresa B. Perkins	3	107	26 44	"	4	107	13	998	10 80	4 08	14 88	

COUNTY OF CHARLOTTE.—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					Prov'l	
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH	No. of District.	Legally authorized 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.	From County Fund.	
6	5	4	3	2	1	2	3	4	5	6	7	
Geo. E. Armstrong....	2	48	\$17 77	Grand Manan...	2	86	95	2287½	\$11 94	\$10 44	\$31	Geo J. W.
Whitfield O. Dunham..	3	38	10 83		"	3	103	70	3054	14 30	25 97	40	Eda E. T.
Louis S. Pickett.....	2	103	61 70	"	4	200	108	5997	27 76	50 99	73	Toy McK
J. A. DUNHAM.....	1	108	100 32	"	5	108	39	1903½	5 41	16 18	21	Gloria A.
Annie Magee.....	1	92	29 81	"	1	.....	8	455½	.....	3 87	3	Blair I.
Ellen Rogers.....	1	108	60 00	"	3	108	45	1885	15 00	16 03	31	Ess G. A.
Tea. pd. in St. John Co.				{ Lepreaux and } { Musquash }	1	.....	8	455½	.....	3 87	3	Erna T. M.
John Gillespie.....	3	108	30 00	Lepreaux.....	3	108	45	1885	15 00	16 03	31	Edhel M. T.
Bank of St. Stephen, balance due, Ap. '80.			0 60	"								See M. P.
Agnes E. Crickard.....	2	108	25 00	Pennfield.....	1	108	29	1347	15 00	11 45	36	Stella Bl.
Wilfred L. Randall.....	2	101½	37 59		"	2	101½	63	4884	14 09	41 52	55	Eda H.
Mary Magowan.....	2	108	65 00	"	3	108	34	2074	15 00	17 63	22	Eda D. Ha.
Cath. L. Spear.....	3	97	17 97	"	4	97	52	2559	13 46	21 76	33	Eda G. Cr.
Ina Welch.....	2	86½	70 04	"	5	86½	23	1001½	16 01	9 02	25	Eda J. Li.
A. W. Wilkinson, A. B.	1	98	55 00	St. Andrews.....	1	587½	273	18230½	89 93	155 00	241	Eda M. Ha.
Emma Waycott.....	1	98	35 00		"	2	60	12	301½	8 33	2 56	10	Eda R. W.
Annie P. Hanson.....	2	98	25 00	"	3	65	31	1089½	9 02	9 26	18	Eda B. La.
S. Agnes Algar.....	2	98	25 00	"	4	59	21	783	8 19	6 06	14	Eda M. Rol.
Augusta B. Wade.....	2	98	25 00	"	4½	80	19	822½	11 10	6 99	18	Eda M. Ha.
Maggie G. Jones.....	3	98	20 00	"	5	108	42	1767½	15 00	15 03	20	Annie Ver.
Annie L. Rihby.....	2	60	13 88	" & St. Croix	2	60	12	301½	8 33	2 56	10	Eda S. I.
Thomas A. Hartt.....	2	65	24 07	St. Croix.....	3	65	31	1089½	9 02	9 26	18	Eda S. I.
Ida A. Mitchell.....	2	59	13 82	"	4	59	21	783	8 19	6 06	14	Eda M. Rol.
Alice M. Murray.....	3	50	14 85	" & Dumbarton	4½	80	19	822½	11 10	6 99	18	Eda M. Ha.
J. F. Scribner.....	2	60	22 22	"	5	108	42	1767½	15 00	15 03	20	Annie Ver.
Agnes E. Keay.....	2	48	11 11	"	5	108	42	1767½	15 00	15 03	20	Annie Ver.
A. E. Milligan.....	2	85	31 48	St. David.....	1	85	46	2601½	11 80	22 12	33	Eda S. I.
Mary D. Dibblee.....	1	93	30 13	"	1½	93	50	2833	12 91	24 00	37	L. McAlli.
Maria Milliken, c. r. a.	3	86	7 97	" & St. James	1½	93	50	2833	12 91	24 00	37	Eda H. I.
Katherine F. Brown.....	3	62½	15 45	"	2	62½	26	940	11 57	8 00	19	Eda T. Jo.
Laura McCann.....	2	78½	18 17	"	3	78½	47	1953	10 90	16 00	27	Eda T. Jo.
Sarah E. Gilley.....	2	63½	14 70	"	4	63½	31	717½	8 81	6 10	11	Eda S. Kirh.
Abner Gaskill.....	2	90	33 33	"	5	90	35	1547½	12 49	13 16	25	Eda M. V.
Emily Markee.....	2	40	9 26	"	6	40	40	1179	5 55	10 02	15	Eda L. J.
Agnes Boyd.....	2	108	31 25	"	7	108	23	1884	20 00	16 02	30	Eda L. J.
Marjory McCann.....	2	97½	22 57	"	8	97½	19	945	13 53	8 03	21	Eda E. Mc.
Mary E. Currie.....	2	99	22 91	"	9	99	47	2433½	13 74	20 09	34	Eda J. Lo.
Sarah McCrae.....	2	53	12 26	"	10	.....	36	.....	.....	.....	.....	Eda T. W.
Geo. W. HOBBS, A. B.	1	98	60 66	"	1	.....	.....	.....	.....	.....	.....	Eda E. Bo.
Thomas O'Malley.....	2	98	40 00	St. George.....	1	330	184	9572	50 51	81 33	131	Eda Fount.
Eliza Magowan.....	1	98	35 00		"	4	108	39	2072½	15 00	17 62	22	Eda Sun.
Mrs. J. A. Dunham.....	2	38	9 69	"	5	108	13	747	15 00	6 35	21	Eda V. Ly.
Adelia Raynor.....	2	108	34 74	"	6	108	13	747	15 00	6 35	21	Eda V. Ly.
George Allen.....	3	108	70 00	"	6	108	40	2044½	15 00	17 38	22	Eda J. Mc.
Annie Gilmour.....	2	108	65 00	"	7	102	23	1341	18 88	11 40	34	Eda W. De.
Hugh Copley.....	2	102	50 36	"	8	108	19	1175½	20 00	9 99	22	Eda W. De.
Lorinda McKinney.....	3	108	26 66	"	8	108	19	1175½	20 00	9 99	22	Eda W. De.
Catharine Condle.....	2	108	66 66	" & Penn'd	9	108	15	1694	20 00	14 41	34	Eda W. De.
Annie Daley.....	3	108	26 66	"	10	108	14	1514	20 00	12 57	33	Eda W. De.
Adelaide Camp.....	3	108	25 00	"	11	108	20	438½	20 00	3 73	22	Eda W. De.
Sarah A. Meek.....	2	52	12 03	"	12	52	20	664	7 22	5 65	18	Eda W. De.
Maria E. Gates.....	3	96	17 79	"	13	96	101	5119	13 32	43 51	56	Eda W. De.
James Doherty.....	3	108	30 00	"	14	108	60	2425	15 00	20 62	33	Eda W. De.
Clara M. Clark.....	3	108	20 00	"	16	108	32	1122½	15 00	9 54	24	Eda W. De.
Lydia Maxwell.....	2	75	17 36	St. James.....	1	75	49	2255	10 41	19 18	28	Eda W. De.
Enoch Thompson.....	1	105	77 42	"	2	105	48	3050½	14 57	25 94	34	Eda W. De.
Jessie G. Pettigrove.....	2	50	11 57	"	3	50	24	700½	6 94	5 96	12	Eda W. De.

COUNTY OF CHARLOTTE.—Continued.

No.	NAME.	Prov'l Grant to Teachers.		Locality.	County Fund to Trustees.							
		Class.	Legally authorized days actually employed.		Amount of Grant.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employ'd.	On account of average attendance of Pupils.	Total amount from County Fund.
7	6	5	4	3	2	1	2	3	4	5	6	7
381	J. Wathen.....	2	103	\$82 27	St. James.....	4	103	23	1804	\$19 07	\$15 34	\$34 41
40	E. Thompson.....	2	100	49 00	" & St. David.....	4	100	33	1339	18 50	11 31	30 31
73	M. K. Mabey.....	3	96	23 85	".....	5	96	18	1339	17 85	11 33	29 23
81	G. A. Thompson.....	2	97	31 93	".....	7	97	50	2502	13 46	21 23	34 74
81	M. V. Gartley.....	2	89	27 45	".....	8	89	13	622	16 47	5 29	21 76
81	G. Atkinson.....	2	90	33 33	".....	9	90	38	1236	12 49	10 93	23 42
81	T. McCann.....	3	107	19 93	".....	10	107	37	1665	14 92	14 16	29 08
81	T. McCann.....	2	104	32 09	".....	13	104	20	1908	19 25	16 22	35 47
81	M. Turner.....	2	105	24 30	".....	14	105	51	2819	14 57	23 97	38 54
81	M. P. Poirroy.....	3	105	19 40	".....	15	105	47	2026	14 57	17 23	31 80
81	M. Black.....	3	78	14 55	".....	16	78	41	1716	10 90	14 59	25 49
81	H. Hanson.....	1	47	15 23	St. Patrick.....	1	47	30	1462	10 55	12 43	22 98
81	D. Hanson.....	2	29	6 71	".....	2	29	42	1899	14 37	15 64	30 01
81	M. O. Turner.....	3	103	62 79	".....	3	103	11	861	19 07	7 32	26 39
81	G. Cravley.....	2	103	25 45	".....	4	103	21	1057	19 61	8 98	28 59
81	J. Linton.....	2	106	33 53	".....	6	107	27	1056	14 85	8 98	23 83
81	A. A. Turner.....	2	107	64 58	".....	10	99	34	1578	18 32	13 42	31 74
81	M. J. Linton.....	2	99	50 21	St. Stephen.....	1	95	36	1747	13 19	14 86	28 05
81	M. R. Linton.....	2	95	51 52	".....	1	95	36	1747	13 19	14 86	28 05
81	A. Freeze, A. L.....	1	97	54 44	".....	1	97	36	1747	13 19	14 86	28 05
81	B. WATHEN.....	1	98	105 97	".....	1	98	36	1747	13 19	14 86	28 05
81	L. Barnes.....	1	98	55 00	".....	1	98	36	1747	13 19	14 86	28 05
81	D. Lawson.....	1	98	55 00	".....	1	98	36	1747	13 19	14 86	28 05
81	B. Bogart.....	1	98	55 00	".....	1	98	36	1747	13 19	14 86	28 05
81	M. Robinson.....	2	98	25 00	".....	2	98	36	1747	13 19	14 86	28 05
81	M. Harvey.....	1	98	35 00	".....	1	98	36	1747	13 19	14 86	28 05
81	M. Veazey.....	1	98	35 00	".....	1	98	36	1747	13 19	14 86	28 05
81	S. Dowling.....	1	98	35 00	".....	1	98	36	1747	13 19	14 86	28 05
81	A. Inch.....	1	81	79 43	".....	1	81	36	1747	13 19	14 86	28 05
81	L. McAllister.....	1	97	34 64	".....	1	97	36	1747	13 19	14 86	28 05
81	H. Lyle.....	2	98	40 00	".....	2	98	36	1747	13 19	14 86	28 05
81	T. Johnston.....	2	98	25 00	".....	3	668	290	19925	102 25	169 40	271 65
81	M. Caswell.....	2	98	25 00	".....	3	668	290	19925	102 25	169 40	271 65
81	S. Kirkc.....	2	98	25 00	".....	3	668	290	19925	102 25	169 40	271 65
81	M. Vurdock.....	2	98	25 00	".....	3	668	290	19925	102 25	169 40	271 65
81	M. Brown.....	3	84	15 57	" & St. James.....	3	84	14	588	11 66	5 00	16 66
81	L. Case.....	3	75	18 37	".....	6	75	16	942	13 88	8 01	21 89
81	E. Morrell.....	3	87	16 22	".....	6	87	23	955	12 15	8 12	20 27
81	J. Love.....	1	69	35 13	".....	7	69	22	753	9 58	6 41	15 99
81	T. Wathen.....	3	102	28 33	" & St. David.....	8	102	29	1591	14 16	13 53	27 69
81	E. Boyd.....	3	108	20 00	" & St. James.....	18	108	27	1724	15 00	14 06	29 06
81	Fountain.....	2	83	19 33	West Isles.....	1	83	20	1073	11 59	9 13	20 72
81	S. Surrin.....	1	57	71 03	".....	2	57	51	1582	7 01	13 45	21 36
81	V. Lloyd, c. r. a.....	3	57	23 08	".....	2	57	51	1582	7 01	13 45	21 36
81	L. Young.....	1	105	126 88	".....	3	105	73	4389	14 57	37 30	51 87
81	A. McNeill, c. r. a.....	3	102	24 65	".....	4	108	31	1723	15 00	14 65	29 65
81	W. DeVeber.....	2	103	74 02	".....	4	108	31	1723	15 00	14 65	29 65
81	W. Wernock.....	1	107	99 62	".....	5	107	86	5131	14 85	43 63	58 48
81	W. Wernock, Oct. '80.....	1	107	11 88	".....	5	107	86	5131	14 85	43 63	58 48
81	M. Adams, c. r. a.....	3	104	18 52	".....	5	107	86	5131	14 85	43 63	58 48
81	H. Hart, c. r. a. Ap. '81.....	3	107	8 12	".....	5	107	86	5131	14 85	43 63	58 48
81	M. Hanson.....	3	107	19 93	".....	6	107	50	2334	14 92	28 55	43 27
81	L. Cook.....	3	101	24 96	".....	6	101	27	2366	13 69	20 14	33 83
81	R. Rommel.....	2	103	103 33	".....	7	108	49	3904	20 00	33 19	53 19
				\$4644 72				4662	201,126	\$1662 20	\$2220 10	\$3332 30

COUNTY OF GLOUCESTER.

Prov'l Grant to Teachers.				Locality.			County Fund to Trustees.						
NAME	Class.	Legally authorized days actually employed	Amount of Grant.	PARISH.	No. of District.	Legally authorized 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		
Jane D. Hussey.....	2	107	\$33 03	Bathurst.....	3	107	30	1547	\$19 80	\$14 28	\$34 68		
Geo. W. Mersereau, A.B.	1	98	95 00	"	2	324	141	9152	45 00	84 47	129 47		
Helen Meahan.....	3	54	13 33	"	4	54	20	1169	10 00	10 79	20 79		
Clara F. Welsh.....	3	54	13 33	"	4	55	22	816	7 63	7 53	15 16		
Eliza Payne.....	2	108	40 00	"	6	108	30	1370	15 00	12 64	27 64		
J. D. Skelley.....	3	108	26 66	"	7	108	33	2360	20 00	21 78	41 78		
Tharsille P. Hache.....	3	108	44 57	"	8	108	24	1412	15 00	13 03	28 03		
Mary Alexander.....	2	106	92 48	"	9	106	26	1065 1/2	14 71	9 33	24 04		
MARY DESBRISAY.....	3	104	25 69	"	10	104	18	979	19 25	9 04	28 29		
Mrs. D. Reardon.....	3	107 1/2	44 55	Do. & New Bandon.....	10 1/2	107 1/2	17	1007	14 92	10 12	25 04		
Ellen J. Murphy.....	3	108	60 00	Bathurst.....	11	108	22	940	20 00	8 68	28 68		
Annie E. Egan.....	3	108	20 00	"	12	108	77	3683	15 00	33 53	48 53		
Mary A. Hachey.....	2	108	50 00	"	13	108	39	1752 1/2	15 00	16 18	31 18		
Grace Hillock.....	2	108	44 73	"	14	108	24	1550	15 00	14 31	29 31		
Carrie Welsh.....	3	108	20 00	"	15	108	61	2940 1/2	15 00	27 20	42 20		
Tharsille J. Hache.....	2	98	65 00	"	16	216	86	6007 1/2	30 00	55 45	85 45		
Ellen Burns.....	2	98	65 00	"	17	108	16	814	20 00	7 70	27 70		
Jennie Rainey.....	3	108	59 55	"	2	96	23	1206	13 32	11 13	24 45		
Lizzie Miller.....	2	96	64 71	Beresford.....									
R. J. HAMILTON.....	2	108	90 75	"	4	216	114	6883 1/2	30 00	63 57	93 57		
Jerome Boudreau.....	3	40	2 13	"									
Louisa Boudreau, c.r.a. April, 1881.....	3	108	54 73	"	5	148	105	4157 1/2	20 54	38 38	58 92		
Philip Boudreau.....	3	90	17 79	"	5	17	14	180	2 30	1 74	4 04		
Mary W. Landry.....	3	52	28 04	"	6	108	35	2083 1/2	15 00	19 23	34 23		
Gertrude Commeau.....	3	17	4 72	"	7	108	14	618 1/2	15 00	5 70	20 70		
Francois Aubé.....	2	103	32 50	"	7	108	18	2650	20 00	24 46	44 46		
M. Annie Ross.....	2	103	50 00	"	8	112	49	2338	20 00	32 03	52 03		
Philomene Boudreau.....	3	108	26 66	" & Bathurst.....	8	108	28	2585	19 15	21 58	40 73		
Phæbe Daigle.....	3	108	59 28	"	8	101	35	2488	18 69	22 97	41 66		
Trustees' claim, Ap. '81.....	3	101	37 43	"	10 1/2	108	37	1953	15 00	18 03	33 03		
Stanislaus Doucett.....	3	108	29 96	" & Bathurst.....	11	108	40	3247	20 00	29 97	49 97		
Philomene Aubé.....	3	108	40 00	"	11	107	40	3156	19 50	29 13	48 63		
Pierre P. Frenette.....	3	107	59 48	"	12								
Marceline Goodin.....	3	100	55 09	"	13	100	29	2543	18 51	23 47	41 98		
Bal. to Trustees from April, 1881.....	3	108	20 00	"	2	216	120	6890 1/2	30 00	63 32	93 32		
Marie La Plante.....	3	108	30 00	" & Caraquet.....	3	107	33	2798	19 80	25 83	45 63		
Maria A. Cormier.....	3	107	26 44	"	5	104 1/2	71	3777 1/2	14 51	34 87	49 38		
Philias A. Richard.....	3	104 1/2	51 99	"	6	108	47	2077 1/2	15 00	19 18	34 18		
Mary Arsenaull.....	3	92 1/2	13 91	"	7	91	59	2306	12 63	21 29	33 92		
Sylvain Cormier.....	3	108	30 00	"	10	216	90	4588 1/2	30 00	42 35	72 35		
Alodie Légère, c.r.a.....	3	91	44 92	"									
Wm. Taylor.....	3	108	54 28	"									
Juste Hache.....	3	103	30 00	"									
Louis L. Légère.....	3	108	29 62	Inkerman.....	1	108	25	1398	11 10	12 90	24 00		
Theophile Gouguin.....	3	50	8 55	"	1	107	40	1462	14 85	13 49	28 34		
Elizabeth Fayle.....	3	95	20 33	"	4	95	41	1884 1/2	13 19	17 39	30 58		
Elizabeth Fayle, Ap. '81.....	3	107	19 83	"	5	107	65	3945	14 85	36 41	51 26		
Katie F. Barry.....	3	108	30 00	"	5	108	45	2004	15 00	18 50	33 50		
Bernard D. Ferguson.....	3	107	19 83	"	10	108	45	2004	15 00	18 50	33 50		
Flora Campbell.....	3	20	4 95	New Bandon.....	3	20	10	180	3 70	1 66	5 36		
Charlotte Godin.....	3	106	53 50	"	4	106	73	4193	14 71	38 70	53 41		
Cath. Coughlan.....	3	103 1/2	21 48	"	5	108	42	2840 1/2	20 00	26 22	46 22		
Onesime Blanchard.....	3	108	26 66	"									
Mary S. Theriault, c.r.a.													
Olga Boudreau.....													

Prov'l

Isabella M.
Mary Dem
Jane Den
Katie S. M.
J. C. Cam
Annie C.
J. L. Baso
James H. I.
Oliver Rol
Charlotte
Tea pl. No
Clas. P. I
Indith Pe
Arhemise
Peter G.
Francoise
Francoise
Francoise
Lucie Blan
Victoria M
Katie J.

John Bate
Rose Daigle
Joseph Le
Mary Chry
John M.
William A
Mary Mort
Wm. Thur
Elizabeth
Maggie J.
Andrew J.
James Ha
George B
John C. G
Maud L.
Alvina Bo
John LeB
Edward H
Yrille Co
Francoise
Margaret
George I
Maggie W
Abbie M.
Ch. Cowp
Daniel Gil
Sarah For
Winifred

COUNTY OF GLOUCESTER.—Continued.

NAME.	Prov'l Grant to Teachers.			LOCALITY.	No. of District.	County Fund to Trustees.						
	Class.	Legally authorized days actually employed.	Amount of Grant.			Legally authorized 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	
Isabella McDonald.	3	108	\$60 00	New Bandon.	5	108	40	3194	\$15 00	\$20 48	\$44 48	
Mary Dempsey	3	106	19 64	"	6	106	47	2313½	14 71	21 30	36 07	
Jane Dempsey	3	108	26 00	"	7	108	18	915	20 00	8 45	28 45	
Katie S. McLean.	2	108	65 00	"	8	108	31	1395½	15 00	12 88	27 88	
J. C. CARRUTHERS	2	108	102 48	"	9	108	60	4156	15 00	38 36	53 36	
Annie C. Smith.	2	108	66 52	"	10	108	41	2192	20 00	20 23	40 23	
J. L. Basque.	3	108	55 00	Saumarez.	2	108	64	3116	15 00	28 73	43 70	
JAMES H. HOYT, A. B.	1	81	108 50	"	3	108	63	2739	27 07	25 29	52 36	
Oliver Robichaud.	3	98	30 00	"	6	106	54	3472	19 61	32 05	51 66	
Charlotte Loissier.	3	106	39 30	" & Alnwick	10A	106	2	66	0 61	0 61	0 61	
Tea. pd. Northumb'd Co												
Clas. P. Brison.	3	100	85 41	St. Isadore.	7	100	40	2823	18 50	26 06	44 56	
Judith Peters.	3	108	44 78	Shippegan	1	108	70	3623	15 00	33 44	48 44	
Archemise Saindon.	3	108	60 00	"	2	108	58	4324	15 00	39 91	54 91	
Peter G. Paulin.	3	105	53 81	"	3	105	36	2773½	14 57	25 60	40 17	
Francoise Frenette.	3	108	79 77	"		216	85	\$402	40 00	77 55		
Francoise Poirier.	3	108	38 75	"	4	211	....	9500	36 07	87 77	341 30
Francoise Poirier.	3	95	21 65	Ap. 'S1								
Francoise Frenette.	3	116	26 44	Ap. 'S1								
Lucie Blaneard.	3	97	17 97	"	6	97	45	3329	13 46	30 73	44 19	
Victoria V. Ellis.	3	101	24 96	"	8	101	23	2191½	18 69	20 26	38 95	
Estie J. Wiseman.	3	108	59 85	"	9	108	21	1417	20 00	13 08	33 08	
			\$210 82				2831	177,948½	\$1174 97	\$1642 58	\$2817 50	

COUNTY OF KENT.

John Este. Babin.	3	98	\$36 28	Acadiaville.	2	98	32	1558	\$18 13	\$12 69	\$30 82
Rose Daigle.	3	108	26 66	"	3	108	31	2077	20 00	16 91	36 91
Joseph LeBlanc.	3	80	29 62	"	5	80	42	931	14 80	7 58	22 38
Mary Chrystal.	1	97	34 64	Carleton.	1	97	60	3068	14 84	24 98	39 82
John McTinn.	3	108	40 00	"	2	108	21	2825	20 00	18 93	38 93
William A. Barnes.	1	108	55 00	Dundas	1	108	73	4914	15 00	40 01	55 01
Wm. Morton.	2	107	24 77	"	3	107	47	2824	14 85	18 92	33 77
RAY THURROT.	1		22 65	Ap. 'S1							
Elizabeth Hache.	3	108	20 00	"	4	108	64	4263	15 00	34 71	49 71
Maggie Plume.	3	95	23 47	"	5	95	16	1431	17 58	11 65	29 23
Andrew J. LeBlanc.	3	108	30 00	"	6	108	31	1323	15 00	10 77	25 77
Jegnes Hache.	3	108	20 00	"	7	108	42	2763	15 00	22 50	37 50
Jerome Belliveau.	3	107	29 72	"	8	107	36	1806	14 85	14 70	29 55
John C. Gauvin.	3	107	29 72	"	9	107	36	1573	14 85	12 81	27 66
Maud L. Doige.	3	104	25 69	& Moncton	10A	104	17	1191	18 92	9 70	28 62
Abrina Boudreau.	3	106	19 64	"	10	106	48	1553	14 71	12 64	27 35
John LeBlanc.	3	108	30 00	"	11	108	39	1778	15 00	14 48	29 48
Edward H. Legere.	3	107	29 72	"	11	107	38	4029	14 85	32 80	47 65
Orville Cormier.	3	107	29 72	"	12	107	38	2170½	14 85	17 67	32 52
Francoise Girouard.	3	105½	19 56	"	13	105½	52	2659	14 64	21 65	36 29
Margaret Wellwood.	3	108	26 66	Harcourt	3	108	12	865	20 00	7 04	27 04
GEORGE H. ALLEN.	2	107	07 94	"	5	107	60	3177½	14 85	25 87	40 72
Maggie Wathen, c. r. a.	3	105	9 73	"	6	102	20	1376	18 88	11 20	30 08
Mie J. Smith.	3	102	25 20	"	7	105½	30	2210	19 52	17 09	37 51
Janie E. Grindon.	3	105½	26 08	"							
Janie Cowperthwaite, A.B.	1	98	93 00								
Samuel Gillis.	1	98	95 00	Richibucto.	1	302	177	11209½	60 00	91 26	151 26
Sarah Forster.	1	98	75 00								
Winifred McDougall.	2	98	65 00								

COUNTY OF KENT.—Continued.

NAME.	Prov'l Grant to Teachers.		Locality.	County Fund to Trustees							
	Class.	Legally authorized days actually employed.		No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.			
6	5	4	3					2	1	2	3	4	5	6	7
Lillias J. Wilson.....	2	108	25 00	Richibucto.....	5	108	23	1147	\$15 00	\$9 34	\$24 34
GEO. A. COATES.....	1	98	111 90	"							
John Gillis.....	3	98	67 44	"	2	294	126	9119	45 00	74 25	119 25
Annie L. Chrystal.....	2	98	64 66	"							
Celeste Richard.....	2	108	49 89	" & St. Louis	6	108	20	2307	15 00	19 52	34 52
Joseph Comeau.....	3	107	29 72	"	7	107	44	2441	14 85	19 27	34 12
Cath. M. Daigle.....	3	54	10 00	"	7	54	29	899	7 50	7 32	14 82
M. Celina Bourque.....	3	108	23 63	"	8	108	49	3543	15 00	28 89	43 89
Minnie E. Cail.....	3	108	20 00	"	9A	108	24	1112	15 00	9 06	24 06
Flora McKendrick.....	3	106	33 01	"	9	106	25	1300	14 71	20 53	35 24
Augusta Curran.....	3	39	7 25	"							
Wm. D. Carter, Ap. '81			4 57	"	10	39	17	499	5 41	4 06	9 47
Peter F. Richard.....	3	108	48 80	"	11	108	31	1820	15 00	14 82	29 82
Claire Girouard.....	3	108	25 00	"							
Cath. Daigle, Ap. '81	3		5 00	"	12	108	37	1717	15 00	13 98	28 98
Telephone Vantour.....	3	108	40 00	St. Louis	1	108	25	2141	20 00	17 42	37 42
Jonathan A. McLeod.....	3	108	30 00	"	2	108	79	4177	15 00	34 00	49 00
Bastian Pigeon, c. r. a.....	3	108	15 00	"							
Maria A. Babineau.....	3	108	20 00	"	3	108	20	4347	15 00	35 40	50 40
Cath. Gray.....	3	54	10 00	"	4	104	40	3485	14 44	28 38	42 82
Mary C. Daigle.....	3	50	9 27	"							
Basile J. Johnston.....	3	16	40 00	"	5		27		Returns too		
Monique Barriault.....	3	10	40 00	"	6	108	36	1216	15 00	10 15	25 15
Daniel Arsenault.....	3	56	15 12	"	8	56	12	511	7 77	4 41	12 18
Domine Vantour.....	3	38	8 74	"	11	38	21	5583	7 03	4 54	11 57
Peter H. Léger.....	3	128	30 00	St. Marys	1	108	67	3986	15 00	32 54	47 54
Belle Steeves.....	2	108	25 00	"	2	108	31	1607	15 00	13 09	28 09
Euphemia Girouard.....	3	108	25 00	"	3	108	58	1999	20 00	16 28	36 28
Emily G. Bedford.....	3	107	25 95	"	6	105	23	2031	19 43	16 54	35 97
Joseph B. William.....	3	107	39 63	"	7	107	45	2056	19 80	16 82	36 62
Elizabeth Perry.....	3	95	23 47	"	9	95	36	2880	17 58	23 45	41 03
Maud A. Smith.....	3	108	20 00	"	10	108	18	882	15 00	7 18	22 18
Pacifique A. Belliveau.....	3	108	40 00	"	11	108	33	2433	20 00	19 51	39 51
Elmire Fournier.....	3	106	19 64	"	14	106	54	5022	14 71	49 83	64 54
Caroline L. Warman.....	2	108	25 00	Weldford	1	108	24	1285	15 00	10 46	25 46
Clara A. Young.....	2	108	25 00	"	2	108	36	1765	15 00	14 46	29 46
Sophia Maudel.....	3	102	25 20	"	24	102	14	1000	18 88	8 14	27 02
Francis D. Cullen.....	3	104	20 02	" & Richibucto	3	104	27	1492	14 51	12 15	26 66
Maud E. Powell.....	2	106	24 53	"	34	106	32	1681	14 71	13 69	28 40
Annie McLean.....	2	108	25 00	"	5	108	23	853	15 00	6 25	21 25
Eliza Morton.....	3	107	10 83	"	5	107	14	564	14 85	4 59	19 44
Frank Gallant.....	3	107	39 81	"	7	107	41	2671	19 89	21 75	41 64
Mary A. Wathen.....	2	105	24 50	"	8	105	33	1438	14 57	11 71	26 28
J. F. DOROTHY.....	1	102	68 23	"	9	102	44	2730	14 16	22 23	36 39
Mary McLaughlin.....	3	108	26 66	"	11	108	12	707	20 00	5 76	25 76
Sarah Hutchinson.....	2	107	24 77	"	12	107	28	1500	14 85	12 22	27 07
Mary Quilty.....	3	107	19 57	"	13	107	31	1493	14 85	12 17	27 02
A. J. Wadsworth Peters.....	3	102	26 14	" Ap. '81	13	102		482	14 16	3 33	17 49
Alex. McN. Thurrot.....	3	52	14 44	"	14	52	31	947	7 22	7 73	14 95
Lizzie S. Starrak.....	2	105	25 00	"	15	105	34	2242	15 00	16 25	31 25
Isabella Whelen.....	2	105	24 50	"	16	105	31	1769	14 57	14 41	28 98
Sarah J. Sullivan.....	3	107	25 44	"	18	107	13	732	19 80	5 96	25 76
Alma L. Graham.....	2	103	33 85	"	19	103	60	3066	14 30	24 86	39 16
Robert Sutherland.....	3	105	38 88	"	20	105	18	1044	19 43	8 50	27 93
Amelia J. Mack.....	3	108	26 66	"	23	108	26	1641	20 00	13 56	33 56
MARY McDONALD.....	1	98	91 00	Wellington	1	98	29	2110	15 00	17 18	32 18
M. ALMA CARTER.....	2	1014	67 74	"	3	1014	29	1356	14 00	11 04	25 04
Janet P. McKay.....	2	103	31 77	"	4	103	23	1387	19 07	11 30	30 37

COUNTY OF KENT.—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
NAME.	Chss.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	AMOUNT.			
								Grand Total days' attendance of Pupils.	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
Mrs L. McDONALD....	3	108	\$70 65	Wellington.....	5	108	45	2343	\$15 00	\$19 08	\$34 08
Marguerite Michaud....	1	97	74 47	".....	7	201	120	9666 raised	44 55	78 70	123 25
Marguerite Maillett....	1	97	74 47								
Edm's Belliveau, c. r. a.	3	97	29 69	".....	8	32	19	4451	4 44	3 63	8 07
Mrs Routaine.....	2	97	64 57								
W. D. CARTER.....	1	32	27 62	".....	9	108	45	2340	15 00	19 06	34 06
Mrs Boudreau.....	3	108	56 75								
Edouite Godet.....	3	108	39 91	".....	10	108	42	2581	15 00	21 01	36 01
Gene Gallant.....	3	104	19 27								
Mary L. Girouard.....	3	105	44 41	".....	11	104	43	1270	14 44	10 41	24 85
			\$2637 60						\$1366 20	\$1502 80	\$2569 16

COUNTY OF KINGS.

M. Armstrong.....	2	108	\$75 00	Cardwell.....	1	108	58	2980	\$15 00	\$23 09	\$38 09
M. Armstrong, c. r. a.	3	79	32								
A. Sharp.....	3	105	24 30	" & Salisbury	3	105	45	2793	14 57	22 41	36 98
Mrs W. Pearson.....	3	94	23 25								
Mrs McKay.....	2	106	24 53	" & Elgin	6	106	30	1861	14 71	14 03	29 64
Mrs P. Moore.....	2	101	23 37								
Mrs P. Moore.....	2	103	38 32	".....	9	103	51	2405	14 37	19 30	33 45
Mrs S. Ryan.....	2	103	38 32								
Mrs Williams.....	2	108	25 00	Greenwich.....	1	103	25	1169	15 00	9 23	24 38
Mrs E. Simpson.....	2	108	65 00								
Mrs A. Henry.....	2	108	52 35	".....	4	108	48	3252	15 00	26 10	41 10
Mrs S. Scott.....	2	108	20 00								
Mrs J. Lockhart.....	3	88	16 31	Hammond.....	3	88	18	1050	12 21	8 42	20 63
Mrs R. Sherwood.....	3	105	43 68								
Mrs J. Virtue.....	3	108	93 33	".....	5	108	23	1797	20 00	14 42	34 42
Mrs S. Coy.....	2	103	42 89								
Mrs J. Raymond.....	1	108	35 00	Hampton.....	1	108	22	1466	14 36	11 76	26 06
Mrs Leringe.....	1	108	55 00								
Mrs S. Smith.....	2	108	25 00	".....	2	216	50	3293	30 00	26 43	56 43
Mrs H. Warnford.....	2	98	60 00								
Mrs J. DeVoe.....	2	105	24 30	" & Rothesay	4	105	19	994	14 57	7 98	22 55
Mrs A. Purves.....	2	98	22 80								
Mrs P. Robinson.....	2	108	67 65	" & Upham	6	108	57	2861	15 00	22 96	37 96
Mrs Foster.....	2	107	23 83								
Mrs E. Burnett.....	3	108	30 00	Havelock.....	1	108	65	3168	15 00	25 34	40 34
Mrs E. Burnett.....	3	108	30 00								
Mrs H. Peatman.....	3	59	14 57	".....	6	59	18	698	10 92	5 60	16 52
Mrs H. Perry.....	3	58	24 44								
Mrs H. Hayes.....	1	98	162 96	".....	8	216	122	8167	30 00	65 58	95 53
Mrs H. Price, c. r. a.	2	94	17 08								
Mrs F. Alward.....	2	98	40 00	".....	9	107	40	1607	14 85	12 90	27 75
Mrs Scribner.....	3	107	29 72								
Mrs A. Humphreys.....	3	107	69 70	".....	10	107	38	2736	14 92	21 95	36 87
Mrs J. Parlee.....	2	105	32 40								
Mrs Saunders.....	3	108	30 00	".....	11	105	13	884	19 43	7 10	23 53
Mrs A. Hubley.....	2	107	33 03								
Mrs Northrup.....	2	108	25 00	Kars.....	2	108	28	1473	15 00	11 82	26 82
Mrs A. Monteith.....	3	102	18 90								
Mrs M. Daley.....	3	102	25 20	".....	4	102	32	1208	18 88	9 69	28 57

COUNTY OF KINGS.—Continued.

NAME.	Prov'l Grant to Teachers.		LOCALITY.	County Fund to Trustees.	AMOUNT.						
	Class.	Legally authorized days actually employed.			Amount of Grant.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grant Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	2	1	2	3	4	5	6	7	
Zena A. McQueen	1	108	85 00	Kars	5	108	16	85 00	515 00	86 55	82 25
Corey A. Scribner	2	105	78 12	Kingston	1	213	78	4824	29 58	38 71	6 25
Sarah Pickett	1	108	35 00	"	2	107	8	570	14 85	4 55	1 12
M. Agnes Dann	3	107	19 83	"	3	101	19	1016	14 09	8 16	12 55
Hedley V. Hayes	2	101	37 58	"	4	108	19	815	15 00	6 54	12 25
Annie E. Kierstead	3	105	20 00	"	5	104	57	3725	29 70	20 89	7 25
Gavin Hamilton	1	97	54 44	"	6	101	44	2151	14 02	17 26	31 28
Agnes D. Gray	2	97	24 74	"	7	106	23	1099	14 71	8 82	23 53
F. H. Wetmore, Ap. '81	2	101	11 33	"	8	108	15	1488	20 00	11 94	21 94
Adelaide E. Ganong	3	106	19 64	"	10	108	25	1434	15 00	11 50	26 50
Amelia T. Theall	2	108	33 33	"	11	108	37	1728	15 00	13 57	28 57
Sarah Perry	2	108	25 00	"	12	69	47	1826	9 58	14 63	24 21
Sarah E. Watters	2	108	57 47	" & Westfield	13	108	16	855	15 00	6 86	21 86
Augusta E. Crawford	2	69	15 97	"	1	108	82	3601	15 00	28 90	43 90
Blanche E. DeVeber	3	103	20 00	Norton	2	95	55	2500	14 53	20 06	34 59
Bessie M. Retalick	1	108	55 00	"	3	108	28	1334	15 00	10 70	25 70
Edwin C. Hayes	3	20	7 55	"	4	97	17	1222	13 46	9 89	23 35
Lottie Green, c. r. a.	1	95	149 14	"	5	108	38	2069	15 00	16 61	31 61
J. H. Wright	3	93	22 40	"	7	108	42	2301	15 00	18 46	33 46
Wm. Cochran, c. r. a.	2	97	9 32	"	2	97	29	2078	14 84	16 07	31 21
Leslie M. Wiggins, c. r. a.	2	108	25 00	"	3	78	31	1144	10 83	9 18	20 01
Jessie M. Fowler	2	97	22 45	"	4	108	29	1072	15 00	8 61	23 61
Estela Daye	2	108	40 00	"	5	97	21	1282	13 46	10 29	23 75
Chas. Ed. Black	2	108	5 66	" & Studholm	19	108	18	1549	20 00	12 43	32 43
ELIZA E. JOHNSON, Ap. '81	2	108	65 00	"	1	107	34	2226	14 85	17 86	32 71
Mary J. Miller	2	97	53 50	Rothesa	3	108	34	1637	15 00	13 14	28 14
Barbara E. Keim	1	78	58 55	"	6	107	21	1424	19 80	11 43	31 23
Louisa E. Saunders	2	108	55 77	"	7	105	28	1269	14 57	10 18	24 75
Annie A. Jackson	2	97	22 45	"	8	108	21	1103	15 00	8 85	23 85
Mary Anderson	2	108	53 33	"	9	107	19	1645	14 92	13 20	28 12
Peter Brennen	2	107	39 62	" & Simonds	12	108	43	2482	15 00	19 91	34 91
A. Brunswick Foster	1	107	55 00	Springfield	13	57	15	750	10 54	6 42	16 96
John W. Hickson, A. B.	3	97	14 92	"	14	108	9	625	20 00	5 01	25 01
H. V. White, c. r. a.	1	108	22 65	"	15	108	25	1635	15 00	13 12	28 12
Geo. H. Miner	2	108	40 00	"	21	58	10	369	8 05	2 06	10 11
Fred. H. Wetmore	2	107	30 96	"	1	107	25	1196	10 80	9 60	20 40
Marion E. Jack	2	105	38 88	"	3	50	38	1107	8 19	8 89	17 08
L. M. Wiggins	2	108	16 99	"	5	108	32	1833	15 00	14 71	29 71
AGNES GRAY	2	107	29 86	"	6	107	28	1891	19 89	15 17	35 06
J. A. F. FAIRWEATHER	2	108	31 99	"	7	106	35	1855	14 71	14 89	29 60
John D. Wetmore	3	21	7 77	" & Wickham	8	102	37	2013	14 23	16 15	30 38
Julia C. Frost	2	30	10 41	"	9	106	23	983	14 71	7 59	22 30
Stinson H. Jones	2	30	10 41	"	10	105	35	2014	14 57	16 16	30 73
Maggie A. Sprague	2	108	30 00	"	13	108	9	625	20 00	5 01	25 01
Sarah A. Featham	2	108	62 65	"	14	108	25	1635	15 00	13 12	28 12
Geo. G. MELVIN	3	58	16 11	"	15	108	25	1635	15 00	13 12	28 12
David J. Hamilton	3	107	30 62	Studholm	21	58	10	369	8 05	2 06	10 11
James Boyle	3	59	10 38	" & Havelock	1	107	25	1196	10 80	9 60	20 40
Abram S. Atkinson	2	108	50 00	"	3	50	38	1107	8 19	8 89	17 08
Hiram W. Folkins	2	107	33 18	"	5	108	32	1833	15 00	14 71	29 71
Annette M. Parlee	2	106	39 25	"	6	107	28	1891	19 89	15 17	35 06
James E. Gosline	2	102	37 95	"	7	106	35	1855	14 71	14 89	29 60
Edwin A. Hayes	2	108	28 32	"	8	102	37	2013	14 23	16 15	30 38
Edwin V. King	2	108	39 25	"	9	106	23	983	14 71	7 59	22 30
Jos. Harrington	1	105	53 47	"	10	105	35	2014	14 57	16 16	30 73
F. H. McLeod	1	108	28 32	"	10	105	35	2014	14 57	16 16	30 73
JOHN W. HICKSON, A. B.	1	108	28 32	"	10	105	35	2014	14 57	16 16	30 73

COUNTY OF KINGS.—Continued.

Prov'l Grant to Teachers.				Locality.	County Fund to Trustees.						
NAME	Class	Legally authorized days, actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized 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
Edna Crawford	3	74	\$17 14	Studholm	14	74	8	355	\$13 09	\$2 88	\$16 54
Est. A. MURRAY	2	108	119 64	"	13	108	24	1339	15 00	10 75	25 75
M. NORTHROP	1	108	77 65	"	15	108	64	2623	15 00	21 05	36 05
Abel Sharpe, c. r. a.	3	108	24 30	"	16	108	18	1043	14 57	8 37	22 94
Melia Kierstead	3	108	28 60	"	19	103	32	2087	14 30	16 75	31 05
Ed E. Chapman	3	108	20 00	"	20	108	16	1000	15 00	8 04	23 04
Ed M. Fenrick	2	98	28 22	"	26	98	21	1583	18 13	12 70	30 83
Est. F. ROGERS	1	98	23 32	"	25	198	87	4748	30 00	38 10	68 10
Edie E. Burgess	2	98	25 00	"	1	215	68	3645	29 93	29 25	59 18
Ed H. RAYMOND	1	107	134 29	Sussex	1	215	68	3645	29 93	29 25	59 18
Ed M. Nowlan	2	108	65 00	"	2	390	218	11271	59 70	90 43	150 13
A. McLeod, A. B.	1	97	99 75	"	4	104	22	678	14 44	5 44	19 88
Ed Flewelling	2	97	39 79	"	5	107	41	1454	14 92	11 67	26 59
Edie E. Murray	1	98	55 00	"	7	108	40	1744	15 00	14 00	29 00
Edie S. Barnett	2	97	22 86	"	9	108	34	2391	15 00	19 19	34 19
Ed A. Ryan	3	104	19 27	"	10	108	35	1237	15 00	9 93	24 93
Ed Conley	2	107	39 80	"	11	108	30	1299	15 00	10 42	25 42
Ed M. SHARP	2	107	36 10	{Sussex, Waterford & Cardwell }	11	98	47	1940	15 00	15 62	30 62
Ed Lavinia Ryan	2	108	25 00	Sussex	12	107	12	604	14 92	4 85	19 77
Edie E. Ellsworth	2	108	65 00	"	13	96	21	1006	13 32	8 08	21 40
Ed S. Baxter	2	108	80 00	{Sussex, Upham & Norton }	14	108	16	1214	20 00	9 74	29 74
Edna Dunn	2	108	25 00	Sussex	1	108	42	1778	15 00	14 27	29 27
Ed C. P. PALMER	2	98	108 32	" & Studholm	2	108	25	1523	20 00	12 23	32 23
Ed L. Frost	1	107	74 74	"	3	107	50	2379	14 92	19 09	34 01
Ed Frost	2	96	22 21	"	4	34	25	291	4 72	2 33	7 05
Ed M. Hicks	2	108	33 33	"	5	42	23	666	5 83	5 34	11 17
Ed K. Lawson	2	108	65 00	Upham	6	102	27	1602	14 16	12 86	27 02
Edie Lanson	2	108	66 37	" & Simonds	7	104	33	1839	14 44	14 76	29 20
Ed M. Smith	2	107	64 80	"	8	42	23	666	5 83	5 34	11 17
Ed A. Nason	3	34	15 30	" & Hammond	9	106	38	2084	19 61	16 73	36 34
Ed E. Wetmore	3	42	7 78	"	3	48	26	955	8 88	7 67	16 55
Ed G. Girdwood	1	102	107 81	{Waterford, Alma & Elgin }	4	108	23	732	15 00	5 88	20 88
Ed G. Tabor	2	104	77 33	Waterford	5	93	25	1246	12 91	10 00	22 91
Ed T. Bates	2	106	32 71	"	6	93	25	1246	12 91	10 00	22 91
Ed E. McMonagle	3	48	11 85	"	7	108	25	1655	15 60	13 28	28 88
Ed A. Pearson	2	108	25 00	Waterford	8	98	42	1563	13 60	12 54	26 14
Ed J. Lockhart	3	93	17 23	"	1	108	24	1964	20 00	15 76	35 76
Ed Sprague	2	100	37 03	"	2	108	41	3022	15 00	24 25	39 25
Ed Belyea	3	108	25 00	Westfield	3	108	30	2029	15 00	16 28	31 28
Ed W. Caulfield	1	108	75 00	"	6	108	25	1655	15 60	13 28	28 88
Ederton Thorne	3	108	30 00	"	7	108	27	1812	15 00	14 54	29 54
Ed Henderson	2	108	59 19	"	8	42	15	376	7 77	3 02	10 79
Ed M. Hoyt	2	108	25 00	"	10	107	13	1356	19 80	10 88	30 68
Ed J. Wagner	2	42	29 15	"	11	108	15	996	20 00	7 99	27 99
Ed McIntosh	3	107	58 20	" & Kingston	12	92	21	356	12 77	7 71	20 48
Ed McRae	2	108	60 34	"							
Ed B. Flewelling	2	92	34 07	"							
			\$6830 03				4083	229,643	\$1013 62	\$1770 43	3635 03

COUNTY OF MADAWASKA.

NAME.	Prov'l Grant to Teachers.		Locality.	County Fund to Trustees			AMOUNT.				
	5 th Class.	4		3	1	2	3	4	5	6	7
Nora Costello.....	3:108	\$20 00	Madawaska.....	1	108	81	3851	\$15 00	\$31 82	\$46 82	
Philomène Corno.....	3:108	26 66	".....	2	108	56	3269	20 00	27 01	47 01	
Philomène Plourde.....	3:108	20 00	".....	4	108	19	564	15 00	4 66	19 66	
Victoria L. Gagnon.....	3:108	39 44	St. Anne.....	1	108	37	2531	15 00	20 91	35 91	
Thomas Chassé.....	3:105	38 88	".....	1	105	45	2730	19 43	22 56	41 99	
Sophia Martin.....	3:108	30 00	".....	4	108	36	1782	15 00	14 72	29 72	
Denis Martin.....	3:108	40 00	St. Basil.....	1	108	44	2320	20 00	19 01	39 01	
Sophie J. Pelletier.....	3:108	20 00	".....	1	108	35	2579	15 00	21 31	36 31	
Scrphine Albert.....	3:108	20 00	".....	3	108	41	2268	15 00	18 74	33 74	
Christine J. Bois.....	3:108	20 00	".....	4	108	33	1971	15 00	16 29	31 29	
Sophia Laplante.....	3:103	19 09	".....	5	103	45	1771	14 30	14 14	28 44	
Adda Racine.....	3:108	20 00	".....	7	108	34	1888	15 00	15 60	30 60	
Thédo Martin.....	3:108	20 00	".....	9	108	22	1471	15 00	12 16	27 16	
Arthémise Martin.....	3:108	26 66	St. Francis.....	1	108	17	1300	20 00	10 74	30 74	
Louis Pelletier.....	3:61	16 94	".....	2	61	39	1051	8 47	8 69	17 16	
Denise Nadeau.....	3:107	19 83	".....	3	107	42	1972	14 85	16 30	31 15	
Francis X. Babimault.....	3:108	30 00	".....	4	108	36	2279	15 00	18 33	33 33	
Anastasic Daigle.....	3:108	26 66	".....	10	108	42	2711	20 00	22 40	42 40	
Julie Martin.....	3:108	20 00	".....	14	108	41	2225	15 00	18 39	33 39	
Mary E. Trudel.....	3:108	20 00	St. Hilaire.....	1	108	32	1787	15 00	14 77	29 77	
Julie Rossignol.....	3:108	20 00	".....	2	108	41	2427	15 00	20 05	35 05	
Anastasic Martin.....	3:108	20 00	".....	3	108	28	1600	15 00	13 22	28 22	
Denis Daigle.....	3:108	30 00	".....	4	108	22	1652	15 00	13 65	25 65	
Philomène Belanger.....	3:55	10 19	".....	7	55	25	661	7 63	5 46	13 09	
Amanda Adams.....	3:18	4 45	St. Jacques.....	2	18	18	413	3 33	3 40	6 73	
Sophie St. Germain.....	3:97	23 96	".....	4	97	20	1033	17 95	15 97	33 92	
Amanda E. Sarlabous.....	3:108	26 66	".....	3	108	26	2207	20 00	18 24	38 24	
Maurice A. E. Hammond.....	3:87	15 73	St. Leonard.....	2	85	59	2179	11 80	18 01	29 81	
Euphemie H. Soucic.....	3:108	45 00	".....	4	108	41	2477	15 00	24 62	39 62	
John Caldwell.....	2:108	80 00	".....	5	108	40	2279	15 00	20 47	35 47	
Herni. A. Couillard.....	3:108	55 00	".....	7	108	19	1040	15 00	8 60	23 60	
Anna Corbin.....	3:108	20 00	".....	13	108	50	3486	15 00	28 81	43 81	
Lea J. Fournier.....	3:108	20 00	".....	14	108	48	2379	15 00	19 60	34 60	
Ed. J. Hianvet.....	3:108	54 35	".....	17	108	40	1587	15 00	13 13	28 13	
		\$10 52					1294	60 263	\$342 70	\$372 34	
									\$1085 10		

COUNTY OF NORTHUMBERLAND.

Elizabeth Atchison.....	3:108	\$25 00	Alnwick.....	1	108	37	2013	\$20 00	\$14 46	\$34 46
Blanche M. Henderson.....	3:108	25 00	".....	2	108	21	1526	20 00	30 96	50 96
Alexandrina Russell.....	2:108	25 00	".....	3	108	19	1107	15 00	7 96	22 96
Jos. E. Lantaigne.....	2:54	20 50	".....	4	54	34	1035	7 50	7 44	14 94
Lizzie J. Harquail.....	3:83	20 51	".....	5	83	56	3204	15 36	23 02	38 38
Helen Young.....	3:106	24 55	".....	6	106	44	2218	19 61	15 94	35 55
Essie M. Rivers.....	2:106	24 53	".....	7	106	40	2157	14 71	15 60	30 31
E. Alice Campbell.....	3:69	15 99	".....	8	69	29	931	12 77	6 69	19 46
Cath. L. Breton.....	3:108	44 25	" & Saumarez.....	10	108	47	2459	15 00	17 67	32 67
Louis J. Goulette.....	3:60	16 66	".....	13	60	23	630	8 33	4 53	12 86
Theresa B. Holt.....	2:102	23 60	Blackville.....	1	102	25	1141	14 16	8 20	22 36
Cath. M. Hogan.....	2:108	25 00	".....	2	108	26	1022	15 00	7 35	22 35
Agnes Cameron.....	3:61	11 30	".....	4	61	33	969	8 47	6 96	15 43
Lizzie S. McIntosh.....	2:104	24 07	".....	5	104	29	1280	14 44	9 29	23 73
W. H. Grindley.....	2:107	39 62	".....	6	107	42	2089	14 85	15 01	29 86

COUNTY OF NORTHUMBERLAND.—Continued.

COUNT.		Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.										
		NAME	Class.	Legally authorized days actually employed	Amount of Grant.	PARISH.	No. of District.	AMOUNT.									
6	7							1	2	3	4	5	6	7			
On account of average attendance of Pupils.						Legally authorized 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.	
1	82	John Flanagan	2	106	\$39 25	Blackville.	7	106	52	2241	\$14 71	\$16 10	\$30 81				
7	01	John Curran	2	108	53 33	"	9	103	48	2387	20 00	17 15	37 15				
4	66	John A. Bamford	3	107	19 83	"	11	107	25	1161	14 85	8 34	23 19				
0	91	Anna M. Pond	3	108	26 66	Blissfield	1	108	30	1994	20 00	14 11	34 11				
2	56	Elizabeth A. Wilson	3	79	14 64	"	1	79	22	833	10 97	6 13	17 10				
4	72	Elizabeth A. Stout	2	54	24 30	"	3	84	20	1157	15 55	8 31	23 86				
0	01	Richard Crocker	3	107	29 72	"	3	107	37	1834	14 85	13 54	28 39				
1	31	John Monroe, Jr.	2	108	40 00	"	4	108	40	2596	15 00	18 65	33 65				
8	74	G. D. Roberts, A. M.	1	98	55 00	"	1	98									
6	29	John Williston	1	98	35 00	"	1	98									
2	14	George Ullock, c. r. a.	3	96	9 79	Chatham.	1	532	257	19278	73 99	138 44	212 43				
6	60	Elizabeth Alexander	1	94	33 57	"	1	94									
2	10	Thomas J. Duffy	2	95	24 35	"	2	95									
0	74	John R. Haviland	3	98	20 00	"	3	98									
8	69	Elizabeth Rees	2	97	22 45	" & Glenelg	1	97	38	1479	13 46	10 63	24 09				
5	30	John A. Cotter	3	104	19 27	"	2	104	33	1585	14 44	11 29	25 73				
8	83	Samuel C. Alward	2	83	30 73	"	3	83	88	4429	11 52	31 82	43 34				
3	40	James McRae, c. r. a.	3	82	7 59	"	4	102	68	3224	14 16	23 17	37 33				
3	39	WILEY V. HENDERSON	2	102	49 10	"	4	102	42	1844	14 02	13 25	27 27				
0	05	Anna F. Thompson	3	101	18 72	" & Glenelg	5	101	42	1844	14 02	13 25	27 27				
0	55	John E. Irving	3	33	6 11	"	6	33	21	328	4 58	2 36	6 94				
8	65	Aggie S. Gordon	2	107	24 89	" & Glenelg	6	107	45	1681	14 92	12 68	27 60				
4	46	James McIntosh	1	98	55 00	"	1	98									
0	40	Aggie Mowatt, c. r. a.	3	74	7 55	"	3	74									
7	77	George Creighton, c. r. a.	1	24	3 06	"	1	24									
0	01	WILSON	1	98	63 32	"	8	324	240	15163	45 00	100 08	154 08				
6	63	Margaret Carter, c. r. a.	3	98	10 00	"	8	324	240	15163	45 00	100 08	154 08				
0	13	Margaret O'Keefe	3	98	20 00	"	8	324	240	15163	45 00	100 08	154 08				
6	66	John A. Duke	2	94	38 36	"	8	324	240	15163	45 00	100 08	154 08				
0	61	Elizabeth Flanagan	1	98	35 00	"	8	324	240	15163	45 00	100 08	154 08				
8	80	John McInnis	3	97	29 69	"	9	425	217	14107	59 08	101 35	160 43				
6	66	John R. Davidson	2	97	24 74	"	9	425	217	14107	59 08	101 35	160 43				
13	13	Elizabeth Borden, c. r. a.	2	95	9 00	"	9	425	217	14107	59 08	101 35	160 43				
0	05	James N. WATKEN	1	96	60 21	Derby.	1	96	35	1318	13 32	9 69	23 01				
0	04	Christina Cameron	2	104	24 07	"	1	104	55	2531	14 44	18 19	32 63				
0	04	Elizabeth Schofield	3	50	11 59	"	2	50	9	319	9 25	2 29	11 54				
0	04	John J. Carruthers	3	27	5 00	"	3	27									
0	04	Elizabeth A. Wilson	1	96	31 10	"	4	96	34	1736	13 32	12 50	25 82				
0	04	Aggie M. McIntosh	2	104	64 66	Glenelg	1	104	36	2205	19 25	15 84	35 09				
0	04	Elizabeth Ritchie	2	108	33 33	"	5	108	19	12043	20 00	9 08	29 08				
0	04	Anna M. King	3	98	24 21	"	6	98	17	1675	18 13	12 03	30 16				
0	04	Elizabeth J. McLeod	2	105	30 37	"	7	105	41	1663	19 43	11 95	31 38				
0	04	MARGARET McLACHLAN	2	106	91 52	"	7	106	35	1992	19 61	14 31	33 92				
0	04	Anna Atkinson	2	103	48 15	"	8	103	32	1320	14 37	9 48	23 85				
0	04	Christiana O'Neil	3	71	13 16	"	9	71	19	859	9 85	6 17	16 02				
0	04	Elizabeth McEachran	3	85	57 70	"	10	85	19	1661	15 73	11 93	27 66				
0	04	Elizabeth Bohn	3	108	25 00	Hardwicke.	2	108	21	450	20 00	3 28	23 28				
0	04	Elizabeth J. Robertson	2	107	73 46	"	4	107	28	1950	19 80	14 01	33 81				
0	04	James A. Hamlin	2	105	49 20	"	5	105	29	919	14 57	6 60	21 17				
0	04	John Wall	3	97	23 96	"	6	97	25	1631	17 95	11 72	29 67				
0	04	Elizabeth J. Merrithew	2	98	25 00	Ludlow.	3	108	19	1362	15 00	9 79	24 79				
0	04	Elizabeth Finnc	2	102	61 75	"	3	102	19	1362	15 00	9 79	24 79				
0	04	Elizabeth Gorman, c. r. a.	3	87	15 11	Nelson	1	102	80	3341	14 16	24 00	38 16				
0	04	Elizabeth Parker	3	107	54 61	"	2	107	40	2220	14 85	15 95	30 80				
0	04	John M. Donovan	3	108	44 89	"	3	108	22	982	15 00	7 05	22 05				
0	04	Elizabeth Jordan	3	92	34 72	"	4	92	25	1708	17 05	12 27	29 30				
0	04	Elizabeth A. Gillis	2	108	34 96	"	5	108	52	2222	15 00	12 97	30 97				
0	04	Elizabeth Lanney	3	105	29 16	"	7	105	22	648	14 57	4 66	19 23				
0	04	Elizabeth A. Curry	2	104	24 07	"	8	104	53	2687	14 44	19 30	33 74				

*This District received special aid as a Poor District.

COUNTY OF NORTHUMBERLAND.—Continued.

Prov'l Grant to Teachers.				Locality.	County Fund to Trustees								
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized 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		
6	5	4	3	2	1	2	3	4	5	6	7	8	9
Theresa O. Doyle	3	80	\$14 82	Nelson	9	80	40	1003	\$11 10	27	20	43	20
Peter Doucett	3	106	39 25	"	10	106	62	4035	19 61	28	99	48	33
Delima Pouliot	3	90	22 21	"	11	90	60	3985	16 05	28	63	45	32
Maggie Perley	2	107	24 89	Newcastle	1	107	24	1129	14 92	8	11	23	17
P. F. Morrisay	2	103	90 65	"	2	103	42	1062	14 30	14	10	23	17
Annie P. Gilman	2	107	86 10	"	2	107	16	1266	19 50	9	10	23	17
Bridget M. Hackett	3	88	16 31	"	3	88	27	797	12 21	5	73	17	11
Robert Mohr	2	106	63 48	"	5	106	29	1354	14 71	9	73	24	18
Donald McIntosh	1	1103	100 66	"									
Helen McDonald	3	107	19 83	"	6	403	195	11120	56 21	79	93	153	103
Helena Morgan	2	108	65 00	"									
Ella G. Parlee	2	82	18 97	"									
C. M. Hutchison	1	98	55 00	"									
J. M. COYNGRATHAME	1	96	76 52	"									
Eliza Hickey	1	95	35 00	"									
Annie M. Hanson	2	98	25 00	"									
Gertrude A. Thomson	1	50	17 85	"									
Olivia Parker	1	45	17 15	"	7	1077	471	30377	140 54	218	24	37	27
Sarah J. Reid	2	98	25 00	"									
Kate E. Falconer	3	98	20 00	"									
Annie Morrell	2	98	65 00	"									
Wm. Sievwright	2	98	40 00	"									
Lizzie E. Ryan	3	97	59 58	"									
John Hamilton	2	108	50 00	Northesk	1	108	26	1208	20 00	8	68	28	23
Sarah J. Currie	2	108	31 66	"	3	108	20	1428	20 00	10	26	33	25
Lizzie M. Murphy	3	46	8 52	"	5	46	19	583	6 38	4	19	19	13
Maggie Miller	2	105	24 30	"	5	105	54	2336	14 57	20	38	54	44
Eve T. S. Austin	2	108	25 00	"	10	108	44	2384	15 00	17	13	22	17
Jessie R. McCleod	2	34	7 87	"	11	34	31	561	4 72	4	03	8	7
Alice M. Adams	2	108	25 00	"	12	108	35	1842	15 00	13	24	33	25
Annie Keys	3	103	72 05	Southesk	7	103	30	1049	19 07	14	00	33	25
Ida H. Adams	2	107	64 41	"	9	107	40	2503	14 55	17	99	33	25
David Phinney	3	41	11 39	"	13	41	40	1042	5 69	7	49	13	11
Annie J. Fisher	3	106	39 26	"	14	106	18	1129	14 71	8	14	22	17
Fannie Hornbrook	2	58	13 42	"	15	58	27	674	8 05	4	84	12	11
			\$2630 93				-1000		215,040	2172 46	815 44	5917 46	5917 46

COUNTY OF QUEENS.

Amasa Ryder	3	107	\$69 02	Brunswick	2	107	29	2191	\$14 85	\$13 63	\$28 48	28	23
Genev. J. Taylor	2	105	64 71	"	3	105	20	9154	19 43	5 72	25 15	25	19
Isa B. Richardson	2	98	22 68	"	5	98	8	385	13 00	12 41	25 41	16	10
M. D. Brown	2	108	91 16	Cambridge	1	108	40	2051	15 00	13 01	28 01	27	20
Maggie M. Bowden	2	105	24 30	"	2	105	67	3648	14 57	22 80	37 47	37	30
Aggie E. Bulyea	2	103	63 16	"	4	103	16	916	14 57	5 72	20 29	20	15
Wm. Bahnam	2	95	71 75	"	5	95	24	1182	13 19	7 43	20 62	20	15
Peacock C. Wright	2	104	103 68	"	6	104	33	2395	19 25	14 97	34 22	34	27
Emeline A. Akerley	3	89	21 97	"	7	89	33	1887	16 47	11 80	28 27	27	20
Nettie L. Belyea	2	107	61 89	"	8	107	12	798	14 92	4 99	19 91	19	14
Eugenia Craft	2	108	25 00	"	9	108	15	715	15 00	4 47	19 47	19	14
L. J. Flower	2	108	80 00	"	10	108	52	1875	15 00	11 72	26 72	26	20
LEMUEL W. FOWLER	2	107	84 86	"	12	107	30	2124	14 92	13 28	28 20	28	21
Augusta A. Morrell	2	104	46 15	Canning	1	104	31	1862	14 44	11 64	26 08	26	20
Tea, pd. in Sunbury Co.				& Shelfield	1			3		0 91	0 91	0 91	0 91
Carrie C. Palmer	3	108	60 00	"	2	108	10	788	15 00	4 93	19 93	19	14
Frankie L. Dykeman	3	108	39 77	"	3	108	18	1164	20 00	7 27	27 27	27	20

Prov'l Grant to Teachers. AMOUNT.

NA

D. P. Harris
Angelina W.
Emma E. Y.
Amelia J.
James R. B.
ANNA S. LA
Geo. W. Flo
Joux R. Du
Bertie L. B.
Fannie F.
Harry H. F.
James Barn
David Wilso
J. Leslie Sm
Georgia A.
Geo. W. Dr
L. Florinda
Frank A. C
Benj. Haye
A. Jachum
David Patto
Augusta Pe
Rezia E. D
E. D. Vallie
T. Wesley S
Robertson C
Rachel J. R
T. Wm. Per
Mary J. Lov
Fred. E. W
MARY NISBE
David A. M
Elizabeth S
Jane Muir
F. C. Taylor
Geo. M. We
Janet J. Str
HELENA RO
Lola J. Jen
W. Miles Cr
Ann M. Mu
Christiana S
John M. H.
Mary A. Ho
Julia Cairns
Ernest Wall
Wm. W. B.
Geo. G. Wil
Emma J. F
W. F. McDo
Emeline L.
Robert Derr
Wm. Tilley
SAML. H. Mc
Arabina E.
Ar. E. Orch
Adith A. T
Maggie E. T
L. Jennie O
S. J. Thorne

COUNTY OF QUEENS.—Continued.

Trustees		Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
COUNT.		NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
On account of average attendance of Pupils.	Total amount from										On account of average attendance of Pupils.	Total amount from County Fund.	On account of average attendance of Pupils.	Total amount from County Fund.
6	7	3	5	4	3	2	1	2	3	4	5	6	7
		D. P. Harris	1	105	\$92 56	Canning	5	105	40	2720	\$14 57	\$17 00	\$31 57
		Angelina Wasson	3	108	30 00		7	108	39	2139	15 00	18 37	28 37
		Emma E. Yerxa	2	108	59 19	Chipp'n & North'd	1A	108	55	3673A	15 00	22 95	37 95
		Amelia J. Beacon	2	106	32 71	"	3	106	23	1785A	19 61	11 15	80 76
		JAMES R. BARTON	2	108	85 06	"	4	108	35	1757	15 00	10 98	25 98
		ANNA S. LANGIN	1	108	80 32	"	5	108	33	1922	15 00	12 01	27 01
		Geo. W. Fleming	2	108	92 67	"	8	108	17	1041	15 00	6 51	21 51
		JOHN R. DENN	2	87	89 95	"	11	87	33	1537	12 08	9 01	21 69
		Ertie L. Briggs	3	108	80 00	"	12	108	29	2673	20 00	16 70	36 70
		Fannie F. Frazer	2	108	60 66	" & Waterboro	15	108	21	1492A	20 00	9 33	29 33
		Harry H. Ferguson	3	55	19 09	Gagetown	1	55	16	604A	7 63	3 78	11 41
		James Barnett	2	108	64 08	" & Hampstead	2A	108	12	770A	15 00	4 82	19 82
		David Wilson. A. B.	1	101A	90 46	"	3	209A	66	4325	29 08	27 07	56 15
		J. Leslie Smith	2	108	90 00	"	5	105A	17	1365	14 64	8 53	23 17
		Georgia A. R. Hoben	3	105A	19 56	"	5	105A	17	1365	14 64	8 53	23 17
		GEO. W. DILL	1	108	123 32	"	6	108	51	2637A	15 00	16 46	31 46
		L. Florinda Chase, c.r.a.	3	26	4 82	" & Canning	6	108	51	2637A	15 00	16 46	31 46
		Frank A. Currier, c.r.a.	3	37A	9 18	" & Cambridge	SA	107	16	1007A	14 85	6 30	21 15
		Benj. Hayes	2	107	64 51	Hampstead	1	108	28	2000	15 00	12 56	27 56
		A. Mlachum	2	108	55 00	"	1A	108	13	1096	15 00	6 85	21 85
		David Patterson	2	108	80 00	"	2	107	10	687	14 85	4 29	19 14
		Augusta Peters	1	107	74 48	"	3	103	11	935A	19 07	5 85	24 92
		Kezia E. Davis	3	103	77 53	" & Gagetown	4	108	35	1910A	15 00	11 93	26 93
		E. D. Vallis	2	108	80 00	"	5	108	18	874	15 00	5 46	20 46
		T. Wesley Smith	2	108	79 91	"	9	54	10	277	7 50	1 73	9 23
		Robertson Gardiner	2	54	20 00	"	1	108	25	1334A	15 00	8 33	23 33
		Rachel J. Robinson	2	108	25 00	Johnston	2	108	20	1020A	15 00	6 41	21 41
		T. Win. Perry	2	103	40 00	"	3	108	28	1407A	15 00	8 79	23 79
		Mary J. Long	2	108	25 00	"	4	106	16	900	14 71	5 62	20 33
		Fred. E. Whetpley	2	108	30 66	"	5	108	35	1877	15 00	11 73	26 73
		MARY NISBET	3	100	37 03	"	6	100	11	861	18 50	5 38	23 88
		David A. Murphy	1	108	95 06	"	7	108	8	755	20 00	4 72	24 72
		Elizabeth S. Clark	2	108	85 00	"	8	108	14	1372	20 00	8 57	28 57
		Jane Muir	2	108	85 00	"	9	108	14	1372	20 00	8 57	28 57
		F. C. Taylor	2	106A	89 96	" Apr. '81.	10	106A	25	1419A	14 78	8 87	23 65
		GEO. M. WETMORE	3	108	20 00	" & Cambridge	12	108	6	458	15 00	9 85	17 85
		Janet J. Stroug	2	108	30 66	"	14	108	30	1135A	15 00	7 09	22 09
		HELENA ROUSE	2	103	31 77	"	17	103	24	1598	19 07	9 99	29 06
		Lola J. Jenkins	2	68	57 77	Petersville	1	68	47	1828	9 44	11 42	20 86
		W. Miles Cratt	2	108	33 33	"	2	108	21	1172	20 00	7 34	27 34
		Ann M. Muir	3	108	20 00	"	5	108	25	1078	15 00	6 74	21 74
		Christiana S. Travis	2	108	65 00	"	6	108	42	1843A	15 00	11 52	26 52
		John M. H. Colman	3	100	18 53	"	8	100	33	1275	13 88	7 97	21 85
		Mary A. Horrigan	2	107A	64 71	"	9	107A	11	829	14 92	5 18	20 10
		Julia Cairns	2	108	50 00	"	10	108	26	1688	15 00	10 55	25 55
		Ernest Wall	1	108	90 38	"	11	108	31	1295	15 00	8 09	23 09
		Wm. W. B. Anderson	2	107	69 02	" & Hampst'd	12	107	33	1314	14 85	8 22	23 07
		Geo. G. Williams	2	107A	51 61	"	13	107A	18	831A	19 89	5 20	25 09
		Emma J. Fowler	3	105	53 81	"	14	105	50	2393A	14 57	14 90	29 53
		W. F. McDonald	3	108	20 00	" & Hampst'd	15	108	29	1191	15 00	7 44	22 44
		Emeline L. Harrison	2	84	66 97	"	16	84	16	1281	15 55	8 00	23 55
		Robert Derrah	2	88	68 88	"	17	83	33	1208	12 21	7 55	19 76
		Wm. Tilley	2	108	90 47	Waterboro	1	108	36	2289	15 00	14 30	29 30
		SAM'L H. MOORE	3	99	42 53	"	2	99	33	2804A	18 32	17 53	47 26
		Aradina E. Orchard	3	39	42 53	"	3	39	33	671A	7 21	4 20	11 41
		Ar. E. Orchard, Ap. '81	3	33	20 51	"	3	33	21	1456	15 36	9 10	24 46
		Adelia A. Barton	2	104	63 32	"	4	104	43	2734	14 44	17 09	31 53
		Maggie E. Taylor	3	108	59 83	"	6	108	22	899	15 00	6 62	20 62
		L. Jennie Oakley	3	108	54 91	"	7	108	22	1344	15 00	8 40	23 40

COUNTY OF QUEENS.—Continued.

NAME.	Prov'l Grant to Teachers.			LOCALITY.	County Fund to Trustees						
	Class.	Legally authorized days actually employed.	Amount of Grant.		No. of District.	Legally authorized 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.	
6	5	4	3	2	1	2	4	5	6	7	
<i>Ida May Akerley</i>	3	108	\$26 66	Waterboro.....	9	108	28	2607	\$20 00	\$16 22	\$36 22
<i>LeBaron Starkey</i>	2	108	106 54	"	8	108	20	1508	20 00	9 80	29 80
<i>Melinda A. Smith</i>	2	108	46 66	"	10	108	25	2084	20 00	13 03	33 03
<i>Abram Belyea</i>	2	107	39 02	} Wickham.....	1	107	35	1939	14 85	12 12	26 97
Trustees claim, Apr. '81						1	117		2665	15 00	16 66	31 66
<i>Alfred McDonald</i>	2	103	40 00	"	3	103	13	680	15 00	4 25	19 25
<i>R. J. Craft</i>	2	104	28 88	"	4	104	31	1471	14 44	9 19	23 63
<i>Priscilla S. Belyea</i>	2	108	25 00	"	5	108	41	1647	15 00	10 22	25 22
<i>Geo. W. Foster</i>	3	106	27 44	"	6	106	20	971	14 71	6 07	20 78
<i>Minnie E. Mott</i>	2	108	33 33	"	8	108	21	1087	20 00	6 77	26 77
			\$1693 65				2137	120,013	\$1285 79	\$701 26	\$1987 05

COUNTY OF RESTIGOUCHE.

<i>Mary E. Pearson, c. r. a.</i>	2	98	\$32 18	} Addington.....	1	324	108	14346	245 00	\$74 09	119
<i>JAMES M. PALMER, B.A.</i>	1	98	122 98								
<i>Geo. F. Dawson</i>	1	98	79 14								
<i>Sarah E. Sharpe</i>	2	98	64 66								
<i>Eliza Buckley, c. r. a.</i>	2	96	30 59								
<i>William Firth</i>	2	107	30 62	"	2	107	32	1824	14 85	9 42	24 27
<i>Susie S. Gerrard</i>	2	108	49 89	"	4	108	37	2057	15 00	10 68	25 68
<i>Bella McTomney</i>	3	106	44 45	"	5	106	30	1458	14 78	7 53	22 31
<i>Ida M. Robinson</i>	3	106	78 11	"	6	106	32	2162	19 61	11 17	30 78
<i>Mary Carney</i>	2	108	65 00	} Colborne	1	108	54	2851	15 00	14 73	29 73
<i>Maggie Kean</i>	2	103	26 67		" & Dalhousie	1	108	25	1629	15 00	8 41	23 41
<i>Donald McLean</i>	2	107	79 71	"	2	107	60	3028	14 92	15 63	30 55
<i>MARY McMILLAN</i>	2	108	76 33	"	3	108	43	2362	15 00	12 20	27 20
<i>Katie McMillan</i>	2	106	84 39	"	4	106	18	1779	10 61	9 19	20 80
<i>Alex. Ross, A. B.</i>	1	98	93 97	} Dalhousie.....	1	213	110	7441	29 69	38 43	68
<i>Mary J. Wilkinson</i>	2	46	39 21								
<i>Annie McIntyre</i>	2	50	12 75								
<i>Janet McNeil, c. r. a.</i>	3	96	28 65								
<i>Rebecca J. Cook</i>	2	108	65 00								
<i>Jane Murchie</i>	3	108	45 00	"	2	108	32	1583	15 00	8 17	23 17
<i>Ann B. Doyle</i>	3	103	45 00	"	3	108	25	1492	15 00	7 71	22 71
<i>Flora McDonald</i>	3	102	32 43	"	4	102	20	986	18 97	5 10	24 07
<i>May Armstrong</i>	3	101	18 72	"	5	101	38	1319	14 02	6 82	20 84
<i>Janet Ferguson</i>	2	106	49 36	"	6	106	31	1625	14 78	8 33	23 11
<i>Maggie A. Jordan</i>	2	103	49 01	"	7	103	39	1760	14 30	9 08	23 38
<i>Lizzie McNair</i>	2	97	31 20	"	8	97	52	1851	13 46	9 56	23 02
<i>Annabella Murchie</i>	3	102	25 29	"	9	102	25	1713	18 88	8 89	27 77
<i>Katie J. Doyle</i>	3	74	22 27	} Durham.....	1	74	34	994	10 27	5 14	15 41
<i>David J. Wagner</i>	2	60	22 22								
<i>Peter McAllister</i>	2	41	42 25	"	2	101	80	3522	14 02	18 19	32 21
<i>John Chalmers</i>	3	103	70 00	"	4	108	42	2085	15 00	10 77	25 77
<i>Wm. Murchie</i>	2	96	73 73	"	5	96	33	2203	17 76	11 68	29 44
<i>Annie Beattie</i>	2	59	13 65	"	6	59	36	1397	8 19	7 21	15 40
<i>Mrs. Jno. Curry, Ap. '81</i>	2	108	19 49	"	7	108	46	2602	15 00	13 74	28 74
<i>Lizzie A. McNair</i>	2	108	65 00	" & Colborne	8	108	35	1828	14 71	9 49	24 20
<i>NAN. E. ROBINSON</i>	2	103	74 97	"	10	103	34	1628	20 00	3 40	23 40
<i>Mary Agnes Doyle</i>	3	103	26 66								
			\$1850 30				1294	71,126	\$468 93	\$307 33	\$866 26

COUNTY OF ST. JOHN.—Continued.

Prov'l Grant to Teachers.				Locality.	County Fund to Trustees.				Prov'l Grant			
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized 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	6
Joseph A. Wetmore	2	96	264 05	Town of Portland	483	raised.	2209	150,551	8650 47	81481 82	29132 29	Jan M. Free
Mary Gunn	2	97	25 90									Janet M. Taylor
Catherine Martin	2	40	10 31									Mary Cameron
S. L. T. Frost	1	97	91 85									Ellie Chamberlain
Margaret Wood	2	95	48 15									Catherine Bartlett
Isabel Humphrey	2	96	74									Maggie C. Shattuck
Lizzie J. Thomas	2	97	25 00									Ellie McKay
Henry Town	1	97	55 00									Carla B. Peters
Lillie Herrington	2	97	25 00									Edna E. Williams
Lizzie S. Reed	2	97	25 00									Ellie McKay
Maggie A. Watts	1	97	35 00									Henrietta M. Taylor
Annie M. Hea	1	97	35 00									Gertrude M. Taylor
Harriet O. Howard	2	97	25 00									Ben Adam
Minnie Hea, c. r. a.	2	26	3 35									Harriet D. Green
MARY SHORTLAND	1	97	114 64									Edith M. McBeane
Frances McLeod	2	97	25 00									Mary S. Bryd
Bridget Cosgrove	3	97	20 00									Wm. M. McLean
Elizabeth Estey	1	97	35 00									Geo. U. Hay
Minnie Smith	2	97	25 00									Israel T. Richards
Wm. Simpson	1	97	55 00									Andrew Nesbitt
Edwin H. Frost	2	97	40 00									James Moxness
Fannie L. Denaide	2	97	25 00									Edwin F. Emer
DAVID P. CHISHOLM	1	97	134 29									Edwin McKinnon
John Thompson	1	7	55 00									Edna E. Carr
Wm. C. Vincent	2	97	40 00									Frank M. Kelly
Lillie McKay	2	5	1 29									Edna E. Burdick
Frank Kelly	2	20	8 25									Frederic N. Dyer
Catherine R. Bartlett	1	71	25 62									Geo. U. Hay
Abigail A. Williams	1	97	35 00									Frank Kelly
Minnie B. Everett	2	97	25 00									Edna E. Whipple
Ellen M. Freeman	1	31	37 57									Edna E. Carr
Minnie Hea	2	65	16 75									Margaret Britton
James Barry	1	47	26 65									Edna J. Fullerton
Edward O'Brien	3	48	14 84									Edna O. Stewart
James R. Sugrue	2	97	40 00									Edna E. Huc
James Barry	1	49	27 78	Thomas O'Reilly								
Sarah McDermott	2	46	11 85	Henry Rossiter								
Mary N. Tobin	2	97	25 00	Edna O'Brien								
Minnie C. Power	2	97	25 00	Edna Burchill								
Agnes O'Sullivan	2	97	25 00	Edna A. Roberts								
Winifred P. Hayes	1	97	35 00	Edna C. Conolly								
Kate Sugrue	1	97	35 00	Edna Kelly								
THOMAS STOTHART	1	97	111 63	Edna T. Colman								
Wm. J. Wilson	1	97	55 00	Edna J. Patten								
Alicia R. Green	2	97	25 00	Edna Vail								
Fannie L. Hanson	2	97	25 00	Edna Maude Wilson								
Margt. Nealis	2	97	25 00	Edna S. M. Char								
Ellen McKenna	1	97	35 00	Edna D. Brown								
Lizzie Lawlor	2	97	25 00	Edna Darling								
Mary E. Walsh	2	97	25 00	Catherine Donohue								
Mary J. Rodgers	3	97	20 00	Edna Kelly								
Mary A. Collins, c. r. a.	2	42	5 41	Edna Kirkpatrick								
MARGT. M. CARR	1	97	108 62	Edna Little								
JANET P. ROBERTSON	1	97	91 63	Maggie E. Russell								
Ellen M. Freeman	1	45	25 52	Edna B. Horton								
SARAH J. PARKIN	1	50	74 07	Edna Barlow								
Hannah Crawford	1	97	35 00	Edna S. Hopkins								
Kath. R. Bartlett	1	25	9 02	Edna Bowes								
Bertha A. B. Bell	1	70	25 26	Edna A. Parkin								
				Edna L. Clark								

COUNTY OF ST. JOHN.—Continued.

Trustees.		Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
AMOUNT.		NAME.	Class.	Locally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Locally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
On account of average attendance of Pupils.	Total amount from County Fund.										On account of average attendance of Pupils.	Total amount from County Fund.	
6	7	8	5	4	3	2	1	2	3	4	5	6	7
8481 82	82	John M. Freeman.....	1	17	89 63	City of St. John.	8083 raised.	1003	287,149 raised.	\$1122 63	\$2777 11	\$8599 74	
		Marietta Taylor.....	1	78	20 10								
		Erny Cameron.....	1	97	35 00								
		John Chamberlain.....	1	97	35 00								
		Sherine Barton.....	1	97	35 00								
		Maggie C. Sharpe.....	2	97	35 00								
		Ellie McKay, c. r. a.....	2	45	5 80								
		Maria B. Peters.....	2	97	25 00								
		Edna E. Williams.....	1	97	35 00								
		Ellie McKay, c. r. a.....	2	47	6 06								
		Marietta M. Thompson.....	2	97	25 00								
		Gertrude Melvin.....	2	47	12 71								
		Eden Adam.....	1	50	18 04								
		Marriet D. Gregg.....	2	95	24 48								
		Edith M. McBeath, c. r. a.....	1	29	5 23								
		Henry S. Brydges, A. M.....	1	62	66 49								
		John M. McLean, A. B.....	1	97	95 00								
		John U. Hay.....	1	35	70 81								
		Samuel T. Richardson.....	3	97	30 00								
		Andrew Nesbitt.....	1	97	55 00								
		James MORTIMER.....	1	97	91 64								
		John F. Emery.....	1	97	55 00								
		John McKinnon.....	2	97	40 00								
		John E. Carr.....	2	62	15 98								
		Frank M. Kelly.....	2	12	4 95								
		Maria E. Burridge.....	1	23	8 30								
		Frederic N. D'Orsay.....	2	97	25 00								
		John U. Hay.....	1	62	35 16								
		Frank Kelly.....	2	5	2 06								
		Maria E. Whipple.....	1	92	33 19								
		John E. Carr.....	2	35	9 02								
		Margaret Brittain.....	1	97	35 00								
		Edna J. Fullerton.....	1	97	35 00								
		John O. Stewart.....	2	97	25 00								
		Caroline E. Huestis.....	1	97	35 00								
		Thomas O'Reilly.....	1	97	55 00								
		Mary Rossiter.....	2	97	25 00								
		Maria O'Brien.....	1	97	35 00								
		Abella Burchill.....	3	97	20 00								
		Annita A. Robertson.....	2	97	33 33								
		J. C. COSMOLLY, Apr. '81	1	...	16 99								
		John Kelly.....	2	108	33 33								
		ESTER T. COLPITTS.....	1	98	103 32								
		Edenor J. Patterson.....	1	98	55 00								
		Frederic Vail.....	2	98	65 00								
		John Maude Wilson.....	2	98	25 00								
		John S. M. Charlton.....	2	103	23 83								
		Edna D. Brown.....	2	108	45 00								
		Edith Darling.....	2	44	13 57								
		Catherine Donovan.....	3	108	26 66								
		Michael Kelly.....	2	80	29 62								
		David Kirkpatrick.....	3	108	66 66								
		John Little.....	2	108	80 00								
		Maggie E. Russell.....	3	101	24 96								
		Maria B. Horton.....	3	108	20 00								
		John Barlow.....	2	98	25 00								
		Maria S. Hopkins.....	2	97	24 74								
		Mary Bowes.....	3	91	16 86								
		Mary A. Perkins.....	3	107	29 72								
		Maria L. Clark.....	2	107	63 72								
		St. Martins.....	1	108	13	603	15 00	5 94	20 94				
		".....	2	392	212	10086	60 00	99 27	150 27				
		".....	3	211	50	2539	29 30	25 00	54 30				
		".....	4	44	24	798	8 14	7 85	15 99				
		".....	9	108	19	1396	20 00	13 74	33 74				
		" & Upham.....	10	80	20	616	11 10	6 06	17 16				
		".....	12	108	22	1397	20 00	13 75	33 75				
		".....	13	108	18	1883	20 00	18 53	38 53				
		".....	14	101	17	1729	18 69	17 02	35 71				
		".....	23	108	16	919	15 00	9 05	24 05				
		Simonds.....	1	195	79	4113	20 85	40 49	70 34				
		".....	2	91	36	2143	12 63	21 09	33 72				
		".....	3	107	44	1648	14 85	16 22	31 07				
		".....	4	107	42	2566	14 85	25 26	40 11				

COUNTY OF ST. JOHN.—Continued.

Prov'l Grant to Teachers.				Locality.	County Fund to Trustees.							
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.			
									On account of Teachers employed.	On account of attendance of Pupils.	Total amount from County Fund.	
6	5	4	3	2	1	2	3	4	5	6	7	
Fannie A. Brown	2	107	\$33 06	Simonds	7	107	15	1117	\$19 80	\$10 99	\$30 79	
Annie G. Flaherty	2	104	24 07	"	9	104	35	2056	14 44	20 24	34 68	
FRED. M. WALSH	2	104	78 33	"								
Amelia H. Peatman	3	53	15 95	"	8	212	66	4766	29 51	46 57	76 38	
Arthur Park	2	10	29 37	"								
Lottie B. Barton	2	100	60 11	"	10	100	35	2198	13 88	21 64	35 52	
Fanna F. Berry	2	93	58 73	"	12	93	36	1897	12 91	18 07	31 58	
Mary MacAlpine	3	105	58 05	"	13	105	33	1492	14 64	14 60	29 33	
B. Agnes DeV'cer	3	168	38 59	"	14	168	15	7004	15 00	6 89	21 89	
Mary E. Roberts	2	107	44 58	"	16	107	37	1343	14 85	13 22	28 07	
Hannah L. Holland	3	107	26 44	"	17	107	17	876	19 80	3 03	23 45	
Lizzie G. Corbett	2	50	9 27	"	18	50	19	462	6 94	4 55	11 49	
Rebecca Jane Mill	2	84	25 92	& Hampton	20	84	21	651	15 55	6 41	21 96	
			\$7344 66				7971	535,924	\$2570 48	\$5274 97	\$7845 45	

Prov'l Grant to Teachers. NAME. Sarah G. Mc John P. Stun Lizzie M. Up Thomas W. Louisa Bulve Annie E. Col Geo. H. V. B. Ila A. H. Ba Alberta H. C. ESSIE A. BR S. H. Establ Frank C. Col

COUNTY OF SUNBURY.

Henrietta Scott	2	108	\$33 33	Blissville	1	108	17	1787	\$20 00	\$10 43	\$30 43	
J. Frank Scribner	2	39	41 65	& Gladstone	2	39	22	423	5 41	2 47	7 88	
Maggie L. Alexander	2	108	50 00	"	3	108	53	2239	15 00	13 07	28 07	
Mabel Morrison	2	105	63 73	"	4	105	47	2303	14 57	13 43	28 00	
Janet E. McKenzie	2	108	61 82	"	6	108	20	1200	20 00	7 01	27 01	
J. Newton Thorne, bal.			15 00	Apr. '78.								
Clara R. Fullerton	2	101	63 91	"	7	104	23	1181	19 25	6 89	26 14	
S. Grace Young	2	108	64 90	Burton	1	108	21	1471	15 00	3 58	23 58	
Henrietta R. Hoben	2	98	65 00	"	2	108	27	1253	15 00	7 31	22 31	
Edith J. Bulley	2	106	49 30	"	5	106	26	963	14 71	5 62	20 33	
Minnie L. McAdam	3	96	17 79	"	4	96	53	2591	13 32	15 12	28 44	
Annie H. Alexander	3	56	13 97	"	7	56	25	1153	10 45	6 73	17 18	
Elizabeth M. Crombie	3	108	26 66	"	8	108	45	2925	20 00	17 07	37 07	
Jannie Mercereau	3	79	19 52	"	9	79	34	1344	14 63	7 83	22 46	
Mary Hayes	3	101	76 09	"	10	101	32	1947	13 03	11 37	29 40	
Arthur C. Bulley	3	106	39 25	"	11	106	31	1649	19 61	9 62	29 23	
G. T. McCutcheon	3	108	93 35	"	12	108	17	1134	20 00	6 62	26 62	
Frances E. Carr	3	87	21 49	"	13	87	31	1229	16 11	7 17	23 28	
Wm. B. DeLong	3	107	98 35	Tagetown	14	13	107	963	19 80	5 62	27 50	
do. do. poor bal.			2 50	Apr. '81					2 17			
T. E. COLMAN, A. B.	1	108	128 98	"								
A. Div. Mercereau, c.r.a.	3	72	13 33	Gladstone	1	108	78	3682	15 00	21 39	36 39	
Aldernada Nason, c.r.a.	3		10 00	Apr. '81								
Dora R. Petersen	3	108	20 00	"	2	108	15	781	15 00	4 56	19 56	
Sadie J. Turner	2	108	33 33	"	3	108	42	1754	20 00	10 24	30 24	
Mary J. McQuestion	2	107	34 72	"	4	107	33	1732	14 85	10 15	25 00	
Mary H. Colman	3	86	21 25	"	7	86	14	906	15 92	5 84	21 76	
Wm. L. McGregor	2	95	70 03	Lincoln	1	95	33	1884	13 20	11 00	24 20	
Addie DeWitt	2	108	25 00	"	3	108	51	2634	15 00	15 37	30 37	
Thomas A. Lindsay	3	100	37 21	"	4	100	28	1272	13 95	7 43	21 38	
H. T. Smith	2	108	40 00	"	5	108	42	1943	15 00	11 84	26 84	
Alice L. Gough	2	107	84 28	"	6	107	14	823	19 50	4 31	24 61	
Hirbut Lint	2	97	35 92	Maugerville	1	97	37	1552	13 40	10 81	24 27	
Geo. B. Nevers, bal.			12 60	"								
Wm. THURROTT	1	89	72 08	"	2	98	27	1257	13 62	7 36	20 98	
A. L. Belyca, bal.			20 00	"								

Blanche H. Fi Wk. TOMLINSON R. W. Grover, Ammie C. Sloan, Celia A. Wetu JAMES E. WETU Jackson C. Mar Helen Morrison Charles Mehar Hattie S. Bro Della M. Howe Sarah B. Trus Winnie H. Ma Gm. E. BANTH Lydia J. Baxte Emma A. Ho F. Jane Miller Abce A. Manz Richard Aher Richard Aher Evelyn Cass Fae McCorma B. J. Horsena Cath. J. Ever L. B. Morehou Mary A. Trusw Annie Miller. John T. Tutthi Matilda J. Do Hannah B. W Donald McDon Mrs. D. W. Co Ella J. Tracy.

This District received special aid as a Poor District.

COUNTY OF SUNBURY.—Continued.

tees. T.	Total amount from County Fund.	Prov'l Grant to Teachers.			Locality.	County Fund to Trustees.								
		NAME.	Class.	Legally authorized days actually employed.		Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	AMOUNT.			
											On account of Teachers employed.	On account of average Attendance of Pupils.	Total amount from County Fund.	
7	6	5	4	3	2	1	2	3	4	5	6	7		
\$30 79		3	107	\$19 83	Maugerville.....	3	107	13	722½	\$14 85	\$4 22	\$19 07		
24 68		2	104	38 51	Northfield.....	2	104	34	738	14 44	4 31	18 75		
76 33		3	46	24 74	".....	3	46	31	718	6 38	4 19	10 57		
		2	74	36 53	".....	5	74	39	1592½	13 69	9 30	22 90		
35 52		2	101	60 35	Sheffield.....	1	101	18	1038	14 02	6 30	20 37		
31 58		3	103	44 19	" & Canning	1A.	108	9	504	15 00	3 48	18 48		
29 23		1	97	94 23	".....									
21 22		2	98	65 00	".....	2	323	55	3756½	44 24	21 85	66 09		
23 43		3	98	60 00	".....									
23 43		2	98	70 66	".....	4	108	39	2509	15 00	14 99	29 99		
11 49		2	108	53 33	".....	6	108	28	2183½	20 00	12 74	32 74		
21 96		3	104	38 83	".....	7	104	23	1697½	14 44	9 93	24 37		
\$7845 45				\$2172 47				1245	64,020½	\$649 08	\$373 62	\$1023 60		

COUNTY OF VICTORIA.

\$30 43		2	108	\$65 00	Andover.....	1	108	31	1476½	\$15 00	\$4 86	\$19 86
7 88		2	88½	73 60	".....	2	88½	18	777	12 28	2 56	14 84
23 07		1	96	92 34	".....	3	210½	43	2610	19 23	8 62	27 85
28 00		3	98	60 00	".....							
27 01		2	104	24 07	".....	4	106	21	1063	14 71	3 50	18 21
26 14		1	2	18 01	".....	5	108	29	725	15 00	2 39	17 39
23 58		2	103	80 00	" & Wicklow	5	89	27	1373	12 35	4 52	16 87
22 31		3	103	30 00	".....	6	108	16	913	15 00	3 01	18 01
20 33		3	78	18 28	".....	8	74	29	1494	13 69	4 89	18 58
23 44		3	107	26 44	Drummond.....	4	107	23	1650	19 80	5 43	25 23
17 16		2	108	49 89	".....	7	108	36	1483½	15 00	4 89	19 89
37 07		3	107	26 44	".....	9	107	33	2980½	19 80	9 82	29 62
22 46		1	108	111 99	".....							
29 40		1	108	75 00	Gordon.....	1	216	53	2624	30 00	8 64	38 64
29 23		3	102	95 20	".....	6	102	34	2521	18 88	8 30	27 18
26 62		1	108	60 00	Grand Falls.....	1	108	40	2247	15 00	7 40	22 40
13 23		3	89	16 48	".....	2	89	38	1235	12 35	4 07	16 42
27 59		1	108	98 25	".....	3	108	30	1565	20 00	5 25	25 25
		3	97	28 96	".....	4	97	39	3040½	17 95	10 01	27 96
36 39		3	58	10 75	".....	6	58	24	1129	8 05	3 72	11 77
19 56		2	107	64 08	".....	7	107	54	2813½	14 85	9 26	24 11
30 24		3	107	58 88	Lorne.....	2	82	20	1227½	15 17	4 04	19 21
25 60		1	108	75 00	Perth.....	1	107	43	2149½	14 85	7 08	21 93
21 76		2	108	60 00	".....	2	108	39	2433½	15 00	8 01	23 01
24 25		3	108	60 00	".....	5	108	33	2408	20 00	7 93	27 93
30 37		1	98	106 24	".....	6	108	18	1301½	20 00	4 63	24 63
24 25		3	108	52 16	".....	9	108	20	2319	20 00	9 28	29 28
30 37		3	107	26 44	".....	10	107	12	1172	19 80	3 86	23 66
21 38		3	83	32 59	".....	11	83	21	1276	16 28	3 87	20 15
26 34		2	108	82 11	".....	12	108	21	1816	20 00	5 98	25 98
24 61		3	102	25 20	".....	13	102	35	1917	18 88	6 31	25 19
24 27				\$1660 11				901	52,200	\$468 02	\$172 13	\$601 05

COUNTY OF WESTMORELAND.—Continued.

NAME	Prov'l Grant to Teachers.		Locality.	County Fund to Trustees.								
	Class.	Legally authorized days actually employed		Amount of Grant.	No. of District.	Legally authorized 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	
Wier.....	2	98	25 00									
Stasia F. De Vere.....	2	98	25 00									
Marie P. Simpson.....	2	94	19 18	Moncton.....	5	1117	803	48779	\$171 04	\$204 06	\$465 10	
Eric A. McCarthy.....	2	98	25 00									
W. L. Stevens.....	2	50	12 75									
W. Burke.....	2	106	29 44	" & Dundas	6A	106	38	1503	14 71	9 06	23 77	
Wm R. Sullivan.....	2	108	40 00			7	108	41	2001	15 00	12 07	27 07
Edna Walsh.....	2	108	35 66			8	108	41	2196	20 00	15 05	35 05
L. Edgett.....	2	105	38 88			9	105	49	2012	14 57	12 14	26 71
Wm Keenan.....	2	108	40 00			10	108	64	4614	15 00	27 81	42 81
MARY SUFFES.....	2	108	22 45			11	108	20	1661	15 00	10 02	25 02
Edna A. Treholm.....	2	108	29 00			12	108	14	1268	15 00	7 64	22 64
Berta Steeves.....	2	108	25 06			13	108	18	1108	15 06	6 68	21 68
Berry Huestis.....	2	108	40 00			14	108	49	2665	15 00	16 07	31 07
Wm J. McLeod.....	2	107	33 03			15	107	36	2212	19 80	13 33	33 13
Wm L. Steeves.....	2	108	40 00			16	108	68	.....	Returns too late.		
Wm R. McFarlane.....	2	108	40 00			17	108	21	1751	20 00	10 61	30 61
Wm H. Keit.....	2	108	40 69			18	108	48	3370	20 00	20 32	40 32
Wm E. Smith.....	2	108	25 00			19	108	22	1180	15 00	7 11	22 11
Wm A. Collicutt.....	2	108	40 00			20	108	31	839	15 00	5 06	20 06
Wm C. Bratty.....	2	20	9 88			21	20	18	264	3 71	1 59	5 30
Wm E. West.....	2	105	25 95			22	105	10	838	10 43	5 04	24 47
Wm McDougall.....	2	107	39 63			23	107	25	1915	19 80	11 54	31 34
Wm M. Lockhart.....	2	108	26 66			24	108	29	2326	20 00	14 02	34 02
Wm A. Powell.....	2	107	33 03			25	107	20	1971	19 80	11 83	31 63
Wm S. Surette.....	2	108	26 66			26	108	40	1901	20 00	11 48	31 48
Wm M. LeBlanc.....	2	61	22 59			27	61	30	660	11 29	3 98	15 27
Wm Gault.....	2	37	13 69			28	37	12	780	14 80	4 71	19 51
Wm Chase.....	2	50	19 76	Sackville	1	80	12	1251	6 52	7 59	14 11	
Wm Read.....	2	47	36 20			2	47	33	2483	20 00	14 96	34 96
Wm J. C. McInnes.....	2	108	26 66			3	108	30	2072	20 00	12 49	32 49
Wm J. Cook.....	2	108	26 66			4	108	24	2072	20 00	12 49	32 49
Wm V. Bulmer.....	2	107	24 77			5	107	39	2035	14 85	12 25	27 10
Wm P. Atkinson.....	1	1	19 66	Apr. '81		6	107	49	2672	14 85	12 49	27 34
Wm D. Trenholm.....	2	107	52 47			7	107	67	3454	14 85	23 84	38 69
Wm Fawcett.....	2	107	24 77			8	108	20	1632	20 00	9 83	29 83
Wm Wright.....	2	108	25 66									
Wm W. Day, A. B.....	1	106	33 34									
Wm A. Carter, c. r. a.....	2	102	28 75									
Wm McCully, A. B.....	1	108	105 13									
Wm W. James, c. r. a.....	1	108	27 50									
Wm A. Lyons.....	1	103	88 56									
Wm Cole, c. r. a.....	2	93	17 23									
Wm H. BELVEA.....	1	108	106 16									
Wm E. LUND.....	1	102	113 47									
Wm Fawcett, c. r. a.....	2	83	14 78			11	210	140	6516	29 16	39 29	68 45
Wm Wells, c. r. a.....	1	1	5 47	Apr. '81								
Wm Fawcett, c. r. a.....	1	1	9 83	Apr. '81								
Wm C. Reade.....	2	108	70 00			12	108	14	2549	15 00	17 18	32 18
Wm Wall.....	1	108	106 33	" & Westmor'd	13	214	81	4618	29 71	27 84	57 55	
Wm E. Wall.....	2	106	29 44			16	107	58	2862	14 85	17 86	32 71
Wm Hinks.....	1	107	73 80									
Wm Barran.....	1	98	94 64									
Wm E. Copeland.....	2	95	24 28	Salisbury.....	1	103	124	8710	29 53	52 51	82 04	
Wm A. Colpitts.....	2	107	19 83			2	107	28	1372	14 00	8 28	22 28
Wm G. Barnes.....	1	105	34 02			3	105	19	1305	14 57	7 87	22 44
Wm O. Barnes.....	2	108	33 33			4	108	24	1784	20 00	10 76	30 76
Wm O'Blenes.....	2	107	39 80			7	107	66	2510	14 92	15 18	30 10
Wm E. McLeod.....	2	1	5 60	Apr. '81								

COUNTY OF WESTMORELAND.—Continued.

Prov'l Grant to Teachers.			Locality.	County Fund to Trustees				Prov'l			
NAME.	Class.	Legally authorized days actually employed.		PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.		Grand Total days' attendance of Pupils.	AMOUNT	
			5					4		3	2	1	6	7
Ella M. Sentill	2	98	20 21	Salsbury	10	98	20	1416	18 13	23 54	Im. J. Bu
Esther A. Flewelling	2	107	24 77	"	11	107	22	1638	14 85	9 87	H. Brn
Lemuel M. Gilchrist	2	97	25 92	"	12	97	40	1396	13 46	7 94	ary C. B.
Manly W. Wilson	2	86	25 28	"	13	86	45	1535	11 94	9 26	Edn S. G.
Eunice Price	2	103	33 33	"	14	103	25	2020	20 00	12 23	zberiah
W. Amasa Clark	2	103	40 00	"	16	103	26	2202	15 00	13 25	Barbara J.
Jane G. Lounsbury	2	104	19 27	"	17	104	22	789	14 44	4 76	ez. H. J.
Minnie McNaughton	2	107	21 83	"	18	107	45	2217	14 92	13 33	ate Flew
Anna Belle Lewis	2	108	25 00	"	19	108	42	2231	15 00	13 45	ary E. A.
Carrie A. Keith	2	107	19 83	"	21	107	45	2222	14 85	13 43	rn. H. An
Edna A. Gorham	2	108	23 33	"	22	108	22	1995	20 00	12 03	ra E. Lou
Samuel C. Murray	1	28	21 60	Salsbury, Mon-							nie A. I.
J. A. Patterson	2	20	8 16	ton & Coverdale	24	58	97	1687	8 94	10 17	nie A. I.
L. E. WORTHMAN	1	28	22 65	Apr. '81							nie A. I.
Selvain Cormier	2	108	30 00	Shediac	1	108	52	3114	15 00	18 77	red Carp
Wilfred Haché	2	108	30 00	"	2	108	55	2750	15 00	16 58	annah Da
F. X. Fountain	2	59	16 38	"	3	59	33	637	8 19	4 20	own T. M.
Hypolite LeBlanc	2	168	30 00	"	4	168	33	2066	15 00	12 10	igh Jam
Valentine P. Landry	2	95	26 38	"	5	95	47	1707	13 19	10 29	ry Jarvis
Honore D. Cormier	2	108	30 00	"	6	108	80	2772	15 00	16 71	innite G.
Eugene H. Theriault	2	107	29 72	"	7	107	43	2419	14 85	14 59	rn. J. Al
Francoise X. Legere	2	107	39 62	"	8	107	63	3519	14 85	21 12	obe A. H.
A. J. Denton	1	99	55 50	"							rie A. H.
Mary R. Williams	2	89	25 25	"							as. pd. in
Agnes Lawson	1	98	35 00	"							ASTON J.
Sophia M. Nisbet	1	99	35 36	"	10	484	226	15048	74 08	90 72	osto Kie
Pl. P. Gaudet	2	74	57 75	"				raised			anie McE
Melanie Légère	2	20	5 10	"							anie T. I
Rebecca A. Armour	1	89	31 78	"	10	89	46	2717	12 35	16 58	ram Gr
Fred. X. Welling	1	97	54 41	"	11	97	34	2284	14 84	14 51	esley M
Marie B. Bourque	2	108	20 00	"	12	108	30	1711	15 00	10 21	ary A. C
Ami M. Vincent	2	108	30 00	"	13	108	59	3612	20 09	21 78	ert Per
Philias Bourbonnau	2	108	40 60	"	14	108	38	2459	20 00	14 52	ee M. J
Moses M. Cormier	2	107	29 80	& Moncton	15	107	44	2411	19 89	14 54	ilan Pau
Maggie A. Graham	2	103	29 79	"	16	103	29	1622	19 07	9 72	H. Evel
Damien Bourgeois	2	108	40 00	& Dumas	17	108	60	3012	15 00	18 16	rn R. E
Sava Bourgeois	2	56	13 84	"	18	56	46	2159	10 36	13 29	ellia A.
Alena C. West	2	106	19 74	"	20	106	13	828	14 78	5 06	erry Sy
W. B. Welsh	2	107	79 45	Westmoreland	1	107	60	3960	14 85	23 91	nie Da
JAMES DAYLE	2	108	90 30	"	2	108	76	3925	15 00	23 66	En Mos
Susan Goodwin, c. r. a.	2	72	19 92	"	3	108	42	1678	15 00	10 12	anie J.
Fred'ck Goodwin, c. r. a.	2	108	50 00	"	3	108	42	1678	15 00	10 12	eggie J.
D. MOANSON	1	11	11 88	"	5						ertha
Rufena G. Smith	2	108	20 00	"	6	108	60	3361	15 00	20 26	ary E. I
Kate Goodwin, c. r. a.	2	84	8 21	"	6	108	60	3361	15 00	20 26	erania.
Agnes Tingley, c. r. a.	2	56	9 57	"	7	109	39	1882	13 82	11 35	th W.
W. W. Wells	1	56	35 05	"	7	109	39	1882	13 82	11 35	as Lu
Maud Charters	2	41	10 18	"	8	107	58	3255	14 92	14 42	nie D.
Melbourne Tingley	2	107	72 32	"	9	106	33	775	14 71	4 57	en R. I
Edgar S. Read	2	107	25 33	"	9	106	33	775	14 71	4 57	en W.
Enoch B. Phelan	2	108	33 33	"	10	108	53	2652	15 00	15 92	ane C.
			87599 31				67 0	351,001	82240 02	82110 03	T. Ho

Im. J. Bu
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COUNTY OF YORK.—Continued.

NAME	Prov'l Grant to Teachers.			LOCALITY.	County Fund to Trustees.						
	Class.	Legally authorized days actually employed.	Amount of Grant.		AMOUNT.						
6	5	4	3	2	1	2	3	4	5	6	7
					No. of District.	Legally authorized 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.
Ida McAdam.....	2	48	\$12 24								
Annie T. Moore.....	1	49	17 59								
Louisa Pickard.....	1	98	35 00								
Sarah A. Brymer.....	1	98	34 28								
BERTON C. FOSTER, A. B.	1	98	154 29								
Frances I. Ross.....	1	98	35 00								
Frances N. Seeley.....	2	98	25 00								
Geo. E. Croscup.....	1	98	35 60								
M. Maude Narraway... 1	98	35 00									
Jennie Lyle.....	1	98	35 00								
E. A. Minard.....	1	98	35 00								
Joanna Peters.....	1	48	19 30								
Ida McAdam.....	2	2	0 51								
Annie T. Moore.....	1	48	17 14								
JER. MEAGHER.....	1	98	71 99								
Sara G. Duffy.....	1	95	35 92								
Elizabeth O'Regan.....	1	98	33 21								
Rebecca E. Gallagher.. 2	95	23 72									
Lizzie H. Yandall.....	2	95	21 23								
ALICE K. MEAGHER.....	1	94 1/2	36 40								
IDA McADAM.....	2	42	33 36								
Louisa Winter.....	2	38	9 99								
R. S. Molson.....	1		100 00								
S. Rosa Ruel.....	2	104	24 07								
Robt. J. Kincaid.....	2	106	40 00	Kingsclear.....	1	104	51	2362	\$14 44	29 45	25 9
Trust. claim for Ap. '81.				"		106	42	2237	15 00	8 25	49 2
W. EGERTON EVERETT.. 2	108	71 33		"	2	117		2584	15 00	10 33	49 2
Henry H. McKeen.....	2	107	39 62	"	3	108	40	2409	15 00	9 63	24 63
Amv Kelly.....	3	108	20 00	"	4	107	42	1820	14 85	7 32	22 17
Ruth B. Hartt.....	2	108	25 00	"	5	108	22	1053	15 00	4 21	19 21
Trust. claim for Ap. '81.				"	6	108	35	1534	15 00	6 21	41 3
Margaret A. Moffitt... 2	105 1/2	39 56		"	7	105 1/2	31	1541	19 52	6 16	25 68
Mary Haullan.....	3	108	25 60	"	8	108	16	771	20 00	3 08	23 68
Ruth Long.....	3	94	23 23	"	9	94	22	1152	17 40	4 61	22 17
Neil Lockary.....	2	107	39 62	"	10	107	25	711	14 85	2 34	17 6
Anna M. Gibson.....	3	79 1/2	17 43	"	11	79 1/2	18	1226	13 66	4 90	17 8
Alice G. Duffy.....	2	95	24 23	Manners Sutton...	1	95	45	2120	14 53	8 45	23 0
Alex. Heron, jr.....	2	103	38 14	"				raised			
Michael Connelly.....	3	108	30 00	"	2	103	62	3548	14 39	14 19	29 58
Maggie Bonnar.....	3	108	29 00	"	3	108	32	1820	15 00	7 32	22 32
Mary McKenzie.....	3	108	29 00	"	4	108	28	1993	15 00	7 61	22 61
Lizzie M. Hunter.....	3	108	29 00	"	5	108	32	1681	15 00	6 72	21 72
Annie C. Hartt.....	3	102	18 90	"	6	108	17	952	15 00	3 81	18 3
Alberta Hartt.....	2	103	31 77	"	8	102	59	1533	14 16	6 18	20 34
Margt. A. Kelly.....	1	108	46 66	"	10	103	14	924	19 07	3 69	22 76
Mary A. Miller.....	3	105 1/2	19 56	New Maryland.....	1	105 1/2	31	1177	20 00	4 71	24 71
Annie E. Gough.....	2	108	25 00	" & Lincoln	1	108	23	1391	15 00	5 56	20 56
M. M. Louisa Garman... 3	108	20 00		"	2	108	24	1244	15 00	4 96	19 96
Lizzie R. Dunlop.....	3	104	19 27	"	3	104	17	1039	14 44	4 15	18 59
Mary E. Ring.....	3	85	21 00	"	4	85	12	1023	15 73	4 63	19 36
John Furlong.....	3	103	44 47	North Lake.....	13	103	26	1793	19 07	7 17	26 24
John A. Atherton.....	2	104	38 51	"	14	104	39	2236	14 44	8 94	23 38
Rachel Watson.....	2	85	19 67	"	15	85	31	1261	11 80	5 04	16 84
Trust. claim for Ap. '81.				"	16	54		840	7 50	3 36	10 86
Mary E. Moore.....	3	107	19 83	"	18	107	21	1449	14 85	5 79	20 64
Sarah Graham.....	3	108	45 00	"	19	108	17	882	15 00	3 53	18 53

Ed. John
James A.
James H.
Mary Ell
Arvey G
Wm. Gail
Mildred
Annie Jo
Emma E.
Ester A.
Lizzie Br
Edel E.
Emma
Ed. P.
Geo. E. I
Mary A.
E. Ma Y
Edw. C.
En. Stu
Edw. M.
Amos B
Ma Flew
W. Me
Luiza F
Annie B
Sabara
T. T. Da
Edw. P.
Eve A.
Geo. E. Y
Edw. G
A. Gu
Georgia
Em F.
Mary A.
Annie A
Lena M
Lena P.
Sennie M.
Liz E.
M. M.
Lizzie M.
Geo. A. I
L. B. Cro
Epic M.
James Ha
Geo. F. V
Margret
Ed. Fish
Lena W.
Wendie
Sarah II
Lena H
Mrs. Hatt
Mrs. Coll
Geo. A.
Fred. H
G. Trade

COUNTY OF YORK.—Continued.

Total amount from County Fund.	Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
	6	5	4	2	1	AMOUNT.						
						3	2	3	4	5	6	7
	NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized 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.
	Ed. Johnson.....	3	108	20 00	Prince William.....	1	108	42	2105 1/2	25 00	23 43	23 43
	James A. Johnson.....	2	103	38 13	"							
	James H. Hoyt, A. B.....	1	108	11 28	" Oct. '80	2	103	42	2168	14 30	9 57	24 17
	May Ellgood.....	3	108	20 00	"	3	108	20	1501 1/2	15 00	6 09	21 00
	Harvey Cawley.....	3	107	54 18	"	4	107	55	2920	14 85	11 66	26 51
	Wm. Hail Henry.....	2	98	60 82	"	5	98	33	1650 1/2	13 60	6 64	20 24
	Abilda L. Graham.....	2	108	33 33	"	6	108	15	1464	20 00	5 55	25 55
	Janie Johnson.....	2	107	24 89	"	7	107	53	3453 1/2	14 92	13 82	28 74
	Anna E. Milbery.....	2	108	48 08	"	9	108	27	1573 1/2	15 00	6 29	21 29
	Estie A. Yardie.....	2	99	22 91	"	10	99	22	958	13 74	3 83	17 57
	Lucie Brown.....	2	106	24 33	Queensbury	1	106	32	2020	14 71	8 08	22 79
	Abel E. Barker.....	3	108	20 09	"	3	108	17	1194	15 00	4 77	19 77
	Emma Burden.....	2	95	21 98	"	4	95	37	1616	13 19	6 40	19 65
	Ed. P. Johnston.....	2	108	40 00	"	5	108	35	2488	15 00	9 93	24 93
	Rev. E. Balmain.....	2	105 1/2	39 06	"	6	105 1/2	34	1706	14 64	6 82	21 46
	Mary A. Jones.....	3	106	19 64	"	7	106	23	1297 1/2	14 71	5 19	19 90
	Eliza Yerxa.....	2	108	25 00	"	8	108	38	2093 1/2	15 00	8 37	23 37
	Mat C. Mitchell.....	3	104	19 27	"	10	104	25	1064 1/2	14 44	4 26	18 70
	Ern Stuart.....	2	108	20 00	"	11	108	29	2097	15 00	8 38	23 38
	Edw. M. Sansom.....	2	102	56 67	St. Marys.....	1	102	25	1302	14 16	5 21	19 37
	Wm. B. Blaney.....	2	107	96 42	"	1 1/2	107	59	3125	14 85	12 50	27 35
	Edw. Flewelling, c. r. a.....	3	104	19 26	"							
	W. McCrady, A. B.....	1	97	125 51	"							
	Julia F. Morgans.....	1	97 1/2	74 04	"							
	Emie Burpee.....	3	92 1/2	51 76	"	2	384	211	1308 1/2 raised	58 77	52 32	111 09
	Barbara A. Staples.....	3	97	59 41	"							
	W. T. Day.....	1	98	117 65	"							
	Edie P. Colter.....	1	98	74 91	"	3	294	133	8935 1/2	45 00	35 74	80 74
	Edie A. Clayton.....	2	98	64 83	"							
	Edie E. Morrell.....	1	105	92 51	"							
	Edie L. Goodspeed, c. r. a.....	2	47	8 71	"	4	105	54	2009	14 57	11 63	26 20
	Edie Gunter.....	2	62	22 96	"	5	62	35	1158 1/2	8 61	4 63	13 24
	Georgia Kelly.....	2	108	25 00	"	6	108	33	1770	15 00	7 08	22 08
	Edie F. Peake.....	2	108	25 00	"	7	108	45	2678 1/2	15 00	10 71	25 71
	Edie A. McBean.....	2	106 1/2	64 27	"	8	106 1/2	21	1222 1/2	14 78	4 89	19 67
	Edie P. Peake.....	3	107	26 44	"	9	107	20	1200	19 80	4 80	24 60
	Edie McBean.....	3	48 1/2	11 08	"	10	48 1/2	24	708 1/2	8 97	2 83	11 80
	Edie P. P. Peake.....	2	42	12 96	" Apr. '81	11	42	17	644 1/2	7 77	2 58	10 35
	Edie Maud Stuart.....	2	108	65 00	"	12	108	32	1785 1/2	15 00	7 14	22 14
	Edie E. Young.....	2	108	65 00	"	13	108	43	1624 1/2	14 85	6 50	21 35
	Edie M. Denison.....	2	107	78 06	"	14	98	16	1198	18 13	4 79	22 92
	Edie McBean.....	2	98	30 24	"	14	98	16	1198	18 13	4 79	22 92
	Edie A. Lounsbury.....	3	100	51 73	Southampton	1	100	37	1708 1/2	13 88	6 23	20 71
	Edie R. Cronkwhite.....	3	91	25 27	"	5	91	28	1313	12 63	5 25	17 88
	Edie McFarlane.....	3	93	17 23	"	7	93	32	166 1/2	12 91	6 67	19 58
	Edie Hartin.....	3	102	28 33	"	8	102	51	2866 1/2	14 16	11 46	25 62
	Edie F. Vanbuskirk.....	2	108	40 00	"	9	108	53	3570	15 00	14 27	29 27
	Margaret Lockhard.....	3	108	20 00	"	10	108	35	2467	15 00	9 56	24 56
	Edie Fisher.....	3	108	20 00	"	11	108	48	3330	15 00	13 31	28 31
	Edie W. Lint.....	2	108	33 33	"	12	108	23	2020	20 00	8 08	28 08
	Edie A. Hartt.....	2	108	33 33	"	13	108	24	2563 1/2	20 00	10 25	30 25
	Edie H. Haines.....	2	104	32 03	"	14	104	20	1502	19 25	6 00	25 25
	Edie H. Libby.....	3	107	39 63	"	16	107	29	2187 1/2	19 80	8 74	28 54
	Edie Hattie J. Thomas.....	3	91 1/2	16 96	Stanley.....	1	91 1/2	35	1487 1/2	12 70	5 95	18 65
	Edie Celia Lagrin, bal.....	3	54	3 63	" Apr. '81	1 1/2	54	6	272	10 00	1 09	11 09
	Edie A. Dodds.....	3	54	13 33	"	2	108	24	1733	20 00	6 93	26 93
	Edie H. Hite.....	2	108	86 66	"	3	96	73	3482	13 32	13 93	27 25
	Margaret L. Barker.....	3	90	55 56	"							

COUNTY OF YORK.—Continued.

Prov'l Grant to Teachers.				Locality.	County Fund to Trustees					
NAME	Class. Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attend- ance 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	4	5	6	7	
Martha B. Douglass.....	3 96	\$40 86	Stanley.....	5 96	43	2347	\$13 32	\$9 39	\$22 71	
Martha V. Gilmore.....	2 86	42 35	".....	6 86	51	2796	11 94	11 18	23 72	
Ellen C. Elliott.....	3 101	71 76	".....	7 101	27	1619	18 69	6 48	25 17	
Ida Fletcher.....	3 108	59 22	".....	9 108	17	1315	15 00	5 26	20 26	
Isabel Anderson.....	2 108	66 52	".....	10 108	14	830	20 00	3 32	23 32	
Ada J. Freeze.....	2 98	60 73	".....	11 98	40	2540	15 00	10 16	25 16	
Louisa M. Young.....	2 108	65 00	" & Studholm	12 108	41	2221	15 00	8 88	23 88	
Abigail Starkey.....	3 108	74 77	".....	13 108	23	1736	20 00	6 92	26 92	
Maggie J. Douglas.....	2 108	86 66	".....	14 108	24	2058	20 00	8 23	28 23	
Sarah E. Howe.....	2 108	86 66	".....	15 108	22	1334	19 07	5 34	24 41	
May O. Wade.....	2 108	86 44	".....	16 108	12	1320	20 00	5 22	25 22	
		\$7151 68				5591	275,442	22108 72	\$1061 38	\$3170 10

Superior
An equal
INSPECTOR
N
Addington,
Eresford,
Osborne,
Katham,
" "
Derby,
" "
Glenelg,
Newcastle,
" "
No
Eathurst,
Dundas,
Harcourt,
New Bandon
Richibucto,
Sumarez,
Waldford,
Willington,
" "
" "
No
Barnford,
" "
" "
Barchester,
" "
" "
Egan,
Harvey,
" "
Hillsboro,
" "
Hopewell,
" "
Moneton,
" "
Saskville,
" "
Salsbury,
" "
" "
Wilmorelat
" "
" "
No
Cambridge,
" "
Chipman,
" "
" "
Georgetown,
Hampton,
Harelock,
Kingston,
Johnston,
" "
" "
Norton,

Superior Allowance to Boards of Trustees for the Year ended Oct. 31, 1881.

An equal amount was also apportioned to the TEACHERS presenting the Pupils, which is included in the foregoing Tables.]

Trustees
COUNT.
attendance of Pupils.
Total amount from
6 7
0 39
1 18
2 33
3 32
4 16
5 23
6 22
7 22
8 22
9 22
10 22
11 22
12 22
13 22
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98 22
99 22
100 22

INSPECTORAL DISTRICT.	Number of Pupils presented.			No. Pupils passed.	Amount paid to the Board of Trustees.	INSPECTORAL DISTRICT.	Number of Pupils presented.			No. Pupils passed.	Amount paid to the Board of Trustees.		
	Standard.		VI				VIII	Standard.				VI	VIII
	VI	VIII						VI	VIII				
No. 1.						No. 4.							
Addington,.....No. 1A	1	1	8	5	\$28 27	Norton,.....No. 5	1	1	1	1	\$5 65		
Beresford,....." 2	2	2	1	1	5 65	Springfield,....." 2	6	4	3	4	22 61		
Osborne,....." 3	2	2	1	1	11 31	"....." 7	3	3	3	16 96			
Clatham,....." 4	5	5	1	1	11 31	"....." 8	4	4	3	16 96			
"....." 5	1	1	8	28	27	"....." 15	4	4	4	22 61			
Derby,....." 1	5	5	2	2	11 31	Studholm,....." 8	6	5	5	28 32			
Durham,....." 7	2	2	1	1	11 31	"....." 10	10	10	5	28 27			
Glennel,....." 7	12	12	1	1	11 31	"....." 11	6	5	5	28 27			
Newcastle,....." 6	2	2	1	1	5 65	"....." 13	7	7	7	39 57			
"....." 7	4	4	1	1	22 61	"....." 15	5	4	4	22 61			
"....." 7	6	6	4	4		"....." 25	9	7	7	28 27			
No. 2.						No. 5.							
Bathurst,....." 9	6	6	5	5	28 27	Sussex,....." 1	2	7	7	39 57			
Pandas,....." 3	4	4	4	4	22 61	"....." 2	9	8	8	45 23			
Barcour,....." 5	6	6	5	5	28 27	"....." 6	2	2	2	11 33			
New Bandon,....." 9	4	4	4	4	22 61	Waterborough,....." 1	2	2	2	11 33			
Nichibucto,....." 2	3	3	3	3	16 96	No. 6.							
Sumarez,....." 3	6	6	5	5	28 27	Laucaster,....." 2	8	6	6	33 92			
Wellford,....." 9	3	3	3	3	16 96	"....." 13	10	10	3	50 53			
Wellington,....." 1	6	6	3	3	16 96	"....." 14	3	3	3	16 96			
"....." 5	2	2	1	1	11 31	Town of Portland	43	28	28	158 57			
"....." 3	2	2	1	1	5 65	City of St. John,	123	83	83	470 04			
"....." 8	2	2	2	2	11 31	Simonds,....." 8	7	7	7	39 57			
No. 3.						No. 7.							
Bisford,....." 11	5	5	3	3	16 96	St. Martins,....." 2	5	5	5	28 27			
"....." 14	5	5	3	3	16 96	Upham,....." 6	3	3	3	16 96			
"....." 15	5	5	5	5	28 27	No. 8.							
"....." 16	3	3	3	3	16 96	Burton & Gaget'n,....." 14	1	1	1	5 65			
Archeater,....." 2	7	7	5	5	28 27	Gladstone,....." 1	8	6	6	33 92			
"....." 5	4	4	3	3	16 96	Grand Manan,....." 4	3	1	1	5 65			
"....." 8	1	1	5	5	5 65	Mauzeville,....." 2	1	1	1	5 65			
"....." 20	5	5	5	5	28 27	Saint George,....." 1	5	1	1	5 65			
Elgin,....." 2	1	1	5	5	5 65	Saint Stephen,....." 2	14	9	9	50 97			
"....." 5	7	7	6	6	33 92	"....." 3	7	6	6	33 98			
Harvey,....." 3	4	4	4	4	22 61	Sheffield,....." 4	1	1	1	5 65			
"....." 12	1	1	1	1	5 65	West Isles,....." 2	5	2	2	11 31			
Wellsboro,....." 2	3	3	3	3	16 96	"....." 3	9	6	6	33 98			
"....." 3	7	7	7	7	39 64	"....." 5	1	1	1	17 53			
"....." 6	7	7	3	3	16 96	No. 7.							
Hopewell,....." 1	3	3	3	3	16 96	Bright,....." 3	3	3	3	16 96			
"....." 2	5	5	4	4	22 61	Brighton,....." 3	7	6	6	33 92			
"....." 7	5	5	5	5	28 27	Canterbury,....." 8	2	3	3	39 57			
Moncton,....." 5	13	12	68	68	68 06	Douglas,....." 1	5	3	3	16 96			
"....." 11	6	4	22	22	61	"....." 2	10	10	56 53				
S. Aville,....." 9	10	5	28	28	27	Fredericton,....." 17	35	40	226 53				
"....." 11	7	6	33	33	92	Kingsclear,....." 3	2	2	11 31				
Salsbury,....." 1	7	7	7	7	39 57	Peel,....." 1	4	2	11 31				
"....." 7	1	1	5	5	5 65	"....." 3	7	5	28 27				
Westmoreland,....." 24	8	4	22	22	61	St. Marys,....." 1	6	6	16 96				
"....." 2	4	2	11	11	31	"....." 2	6	6	33 92				
"....." 13	2	2	11	11	31	"....." 3	7	4	22 61				
"....." 5	2	2	11	11	88	PrinceWm. Co.'80	2	2	11 88				
No. 4.						No. 8.							
Catbridge,....." 1	2	2	2	2	11 31	Andover,....." 2	2	2	2	11 31			
"....." 12	1	1	5	5	5 65	"....." 4	4	3	3	16 96			
Uxpan,....." 4	2	1	5	5	5 65	Gordon,....." 1	3	3	3	16 96			
"....." 5	1	1	5	5	5 65	Simonds,....." 1	14	9	50 97				
"....." 11	5	4	22	22	01	"....." 4	5	4	22 61				
Gasstown,....." 6	5	5	28	28	32	Wakefrid,....." 5	12	5	28 27				
Hampton,....." 6	4	4	22	22	61	"....." 7	6	6	33 92				
Harelock,....." 8	16	12	67	67	96	"....." 8	5	3	16 96				
Kingston,....." 5	2	2	11	11	31	Wicklow,....." 14	6	4	22 61				
Johnston,....." 5	2	1	5	5	66	Wilmot,....." 4	6	6	33 92				
"....." 10	4	2	11	11	33	Woodstock,....." 5	18	2	73 62				
"....." 14	1	1	5	5	66	TOTAL,.....							
Norton,....." 2	16	10	56	56	63	434	387	620	\$3492 35				

GRAMMAR SCHOOLS.

FOR SUMMER TERM ENDED OCTOBER 30TH, 1881.

LOCALITY.		TEACHERS.	Legally authorized days Principals' Department open.	Amount of Provincial Grant.
COUNTIES.	PARISHES.			
Albert,	Alma,	Thos. E. Colpitts, A. B.	98	\$200 00
Carleton,	Woodstock,	James McCoy,	98	200 00
Charlotte,	Saint Andrews,	A. W. Wilkinson, A. B.,	98	200 00
Gloucester,	Bathurst,	George W. Mersereau, A. B.,	98	200 00
Kent,	Richibucto,	C. H. Cowperthwaite, A. B.,	98	200 00
Kings,	Hampton,	John Raymond,	6 months.	200 00
Northumberland,	Chatham,	Chas. G. D. Roberts, A. M.,	98	200 00
Queens,	Gagetown,	David Wilson, A. B.,	101½	187 80
Restigouche,	Dalhousie,	Alex. Ross, A. B.,	98	200 00
Saint John,	City of Saint John,	{ H. S. Bridges, M. A.,		\$300 00
		{ Wm. M. McLean, A. B.,		
Sunbury,	Sheffield,	Geo. H. V. Bulvea, A. B.,	97	197 90
Victoria,	Andover,	Rupert W. Grover, A. B.,	96	195 00
Westmoreland,	Shediac,	A. J. Denton, A. B.,	99	202 00
York,	Fredericton,	G. R. Parkin, A. M.,		\$500 00
				\$3,183 80

* Not in Union. Paid through Hon. Receiver General's Department direct.

† Paid through the Secretary of the Board of Grammar School Trustees.

‡ aid from the "University Grant."

Further
(statement).CA
glia Sineoc
rah J. McW

CIR

Fannie J. The

Wilmington C

A. Freeze,

J. B. Bogart,

Benzo B. Cal

James O'Ma

Ella H. Knia

Barbara A. M

GLC

Acophile Go

Eabé M. Mai

Alina Boudr

Francoise Gir

Marie Merzer

Joseph Comm

Arline M. W

John Gillies,

Annie Brown

Berrie Graha

Eunice A. W

I

Wilmington J

Fannie A. CA

James S. Cla

William McL

Alexandra S. S

Isabella J. W

Alina Kierste

Sarah A. Sha

Frances A. G

H. W. Crabb.

Mary E. Simp

Ella William

Joseph N. Pitt

Christiana A.

Edmund H. T

Marg. R. Sha

William J. Vi

Estelle Lawso

Annie Jackso

Peter Girdwo

Annie M. Sm

Marg. E. Ell

Mary A. Per

Eunice Vail

George W. F

SUPPLEMENTARY.

Further payments of Provincial Grants to Teachers (not included in the foregoing statement), made up to 18th April, 1882.

NAMES.		AMOUNT.	NAMES.		AMOUNT.
CARLETON COUNTY.			MAJAWASKA COUNTY.		
Edna Sinecock		\$16 52	Abraham Perron		\$16 66
Sarah J. McWaid		24 54	Sophie Martin		6 66
		<u>\$41 06</u>	Sophie J. Pelletier		12 39
			Rebecca M. Proulx		5 00
			Serephine Albert		4 79
					<u>\$45 50</u>
CHARLOTTE COUNTY.			NORTHUMBERLAND COUNTY.		
Fannie J. Thompson		\$12 34	Helen McDonald		\$12 50
Wilmington Camp		12 03	Annie L. Brown		16 24
A. A. Frezza, A. B.		19 79	Delina Pouliot		5 53
J. B. Bezzart		20 00	Mary J. Russell		19 40
Dozso B. Calder		19 83	Annie M. Hanson		20 00
Thomas O'Malley		12 50	Rachel Watson		12 50
Elizabeth H. Knight		12 44	Elsibet Archibald		10 74
Barbara A. Mitchell		10 64	Amy Archibald		4 80
		<u>\$119 57</u>			<u>\$101 71</u>
GLOUCESTER COUNTY.			QUEENS COUNTY.		
Ecophile Goguin		\$18 75	J. Wesley Smith		\$20 00
			A. Brunswick Foster		19 49
			T. Annie Kerrigan		18 80
					<u>\$58 29</u>
KENT COUNTY.			RESTIGOUCHE COUNTY.		
Edith M. Mailet		\$24 38	Susie S. Gerrard		\$24 57
Alma Doudreau		24 77	Agnes McCormac		19 66
Francoise Girouard		23 99	Annie Miller		19 83
Karie Merzerolle		16 66			<u>\$64 06</u>
Joseph Commeau		21 14	SAINT JOHN COUNTY.		
Caroline M. Warman		35 38	Mary Sealy		\$33 33
John Gillies		20 00	Robert Evans		52 72
Annie Brown		12 39	Peter McIntyre		19 14
Susie Graham		12 50	Alice M. Harding		16 52
Emilie A. Wathen, c. r. a.		5 37	Alice Perley		39 44
		<u>\$199 49</u>	Michael Kelly		31 57
			Minnie A. Robertson		49 88
			Catharine Armstrong		20 00
			Maggie A. Nisbet		20 00
			Clarence L. Darrow		57 98
			Harriet O. Howard		12 25
			Mary McAlpine		37 45
			Emma F. Berry		14 94
			Barbara E. Keim		24 61
			George F. Fownes		12 39
			Hilary O'Keefe		12 39
			Cath. Donovan		11 69
			Alice K. Lawson		26 67
			Louisa B. Dean		4 91
					<u>\$197 88</u>
KINGS COUNTY.			SUNBURY COUNTY.		
Wilmington Jenkins		\$16 41	Chester M. Robinson		\$53 33
Fannie A. Carpenter		15 92	W. H. Fowler		11 32
James S. Clark		19 49			<u>\$64 65</u>
William McRae		32 72			
Acanda S. Scott		53 61			
Isabella J. Wallace		19 06			
Alma Kierstead		19 43			
Sarah A. Sharp		20 00			
Frances A. Green		19 74			
A. W. Crabb		15 21			
Earl E. Simpson		19 43			
Anna Williams		40 00			
Joseph N. Pitt		8 33			
Christiana A. Travis		25 00			
Edmund H. Fowler		12 18			
Wm. R. Sherwood		12 50			
William J. Virtue		51 96			
Battle Lawson		33 33			
Anna Jackson		30 43			
Peter Girdwood		39 25			
Annie M. Smith		38 20			
Wm. E. Ellsworth		40 60			
Earl A. Perkins		39 83			
Fernce Vail		40 00			
George W. Foster		9 79			
		<u>\$676 82</u>			

NAMES.	AMOUNT.	NAMES.	AMOUNT.
VICTORIA COUNTY.		WESTMORELAND COUNTY.—Con.	
Julia C. Frost.....	\$17 78	Placide P. Gaudet.....	\$17 78
Wm. Tomlinson.....	26 66	John N. Wells.....	29 78
Robert Caldwell.....	11 10	Wm. Foxlow.....	7 78
	\$55 54	John Friel.....	14 78
WESTMORELAND COUNTY.		YORK COUNTY.	
Thomas H. DeMille.....	\$20 00	A. B. Cronkhite.....	\$11 78
James E. Graves.....	12 15	Alonzo Kelly.....	26 78
John Keenan.....	19 06	H. Evelyn Leery.....	16 78
Hanford C. Keith.....	12 40	Mary E. Ring.....	40 78
Annie Colpitts.....	16 66	Rachel Watson.....	7 78
Neil McDougall.....	16 66	Sarah J. Alexander.....	15 78
Mary Weir.....	26 16	Annie C. Hartt.....	12 78
George J. Dobson.....	16 66	Manda J. Lint.....	11 78
Frederick Goodwin.....	16 66	Ellen F. Peake.....	20 78
Eliza A. Joyce.....	7 50	Amy Kelly.....	12 78
Samuel R. McFarland.....	9 58	Geo. A. Lounsbury.....	14 78
Wm. A. Humphrey.....	25 67		
Clara P. Atkinson.....	19 66		
Henry C. Charters.....	35 29		
Joseph Reed.....	20 00		
Valentine P. Landry.....	10 99		

PROV

N

Annie J.
 Maggie J.
 Thomas H.
 Zenila S.
 Edina E.
 " "
 Marion H.
 Luvinia J.
 Araminta
 Frances A.
 Edward I.
 Pamela
 Sil to Tr
 Mary Jon
 Eunice J.
 Luetta C.
 Margaret
 Ralph Co
 Mary J. S.
 Estle E. C.
 Tea. pd. i
 John For
 Frank H.
 George H.
 F. W. Ste
 Alice P. A.
 Thomas H.
 Durie M.
 Louisa L.
 Nathaniel
 Annie M.
 Lena P. V.
 John Cav
 Thomas L.
 Russell
 Eva A. C.
 Flora E.
 Annie E.
 J. Truema
 Nettie M.
 Chipman
 Isabella C.
 Ed. to Tr
 Annie E. I.
 Alex. Sm
 E. C. Ste
 Eliza M. I.
 Ada F. I.
 Martha E.
 Sarah A.
 Clara H.
 Howard
 George I.
 Avila Ege

\$105 6

COUNTY OF ALBERT.—Continued.

Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
NAME	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	AMOUNT.			
								Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund
6	7	8	9	2	1	2	3	4	5	6	7
Rufus P. Steeves.....	2	100	\$21 47	Hopewell.....	2	217	57	6120	\$7 87	\$39 25	\$57 12
Ada Russell.....	1	117	111 91		2	117	29	1952	15 00	11 92	26 92
Annie J. Godfrey.....	1	117	50 00		5	117	30	1600	15 00	9 82	24 82
Mona Milton.....	1	117	43 72		6	117	33	1900	15 00	11 60	26 60
Mary E. Carnwath.....	1	117	69 00		7	234	76	5142	30 00	31 39	61 39
Wm. J. Jones.....	1	117	79 81		8	115	50	3200	14 74	10 53	25 27
Grace Ayer.....	1	117	45 00		10	117	48	3027	15 00	13 48	28 48
W. Carvell Steeves.....	1	115	39 31								
Wm. Rommell.....	1	117	47 00								
			\$878 17					1881	116,424	\$800 13	\$710 67	$1,590 80

COUNTY OF CARLETON.

Hugh T. Parlee.....	1	43	\$20 21	Aberdeen.....	1	82	45	2315	\$10 51	\$13 76	\$24 27
Jane D. Reed.....	1	39	11 66		3	116	53	4463	19 83	26 48	46 31
Isabella R. Joyner.....	2	116	33 04		4	117	29	2170	15 00	12 88	27 88
John Home.....	1	117	55 00		5	117	52	3442	15 00	20 42	35 42
James N. Sipperell.....	3	117	39 00		6	57	52	1512	7 31	8 97	16 28
Julia A. Howie.....	2	57	12 13		7	76	33	1372	9 74	8 14	17 88
Sarah Smith.....	2	76	16 23		10	117	29	2116	15 00	12 55	27 55
Weyman A. Smyth.....	1	117	55 00		2	117	50	2399	15 00	17 20	32 20
William Taylor.....	1	117	67 50		3	117	74	5155	15 00	30 59	45 59
A. H. Sherwood.....	1	117	75 00		4	117	63	6621	15 00	30 29	45 29
Louisa Noble, c. r. a.....	2	75	14 42	4	92	27	1500	17 18	8 90	26 08	
Walter S. Mitchell.....	2	117	69 00	6	100	27	1500	7 27	8 90	16 17	
Trustees' claim, Oct. '51	2	103	71 53	7	116	25	1353	14 87	8 05	22 92	
Annie B. Adams.....	2	116	21 73	8	112	22	1105	14 43	6 53	20 96	
Eliza A. Ackerson.....	2	116	53 02	9	117	48	3454	15 00	20 49	35 49	
Amie A. Kimball.....	2	117	40 00	10	117	26	1500	15 00	8 96	23 96	
Marleborough J. Dow.....	3	116	38 14	11	115	16	932	19 75	5 53	25 28	
Allison W. Clark.....	3	116	23 32	12	97	35	1952	12 43	11 82	24 25	
Laura A. Brown.....	3	97	16 58	13	112	43	2509	14 30	14 89	29 19	
Mary Lois Britton.....	3	112	47 86	1	234	98	6347	30 00	40 62	70 62	
Isaac B. Curtis.....	1	117	93 14	2	117	49	2956	15 00	17 54	32 54	
S. D. Alexander.....	2	117	65 00	3	104	51	26 60	13 33	15 78	29 11	
Mary E. Boyer.....	2	104	42 21	4	117	35	2200	15 00	13 65	28 65	
Hopsy A. Gregg.....	2	117	25 00	5	98	44	3432	16 75	20 36	37 11	
Lilla E. Giberson.....	2	116	22 33	6	58	22	1172	9 92	6 93	16 85	
Blanche H. Fitzherbert	2	104	18 21	7	58	22	1172	9 92	6 93	16 85	
Ada DeWolf, Oct. '51	2	117	20 00	8	83	29	1775	14 19	10 53	24 72	
Rosella Kelly.....	3	98	22 33	10	116	56	2491	14 87	14 78	29 65	
Ella M. Graham.....	3	58	13 21	11	113	33	2063	19 32	12 21	31 53	
John Farley.....	3	83	28 37	12	116	53	4656	19 83	27 03	47 86	
Helen Murphy.....	3	116	29 79	13	116	49	3155	19 83	13 66	33 49	
Mary Corbett.....	3	113	25 76	14	117	21	1821	15 00	7 11	22 11	
Kate Crabb.....	3	116	26 47	16	73	30	1043	9 30	6 19	15 49	
Patk. O'Donnell.....	2	116	52 57	3	117	42	2686	15 00	15 94	30 94	
Sarah J. McWaide.....	2	117	37 85	4	116	51	4700	14 57	27 92	42 49	
Richard Sutton.....	3	73	18 72								
Amasa Plummer.....	2	117	40 00								
Alder B. Boyer.....	1	116	74 35								
Clara J. Shea, c. r. a.....	3	116	19 83								

COUNTY OF CARLETON.—Continued.

Prov'l Grant to Teachers.			Locality.	County Fund to Trustees.						
NAME	Class. Legally authorized days actually employed.	Amount of Grant.		PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attend- ance of Pupils.	AMOUNT.	
			On account of Teachers employed.						On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	2	1	2	3	4	5	6	7
Frank B. Carvell.....	2 115	\$39 31	Wilmot.....	4	232	74	4697 1/2	\$20 74	\$27 87	\$57 61
Ida B. Jones.....	3 117	20 00		"	5	116	52	2514	13 59	14 92	28 51
Joanna M. Ring.....	2 106	22 61	"	6	117	47	3173 1/2	15 00	18 83	33 83
Alice Palmer.....	2 117	25 00	"	7	116	55	3273 1/2	14 87	19 42	34 29
May Hume.....	2 116	24 78	"	8	117	21	1252 1/2	15 00	7 43	22 43
Cath. A. Kilpatrick.....	3 117	20 00	"	9	116 1/2	30	1789 1/2	14 94	10 62	25 56
Florence J. Carvell.....	2 116 1/2	64 61	"	10	61	41	1177	7 82	6 98	14 80
Lenora Hamilton.....	3 61	10 43	"	11	61	35	931	7 82	5 52	13 34
John T. Tutthill.....	1 61	28 67	"	12	114	19	947 1/2	14 01	5 62	20 13
Alice M. Patterson.....	3 114	58 98	" & Wakefield	13	104	36	2191	17 77	13 00	30 77
Ida E. Williams.....	2 104	29 61	"	15	117	17	1051	20 00	6 24	26 24
Merab S. McGuire.....	3 117	26 65	"	16	117	31	2478	15 00	14 70	29 70
Lydia J. Irvine.....	2 117	25 00	"	1	116	48	3291 1/2	14 87	10 55	25 42
Annie L. Hartley.....	2 116	24 78	Woodstock.....	2	117	29	2350	15 00	13 94	28 94
Edmund Lundon.....	2 117	80 00	"	3	117	29	2217	15 00	13 15	28 15
Lizzie S. Laverty.....	2 117	65 00	"	4	114 1/2	35	1818	14 68	10 79	25 47
Minnie S. Carman.....	2 114 1/2	60 41	"							
James McCoy.....	1 116	95 00								
Isaiah J. McCoy, c. r. a.....	1 109	44 41								
Charles McLean.....	1 116	95 00								
Charles O'Donnell.....	1 116	95 00								
Angelina Faulkner.....	1 116	75 00	"	5	104 1/2	458	32141 raised	134 73	190 70	325 43
Jane Price.....	2 114	49 35								
Eva E. Hovey.....	2 116	45 00								
Susan Price.....	2 116	65 00								
Maria Sharpe.....	2 116	85 60								
Myra J. McDonald.....	2 116	65 00								
Wm. T. Kerr.....	2 117	80 00	"	6	234	84	6600	30 00	30 16	60 16
Minnie E. Wiley.....	2 117	65 00	"	7	109	35	1826 1/2	13 97	10 84	24 81
Cath. E. Garety.....	2 109	23 28	"	9	98	26	2402	16 75	14 24	30 99
Lizzie C. Watson.....	2 98	76 91	"							
Alice J. Lundon.....	2 111 1/2	62 87	" Canterbury	23A	228 1/2	50	3280	29 30	19 46	48 76
Maggie Lundon.....	2 117	65 00								
		\$2773 76				4616	288,540 1/2	\$1792 76	\$1711 00	\$4504 76

Thompson
Eliza Pettig
Marianne C
S. W. Irons
Clara P. A
Whitfield O
Cornelia A.
A. W. Steev
M. C. Foste
J. A. Dunih
Annie Mage
Maggie Coch
Amelia T.
Lecenan Un
Ira Welsh.
Willford L.
Agnes E. Cr
Cath. L. Spo
Mary Hayes
A. W. Wilki
S. A. Algar.
Addie Hansc
Augusta B.
Annie Hansc
Maggie G. J
Ellen Roger

Thomas A. I
Ila A. Mitch
Alice M. Mu
J. F. Scribu
A. E. Millig
Mary D. Dib
Florence S.
Annie L. Bro
Lydia Maxw
Emily Marke
Nell Morr
Mary J. Mon
Lizzie Rouls
Harjory McC
Mary E. Cur
Katharine E.
Trustees' cla
Geo. W. Hol
Thomas O'M
Eliza Magow
Mary Magow
Eliza Rayn
Eliza G. Cra
John Gillesp
George Aller
James Dolch
Lizzie Dale
Hugh Cople
Melodie Co
Est. to Trust
Sarah A. Mc
Klira E. Ca

COUNTY OF CHARLOTTE.

Robt. Limond, M. D.....	1 114	\$53 58	Campobello.....	1	345	158	9012	\$44 23	\$71 06	\$115 29
Louisa V. Rees, c. r. a.....	3 114	9 75		"	2	117	67	6208	15 00	48 95	63 95
Louisa V. Rees, Oct. '81.....	3 95	29 25	"	3	116	67	4021 1/2	14 87	31 71	46 58
Mary E. Bray.....	2 115 1/2	24 67	"	2	107	27	964	13 72	7 60	21 32
Walter G. Holmes.....	2 115 1/2	39 48	"	2	107	27	964	6 36		
Edgar S. Reade.....	2 117	40 00	"	1	110	40	2687 1/2	14 10	21 19	35 29
Celeste Watson, c. r. a.....	3 79	6 75	"	2	62	22	686	7 95	5 41	13 36
A. B. Calder.....	2 116	39 65								
Wm. J. Dunlap.....	3 107	27 43								
" (Oct. '81).....		\$ 42								
Annie S. L. Perley.....	2 110	61 69	Dufferin.....	1	110	40	2687 1/2	14 10	21 19	35 29
Louis E. Young.....	2 62	51 21	"	2	62	22	686	7 95	5 41	13 36
Victoria A. Thompson.....	2 117	25 00	{ Dunbarton and St. Patrick.....	2 1	117	31	2321 1/2	15 00	18 31	33 31
Nancy Reardon.....	3 63	18 41	Dunbarton.....	3	63	24	963	8 08	7 83	15 91
Emma J. McLaughlan.....	3 116	75 12	"	4	116	11	1112	19 83	8 77	28 60

COUNTY OF CHARLOTTE.—Continued.

es.

Total amount from County Fund.

7

257 61
232 51
233 51
234 52
235 52
236 53
237 53
238 54
239 54
240 54
241 54
242 54
243 54
244 54
245 54

35 43

69 16
24 92
29 92
48 74

83 04 76

6 115 2

5 6 56

7 46 53

20 27 66

9 33 2

11 13 2

21 23 2

22 23 2

23 23 2

NAME	Prov'l Grant to Teachers.			LOCALITY.	No. of District.	County Fund to Trustees.						
	Class.	Legally authorized days actually employed	Amount of Grant.			AMOUNT.						
6	5	4	3	2	1	2	3	4	5	6	7	
Thompson Laver	2	115	\$30 31	Dumbarton	6	115	46	3523	\$14 74	\$27 62	\$42 30	
Eliza Pettigrove, Oc. '81			19 81									
Marianne Garcelon	2	116	24 78	"	7	116	34	2355½	14 87	18 57	33 44	
S. W. Irons	1	110	73 66	Grand Manau	1	232	147	14864½	40 00	117 21	157 21	
Clara P. Atkinson	1	110	46 66									
Whitfield O. Dunham	3	115	29 49	"	2				Returns too late.			
Cornelia A. Winchester	3	78	13 33	"					Returns too late.			
A. W. Steeves	2	73½	25 12	"	3	73½	99	4745	9 43	37 42	46 85	
M. C. Foster, c. r. a.	3	73½	6 28	"					Returns too late.			
J. A. Dunham	1	117	55 00	"	4	224	92	5346½	30 00	42 16	72 16	
Annie Magee	1	117	35 00	"	5	78	45	1985	19 59	15 05	35 24	
Maggie Cockburn	1	78	23 33	"	7	100	25	2472½	17 09	19 50	36 59	
Amelia T. Theat.	3	117	22 78	Lepreau	3	117	50	3061	15 00	24 14	39 14	
Lecenah Umlah	2	117	25 00			1	117	32	1274	15 00	10 05	25 05
Ira Welsh	2	117	40 00	Pennfield	2	117	64	5767	15 00	45 47	60 47	
Willford L. Randall	2	117	25 00			3	117	31	1862	15 00	14 68	29 68
Agnes E. Crickard	3	109½	18 72	"	4	109½	38	2464	14 04	19 43	33 47	
Cath. L. Speer	3	19	3 25	"	10	19	21	291½	2 44	2 30	4 74	
Hary Hayes	1	116	95 00	St. Andrews	1	690	214	17560	90 00	138 40	228 40	
A. W. Wilkinson, A. B.	2	116	65 00									
S. A. Algar	2	116	65 00	"	6	108	36	1536	13 85	12 11	25 96	
Addie Hanson	2	116	60 00	St. Croix & St. Andrews	2	110½	17	929½	14 94	7 33	22 27	
Argusta B. Wade	2	117	72 03			3	117	60	3693	15 00	23 41	43 41
Annie Hanson	2	117	55 92	"	4	117	33	1996	15 00	15 74	30 74	
Maggie G. Jones	3	117	20 09	"	4½	117	24	1347	15 00	10 62	25 62	
Ellen Rogers	1	116	72 85	"	5	116	43	1663½	14 87	13 12	27 99	
Annie L. Rigby	2	113	60 53	St. David	1	113	45	2833½	14 49	22 34	36 83	
Thomas A. Hartt	1	93	60 92		" & St. James	1½	93	52	3052	11 92	24 30	36 22
Ira A. Mitchell	3	82	18 69	"	2	82	31	1435	14 01	11 32	25 33	
Alice M. Murray	2	78½	15 42	"	3	78½	48	2004	10 07	15 80	25 87	
J. F. Scribner	2	65	13 88	"	5½	65	29	1130½	8 33	8 91	17 24	
A. E. Milligan	2	117	25 00	"	6	117	53	3021	15 00	23 82	38 82	
Hary D. Dibblee	2	96	27 34	"	7	96	29	1917	16 41	15 10	31 51	
Florence S. Brown	2	115½	24 67	Dumbarton	7½	115½	48	2062	14 81	16 28	31 09	
Archie L. Brown	2	112	47 33			8	53½	16	622	6 80	4 91	11 77
Lydia Maxwell	2	119	38 62	"	9	112	48	2862	14 38	22 57	36 93	
Emily Markee	3	93	15 89	"	10	93	42	1175½	11 92	16 62	35 89	
Mabel Morrison	1	117	80 00	St. George				932	7 85			
Kary J. Monahan	2	117	50 00									
Lacie Routston, Oct. '81	1	117	74 62	" & Pennfield	2	109	22	1160	13 97	9 15	23 12	
Margory McCann	3	42	9 57	"	3	42	13	590	7 17	4 66	11 83	
Hary E. Currie	3	117	30 00	"	4	117	35	2329	15 00	18 37	33 37	
Eucharine F. Brown	3	117	30 00	"	5	117	15	1207	15 00	9 52	24 52	
Trustees' claim, Oct. '81	3	108	27 69	"	6	108	37	3069	13 85	24 20	38 05	
Geo. W. Hoben, A. B.	3	62	14 12	"	8	62	10	477	10 60	3 77	14 37	
Thomas O'Malley	2	115	52 41	"	9	115	15	1523	19 65	12 01	31 66	
Ella Magowan	3	117	80 00	"	11	117	17	1243½	20 00	9 81	38 31	
Eary Magowan	2	109	23 28	"	12	109	79	1274	13 97	10 05	24 02	
Melia Raynor	3	42	9 57	"	13	110	83	4988½	14 10	39 34	53 44	
Ella G. Crauley	3	117	30 00	"					8 50			
John Gillespie	3	108	27 69	"								
George Allen	3	62	14 12	"								
James Doherty	3	115	52 41	"								
Annie Daley	3	117	80 00	"								
Hugh Copley	2	109	23 28	"								
McAidee Camp	2	109	51 53	"								
Est. to Trustees, Oct. '81	3	110	57 22	"								
Sarah A. Meek				"								
Erica E. Gates				"								

COUNTY OF GLOUCESTER.

No.	NAME.	Prov'l Grant to Teachers.		LOCALITY.	No. of District.	County Fund to Trustees.						
		Class.	Legally authorized days actually employed.			Amount of Grant.	Legally authorized 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.
7	6	5	4	3	2	1	2	3	4	5	6	7
1	Charles Christie	3	97	\$33 16	Bathurst	4	97	38	2372½	\$16 59	\$28 59	\$15 18
2	Rev. W. Mersereau, A. B.	1	116	55 00	"	2	318	124	9586	45 00	115 50	160 50
3	Elen Meahan	1	116	20 00	"				raised			
4	Lara F. Welsh	1	116	20 00	"							
5	Mary Kerr	1	78	23 33	"	5	107	48	3100½	13 72	38 51	52 23
6	Mary Lammegan	1	29	7 44	"	6	117	29	1380	29 00	16 63	36 63
7	J. D. Skelly	1	117	37 59	"	7	113	31	2804½	19 32	37 79	53 11
8	Marsille P. Hachey	1	117	25 76	"	8	117	18	1600	20 00	19 28	39 28
9	Mary Alexander	1	117	26 67	"	9	117	26	1501½	15 00	18 09	33 69
10	Elna Payne	1	117	25 00	"	10	117	21	1378	20 00	23 63	42 63
11	Annie H. Eady	1	65	11 11	Do. & New Bandon	10A	65	21	716	8 33	8 63	16 96
12	Anna E. Egan	1	117	26 67	Bathurst	11	117	21	1878	20 00	23 63	42 63
13	Mary A. Hachey	1	113	19 32	"	12	113	53	3036½	14 49	36 59	51 08
14	Grace Hillock	1	110½	24 89	"	13	116½	35	1944½	14 94	23 43	38 37
15	Carrie Welsh	1	117	20 00	"	14	117	17	1361	15 00	16 40	31 40
16	Marsille J. Hachey	1	105	17 05	"	15	105	59	3483½	13 40	41 97	55 43
17	W. C. Burnham	1	116	55 00	"	16	232	117	9340	30 00	112 54	142 54
18	Elen Burns	1	116	25 60	"	17	116	19	1555½	19 83	22 36	42 19
19	Laura J. Eddie	1	117	33 04	"	18	117	56	5699½	20 00	68 67	88 67
20	Marjane Meahan	1	117	26 67	"	19	117	22	1761	15 00	21 22	36 22
21	May Armstrong	1	77	19 74	Beresford	2	77	19	979	9 87	11 80	21 67
22	Elna McNish	1	113	28 97	"	3	113	60	4634	14 49	55 83	70 32
23	Philip Boudreau	1	117	55 00	"	4	234	75	5975½	30 00	72 00	102 00
24	Josephine Boudreau	1	117	20 00	"							
25	Edouard Boudreau	1	104	24 06	"	5	342	113	8074	43 85	97 29	141 14
26	F. Boy, c. r. a., Oct. '81	1	115	39 31	"	6	116	43	2501	14 74	30 13	44 87
27	W. R. Welsh	1	114	19 49	"	7	116	20	912½	14 87	11 00	25 87
28	Ely V. Landry	1	113	19 32	"	8	74	34	1765	12 65	21 27	33 92
29	Lucas Frenette	1	115	19 66	"	9	74	34	1765	12 65	21 27	33 92
30	Frances Aubé	1	116	24 78	" & Bathurst	10	114	26	1355½	14 61	16 33	30 94
31	M. Anne Ross	1	116	33 04	"	11	117	30	2072½	20 00	24 97	44 97
32	Elna Hillock	1	74	16 87	"	12	114½	18	1821	19 87	21 94	41 51
33	Lucie Doucet	1	117	40 69	"	13	111	23	2140	18 97	25 79	44 76
34	Stanislaus Doucet	1	114	19 49	" & Bathurst	14	116½	69	4693½	14 94	58 55	71 49
35	Edouard Aubé	1	114	19 49	"	15	116	58	3792	14 87	15 69	30 56
36	Marie P. S. Frenette	1	117	40 69	"	16	106	26	2464	18 12	29 69	47 81
37	Erzeline Godin	1	114	26 11	"	17	116	59	3748	14 87	15 16	30 03
38	(By) Boudreau	1	117	25 29	"	18	112	47	3840½	19 15	46 27	65 42
39	Walline Legere	1	116½	19 91	Caraguet	19	89	35	1272½	11 41	15 33	26 74
40	Mary Cormier	1	116	19 83	"	20	117	71	4893½	15 00	55 35	70 35
41	Mary Arsenault	1	106	24 16	"	3	106	53	2766½	18 12	33 33	51 45
42	Spiran Cormier	1	101½	17 25	"	4	101½	21	1056	13 02	12 72	25 74
43	Edward D. Ferguson	1	116	24 79	"	5	116	54	3004½	19 83	47 05	66 88
44	Jasé Haché	1	117	26 67	"	6	117	22	2104½	20 00	25 36	45 36
45	F. M. Cowperthwaite	1	107	24 38	New Bandon	7	107	17	1188	18 29	14 31	32 60
46	Agathe Albert, c. r. a.	1	114	29 23	"	8	114	55	3880½	14 61	40 76	61 37
47	F. X. Robichaud	1	53	13 59	"	9	53	40	1627½	6 79	10 61	26 40
48	Edie Landry	1	63	15 51	"	10	63	43	1666	11 63	20 08	31 71
49	Fora Campbell	1	93	15 89	"	11	93	33	1967	11 92	23 70	35 62
50	Clarotte Godin	1	79	13 50	"	12	79	29	735½	10 13	8 86	18 99
51	Est. Blanchard	1	117	26 67	"	13	117	19	1479	20 00	17 82	37 82
52	Ray Theriault, c. r. a.	1	117	25 00	"	14	117	31	2094	15 00	25 24	40 24
53	Joseph L. Pinet	1	117	40 00	"	15	117	47	2930	15 00	35 30	50 30
54	Ely L. Oak	1	93	15 89	"							
55	Lara Meahan	1	93	15 89	"							
56	Elizabeth Melancon	1	79	13 50	"							
57	Jasé Dempsey	1	117	26 67	"							
58	Est. S. McLean	1	117	25 00	"							
59	J. C. Carruthers	1	117	40 00	"							

COUNTY OF KENT.—Continued.

Prov'l Grant to Teachers.				Locality.	County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized 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
eter F. Richard.....	3	117	\$30 00	Richibucto.....	11	117	29	2036	\$15 00	\$17 09	\$32 09
ene Doucet.....	3	116	19 83	"	12	116	32	1472	14 87	12 35	27 22
arie L. Daigle.....	3	115	26 21	St. Louis.....	1	115	21	1424½	19 65	11 95	31 60
athian N. McLeod.....	3	117	55 00	"	2	117	81	8400	15 00	71 00	86 00
astian Pigeon, c. r. a.....	3	117	27 50	"	3	117	53	2837	15 00	23 81	38 81
arie A. Babineau.....	3	117	60 00	"	4	116	35	2100	14 87	17 62	32 49
atharine Gray.....	3	116	19 83	"	5	108	.....	1695	20 00	14 22	34 22
rustees' claim, Oct. '81.....				" & Richib'cto	6	117	30	1565½	15 00	13 14	28 14
ohn A. Babain.....	3	117	30 00	"	8	117	15	1380	20 00	11 58	31 58
enid Arsenault.....	3	114	25 98	"	10	114	15	1116½	19 48	9 37	28 85
athemise Nadreau.....	3	116	24 79	"	11	116	21	1366½	19 83	11 46	31 29
anine Vantour.....	2	116	84 61	St. Marys.....	2	118	32	1514	14 87	12 71	27 58
elle Steeves.....	3	106	33 97	"	3	106	37	1562	18 12	13 11	31 23
l. G. Léger.....	3	112	57 95	"	7	112	32	1550½	19 15	13 01	32 16
oseph B. Williams.....	3	117	45 09	"	10	117	12	711	15 00	5 96	20 96
aud A. Smith.....	3	94	21 43	"	12	94	28	1968	16 07	16 51	32 58
re. Pierre LeBlanc.....	3	108	68 96	"	11	108	26	1921	18 47	16 12	34 59
acificque A. Belliveau.....	3	97	16 58	"	13	97	53	2492	12 44	20 91	33 35
els Fournier.....	3	116	59 28	"	14	116	58	5162½	14 87	43 32	58 19
maire Fournier.....	2	108	61 52	Weldford.....	1	108	25	1042½	13 85	8 74	22 59
aneline L. Warman.....	2	114	49 03	"	2	114	30	1442	14 61	12 10	26 71
ara A. Young.....	2	108½	27 78	"	2½	108½	19	1388	18 56	11 64	30 20
l. Alma Carter.....	3	102	62 97	"	3	102	17	821	13 08	6 88	19 96
runk D. Cullen.....	2	111	80 42	"	3½	111	23	1473	14 23	12 36	26 59
ead E. Powell.....	2	113½	48 86	"	5	113½	13	708	14 55	5 94	20 49
onie McLean.....	3	78	16 66	"	5½	78	13	667	13 33	5 59	18 92
lora McKendrick.....	3	112	25 52	"	6	112	50	3037	19 15	33 03	52 18
eline Vantour.....	3	102	47 30	"	7	102	27	1905	17 44	15 98	33 42
runk Gallant.....	2	116	49 32	"	8	116	30	1552½	14 87	13 02	27 89
ary A. Wathen.....	1	117	93 88	"	9	117	45	3213	15 00	26 96	41 96
. F. Dorothy.....	3	112	25 52	"	11	112	12	588½	19 15	4 93	24 08
ary E. Christal.....	2	106	22 64	"	12	106	22	1056	13 59	8 86	22 45
annie Johnson.....	3	117	30 00	"	14	117	34	2095½	15 00	17 59	32 59
arah Hutchinson.....	2	117	65 00	"	15	117	27	1834½	15 00	15 40	30 40
lex. McN. Thurrott.....	2	117	64 43	"	16	117	25	1600½	15 00	13 43	28 43
isbella Wheten.....	3	96½	22 00	"	18	96½	17	709	17 17	5 95	23 12
ean. M. Girvan.....	2	114½	63 06	"	19	114½	46	2293	14 67	19 24	33 91
liza M. Graham.....	3	114	71 45	"	20	114	9	564	10 48	4 82	24 30
ludia J. Black.....	3	106	55 92	"	23	106	17	1404½	18 12	11 79	29 91
lavin L. Steeves.....	2	117	40 00	Wellington.....	1	117	55	3779	15 00	31 71	46 71
l. Maud King.....	2	116	24 78	"	2	116	28	2429½	14 87	20 39	35 26
l. Maud Johnson.....	3	115	26 21	" & St. Marys	34	107	8	508	13 72	5 02	18 74
l. Kate L. McDonald.....	2	118	33 04	"	4	115	51	3462	19 65	23 97	48 62
l. Georgina E. Kay.....	1	117	35 30	"	5	116	40	3127	19 83	26 24	46 07
l. Margt. Michaud.....	1	117	35 00	"	7	351	101	8799	45 00	73 84	118 84
l. Margt. Mallet.....	3	72	24 61	"	7½	72	57	3728	12 31	31 29	43 60
l. Elvone Belliveau, c. r. a.....	2	117	40 00	"	8	117	57	3314	15 00	27 82	42 82
l. Mary Routanne.....	3	114	19 49	"	9	114	46	3365½	14 61	23 27	42 88
l. Jean LeBlanc.....	3	110	29 74	"	10	116	40	2077	14 87	17 44	32 31
l. D. Bourgeois.....	3	115	19 66	"	11	115	48	2140½	14 74	17 97	32 71
l. Edith A. Girouard.....	3	106	18 12	" & Richibucto	12½	106	46	1307	13 69	11 72	25 31
l. Hippolyte Godet.....											
l. Basine Gallant.....											
l. Elsie F. Sutton.....											
			\$332 46				2844	188,060½	\$1824 03	\$1541 12	\$2305 16

COUNTY OF KINGS.

NAME.	Prov'l Grant to Teachers.			LOCALITY.	County Fund to Trustees.				Prov'l				
	6	5	4		3	1	2	3		4	AMOUNT.		
											5	6	7
Wm. Levinge.....	1	108 1/2	\$70 90		1	225 1/2	62	4006	\$25 92	\$27 32	\$66 72	Jessie Br	
Jane Brown.....	1	117	35 00	Cardwell.....	3	117	20	940 1/2	15 00	6 39	21 22	Barbara L	
Sarah A. Sharp.....	2	117	64 43	"	6	117	26	1966 1/2	15 00	12 95	27 45	Helen L.	
Abram Belyea.....	2	117	40 00	" & Elgin	7	117	26	1966 1/2	15 00	12 95	27 45	Rubina F.	
Fannie P. Moore.....	2	117	23 12	" Oct '81	7	117	26	1966 1/2	15 00	12 95	27 45	Annie A.	
Laurence S. Ryan.....	2	110	51 98	"	9	110	41	1320 1/2	14 10	12 36	26 46	Mary Ann	
J. Fred. Brown.....	3	94	24 10	Greenwich.....	1	94	28	1692 1/2	12 05	11 50	23 55	Mabel E.	
Mary E. Simpson.....	2	117	25 00	"	3	117	39	2359 1/2	15 00	19 42	34 42	Peter Br	
Sarah A. Henry.....	2	117	25 00	"	3	117	33	1919	15 00	13 05	28 05	A. Bruns	
Amanda S. Scott.....	3	117	20 00	"	5	117	42	2497	15 00	20 36	35 36	John W.	
Maggie R. Sherwood.....	3	110	18 80	Hammond.....	4	110	45	1642 1/2	14 10	11 17	25 27	H. V. Whit	
Wm. J. Virtue.....	3	113	38 63	"	5	113	21	1133	19 32	7 70	27 02	Maggie W.	
Maria S. Coy.....	2	117	25 00	"	6	117	26	1678	15 00	11 40	26 40	Fred. H.	
Hannah Raymond.....	1	116	74 53	Hampton.....	1	116	21	1423	14 87	9 70	24 57	H. J. Lon	
Fred. E. Whelpley.....	2	115	39 31	"	2	230	71	4556	29 49	30 95	60 44	L. M. Wis	
Emma S. Smith.....	2	115	64 22	"	2	230	71	4556	29 49	30 95	60 44	J. M. D.	
Augusta Peters.....	1	117	35 00	"	3	117	49	3073 1/2	15 00	20 88	35 88	Jessie A.	
Laura A. Purves.....	2	103	57 93	"	5	103	25	1349	13 20	9 16	22 36	Julia C. F.	
Edmund Puddington.....	2	117	80 00	"	6	117	61	4005	15 00	27 21	42 21	Suzan L.	
John Robertson, c. r. a.	3	117	25 00	"	6	117	61	4005	15 00	27 21	42 21	Maggie A.	
E. Maud M. Allen.....	3	102	17 44	" & Rothesay	7	102	20	1013 1/2	13 08	6 96	19 98	Frederica J.	
Annie A. Jackson.....	2	44	9 40	" & Simonds	8	44	17	425 1/2	5 64	2 49	8 13	Geo. G. M.	
Tea. pd. in St. John Co.	2	117	25 00	"	20	117	11	335 1/2	15 00	2 28	9 28	Rebbie A.	
Kate Brown.....	2	117	50 00	Havelock.....	1	117	37	2185	15 00	14 84	29 84	David J. F.	
Sarah M. Burnett.....	3	117	30 00	"	2	117	44	3884	15 00	26 39	41 39	J. J. Do	
Wm. E. Burnett.....	2	117	40 00	"	4	117	19	930	15 00	6 32	21 32	Abram S.	
Elmer E. King.....	1	117	75 00	"	7	117	58	2647 1/2	15 00	17 99	32 99	Jane C. Sl	
Frank H. Hayes.....	2	117	80 00	"	8	265	115	8833	33 97	60 01	93 98	Eliza Fen	
Calvin F. Alward.....	3	31	5 30	"	9	117	41	2264	15 00	15 38	30 38	Biram W.	
Minnie W. Coates.....	3	117	69 83	"	11	107	21	675	18 29	4 59	22 88	Annette J.	
H. Allen Scribner.....	2	107	75 72	"	13	117	37	3128 1/2	15 00	21 25	36 25	J. Ecker	
Elizabeth J. Parlee.....	2	107	70 00	"	14	116	44	3182	10 83	21 02	41 85	Edwin A.	
Zephie Saunders.....	2	116	55 59	" & Salisbury	15	116	2	114 1/2	0 78	0 78	0 78	Joseph H	
Tea. pd. in Westm'd Co.	3	113	19 32	" April '81	15	113	9	455 1/2	14 49	3 10	17 59	Pex. Rob	
Zephie Saunders.....	3	113	19 32	Kars.....	2	117	32	1697 1/2	15 00	11 53	26 53	Charles A.	
Sarah M. Daley.....	2	117	83 29	"	4	97	28	1932	16 59	13 12	30 71	Lizzie Rol	
Agnes Northrop.....	2	117	44 20	"	5	117	25	1154	15 00	7 84	22 84	Geo. B. N	
John H. DeLong.....	2	117	60 60	"	5	117	25	1154	15 00	7 84	22 84	Wm. H. I	
Alfred McDonald.....	2	91	47 05	Kingston.....	1	208	56	3248	26 67	22 07	48 74	Edwin Cr	
Sarah J. Pickett.....	2	117	98 78	"	3	117	15	955 1/2	15 00	6 50	21 50	E. M. Nor	
Hedley V. Hayes.....	2	116	64 61	"	5	116	31	1515	14 94	13 01	27 95	Rachel Sh	
Agnes D. Gray.....	2	117	63 69	"	6	117	36	2691 1/2	15 00	18 29	33 29	W. C. Mel	
Adelaide E. Ganong.....	2	110	23 50	"	10	110	33	1898	14 10	12 89	26 99	Lira C. K	
Celia E. Gray.....	2	66	14 10	"	11	66	31	1217	8 46	8 22	16 68	Emma M	
Agusta F. Crawford.....	2	117	45 48	" & Westfield	12	117	35	2250	15 00	15 29	30 29	Amelia H	
Blanche E. DeVeber.....	2	115	24 56	"	13	115	26	2142 1/2	14 74	14 56	29 30	John F. H	
Sarah A. Feetham.....	2	117	12 50	" Oct. '81	13	115	26	2142 1/2	14 74	14 56	29 30	Margie E.	
Hessie M. Retallick.....	1	117	95 00	Norton.....	1	117	80	4914	15 09	33 38	48 38	Zula M.	
Edwin C. Hayes.....	3	113 1/2	24 25	"	2	113 1/2	57	3790	14 94	25 75	40 69	F. A. McC	
Lottie Green, c. r. a.	3	113 1/2	24 25	"	3	62	24	1180	7 95	8 02	15 97	Lois M.	
J. H. Wright.....	2	62	13 24	"	4	115 1/2	18	1234 1/2	14 80	8 39	23 19	S. A. Mcl	
Wm. E. Cochran, c. r. a.	2	116 1/2	62 36	"	5	116 1/2	37	2230 1/2	14 94	15 15	30 09	R. S. Flew	
Eliza E. Johnson.....	2	116 1/2	79 73	" & Studholm	6	117	65	3218	15 00	21 56	36 56	Annie S	
Estella Daye.....	2	117	25 00	"	6	117	65	3218	15 00	21 56	36 56	Sarah M.	
C. E. Black.....	2	117	25 00	"	6	117	65	3218	15 00	21 56	36 56	Margie M	
Mary J. Miller.....	2	117	25 00	"	6	117	65	3218	15 00	21 56	36 56	Elizabeth	
Gertrude Earle, c. r. a.	3	111	25 00	"	6	117	65	3218	15 00	21 56	36 56	Mary L. F	

Jessie Br
Barbara L.
Helen L.
Rubina F.
Annie A.
Mary Ann
Mabel E.
Peter Br
A. Bruns
John W.
H. V. Whit
Maggie W.
Fred. H.
H. J. Lon
L. M. Wis
J. M. D.
Jessie A.
Julia C. F.
Suzan L.
Maggie A.
Frederica J.
Geo. G. M.
Rebbie A.
David J. F.
J. J. Do
Abram S.
Jane C. Sl
Eliza Fen
Biram W.
Annette J.
J. Ecker
Edwin A.
Joseph H
Pex. Rob
Charles A.
Lizzie Rol
Geo. B. N
Wm. H. I
Edwin Cr
E. M. Nor
Rachel Sh
W. C. Mel
Lira C. K
Emma M
Amelia H
John F. H
Margie E.
Zula M.
F. A. McC
Lois M.
S. A. Mcl
R. S. Flew
Annie S
Sarah M.
Margie M
Elizabeth
Mary L. F
H. S. Ba

COUNTY OF KINGS.—Continued.

Total amount from County Fund.	Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
	NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	AMOUNT.					
							Legally authorized 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.
7	6	5	4	3	2	1	2	3	4	5	6	7
	Jessie Brown	2	103	\$22 00	Norton	7	103	48	2596	\$13 20	\$17 63	\$30 83
	Barbara E. Keim	2	117	25 00	Rothcasy	2	117	25	2178½	15 00	14 80	29 80
	Helen L. McLean	2	106	22 64	"	3	106	37	1618	13 59	10 99	24 58
	Robina F. Wheaton	2	117	8 97	"	4	85	19	827	10 90	5 62	16 52
	Annie A. Jackson	2	103	22 00	"	5	103	20	1183½	13 20	8 04	21 24
	Mary Anderson	3	74	12 65	"	7	74	11	614	9 49	4 17	13 66
	Mabel E. Barker	2	117	86 66	" & Simonds	19	117	23	1580	15 00	10 73	25 73
	Peter Brennan	2	115½	98 69	Springfield	1	115½	28	2267	14 80	15 40	30 20
	A. Brunswick Foster	1	117	94 81	"	2	117	61	5201½	15 00	35 34	50 34
	John W. Hickson	3	105½	18 08	"	3	116½	36	2003	14 94	14 22	29 16
	H V. White, c. r. a. Oc. '81	2	116	79 73	"	5	117	16	1293	15 00	8 17	23 17
	Maggie White, c. r. a.	2	117	25 00	"	7	117	26	1708	15 00	11 69	26 60
	Prod. H. Wetmore	3	87	22 31	"	8	87	18	910	11 15	6 18	17 33
	L. M. Wiggins	2	117	25 00	" & Kingston	9	117	31	1741	15 00	11 83	26 83
	John D. Wetmore	1	114	73 59	"	12	114	44	2318	14 61	15 75	30 36
	Jessie A. Fairweather	3	116	37 17	" Oct. '81	13	116	22	960	19 83	6 52	26 35
	Julia C. Frost	2	75½	19 43	"	14	75½	8	469½	12 92	3 19	16 11
	Samson H. Jones	2	116	99 48	"	15	116	29	2167½	14 87	14 72	29 59
	Maggie A. Sprague	2	113	24 14	"	16	113	24	1735	14 49	11 79	26 28
	Erdina D. Brown	3	110	57 74	"	21	110	30	1230	14 10	8 36	22 46
	Geo. G. Melvin	3	114	52 07	Studholm	1	114	20	1308	19 48	8 88	28 36
	Debbie A. Reed	3	115	60 07	" & Havelock	3	115	44	2408½	14 74	16 36	31 10
	David J. Hamilton	2	117	25 00	"	4	117	23	1282½	15 00	8 71	23 71
	Almas S. Atkinson	2	116	59 48	"	5	116	34	2174	14 57	14 77	29 34
	Anc C. Sharp	2	111	83 45	"	6	111	31	2324	18 97	15 79	34 76
	Eliza Fenwick, Oct. '80	7	115	104 78	"	7	115	22	2219	19 65	15 08	34 73
	Erann W. Folkins	2	116	78 44	"	8	116	45	2905½	14 87	20 35	35 22
	Suette M. Parlee	2	114	97 74	"	9	114	15	874½	14 61	5 94	20 55
	Errett Gosline	2	117	55 00	"	10	117	33	2411	15 00	16 38	31 38
	Elwin A. Hayes	2	116	59 48	" & Sussex	11	116	50	3780½	14 87	25 68	40 55
	Joseph Harrington	2	117	40 00	"	12	117	34	2419	15 00	16 43	31 43
	Pex Robinson	2	109	37 26	"	13	109	28	2081	13 97	14 14	28 11
	Charles A. Murray	3	117	67 12	"	14	117	8	686½	20 00	4 66	24 66
	Lizzie Robinson, c. r. a.	1	117	95 00	"	15	117	56	3251	15 00	22 09	37 09
	Geo. B. Nevers	3	111	28 98	" Springfield	16	29	20	372½	3 72	2 53	6 25
	Wm. H. Haney	3	110	66 06	"	19	110	32	2161½	14 10	14 68	28 78
	Wm. Crawford	3	103	22 01	"	22	103	35	1665	17 60	11 31	28 91
	B. M. Northrup	3	113	19 32	"	23	113	33	1601	14 49	10 88	25 37
	Rachel Sharpe, c. r. a.	1	111	71 14	" & Sussex	25	228	80	5706½	29 23	38 77	68 00
	F. C. McKnight	2	117	65 00	"	26	117	17	1492	20 00	10 14	30 14
	Era C. Kierstead	2	117	77 67	"	1	233	85	5647½	29 87	38 36	68 23
	Emma M. Pearson	2	113	92 90	"	2	458	215	15157 raised	50 22	102 07	162 19
	Abelia H. Peatman	2	115	79 38	"	5	116½	40	2702	14 94	18 35	33 29
	Ann F. Rogers	2	117	54 52	"	6	117	45	2239½	15 00	15 21	30 21
	Maggie E. Burgess	2	115	64 51	"	7	74	46	2045½	9 49	13 90	23 39
	Eliza M. Fenwick	2	116½	79 64	"	8	76	20	729½	9 49	4 96	14 70
	Jennie E. Murray	2	117	34 95	"	9	116	31	1764	14 87	11 99	26 85
	Ann M. Nowlan	2	116	34 70	"	10	105	50	2053½	13 40	13 05	27 41
	S. A. McLeod, A. B.	2	105	53 84	"							

COUNTY OF KINGS.—Continued.

Prov'l Grant to Teachers.				Locality.	County Fund to Trustees.							
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized 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	
Rosanna Dunn.....	2	117	\$65 00	Sussex.....	11	117	43	2477½	\$15 00	\$10 83	\$31 83	
Lucretia Marvin.....	3	95	20 30	"	12	95	19	875½	16 24	5 95	22 19	
Celia Frost.....	2	117	43 61	"	13	117	29	1280	15 00	8 70	23 70	
Sarah L. Ryan.....	2	97½	27 77	"	15	97½	26	1698	16 68	10 92	27 60	
Alice K. Lawson.....	2	117	25 00	Upham.....	1	117	38	1739	15 00	11 81	26 81	
Hattie Lawson.....	2	89	25 34	" & Simonds	2	89	25	1698	15 21	11 33	26 54	
Annie M. Smith.....	2	117	25 00	"	3	117	60	3505	15 00	23 81	38 81	
bal. to Trustees, Oct. '81				"				1802½		12 24	51 66	
Hattie C. Fowler.....	2	52	11 11	"	4	52	33	917	6 67	6 22	12 89	
Lelia E. Wetmore.....	3	117	20 00	"	5	117	47	2268	15 00	15 41	30 41	
Peter Girdwood.....	1	116	54 52	"	6	110	43	2375	14 87	16 14	31 01	
Chas. G. Tabor.....	2	111	37 94	"	7	111	27	1091½	14 23	7 42	21 65	
Thomas Morrisay.....	2	74	33 72	Waterford.....	1	74	45	2563	12 65	17 42	30 07	
Julia F. Bates.....	2	108	42 69	"	2	108	39	2215½	13 85	15 05	28 90	
Thabe E. McMonagle.....	3	112	25 52	"	3	112	20	1496½	19 15	10 17	29 32	
Bessie A. Adair.....	2	117	65 00	"	5	117	41	1664½	15 00	11 31	26 31	
Sarah J. Lockhart.....	3	117	43 24	"	6	117	26	1921	15 00	13 12	28 12	
Andrew Spragne.....	2	117	78 61	"	8	117	38	2262	15 00	15 37	30 37	
" bal. Oc. '81			0 74	"					0 53			
John W. Caulfield.....	1	117	55 00	Westfield.....	2	117	36	3841	15 00	19 30	34 30	
Isaac N. Thorne.....	3	117	30 00	"	3	117	32	1726	15 00	11 73	26 73	
David A. Murphy.....	3	117	40 00	"	4	117	18	1082	20 00	7 35	27 35	
Maggie Henderson.....	2	117	25 00	"	6	117	29	1919	15 00	13 04	28 04	
Annie M. Hoyt.....	2	117	25 00	"	7	117	21	1392½	15 00	9 46	24 46	
Cassie McIntosh.....	3	117	26 66	"	10	117	19	2101	20 00	14 88	34 88	
Wm. McKee.....	3	117	40 00	" & Kingston	11	117	21	1576	20 00	10 71	30 71	
Walker B. Flewelling..	2	112	60 88	"	12	112	18	1815½	14 36	8 94	23 30	
			\$6490 94					4287	265,135	\$1887 71	\$1891 19	\$8265 02

COUNTY OF MADAWASKA.

Nora Costello.....	3	117	\$30 00	Madawaska.....	1	117	74	4053	\$15 00	\$58 96	\$73 96
Melvina Daigle.....	3	97	22 11	"	2	97	26	1989	16 59	23 08	40 27
Victoria L. Gagnon.....	3	116	19 83	St. Ann.....	1	116	31	2483	14 87	29 56	44 43
Thomas Chase.....	3	115	39 32	"	2	115	30	2051	19 65	24 42	44 07
Dora H. Lynch.....	3	119	3 25	"	4	119	25	352	2 44	4 10	6 63
Rebecca M. Proulx.....	3	117	20 00	St. Basil.....	1	117	42	2385	15 00	26 39	41 39
Eleanor Theriault.....	3	115	19 66	"	2	115	31	1895	14 74	22 20	36 94
Seraphine Albert.....	3	117	20 00	"	3	117	33	2192	15 00	26 10	41 10
Euphemia H. Soucie.....	3	117	20 00	"	4	117	25	1997	15 00	23 78	38 78
Thécle Martin.....	3	117	26 66	"	9	117	17	1500	20 00	18 57	28 57
Louis Pelletier.....	3	116	49 19	St. Francis.....	2	116	31	1571	14 87	18 71	33 58
Agnes Nadeau.....	3	116	19 83	"	3	116	33	1873	14 87	22 20	37 07
Elise Martin.....	3	117	26 66	"	10	117	29	2748	20 00	33 72	53 72
Flavie Pinette.....	3	102	23 25	"	12	102	45	2744	17 44	32 67	50 11
Mary E. Trudel.....	3	117	60 00	St. Hilaire.....	1	117	26	2033	15 00	24 21	39 21
Julio Rossignol.....	3	117	30 00	"	2	117	37	2124	15 00	25 29	40 29
Cyr J. Cyr.....	3	91½	23 46	"	3	91½	23	1290½	11 74	15 37	27 11
P. M. Justin Defaires.....	3	116	29 74	"	4	116	20	1324	14 87	15 77	30 64
Georgianna Ouillett.....	3	71	16 19	"	7	71	18	1137	12 13	13 54	25 67
Sophie St. Germain.....	3	111	25 29	St. Jacques.....	4	111	19	2069	18 97	24 44	43 41
Amanda E. Sarlabous.....	3	125	25 62	"	5	125	19	1524	19 15	18 15	37 30
Mamra A. E. Hammond	3	117	42 34	St. Leonard.....	2	117	41	1841	15 00	21 02	36 02

Lea J.
 John C.
 Herm
 Anna C.
 El. J.
 Annie A.
 Alexand
 Jos. E.
 Helen Y.
 Kate A.
 Cath. M.
 L. S. Mc
 Wm. H.
 John F.
 John C.
 Annie A.
 Sarah A.
 Amelia.
 Nina A.
 Eowhan
 Wm. M.
 I. W. Pa
 C. G. D.
 S. M. W
 Cecelia
 Louisa
 M. R. H
 Maggie
 H. Jack
 Annie E.
 Maggie
 Eddy V.
 E. Alice
 Lucia C.
 Lizzie E.
 James?
 Bessie C.
 Cecelia
 Mary?
 Edena
 J. J. Cl
 John M
 Ediget
 Mary R.
 Annie I.
 James?
 Charles
 Grace S.
 Lizzie
 Frances

COUNTY OF MADAWASKA.—Continued.

Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	AMOUNT.	PARISH.	No. of District.	Legally authorized 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
Lea J. Fournier.....	3	115	\$19 66	St. Leonard.....	4	115	43	3491	\$14 74	\$41 56	\$56 30
John Caldwell.....	2	117	53 23	".....	5	117	30	3080	20 00	36 67	56 67
Herm A. Couillard.....	3	83	28 37	".....	7	83	11	822	14 19	9 79	23 98
Anna Corbin.....	3	117	20 30	".....	13	117	37	2641	15 00	31 44	46 44
El. J. Hianveu.....	3	117	30 00	".....	17	117	37	2044	15 60	24 34	39 94
			\$743 66				838	56,184	\$416 26	\$608 84	\$1085 10

COUNTY OF NORTHUMBERLAND.

Annie McEachren.....	3	42	\$3 97	Albwick.....	1	42	22	610	\$6 84	\$7 55	\$14 39
Alexandrina Russell.....	2	114	49 19	".....	3	114	11	642	14 63	7 94	22 62
Jos. E. Lauteigne.....	2	116	38 51	".....	4	116	45	3500	14 04	43 31	58 25
Helen Young.....	3	115	55 44	".....	6	115	26	1103	19 75	13 64	33 39
Kate A. Cotter.....	3	74	12 65	Blackville.....	1	74	28	955	9 49	11 82	21 31
Cath. M. Hogan.....	2	94	55 12	".....	2	94	28	892	12 05	11 04	23 09
L. S. McIntosh, Oc. '81.....			19 25	".....	5						
Wm. H. Grindley.....	2	117	64 80	".....	6	117	40	2067	15 00	25 68	40 68
John Flanagan.....	2	109	40 77	".....	7	109	39	1735	13 97	21 47	35 44
John Curran.....	2	117	86 60	".....	9	117	29	1160	20 00	14 85	34 35
Annie M. Pond.....	3	117	76 67	Blissfield.....	1	117	25	2156	20 00	28 63	46 68
Sarah A. Bamford.....	3	117	20 00	".....	2	117	26	1558	15 00	19 23	34 28
Amelia A. Wilson.....	3	117	54 62	".....	2	117	24	1645	15 00	20 38	35 38
Hina A. Stout.....	2	117	100 69	".....	3	117	22	1902	20 00	23 54	43 54
Rowland Crocker.....	3	104	36 07	".....	3	104	43	2041	13 33	25 26	38 59
Wm. Munro, Jr.....	2	117	80 00	".....	4	117	35	2153	15 00	27 02	42 02
I. W. Palmer.....	1	50	23 71								
C. G. D. Roberts, A. M.....	1	43	47 74								
E. M. Williston.....	1	106	70 25	Chatham.....	1	493	244	17650	64 46	218 40	282 86
Cecilia Alexander.....	1	106	69 43					raised			
Louisa J. Duffy.....	2	98	75 69								
H. R. Haviland.....	3	95	52 75	".....	2	113	47	2630	14 49	33 16	47 65
Margie C. Sutherland.....	2	113	24 14	".....	3	117	85	5337	15 00	66 66	81 66
H. Jackson Steeves.....	1	117	55 00	".....	4	78	81	3971	10 00	40 14	59 14
Jennie E. McRae, c. r. a.....	2	78	16 66	" & Glenelg.....	5	74	36	1360	9 49	16 84	26 33
Katie V. Henderson.....	2	6	21 96	" & Glenelg.....	6	162	46	2602	13 08	32 20	45 28
E. Alice Campbell.....	3	74	12 65	" & Glenelg.....	6	107	31	1245	13 72	15 41	29 13
Karis C. Baldwin.....	1	102	30 51								
Lizzie S. McIntosh.....	2	107	22 86								
James McIntosh.....	1	107	74 75								
Bessie Creighton, c. r. a.....	2	107	11 53								
Margie Quinlan.....	1	105	69 48								
Wm. O'Keefe, c. r. a.....	3	105	13 57		8	316	229	15000	40 86	186 34	227 20
Edelna Horgan.....	2	104	22 41					raised			
I. J. Clarke.....	1	114	54 05								
John McInnis.....	3	113	29 35		9	456	216	15589	59 03	192 88	251 91
Bridget Flanagan.....	1	114	59 18					raised			
Ray R. Davidson.....	2	115	49 54								
Elizabeth Horden, c. r. a.....	3	115	16 11								
James N. Wathen.....	1	116	92 12	Derby.....	1	116	44	2519	14 87	31 17	46 04
Christina Cameron.....	2	117	83 91	".....	1	117	46	3015	15 00	37 31	52 31
Grace Schofield.....	3	115	61 14	".....	2	116	13	1160	19 83	13 62	33 45
Annie E. Spicer.....	2	73	15 70	".....	3	73	28	1019	9 43	12 62	30 97
Trustees' claim, Oct. '81.....						27		441	3 46	5 40	

COUNTY OF NORTHUMBERLAND.—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
NAME	Class.	Legally authorized days actually employed	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	AMOUNT.			
								Grand Total days' attendance of Pupils.	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
Letitia A. Wilson.....	1	117	\$72 77	Derby.....	4	117	34	23591	\$15 00	\$29 20	\$44 20
Anne G. McIntosh...	3	57	12 17	Glenelg.....	1	57	30	960	9 75	11 88	21 63
Helen Rees.....	2	117	62 95	" & Chatham	14	117	40	32544	15 00	40 27	55 27
Louisa M. Vye.....	3	331	7 67	"	5	331	12	4161	5 73	5 16	10 89
Rebecca M. King.....	3	116	58 08	"	6	116	23	1983	19 83	24 54	44 37
Elizabeth McLaichlan..	2	117	25 00	"	7	117	32	2082	15 00	25 76	40 76
Annie Clancy.....	3	1011	17 35	"	9	1011	15	5044	13 02	9 06	22 08
Annie C. Brophy.....	3	78	17 77	"	10	78	16	1017	13 33	12 59	25 92
Joanna Atkinson.....	2	1021	21 90	Hardwick.....	1	1021	29	1295	13 15	16 03	29 18
Annie J. Robertson.....	2	116	30 97	"	4	116	23	17891	19 83	22 14	41 97
Frances A. Hamlin.....	2	116	24 78	"	5	116	31	2196	14 87	27 17	42 04
Louisa J. Merrithew...	2	117	65 00	Ludlow.....	3	117	19	1407	15 00	17 41	32 41
Maggie E. Parker.....	3	117	20 00	"	4	117	37	2508	15 00	31 78	46 78
Michael Flinn.....	2	109	37 26	Nelson.....	1	109	92	47544	13 97	38 83	72 80
Benj. Parker.....	2	115	39 31	"	2	115	40	1912	14 74	23 66	38 40
Ellen M. Donovan.....	3	117	20 00	"	3	117	25	1608	15 00	19 90	34 90
Ella E. Irving.....	3	92	20 97	"	4	92	22	1640	15 72	20 30	36 02
Elizabeth A. Gillis.....	2	117	25 00	"	5	117	39	1228	15 00	15 10	30 10
Sarah McEachron.....	3	72	12 31	"	8	72	35	990	9 23	12 25	21 48
Theresa O. Doyle.....	3	112	19 14	"	9	112	34	1217	14 36	15 00	29 36
Peter Doucet.....	3	114	36 54	"	10	114	45	2430	19 48	30 07	49 55
Scholastique Fountaine	3	36	8 20	"	11	36	33	603	6 16	7 46	13 62
Maggie Perley.....	2	117	25 00	Newcastle	1	117	23	13034	15 00	16 13	31 13
Annie J. McLeod.....	2	110	35 25	"	2	110	38	2041	14 10	20 20	34 30
Robert Moir.....	2	109	37 26	"	5	109	26	10281	13 07	12 73	25 80
Donald McIntosh.....	1	117	75 00	"							
Hedley V. Henderson...	2	18	6 15	"							
Helen McDonald.....	3	97	52 90	"	6	496	197	13762	50 74	170 28	330 02
Ella G. Parlee.....	2	117	47 98	"							
Mary Carney.....	2	117	45 30	"							
C. M. Hutchison.....	1	113	92 99	"							
J. M. Coyngrayhame...	1	115	113 08	"							
Eliza Hickey.....	1	118	75 00	"							
Annie M. Hanson.....	2	39	15 12	"							
Gertrude A. Thomson...	1	77	40 70	"							
Sarah J. Reid.....	2	116	65 00	"							
Gertrude A. Thomson...	1	39	18 49	"	7	1145	442	24724	148 05	305 93	453 98
Alice Perley.....	1	75	22 63	"				raised			
Kate E. Falconer.....	3	116	30 00	"							
Lizzie E. Ryan.....	3	107	50 00	"							
Annie Morrell.....	2	110	45 00	"							
Wm. Sivewright.....	3	118	30 00	"							
Julia Jordan.....	3	108	24 61	North Esk.....	1	108	25	1538	18 47	19 03	37 50
Clementine Robinson..	3	95	21 85	"	3	95	25	2056	16 24	25 44	41 68
Lizzie M. Murphy.....	3	117	37 82	"	5	117	22	16354	15 00	20 24	35 24
S. Jane Currier.....	2	116	24 78	"	6	116	40	2803	14 87	34 60	49 47
Eva T. S. Austin.....	2	117	65 00	"	10	117	39	24694	15 00	29 82	44 82
Jessie R. McLeod.....	2	117	41 43	"	11	117	36	2239	15 00	27 71	42 71
Alice M. Adams.....	2	117	65 00	"	12	117	37	2123	15 00	29 93	44 93
Annie Keys.....	3	110	18 80	South Esk.....	7	110	31	1695	14 10	20 98	35 08
Ida H. Adams.....	2	116	24 89	"	9	116	33	1866	14 94	23 93	38 87
Theresa B. Holt.....	2	107	22 86	"	13	107	43	2482	13 72	30 70	44 42
Annie J. Fisher.....	3	106	18 12	"	14	106	12	703	13 59	8 74	22 33
Fannie Hornbrook.....	2	117	25 00	"	15	117	53	1875	15 00	22 20	37 20
			\$3071 45					3409		\$1267 75	\$2510 62
											\$3178 25

Amasa Sun'l C
 Hatcote
 R. D. B
 Frank
 Maggie
 Angelin
 Penic
 Emily C
 L. J. F
 Annie C
 Carrie C
 Nettie E
 D. P. H
 Ertie A
 Emma E
 James H
 Samuel
 L. Jean
 Fannie
 F. B. D
 Ed. to T
 James I
 David W
 J. Leslie
 Samuel
 Geo. W.
 Abbie C
 C.R. Hol
 Enj. H
 A. Mac
 David F
 Wm. J
 E. D. V
 T. West
 Amard
 Geo. B
 Rezia I
 Robert
 Enj. J
 Emelin
 Rachel
 T. Wm
 A. F. J
 Mary J
 Elizab
 Jane J
 Wellin
 F. C.
 Lemu
 Emmel
 Janet
 Helen
 Lida
 Geo.
 Lida
 F. C.

COUNTY OF QUEENS.

7	Prov'l Grant to Teachers.			Locality.	County Fund to Trustees.								
	NAME.	Class.	Legally authorized days actually employed.		Amount of Grant.	PARISH.	No. of District.	Legally authorized 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.
8	5	4	3	2	1	2	3	4	5	6	7		
	Amasa Ryder.....	3	116	\$29 74	Brunswick.....	1	116	18	1146	\$14 87	\$3 05	\$23 52	
	Sun'l C. Alward.....	2	96	32 81	"	2	96	33	2309	12 31	17 41	29 72	
	Malcolm D. Brown.....	2	117	40 00	Cambridge.....	1	117	38	1834	15 00	13 83	28 83	
	R. D. Branscombe.....	2	117	40 00	"	2	117	64	3709	15 00	27 97	42 97	
	Frankie L. Dykeman.....	3	115	19 75	"	4	115	16	991	14 81	7 47	22 23	
	Maggie E. Taylor.....	2	77	16 45	"	5	77	27	1385	9 87	10 45	20 32	
	Angelina Wasson.....	3	73	12 47	"	6	73	23	876	9 36	6 61	15 97	
	Penick C. Wright.....	2	78	25 55	"	7	78	21	852	13 33	6 43	19 76	
	Emily G. Blatch.....	2	63	13 46	"	9	63	12	449	8 08	3 39	11 47	
	L. J. Flower.....	2	116	39 65	"	10	116	42	1800	14 87	13 57	23 44	
	Annie E. Colwell.....	3	73	12 47	Canning.....	1	73	27	1063	9 36	8 28	17 64	
	Carrie C. Palmer.....	3	117	20 00	"	2	117	13	944	15 00	7 12	22 12	
	Nettie L. Belyea.....	2	117	33 33	"	3	117	21	2296	20 00	17 32	37 32	
	D. P. Harris.....	1	112	52 04	"	5	112	40	2432	14 30	18 34	32 70	
	Bertie L. Briggs.....	3	116	26 44	"	6	116	49	4290	10 83	32 42	52 25	
	Emma E. Yerxa.....	2	117	25 00	Chipm'n & Northfld	1A	117	34	2391	15 00	18 03	33 03	
	James H. Barton.....	2	117	40 00	"	4	117	34	2390	15 00	18 07	33 07	
	Samuel H. Moore.....	2	114	38 97	"	11	114	37	1729	14 61	13 04	27 65	
	L. Jennie Oakley.....	3	74	16 99	"	13	74	25	1391	12 75	10 49	23 24	
	Fannie F. Fraser.....	2	106	30 19	" & Waterboro	15	106	19	1043	18 12	7 87	25 99	
	F. B. DeLong.....	3	117	37 50	Gagetown.....	1	117	13	1214	20 00	2 54	31 70	
	Ed. to Trustees, Oct. '81				" & Hampstead	2A	117	13	997	15 00	7 52	22 52	
	James Barnett.....	2	117	40 00	"	3	117	69	4842	29 74	36 52	66 26	
	David Wilson, A. B.....	1	115	54 05	"	4	115	35	1648	8 37	12 44	20 81	
	Leslie Smith.....	2	117	40 00	"	6	117	55	3240	15 00	24 43	39 43	
	Samuel C. Weston.....	3	49	10 75	" & Canning	6	49	35	3240	15 00	24 43	39 43	
	Geo. W. Dill.....	1	117	55 00	" & Cambridge	8A	117	18	1299	15 00	9 80	24 80	
	Abbie Coy, c. r. a.....	3	111	9 49	Hampstead.....	1	117	27	2050	15 00	15 46	30 46	
	C.R. Hoben, c. r. a., Ap '81	3	103	9 23	"	1	117	18	2614	15 00	10 71	34 71	
	Enj. Hayes.....	2	117	40 00	" & Gagetown	3	117	13	831	20 00	6 27	26 27	
	A. Machum.....	1	117	55 00	"	4	117	48	2287	15 00	17 25	32 25	
	David Patterson.....	2	117	40 00	"	5	117	30	1649	14 94	12 44	27 38	
	Wm. J. Nickerson.....	3	117	37 50	"	6	117	42	1603	9 49	12 58	22 07	
	E. D. Vallis.....	2	117	40 00	" & Gagetown	7	117	36	2275	15 00	17 16	32 16	
	T. Wesley Smith.....	2	116	39 82	"	8	112	20	1266	14 30	9 10	23 46	
	Amanda J. Crawford.....	3	74	12 65	"	9	116	13	711	14 94	5 36	20 30	
	Geo. Bogie.....	3	117	30 60	" & Petersville	10	90	31	880	5 13	6 64	11 77	
	Reza E. Davis.....	3	112	19 14	Johnston.....	1	117	29	1587	15 00	11 97	26 97	
	Robertson Gardiner.....	1	116	54 76	"	2	117	18	962	15 00	7 25	22 25	
	Enj. H. Boall.....	3	30	10 25	"	4	64	23	1250	8 20	9 43	17 63	
	Emeline L. Harrison.....	3	74	12 65	"	5	112	25	1592	14 36	12 00	26 36	
	Eschel J. Robinson.....	2	117	25 00	"	7	100	10	831	17 00	6 27	23 26	
	T. Wm. Perry.....	2	117	40 00	"	8	117	15	1577	20 00	11 69	31 89	
	A. F. Armstrong.....	2	64	21 88	"	9	117	34	2224	15 00	10 94	37 72	
	Mary Nesbit.....	2	112	23 92	" & Cambridge	10	116	32	1863	14 87	14 09	29 96	
	Elizabeth S. Clark.....	1	100	35 61	" & Wickham	11	105	28	1116	13 46	8 42	21 88	
	Jane Muir.....	2	117	33 33	"	12	110	5	275	14 17	2 08	16 25	
	Wellington Jenkins.....	2	117	40 00	"	14	117	32	1963	15 00	14 81	29 81	
	F. C. Taylor, Oct. '81.....	2	20	7 41	" & Springfield	15	116	26	1404	19 83	10 69	30 42	
	Lemuel W. Fowler.....	2	116	39 65	"	16	117	22	1384	15 00	10 44	25 44	
	Emeline A. Akerley.....	3	105	17 95	"	17	117	25	2031	20 00	15 32	35 32	
	James I. Strong.....	3	110	57 76	" & Studholm	22		4	106		1 14	1 14	
	Helena Rouse.....	2	117	82 44	Petersville.....	1	117	37	1953	15 00	14 73	29 73	
	Belton Starkey.....	2	116	49 56									
	Geo. W. Pearson.....	2	117	40 00									
	Lsa J. Jenkins.....	2	117	65 89									
	Tea pd. in King's Co.....												
	F. C. Taylor.....	2	117	40 00									

COUNTY OF QUEENS.—Continued.

Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
NAME	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized 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
John S. Couert	2	98	\$39 78	Petersville	2	98	24	1180½	\$16 75	\$8 90	\$25 65
Thomas A. Lindsay	2	117	40 00	"	3	117	37	2481½	15 00	18 72	33 72
Christiana S. Travis	3	116	19 83	"	5	116	29	1832	14 87	13 82	28 69
John M. Colman	2	117	40 00	"	6	117	39	1972	15 00	14 87	29 87
Mary Horrian	2	117	25 00	"	8	117	35	1322	15 00	9 97	24 97
Julia Cairnes	2	110	23 50	"	9	110	11	846½	14 10	6 38	20 48
W. F. McDonald	3	51	13 08	"	10	51	31	900	6 54	6 78	13 32
Harry H. Ferguson	3	117	30 00	"	11	117	35	1894	15 00	14 23	29 23
Amelia J. Beacom	2	89	19 01	"	12	89	30	947½	11 41	7 15	18 56
Emma J. Fowler	2	105	26 92	"	13	105	19	861	17 95	6 49	24 44
John J. McKinnon	3	92	23 59	"	14	92	38	1581	11 79	11 93	23 72
Robert Derrah	2	117	53 33	"	16	117	14	1353½	20 00	10 25	30 25
Wm. Tilley	2	116	39 65	"	17	116	40	1913½	14 87	14 47	29 34
Margaret S. Cox	2	19	5 41	Waterboro'	3	19	18	345	3 25	2 60	5 85
Geo. W. Fleming	2	100	34 18	"	4	100	54	2569½	12 82	19 37	32 19
S. J. Thorne	3	117	30 00	"	7	117	28	1635½	16 00	12 56	27 56
Melinda A. Smith	2	117	33 33	" & Johnston	3	117	34	2000	20 00	15 09	35 09
Ida May Akerley	3	117	26 66	"	9	117	27	2983	20 00	22 53	42 53
Robert T. Baird	2	98	33 50	"	10	98	32	2005	12 56	15 82	28 38
Geo. M. Wetmore	2	114	38 97	Wickham	2	114	12	708½	14 61	5 35	19 96
Gertrude T. Akerley	2	110	23 50	"	3	110	25	1698	14 10	12 81	26 91
R. J. Craft	3	117	69 25	"	4	117	29	1362	15 00	10 28	25 28
Eugenia A. Craft	2	117	25 00	"	5	117	26	1464	15 00	11 04	26 04
Geo. W. Foster	3	117	39 90	"	6	117	27	1381½	15 00	10 42	25 42
Mary A. Monteith	3	98	31 66	"	10	98	31	1494½	15 89	11 27	27 16
Deborah M. Worden	3	61	10 48	" & Johnston	11	61	15	473	7 82	3 57	11 39
			\$2045 58				2226	127,083	\$1139 62	\$602 93	\$2102 55

COUNTY OF RESTIGOUCHE.

James M. Palmer	1	60	\$29 87	Addington	1	350 rsd.	186	13618 raised	\$14 87	142 14	187 01
F. M. McLeod	1	52	24 06								
Ella Kerr, c. r. a.	3	115	9 91								
Sarah E. Sharp	2	116	25 00	" "	2	119	40	2701½	14 49	18 20	42 69
Martha G. Barnes, c. r. a.	1	116	17 50								
Eliza Buckley	2	116	25 00								
William Firth	2	113	38 62	" "	4	111½	31	1731	14 30	18 67	32 97
Susie S. Gerrard	2	111½	23 81								
Bella McTomney	3	44	10 03								
Essie M. Rivers	2	21	4 40	Colborne	1	21	47	614	2 69	6 41	9 10
Donald McLean	2	117	40 00								
Mary McMillan	2	117	25 00								
Katie McMillan	2	117	33 33	" "	3	117	36	2720½	15 00	28 46	43 46
A. Ross, A. B.	1	116	55 00								
Annie B. Doyle	2	114½	24 66								
Annie McIntyre	2	115	24 78	Dalhousie	1	348 rsd.	151	11759 raised	44 61	122 73	167 34
Maggie Kean	3	115	26 44								
Bal. to Trustees, Oct. '81											
Rebecca J. Cook	2	116	24 78	" & Colborne	1½	116	32	2072½	14 87	21 13	36 50
Jane Murchie	3	117	20 00								
Wm. McNichol	3	87½	22 44								
Ebenezer McMillan	3	109	27 95	" "	7	109	29	1769½	13 97	18 37	32 34
Annie A. Curry	2	116	24 78								
				Durham	1	116	31	1833½	14 87	19 14	34 01

COUNTY OF RESTIGOUCHE.—Continued.

Total amount from County Fund.	Prov'l Grant to Teachers.				Locality.	County Fund to Trustees.							
	NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.		PARISH.	No. of District.	Legally authorized 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.
7	6	5	4	3	2	1	2	3	4	5	6	7	
	John Chalmers.....	3	117	\$30 00	Durham.....	4	117	39	2607	\$15 00	\$27 21	\$42 21	
	Win. Murchie.....	2	117	50 00	".....	5	117	27	1674	20 00	17 48	37 48	
	Annie Beattie.....	2	117	25 00	".....	6	117	43	3043	15 00	31 77	46 77	
	Lizzie A. McNair.....	2	117	25 00	".....	7	117	47	3429	15 00	35 79	50 79	
	Mary E. Pearson.....	2	111	23 71	".....	8	111	28	1763	14 23	18 40	32 63	
	Annabella Murchie...	3	114	25 08	".....	10	114	31	2532	19 48	26 44	45 92	
				\$74				979	65,470	\$375 35	\$683 35	\$1058 70	

COUNTY OF ST. JOHN.

	James S. Clark.....	2	116	\$30 65	Lancaster.....	1	229	34	5298	\$29 36	\$49 00	\$79 26
	Mrs. Annie Rush.....	2	113	24 14								
	Geo. R. Camp.....	1	113	53 11	".....	2	440	217	15792	56 41	148 73	205 14
	Annie Miller.....	3	110	18 80								
	W. J. McKenna.....	2	114	33 97	".....	3	116	34	2272	14 94	21 40	36 34
	Margie E. Murphy.....	3	103	17 70								
	L. Bloomfield Murray..	1	116	74 67	".....	4	.....	.....	.....	.....	.....	.....
	Mr. P. Quinn, Ap. '81..	.....	.....	26 66								
	Mary Sealy.....	2	117	33 33	".....	11	117	35	3963	20 00	37 32	57 32
	Robert Evans.....	2	116	53 09								
	Princl Morrison.....	1	115	54 05	".....	12	116	72	7070	19 92	72 24	92 16
	Annie E. Martin.....	2	114	24 35								
	D. O'G. McGinnis.....	2	116	79 52	".....	14	116	57	3425	14 87	32 26	47 13
	W. H. Allingham.....	2	117	80 00								
	Ertha Brittain.....	2	116	64 43	".....	15	117	53	3698	15 00	34 83	49 83
	Edna Brittain.....	2	115	39 31								
	E. L. T. Wiggins.....	2	115	64 43	Musquash.....	6	115	52	3408	14 74	32 10	46 84
	William Kerr.....	3	115	30 49								
	Alice M. Harding.....	2	117	31 66	".....	9	115	15	1445	10 75	13 61	33 36
	James A. McIntyre.....	1	111	52 63								
	Grace Murphy.....	1	116	75 00	".....	10	117	29	1838	20 00	17 31	37 31
	Emmah White.....	2	111	63 65								
	Euse M. Trimble.....	2	5	1 94	".....	13	229	98	6023	29 36	65 20	94 56
	Essie Sutherland.....	2	116	65 00								
	Annie M. Rowan.....	2	116	65 00	".....	14	116	57	3425	14 87	32 26	47 13
	Angelina Sanburn.....	2	115	64 30								
	John Lawson.....	1	116	55 00	".....	15	117	53	3698	15 00	34 83	49 83
	Margelia J. Laskey.....	2	114	51 62								
	Maggie R. Gray.....	2	116	64 01	".....	16	116	16	1434	14 94	13 51	28 45
	James Crawford.....	1	116	95 00								
	Edna Vanwart.....	2	115	48 92	".....	6	115	52	3408	14 74	32 10	46 84
	James McCormick.....	2	116	65 00								
	Edna A. Kerr.....	1	116	75 00	Town of Portland.....	9	115	15	1445	10 75	13 61	33 36
	Wm. J. Roulston.....	1	99	85 73								
	Euse M. Trimble.....	2	117	6 59	".....	10	117	29	1838	20 00	17 31	37 31
	John Brooks.....	2	116	80 00								
	James E. Livingstone..	1	116	74 91	".....	11	117	35	3963	20 00	37 32	57 32
	Edna E. Baxter.....	2	116	65 00								
	Edward B. Smyth.....	1	116	95 00	".....	12	116	72	7070	19 92	72 24	92 16
	Edna R. McCloskey.....	1	116	95 00								
	Edna Smyth.....	2	116	65 00	".....	13	229	98	6023	29 36	65 20	94 56
	Mary Murray.....	3	116	00 00								
	Mary O'Grady.....	3	116	00 00	".....	14	116	57	3425	14 87	32 26	47 13
	John Lawlor.....	3	116	60 00								

COUNTY OF ST. JOHN.—Continued.

Prov'l Grant to Teachers.			Locality.	County Fund to Trustees.				Prov'l			
NAME	Class.	Legally authorized days actually employed.	PARISH.	No. of District.	Legally authorized 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	2	1	2	3	4	5	6	7	6
Alicia McCarron.....	2	116	\$65 00	Town of Portland.....	40174	2005	154,036 raised.	\$697 04	\$1460 20	\$2020 24	Lizzie Lawl
Sarah Burchill.....	2	115	44 78								Mary E. Wa
Frances Bourgeois.....	2	116	45 00								Mary J. Rog
J. G. A. Belyea.....	1	110	75 00								M. M. Carr
Sarah Taylor.....	1	116	75 00								Janet P. Rol
Bertie A. McLeod.....	1	116	75 00								Sarah J. Par
Ada McDonald.....	2	114	64 22								Annah Cra
Cath. Armstrong.....	1	116	75 00								Emrietta T
Amy Idles.....	2	116	65 00								Mary Camer
Sarah A. Armstrong.....	2	116	65 00								Mellie Cham
M. Anna Ward.....	2	116	64 30								Maggie C. St
Eliza Wetherall.....	2	116	60 00								Maggie C. St
Joseph A. Wetmore.....	2	111	50 45								Edna B. Pete
Mary G. Gunn.....	2	116	85 00								E. K. Bartlet
Cath. Martin.....	2	113	61 88								Edith McBea
S. L. T. Frost.....	1	116	55 00								Idia E. Wil
Margt. Wood.....	2	111	23 92								Ellie McKay
Isabel Humphreys.....	2	110	62 46								Harrietta T
Lizzie J. Thomas.....	2	110	62 67								Eden Adam
Henry Town.....	1	116	95 00								Edith McBea
Lillie Herrington.....	2	116	65 00								Harriet D. G
Lizzie S. Read.....	2	116	65 00								W. M. McLea
Maggie A. Watts.....	1	22	30 43								Dea U. Hay
Annie McKay.....	2	94	20 26								Edna Y. Rich
Annie M. Hea.....	1	116	75 00								Adrien T. N
Harriet O. Howard.....	2	116	65 00								Edna Montgo
Mary Shortland.....	1	116	55 00								Edna F. Em
Francis McLeod.....	2	116	65 00								Edna McKinn
Bridget Cosgrove.....	3	116	60 00								Edna E. Bur
Elizabeth Estey.....	1	116	75 00								Edna N. I
Minnie J. Smith.....	2	116	65 00								Edna E. Whip
Wm. C. Simpson.....	1	116	95 00								Edna E. Carr
Edwin H. Frost.....	2	116	80 00								Edna Britta
Fannie L. Denaide.....	2	116	65 00	Edna J. Full							
D. P. Chisholm.....	1	116	95 00	Edna O. Stewa							
John Thompson.....	1	116	95 00	Edna E. H							
W. C. Vincent.....	2	116	80 00	Edna O'Rielly							
Wm. S. Carter, A. B.....	1	116	55 00	Edna Rossiter							
Abigail A. Williams.....	1	116	75 00	Edna O'Bri							
Minnie B. Everett.....	2	101	59 18	Edna Burel							
Edith M. McBeath.....	1	15	7 10	Edna A. Ro							
Minnie V. Hea.....	2	116	61 08	Edna Kelly							
James Barry.....	1	116	94 79	Edna to Trustee							
James R. Sugrue.....	2	116	80 00	Edna R. Devit							
Helary S. O'Keefe.....	2	116	40 00	Edna S. M. Ch							
Minnie C. Power.....	2	116	65 00	Edna J. Pat							
Mary A. Tobin.....	2	116	65 00	Edna Vail							
Agnes O'Sullivan.....	2	116	65 00	Edna Darlin							
Winifred P. Hayes.....	1	116	75 00	Edna Kelly							
Sarah McDermott.....	2	29	0 25	Edna J. DeVo							
Mary B. O'Sullivan.....	1	87	26 24	Edna Kirkpa							
Kate Sugrue, Oct. '31.....	.....	.....	20 00	Edna H. W							
Thomas Stothart.....	1	116	95 00	Edna E. Ru							
William J. Wilson.....	1	116	95 00	Edna S. Hopki							
Alicia R. Green.....	1	116	75 00	Edna Barlow							
Fannie L. Hanson.....	2	116	65 00	Edna Dances							
Margt. Nealis.....	2	116	65 00	Edna pd. in Ki							
Ellen McKenna.....	1	116	75 00	Edna A. Per							

COUNTY OF ST. JOHN.—Continued.

Total amount from County Fund.

7

\$2050 24

Prov'l Grant to Teachers.			Locality.	County Fund to Trustees.							
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized 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
Lizzie Lawlor.....	2	116	\$65 00	City of St. John.	6688	3652	304,232 raised.	\$1123 45	\$2865 20	\$2000 63
Mary E. Walsh.....	2	116	65 00								
Mary J. Rogers.....	3	116	60 00								
M. M. Carr.....	1	116	75 00								
Henet P. Robertson.....	1	116	75 00								
Sarah J. Parkin.....	1	116	65 31								
Hannah Crawford.....	1	116	75 00								
Henrietta Taylor.....	2	116	61 08								
Mary Cameron.....	1	116	75 00								
Mattie Chamberlain.....	1	116	75 00								
Maggie Stothart.....	1	116	55 00								
Maggie C. Sharp.....	2	116	65 00								
Eva B. Peters.....	2	116	65 00								
E. K. Bartlett.....	1	116	74 79								
Edith McBeath, c. r. a.	1	38	9 20								
Edith E. Williams.....	1	116	75 00								
Eva McKay.....	2	116	25 00								
Henrietta Thompson.....	2	....	20 00							
Hen Adam.....	1	116	65 31								
Edith McBeath, c. r. a.	1	58	14 05								
Henriet D. Gregg.....	2	116	64 50								
M. M. McLean.....	1	116	55 00								
Eva U. Hay.....	1	116	55 00								
Edna Y. Richardson.....	2	116	80 00								
Andrew T. Nisbett.....	1	116	95 00								
Edna Montgomery.....	1	116	95 00								
Edna F. Emery.....	1	116	95 00								
Edna McKinnon.....	2	116	80 00								
Eva E. Burridge.....	1	116	50 74								
Frances N. D'Orsay.....	2	116	65 00								
Eva E. Whipple.....	1	116	73 97								
Eva E. Carr.....	2	116	65 06								
Edna Brittain.....	1	116	75 00								
Edna J. Fullerton.....	1	116	75 00								
Eva O. Stewart.....	2	116	65 00								
Edna E. Huestis.....	1	116	60 00								
Eva O'Rielly.....	1	116	95 00								
Mary Rossiter.....	2	116	65 00								
Edna O'Brien.....	1	116	75 00								
Edna Burchill.....	3	116	60 00								
Edna A. Robertson.....	2	116	33 33								
Edna Kelly.....	2	111	31 61								
Edna to Trustees, Oct. '81											
Edna R. Devitt, A. B.....	2	103	35 21								
Edna S. M. Charlton.....	2	107	22 86								
Edna J. Patterson.....	1	117	35 00								
Edna Vail.....	2	117	25 00								
Edna Darling.....	1	115	45 87								
Edna Kelly.....	2	116	52 87								
Edna J. DeVoe.....	2	114	24 35								
Edna Kirkpatrick.....	3	117	40 00								
Edna H. Watson.....	3	33	11 23								
Edna E. Russell.....	3	111	19 65								
Edna S. Hopkins.....	2	116	64 40								
Edna Earlow.....	2	112	03 06								
Edna Doves.....	3	116	26 44								
Edna in King's Co.....											
Mary A. Perkins.....	3	117	93 08								
				St. Martins	1	111	7	500	18 97	4 80	30 71
				"	2	444	204	12631	56 92	118 00	175 88
				"	4	115	26	2170	19 65	20 44	40 09
				"	9	116	20	1065	19 83	10 03	29 86
				"	11	114	15	1203	14 61	11 33	25 94
				"	12	117	16	927	20 00	8 73	28 73
				"	13	72	13	1140	12 31	10 74	23 05
				"	14	111	13	1765	18 97	16 62	35 59
				Simonds	1	228	70	5838	29 23	54 98	84 21
				"	2	110	25	3170	19 83	20 01	40 74
				" & Upham	2	11	744	7 00	7 00
				"	3	117	35	2564	20 00	24 15	44 15

COUNTY OF ST. JOHN.—Continued.

Prov'l Grant to Teachers.				Locality.	County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.		PARISH.	No. of District.	Legally authorized 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
Emma L. Clarke.....	2	117	\$25 00	Simonds.....	4	117	55	4243½	\$15 00	\$39 97	\$54 97
Fred. M. Walsh.....	2	115	39 31	"	8	232	82	6544½	29 74	61 64	91 38
Arthur Park.....	2	117	40 00	"	9	99	45	3270	12 69	39 85	43 54
Annice G. Flaherty.....	2	99	21 15	"	10	117	37	2754	15 00	25 74	40 74
Annice A. Herrington.....	2	117	25 00	"	12	93	33	1801	12 56	16 96	29 52
Lizzie M. Hicks.....	2	98	20 93	"	13	1104	29	1413½	14 17	13 32	27 49
Mary McAlpine.....	3	110½	15 89	"	14	117	13	8814	15 00	8 36	23 36
R. Agnes DeVeber.....	3	117	20 09	"	15	116	23	2105	10 83	19 82	30 65
Bella P. Nugent.....	2	116	23 04	"	16	114½	26	1432	14 78	13 45	28 23
May E. Roberts.....	2	114½	24 46	"	18	116½	22	1044	14 94	9 83	24 77
Lizzie G. Corbett.....	3	116½	19 92	"	19	.....	5	481	.....	4 05	6 15
Tea, pd. in Kings.....				" & Rothesay	20	.....	.....	301	.....	2 83	6 15
Do. do. Oct. '81.....				" & Hampton	20	114	12	571½	19 48	5 42	24 90
Rebecca J. Neill.....	2	114	32 47	" & St. Martins	21	101	15	1220	17 27	11 49	28 76
Emma Orchard.....	2	101	28 76	"	22	116	8	918	19 83	8 66	28 49
Hannah L. Holland.....	3	116	26 44	"	23	69	22	846	6 85	7 95	14 80
Alma B. Horton.....	3	69	11 79	"							
			\$712 23				7317	570,83½	\$2483 07	\$5406 03	\$7044 00

COUNTY OF SUNBURY.

Henrietta Scott.....	2	117	\$33 33	Blissville.....	1	117	16	1800	\$20 09	\$10 39	\$30 48
H. F. Perkins.....	2	117	40 00	"	3	117	51	3452½	15 00	19 94	34 94
Helen Morrison.....	2	103	33 07	"	4	117	44	2766½	15 00	15 05	30 11
Mable Morrison.....	2	9	1 93	"	5	105	38	1697	17 95	9 80	27 75
Elizabeth M. Crombie.....	3	105	22 44	"	6	117	22	1062	20 00	6 13	26 13
Ann M. Muir.....	2	117	31 25	"	1	117	31	2149½	15 00	12 41	27 41
S. H. Estabrooks.....	2	117	40 09	Burton.....	2	115	18	7184	14 74	4 15	18 89
Henrietta R. Hoben.....	2	115	24 56	"	3	115	24	1515	14 74	8 75	23 49
Charlotte L. Street.....	2	115	24 56	"	4	65½	47	2023	8 40	11 71	20 11
Wm. L. Macgregor.....	2	65½	22 39	"	6	116	19	1917	19 83	11 07	30 90
Edith J. Bully.....	2	116	31 38	"	7	110½	42	2948½	19 91	17 02	36 93
Annie H. Alexander.....	3	116½	26 56	"	10	117	36	3364	20 00	19 43	39 43
Kate McCluskey.....	3	115	39 32	"	11	115	20	1723	10 65	9 95	20 60
Arthur C. Bully.....	3	117	25 00	"	12	117	18	1300½	20 00	7 55	27 55
Maggie L. Harper.....	3	117	55 00	Gladstone.....	1	117	83	4601½	15 00	26 92	41 92
T. E. Colman, A. B.....	3	83	7 09	"	2	116	15	927½	14 87	5 36	20 23
Mary H. Colman, c. r. a.....	3	116	19 83	"	3	112½	31	1332	19 23	7 69	26 92
Dora R. Peterson.....	2	112½	32 02	"	4	117	29	1554	15 00	3 97	18 97
Mary J. McQuestion.....	3	117	20 09	"	5	117	27	1445½	15 00	8 36	23 41
Sarah J. Alexander.....	3	117	20 09	"	7	64½	13	851	11 01	4 91	15 92
Lizzie M. Upton.....	3	64½	14 71	"	1	117	38	3218	15 00	18 55	33 55
Alice D. Mersereau.....	3	117	30 00	Lincoln.....	3	117	42	2441	15 00	14 10	29 10
C. T. McCutcheon.....	2	117	25 00	"	4	117	29	1470½	15 00	8 49	23 49
Lavinia A. McLaughlan.....	2	116	24 78	"	5	110	48	3078½	14 87	17 78	32 65
Alice L. Gough.....	3	82	14 02	Maugerville.....	1	82	32	1681½	10 51	9 71	20 22
Sadio J. Turner.....	2	117	55 00	"	2	117	26	1955½	15 00	11 29	30 29
George A. R. Hoben.....	2	114	38 97	"	3	114	22	1730½	14 61	9 99	24 60
Wm. Thurrott.....	2	114	38 97	{ Northfield and	1A	.....	23	1754½	.....	10 13	19 13
H. T. Smith.....	3	77	20 32	Chipman }	2	77	17	807	13 16	4 66	17 82
Tea. pd. in Queen's Co.				Northfield							
John Clark.....	3	77	20 32								

Prov'l C
NAME
6
Wm. H. Fow
Thomas Wrig
W. H. Densm
Aggie E. Bul
A. V. Bu
A. H. Bar
Marta H. Ch
Jessie A. Brid
Edison C. Man
ra Tomlinson
Greenville D
E. C. Stoa
E. Wetmore
at Melan.
Miss S. Flew
Mabel McLaug
Chr. Han
Edward Ahern
A. E. Baxter
A. J. Baxte
R. R. Fuller
An Magill...
Jane Miller.
Elyma Cassie
J. Horsem
Edith B. Trusy
Mary Magill.
D. W. Cot
A. B. Trusy
Elye Armst.
Beza Barcla
Maud E. W.
Alicia Fleche
Maudie Wigg

COUNTY OF WESTMORERLAND.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	AMOUNT.						
						Legally authorized 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.	
6	5	4	3	2	1	2	3	4	5	6	7	
Frank Allen.....	3	117	\$40 00	Botsford.....	1	117	27	1693	\$20 00	\$14 93	\$34 93	
Havelock L. Dobson...	3	107 ¹ / ₂	27 56	"	2	107 ¹ / ₂	86	1629 ¹ / ₂	13 79	14 37	28 16 ¹ / ₂	
Fred. H. Oulton.....	2	107	36 57	"	3	107	39	1796 ¹ / ₂	13 72	15 54	29 26 ¹ / ₂	
John James Mahoney.	3	117	40 00	"	4	117	27	1918	20 00	16 91	36 91	
Francis J. Sweeney....	3	116	29 74	"	5	116	49	2795 ¹ / ₂	14 87	24 65	39 52 ¹ / ₂	
Wm. J. McConnell.....	3	117	40 00	"	7	117	30	1400	20 00	12 35	32 35	
Hannah J. Anderson..	3	53	9 57	"	8	56	31	902 ¹ / ₂	7 18	7 06	14 24	
Jane Jones.....	2	116	24 78	"	9	116	32	2438 ¹ / ₂	14 87	21 50	36 37 ¹ / ₂	
Robt. L. Johnson.....	3	76	19 49	"	10	76	27	716	9 74	6 31	16 05	
Mary R. Jamieson.....	3	87	14 87	"	11	87	31	1502	11 15	13 24	24 39	
Singleton S. Allen.....	2	117	40 00	"	12	117	44	2579	15 00	22 74	37 74	
Trustees claim, Oct. '81				"	13	98		1572	13 00	13 56	26 56	
John G. Lamb.....	2	117	40 00	"	14	117	36	2295 ¹ / ₂	15 00	20 24	35 24	
Wm. M. Spence.....	3	115	29 49	"	15	115	50	2754 ¹ / ₂	14 74	24 29	39 03	
Henry F. McLatchy....	2	117	40 00	"	16	234	70	4475	30 00	39 46	69 46	
Thos. C. Chiasson.....	3	117	30 00	"	17	74	41	1973	9 49	17 40	26 89	
Maria B. Bourque.....	3	74	12 05	"	18	109 ¹ / ₂	38	2043 ¹ / ₂	18 72	18 02	36 74	
Pacificue E. Bourque.	3	56 ¹ / ₂	12 87	"	19	115	33	2344	19 05	20 07	39 12	
Mary Goguin.....	3	115	39 32	"	20	41	31	1019	6 08	8 99	15 07	
Patrick O'Pert.....	3	41	9 35	"	21	117	57	3456	15 00	30 48	45 48	
Mary B. Gaudet.....	2	117	40 00	"	2	336	130	7976 raised	43 44	70 33	113 77	
John Friel.....	1	112	53 10	Dorchester.....	3	117	41	3017	15 00	26 60	41 60	
Thomas Harrison.....	1	112	33 79	"	4	116	32	2640	12 83	23 28	46 11	
Laura A. Seaman.....	2	112	24 14	" & Sackville	5	22 ¹ / ₂	75	3155 ¹ / ₂	27 43	27 82	55 25	
Ida Richardson.....	2	117	25 00	"	6	118	55	2477	14 87	21 84	36 71	
Lillie E. Turner.....	2	116	52 87	"	7	115	49	2858 ¹ / ₂	19 65	25 20	44 85	
Geo. B. Phelan.....	3	104	26 07	"	8	114 ¹ / ₂	37	2782 ¹ / ₂	14 68	24 53	39 21	
Thomas A. LeBlanc...	3	116	56 40	"	9	53	24	1324	14 19	11 67	25 86	
J. J. Black.....	3	116	29 74	"	10	103	45	2144 ¹ / ₂	13 21	18 01	31 22	
Jos. D. LeBlanc.....	3	115	26 21	"	11	115	58	4275	19 65	37 70	57 35	
Emilie LeBlanc.....	2	114 ¹ / ₂	24 46	"	12	117	49	3637 ¹ / ₂	15 00	32 07	47 07	
Lizzie V. Holt.....	3	83	18 02	"	14	106	20	1129	13 59	9 05	22 64	
Eliza A. Joyce.....	3	52	8 89	"	15	117	29	1491 ¹ / ₂	15 00	13 15	28 15	
Sarah D. Gaudet.....	3	51	13 08	"	17	115	68	3605	14 74	31 78	46 52	
John Murphy.....	3	115	39 32	"	18	78	43	1585	10 00	13 98	23 98	
Narcisse J. Boudreau.	3	117	40 00	"	19	117	76	3744	15 00	33 01	48 01	
Ferd M. Cormier.....	2	106	22 64	"	21	114	24	2258	19 48	19 91	39 39	
Madge D. Huestis....	2	117	25 00	"	22	117	27	1836	15 00	16 19	31 19	
Minnie Dobson.....	2	117	25 00	"	23	102	53	2461	13 08	21 72	34 80	
Ed. M. Belliveau.....	3	115	29 49	"	24	81	50	2210	10 38	19 48	29 86	
Magdeline Cormier, c r a	3	90	7 09	"	26	112	37	2512 ¹ / ₂	19 15	22 15	41 30	
Aime A. Bourgeois....	3	117	30 00	"	27	117	53	2891	15 00	25 87	40 87	
Era J. McFarland.....	3	114	25 08	Moncton.....	3	117	61	3620 ¹ / ₂	15 06	31 93	46 99	
Annie A. Duffy.....	3	102	26 15	"	4	103	40	1706	13 85	15 04	28 89	
David Cormier.....	2	81	27 63	"								
Chas E. F. LaFrance..	3	112	25 62	"								
Sarah H. Bourque.....	3	117	30 00	"								
Honore LeBlanc.....	3	117	30 00	"								
Pierre M. Belliveau...	3	117	30 00	"								
Mary J. Murray.....	2	108	60 94	"								
R. W. Grover, A. B....	1	114	54 05	"								
Jas. G. McCurdy.....	1	116	94 53	"								
DeLaney M. Trites....	2	116	80 00	"								
Cathari- Hennessy...	1	116	75 00	"								
E. J. Brown.....	1	115	74 52	"								
Agnes McSweeney.....	2	116	65 00	"								
Anastasia F. DeVer...	2	116	65 00	"								

Ella
Theo
Add
Mary
Mag
Tea
Cath
Elle
G. L
John
Caro
Albe
J. H
Mar
Fran
Chai
Nava
Will
Dora
J. A
Jola
Mary
Neil
Ann
Flor
Ferd
Est.
Lelia
Ber
Mary
Mary
Brit
Chas
Add
John
Alice
E. J
Mary
John
John
Pla
Eric
Albe
M. J
C. M
John
Mau
Neta
Tea
Mar
Ann
Geo
Elle
Est
Len
Man
Eun

COUNTY OF WESTMORELAND.—Continued.

Prov'l Grant to Teachers.				Locality.	County Fund to Trustees.																	
NAME.	Class.	Legally authorized days actually employed	Amount of Grant.	PARISH.	No. of District.	Legally authorized 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											
Ella L. Stevens.....	2	116	\$55 20	Moueton.	5	1385	746	56678	179 08	493 79	678 57											
Theora Fillmore.....	2	116	65 00																			
Addie A. McCarthy.....	2	116	65 00																			
Mary Weir.....	2	115	\$4 60																			
Maggie P. Simpson.....	3	113	58 14																			
Tea. pd. in Kent Co.																						
Catharine Donovan.....	3	89	15 21											"	& Dundas	GA	13	\$64		57 09	\$7 09	
Ellen Walsh.....	3	116	26 44											"		7	89	43	1962	\$11 41	17 30	28 71
G. L. Edgett.....	2	115	78 57											"		5	116	29	2196	19 83	19 37	39 20
John Keenan.....	2	117	100 00											"		9	115	37	1412	14 74	12 45	27 19
Caroline A. Trenholm.....	3	113	58 64	"		10	117	76	5792	15 00	51 07	66 07										
Alberta Steeves.....	2	117	65 00	"		12	113	10	967	14 49	8 00	22 49										
J. Harry Huestis.....	2	112	62 74	"		13	117	13	1082	15 00	9 55	24 55										
Mary E. McLeod.....	2	117	86 41	"		14	112	41	2245	14 36	19 80	34 16										
Francis L. Steeves.....	2	117	80 00	"		15	117	36	2344	20 00	20 67	40 67										
Claim Trustees, Oct. '81				"		16	117	52	3255	15 00	29 59	44 59										
Maud A. McFarlane.....	3	48	11 05	"				108	3933	15 00	34 69	49 69										
Willet W. Keith.....	3	116	69 57	"		17	48	22	920	8 29	8 12	16 41										
Bora E. Smith.....	2	117	85 00	"		18	116	35	2635	14 87	23 24	38 11										
J. A. Collicott.....	2	117	106 67	"		19	117	23	1484	15 00	13 10	28 10										
John C. Bratty.....	2	117	84 93	"		20	117	20	637	20 00	5 62	25 62										
Mary E. West.....	3	102	23 25	"		21	117	29	2072	20 00	18 28	38 28										
Neil McDougall.....	3	117	73 18	"		22	102	14	701	17 44	6 18	23 62										
Agnes M. Lockhart.....	3	117	42 23	"		23	117	19	1498	20 00	13 22	33 22										
Floa A. Powell.....	2	109	82 29	"		24	117	23	1851	20 00	16 33	36 33										
Ferdinand Le Blanc.....	3	63	21 49	"		25	109	15	1824	13 63	16 08	34 71										
Isl. to Trustees, Oct. '81				"		27	63	22	\$20	8 08	7 28	22 15										
Lelia J. Turner.....	3	108	18 46	Sackville	2	108	55	3881	13 85	34 22	48 07											
Bertha J. Cook.....	3	77	17 54																			
Mary Wright.....	3	110	18 80																			
Mary Fawcett.....	3	51	8 72																			
Britte Barnes.....	1	66	24 68																			
Chas. E. Lund.....	1	117	55 00																			
Addie Bulmer, c. r. a.....	2	117	12 50																			
John Ed. Dean.....	1	104	48 88																			
Mary M. Lyons.....	1	113	33 80																			
Alice Cole, c. r. a.....	3	110	9 40																			
E. B. Peltan.....	2	117	53 33	"		10	117	30	2335	15 00	20 59	35 59										
Mary J. Campbell.....	2	117	25 60	"		10	117	33	1439	15 00	12 69	27 69										
John S. Eaworth.....	2	108	30 91	"		9	318	219	14835	40 77	130 5	171 59										
John N. Wells.....	1	100	47 00	"		11	208	150	\$902	26 67	78 50	105 17										
Ma Fawcett, c. r. a.....	3	98	8 38	"		12	117	35	2305	15 00	20 33	35 33										
Erice C. Reade.....	3	117	30 00	"		13	234	91	6968	30 00	61 44	91 44										
Allen E. Wall.....	1	117	55 00	"		16	116	60	3616	14 94	31 89	46 83										
C. Maria Fawcett.....	2	116	24 80	Salisbury	1	228	105	6918	29 48	61 00	90 48											
John Brittain.....	1	115	94 52																			
Maudie E. Copeland.....	2	113	61 41																			
Nellie A. Colpitts.....	3	117	59 81																			
Tea. pd. in King's Co.																						
Mary Barnes.....	2	110	109 73																			
Amos O'Blenes.....	2	113	77 84																			
Genae A. Taylor.....	2	117	53 33																			
Eva J. Sentell.....	2	117	110 83																			
Esther A. Flewelling.....	2	113	24 81																			
Lucretia M. Gilchrist.....	2	114	98 27																			
Janey W. Wilson.....	2	46	39 50																			
Emice Price.....	2	117	86 67																			

COUNTY OF WESTMORELAND.—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized 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	
Wm. A. Humphrey...	3	117	\$10 09	Salisbury and Havelock	15	117	29	2508	\$20 00	\$22 91	\$42 91	
Amos O'Blenes, Oct. '80			19 25									
W. Amasa Clark...	2	115	78 97	Salisbury	16	115	54	2483	14 74	21 90	36 64	
A. J. Beckwith, c. r. a.	3	64	13 67									
Minnie McNaughton...	2	117	84 91	" "	18	117	56	3545	15 00	31 27	46 27	
Anna Bella Lewis...	2	117	84 91									
Chas. W. Belyea...	2	116	39 65	" "	19	117	43	2862	15 00	25 24	40 24	
Carric A. Keith...	3	116	59 47									
Edna A. Gorham...	2	117	86 67	" & Havelock	22	117	18	2141	20 00	18 38	38 38	
Samuel C. Murray...	1	117	82 11									
T. A. Patterson...	2	116	63 43	" "	24	233	140	9560	29 94	\$4 30	114 24	
Edith T. LeBlanc...	3	115	19 66									
Sulcain Cormier...	3	117	73 33	Shediac	2	117	45	2712	15 00	23 92	43 92	
F. X. Fontaine...	3	117	60 92									
Hippolyte LeBlanc...	3	126	69 57	" "	4	116	30	1942	14 87	17 13	32 00	
Valentine P. Landry...	3	154	26 16									
Honore D. Cormier...	3	115	89 04	" "	6	115	63	2707	14 74	23 87	38 61	
Eugene Theriault...	3	117	69 81									
Francois X. Legere...	2	110	76 21	" "	7	117	39	2161	15 00	19 06	34 06	
Jas. H. Hoyt, A. B.	1	114	54 05									
Agnes Lawson...	1	112	73 09	" "	8	110	41	2699	14 10	23 30	37 30	
Sophie M. Nisbet...	1	116	75 00									
Mary R. Williams...	2	116	84 82	" "	10	573	220	14974 raised	74 09	132 03	206 12	
Melanie Legere...	2	115	24 78									
Rebecca A. Armour...	1	117	72 95	" "	10	117	46	4072	15 09	35 91	50 91	
Fred N. Welling...	1	115	93 53									
Sophia M. Harshman...	3	117	20 00	" "	11	115	40	2826	14 74	24 92	39 66	
M. B. Bourque, Oct. '81	3	117	93 33									
Aime Vinneau...	3	117	92 33	" "	12	117	25	1574	15 00	13 88	28 88	
Philias J. Boudreau...	3	117	92 33									
Narcisse Gould...	3	107	36 57	" "	13	117	33	3040	20 00	34 75	54 75	
Naggie A. Graham...	2	116	84 89									
Peter H. Legere...	3	115	29 49	" & Dundas	14	115	12	6412	14 74	5 65	20 39	
Sarah Bourgeois...	3	117	60 00									
W. B. Welsh...	2	116	39 65	Westmoreland	17	117	48	4934	20 00	43 51	63 51	
James Doyle...	2	114	38 97									
Frederick Goodwin...	2	117	40 00	" "	1	116	60	4460	14 87	39 33	54 20	
Wm. J. Goodwin...	2	117	40 00									
Alexander Murray...	2	117	40 00	" "	2	114	60	4171	14 61	36 78	51 39	
Willie W. Wells...	1	117	59 69									
Hilbert Tingley, c. r. a.	3	64	8 29	" "	3	117	40	2172	15 00	19 15	34 15	
Melbourne Tingley...	3	98	32 50									
Bliss Marvin...	2	116	39 65	" "	4	117	49	2304	15 00	29 32	44 32	
Bal. to Trustees, Oct. '81												
Claudine Dizon...	3	81	18 47	" "	5	117	67	3779	15 00	33 34	48 34	
			\$7208 75									
							6174					
								390,402	\$2215 21	\$3412 61	\$5627 86	

Henry
George
Mary
Helen
Zache
Sarah
Jane
Hanna
Louis
Fred.
Ed. T.
Laura
Mary
John
Rhoda
Teach
Alonzo
Alonzo
Abram
Mary
Marth
Alice
Lillian
Marth
Alber
Henry
Jessie
Mario
Etiza
Letitia
John
Mary
Carri
Ruth
Geo.
Brun
Mary
idel
Geo.
Geo.
Jas.
L. J.
Jam
C. G
Ann
Lazz
Ella
Jan
Ida
Lou
Sar
Ber
Fr
An
Fr
Ge
M.
E.
E.

COUNTY OF YORK.—Continued.

Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.														
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	AMOUNT.											
								Grand Total days' attendance of Pupils.	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								
Jer. Meagher.....	1	116	\$95 00	} City of Fredericton.....			1021												
Sarah G. Duffy.....	1	114	73 44																
Elizabeth O'Regan.....	1	115	73 50																
Rebecca E. Gallagher.....	2	115	63 58																
Mark Neville.....	2	113	33 96																
Alice K. Meagher.....	1	116	74 28																
Louisa Winter.....	2	109	50 03																
Rosa Ruel.....	1	119	33 36																
Annabella Hooper.....	2	112	76 15																
Robt. J. Kincaid.....	2	117	25 00																
W. Egerton Everett.....	2	117	50 00	} Kingsclear.....	1	114	43	2911½	\$14 01	\$22 25	\$37 86								
Alien B. Saunders.....	2	117	25 00																
H. Crawley.....	3	108	27 09																
Mary't A. Moffit.....	2	113	82 33																
Mary Handlan.....	3	74	86 31																
Sarah G. McCluskey.....	3	117	26 66																
Ruth Long.....	2	119	25 89																
Neil Lochary.....	2	117	40 00																
Alice G. Duffy.....	2	116	62 38																
Mary Helen Loring.....	1	116	34 85																
Michael Connelly.....	3	116	69 65	} Manners-Sutton.....	2	116½	39	1636½	14 94	13 06	28 00								
Maggie Bonner.....	3	117	00 00																
Mary McKenzie.....	3	117	00 00																
Lizzie M. Hunter.....	3	116	59 28																
Aaron H. Libbey.....	3	115	29 49																
Hetty A. Taylor.....	3	77	13 16																
Alberta M. Hartt.....	2	117	65 89																
Minnie Wheeler.....	2	113	24 14																
Mary M. L. Carman.....	3	113½	43 38																
John A. Atherton.....	2	115	39 31																
Mary E. Moore.....	3	117	20 00	} North Lake.....	14	115	43	3001½	14 74	23 97	33 71								
Sarah Graham.....	3	117	20 00																
Maggie Johnston.....	2	114	32 47																
Ella Johnson.....	3	116	19 83																
Mary Elligood.....	3	116	19 83																
Edna Payson.....	3	88	15 04																
Eliza E. Elligood.....	2	117	25 00																
Tilda J. Graham.....	2	42	11 96																
Abigail Henry.....	2	117	25 00																
Emma Waycott.....	1	71½	21 39																
Amy Kelly.....	3	34	5 81	} Prince William.....	1	116	33	1742	14 87	13 01	28 78								
Lizzie Brown.....	2	117	49 77																
Katie Flewelling.....	3	117	20 00																
Wm. J. Burden.....	2	115	39 31																
Wm. B. Parent.....	2	68	23 24																
Geo. E. Balmain.....	2	117	79 52																
Janet C. Mitchem.....	3	107	53 83																
Eliza Stuart.....	2	117	65 00																
Amanda J. Lint.....	2	42	8 97																
Ellen M. Sanson.....	2	12	4 61																
Aaron B. Blancy.....	2	115	39 31	} Queensbury.....	1	115	31	2053½	14 74	16 64	31 38								
Geo. C. P. Palmer.....	1	117	55 00																
Louisa F. Morgans.....	1	109	32 60																
Minnie Burpee.....	3	116	19 83																
Barbara Staples.....	3	116	19 83																
W. Temple Day.....	1	117	55 00																
Phæbe P. Colter.....	1	114½	34 25																
Alice A. Clayton.....	2	113	24 14																
												} (New Maryland and Lincoln)	1A	113	17	1337½	14 49	10 68	25 17
Mary M. L. Carman.....	3	113½	43 38																
John A. Atherton.....	2	115	39 31																
Mary E. Moore.....	3	117	20 00																
Sarah Graham.....	3	117	20 00																
Maggie Johnston.....	2	114	32 47																
Ella Johnson.....	3	116	19 83																
Mary Elligood.....	3	116	19 83																
Edna Payson.....	4	88	15 04																
Eliza E. Elligood.....	5	117	33																
Tilda J. Graham.....	6	42	15 41																
Abigail Henry.....	7	117	48 24																
Emma Waycott.....	9	71½	21 39																
Amy Kelly.....	10	34	5 81																
Lizzie Brown.....	1	117	49 77	} North Lake.....	14	115	43	3001½	14 74	23 97	33 71								
Katie Flewelling.....	3	117	20 00																
Wm. J. Burden.....	3	115	39 31																
Wm. B. Parent.....	5	104	31 1628½																
Geo. E. Balmain.....	6	117	32 1836½																
Janet C. Mitchem.....	10	107	22 940½																
Eliza Stuart.....	11	117	32 2167																
Amanda J. Lint.....	1	42	8 97																
Ellen M. Sanson.....	1	12	4 61																
Aaron B. Blancy.....	1½	115	43 3661																
Geo. C. P. Palmer.....	2	458	210 15543½																
Louisa F. Morgans.....	2	458	210 15543½																
Minnie Burpee.....	3	344½	109 8664½																
Barbara Staples.....	3	344½	109 8664½																
W. Temple Day.....	3	344½	109 8664½																
Phæbe P. Colter.....	3	344½	109 8664½																
Alice A. Clayton.....	3	344½	109 8664½																

Returns too late.

14 74 25 24 39 93

58 72 124 13 182 65

44 17 69 10 113 35

COUNTY OF YORK.—Continued.

NAME.	Prov'l Grant to Teachers.			LOCALITY.	No. of District.	County Fund to Trustees.						
	Class.	Legally authorized days actually employed.	Amount of Grant.			PARISH.	Legally authorized 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	
Geo. E. Morrell.....	1	115	\$54 05	St. Marys.....	4	115	44	235 44	\$14 74	\$18 80	\$33 54	
John A. Gunter.....	2	112	38 28	"	5	112	37	231 21	14 36	18 47	32 83	
Fred. White.....	2	116	39 65	"	6	116	41	188 9 1/2	14 87	15 09	29 96	
Ellen F. Peake.....	2	113	24 14	"	7	113	50	289 6	14 49	23 13	37 62	
Mary A. McBean.....	2	54	11 53	"	8	54	15	447	6 92	3 57	10 49	
Dora McBean.....	2	113	25 76	"	10	113	31	1186	19 32	9 47	28 79	
Annie J. Sansom.....	2	117	25 00	"	12	117	31	1899 1/2	15 00	15 17	30 17	
Robert M. Dennison.....	2	116	39 65	"	13	116	31	1344	14 87	10 73	25 60	
Maggie McBean.....	2	117	33 33	"	14	117	14	1207 1/2	20 00	9 64	29 64	
Wm. Balmain.....	2	117	40 00	Southampton.....	1	117	39	2410 1/2	15 00	19 49	34 49	
Abr. B. Cronkhite.....	3	110	28 20	"	3	110	43	2881	14 10	23 01	37 11	
Minnie A. Craig.....	3	35	5 98	"	4	35	23	526	4 49	4 20	8 69	
Geo. F. H. Hartin.....	2	116	39 65	"	5	116	51	3435	14 87	27 43	42 30	
Elsie McFarlane.....	3	114	54 93	"	7	114	49	2736 1/2	14 61	21 85	36 46	
Jas. S. VanBuskirk.....	2	117	100 00	"	9	117	49	4163 1/2	15 00	33 20	48 26	
Margaret Lockard.....	3	117	77 34	"	10	117	33	2437	15 00	19 40	34 46	
Celia A. Fisher.....	3	117	79 05	"	11	117	39	3033	15 00	24 20	39 26	
Irene W. Lint.....	3	117	86 66	"	12	117	26	2189 1/2	20 00	17 43	37 43	
Theodosia A. Hartt.....	2	117	110 60	"	13	117	22	2188 1/2	20 00	17 43	37 43	
Sarah H. Haines.....	2	117	111 88	"	14	117	20	2104 1/2	20 00	16 81	36 81	
Janes Hartin.....	2	116	39 65	"	15	116	34	2092	10 83	23 89	43 72	
Chas. W. Nevers.....	2	108	49 21	"	16	108	31	2257	18 47	18 02	36 49	
Ruth Long.....	3	117	20 00	Stanley.....	1	117	37	2308 1/2	15 00	18 43	33 43	
Eliza Anne Dodds.....	3	19	4 33	"	1 1/2	19	6	87 1/2	3 25	70	3 95	
Annie A. Young.....	2	117	33 33	"	2	117	23	2019	20 00	16 12	36 12	
Ellen M. Sansom.....	2	98	20 93	"	3	98	53	3252 1/2	12 56	25 97	38 53	
Martha B. Douglas.....	3	93	15 89	"	5	93	31	1162	11 92	9 23	21 20	
Alice M. Johnston.....	2	117	25 00	"	6	117	70	2878	15 00	22 93	37 93	
Ellen C. Elliott.....	3	51	8 72	"	7	96	25	1407 1/2	16 41	11 24	27 65	
Ida J. Fletcher.....	3	51	8 72	"	9	.....	16	.....	.....	Returns too late.	
Addie J. Freeze.....	2	106 1/2	22 75	"	11	106 1/2	30	1517	13 66	12 12	25 78	
Louisa M. Young.....	2	117	25 00	"	12 A	117	35	1992 1/2	15 00	15 91	30 91	
Abigail Starkey.....	3	116 1/2	26 56	"	13	116 1/2	25	1898	19 92	15 16	35 08	
Maggie J. Douglas.....	2	117	33 33	"	14	117	24	1907 1/2	20 00	15 24	35 24	
Sarah E. Hoice.....	2	107	28 95	"	15	107	19	1068	18 29	5 53	26 82	
May O. Wade.....	2	117	33 33	"	16	117	14	1656	20 00	13 23	33 23	
			\$2024 10				5000	238,635	\$1707 51	\$1800 16	\$3507 67	

GRAMMAR SCHOOLS.

FOR WINTER TERM ENDED 30TH APRIL, 1882.

LOCALITY.		TEACHERS.	Legally authorized days Principals' Department open.	Amount of Provincial Grant.
COUNTIES.	PARISHES.			
Albert,	Alma,	Thos. E. Colpitts, A. B.	117	\$200 00
Carleton,	Woodstock,	James McCoy,	116	200 00
Charlotte,	Saint Andrews,	A. W. Wilkinson, A. B.,	116	200 00
Gloucester,	Bathurst,	George W. Mersereau, A. B.,	116	200 00
Kent,	Richibucto,	C. H. Cowperthwaite, A. B.,	116	200 00
Kings,	Hampton,	John Raymond,	6 months.	200 00
Northumberland,	Chatham,	{ Chas. G. D. Roberts, A. M.,	43	74 12
		{ James M. Palmer, A. B.,	50	86 20
Queens,	Gagetown,	David Wilson, A. B.,	115	193 27
Restigouche,	Dalhousie,	Alex. Ross, A. B.,	116	200 00
Saint John,	Saint John City,	Wm. M. McLean, A. B.,	116	†300 00
Sunbury,	Sheffield,	Geo. H. V. Bulyea, A. B.,	116	193 23
Victoria,	Andover,	R. Granville Day, A. B.,	106	183 62
Westmoreland,	Shediac,	Jas. H. Hoyt, A. B.,	114	196 55
York,	Fredericton,	G. R. Parkin, A. M.,	116	‡500 00
				\$3,137 06

* Not in Union. Provincial aid paid through Hon. Receiver General's Department direct.

† Provincial aid paid through the Secretary of the Board of Grammar School Trustees.

‡ Provincial aid paid from the "University Grant."

EXAMINATION QUESTIONS—AUGUST, 1882.

- GR. SCH. THE SCHOOL SYSTEM. *Time, 1 hr.*
- 1 Detail (1) the mode of support provided by the Schools Act, and (2) the principles regulating the apportionment of School funds derived from different sources.
 - 2 Specify the duties of the District with respect to School accommodation.
 - 3 (1) What determines the close of the School year in respect of Teachers' contracts? (2) does it close at the same time in all parts of the Province? and (3) what are the dates of its close?
 - 4 Give a summary of the Regulations of the Board of Education respecting (1) the duties of Teachers, and (2) the requirements of pupils.
 - 5 State the gross amount of the annual Superior allowance, and the principles on which it is apportioned.
 - 6 Give in detail the Regulations respecting (1) the ranking of Schools, (2) the conditions on which Boards of Trustees may offer School prizes from District funds.
 - 7 What is meant by the *Grand Total Days' Attendance*, and *Grand Total Days' Attendance as rectified*? Shew how each may be found.
 - 8 Specify the conditions of eligibility for examination for each class of Teachers' license.
- GR. SCH. TEACHING. *Time, 3 hrs. for papers 2 & 3 together.*
- 1 (a) Give J. S. Mills' definition of Education with Bain's criticism thereon; or (b) Give the definition of any prominent writer (naming him) on Education, with your own views thereon.
 - 2 Give several Educational principles inferable (a) from the nature of mind, (b) from the nature of knowledge.
 - 3 "Early study should begin with an empirical stage."—*Herbert Spencer*. Explain this statement and illustrate it by describing the method you would adopt in the early study of Geometry.
 - 4 Give the distinguishing features of the system of one of the following Educational Reformers, with some criticism thereon:—Comenius, Locke, Fröbel, or Pestalozzi.
 - 5 State the principles that should guide you in teaching one of the following subjects in Standard I. and give an outline lesson on it:—*Number, Form, Object Lesson*.
 - 6 Give directions and illustrations to a Primary Teacher as to the mode you wish her to adopt in teaching the sounds of the letters.
- N. B.—Candidates for this Class will meet the Principal of the Normal School in his class-room at 9 a. m., August 2nd, when the assignments for practical illustrations in method will be made.
- GR. SCH. SCHOOL MANAGEMENT. *Time, 3 hrs. for papers 2 & 3 together.*
- 1 What do you mean by order in a School? Specify several conditions necessary to secure it.
 - 2 Two pupils, one of six years and the other of ten, commit similar faults; detail your mode of procedure with each pupil. (Specify the fault).
 - 3 Show how public opinion in a School may be made to operate in favor of discipline.

- 4 Show in what way you propose to inculcate in your School (a) habits of cleanliness, (b) habits of economy, (c) the importance of self-denial, (d) the importance of temperance.
- 5 Examine Standards VII. and VIII. in the Course of Instruction placed before you, and draw up a weekly Time-Table for a School embracing both Standards. Give reasons for the order or succession in which you take up the subjects.

I. [1]

CANADIAN HISTORY.

Time, 1 hr.

- 1 Describe one of Jacques Cartier's Voyages of Discovery.
- 2 Give a brief sketch of the career of Champlain in connection with the following:—His efforts to repel the inroads of the English—to protect the rights of France in the fur trade and the fisheries. His founding of Quebec—Policy with the Indians. Efforts to interest the French in Canada and their result. Surrender of Quebec to the English.
- 3 *The Loyalists*—Who were they? Date of landing in New Brunswick. Description of their landing place. Causes of discontent. Their claims. Opposition to their claims. How these claims were eventually settled.
- 4 Give a brief account of one of the campaigns of the Anglo-American War.
- 5 Explain the terms:—Bill, Statute, Legislature, Parliament, Executive, Senate, Responsible Government, Confederation.

Exhibit the work.

I. [2]

ARITHMETIC.

Time, 1 hr. 30 m.

- 1 Bought 250 bbls. of flour for \$1642.12; twelve bbls. were worthless; for how much must the remainder be sold per barrel to gain 18 per cent. upon the original cost?
- 2 Required the present worth of a bill of \$416 drawn 8th March at 6 months, and discounted at the Bank 3rd June, at 5 per cent. per annum?
- 3 Reduce $\cdot 3624\bar{5}$ to a vulgar fraction, and show how you obtain the denominator of your answer.
- 4 What sum must be lent at compound interest at 5 per cent. per annum at the birth of a child so that the amount may be \$3,000 at the end of 21 years?
- 5 A person spent a sovereign on cloth, paying $\cdot 0125372$ of a sovereign per yard. How many yards did he purchase; and how much per cent. would he gain on his purchase by selling it at $\cdot 0250744$ of a sovereign per yard?
- 6 What is meant by the root of a number? Extract the square root of $\cdot 5$ true to six places of decimals. Extract the square root of a number containing at least four figures, and explain the operation as if to a class.
- 7 Extract the cube root of $\frac{1}{3}$ of $2\frac{1}{2}$.
- 8 What is the primary unit in the Metric System? How is it obtained, and what is its value in English measure? How many cubic metres of air does a room contain whose height is 4.3 metre.; breadth 3.5 metres, and length 5.4 decimetres?

N. B.—7 questions will be considered a full paper.

Part I. 66: Part II. 34=100

I. [3]

GEOGRAPHY.

Time, 1 hr. 30 m.

PART I.

- 1 Make a list of the British possessions in (1) America, (2) Africa, (3) Asia. Name the chief exports of each.
- 2 *India*—Its boundaries? Mountains? Rivers? Name its chief towns and give some important facts respecting two of them.

- 3 Where are the following places, and for what is each noted :—Mecca, Buenos Ayres, Fez, Bangkok, Alexandria, Joppa, Yeddo, Ayr.
- 4 Name the six Vegetable Zones into which it is usual to divide the earth, and give the chief productions of each.
- 5 Explain as if to a class in Standard VI. the change of the seasons.
- 6 (a) Describe your mode of teaching problems on the globe. (b) Find when the sun rises and sets on any day at a given place.

PART II.

- 7 Draw from memory an outline map of Africa, with the principal ranges and the chief rivers accurately inserted and named.

I. [4] SCHOOL SYSTEM. Time, 30 m.

- 1 *The County Fund*—How ordered? How levied? How amount to be levied is ascertained? What principles regulate its apportionment?
- 2 Detail the principles which guide the Inspector in assigning the rank of the School.
- 3 State fully the means of support provided by Law for Schools.
- 4 What is the nature of the Teacher's agreement with the Board of Trustees?
- 5 What is the duty of the Teacher (1) in respect of pupils in the play ground. (2) Public Examinations. (3) Time-Tables.
- 6 Show how to find *the grand total number of days attended by all the pupils.*

The work must be done without figuring.

I. [5] MENTAL ARITHMETIC. Time, 8 m.

- 1 Find a mean proportional between 9 and 16..... *Ans.*
- 2 If a pile of wood is worth \$28.60, what should a pile 3 times the dimensions be worth?..... *Ans.*
- 3 After spending $\frac{1}{2}$ of my money on books and $\frac{2}{3}$ on clothes I had \$30 remaining; what sum had I at first?..... *Ans.*
- 4 What is gained or lost by selling 120 yards of cloth at 18 shillings per yard, the first cost and charges being £110?..... *Ans.*
- 5 How many lbs. of tea at 40 cents per lb. should be given in barter for 68 articles at 20 cents each?..... *Ans.*
- 6 Bought goods at \$800, and having lost $\frac{1}{4}$ of them sold the remainder at \$700; how much per cent. did I lose on the transaction?..... *Ans.*
- 7 $\frac{2}{3}$ of my wages is worth $\frac{1}{3}$ of A's; A. receives \$18 for 10 days; how much should I receive for the same time?..... *Ans.*

N. B.—6 questions will be considered a full paper.

I. [6] COMPOSITION. Time. 1 hr.

- 1 What is meant by accuracy of language. Point out its importance. In what does inaccuracy of language consist? Correct the error in each of the following sentences, and specify the kind of error :—They did not fail to enlarge themselves on the subject. The King, whom it highly imported that the two monarchs should be at peace, acted the part of the mediator. The gardens exhibited much that was glaring and bizarre. I have always found him well posted in his subject. True wit is nature dressed to advantage; and yet some works have more wit than does them good. Though raised to an exalted station, she was a pattern of piety, virtue and religion. It is impossible to persuade him of his error.

- 2 When are words said to be used *figuratively*. (a) State what figures of speech are used in each of the following sentences:—The child is father to the man. Thy word is a lamp to my feet. Now came still evening on and twilight gray had in her sober livery all things clad. Loud waved the angry ocean. (b) Make comparisons for the following subjects:—A troubled conscience. Mournful yet pleasant music. (c) Personify the following subjects:—The hills. He drew his sword.
- 3 What is a biographical theme. Under how many divisions may it be treated. Name the divisions and state what they include. Write a Biographical Theme on *one* of the following:—William Cowper, Lord Bacon, Joseph Addison, Samuel Johnson, Sir William Scott, Henry W. Longfellow.

I. [7]

GRAMMAR AND ANALYSIS.

Time, 1 hr.

- 1 Give examples of adjectives used as abstract and concrete nouns.
- 2 The man's hat: the hat of the man; which form of expression is used when the phrase is followed by the relative *who*, and which when followed by the relative *which*? Name instances in which the use of the objective case with *of* is preferable to the possessive case.
- 3 Explain the terms infinitive mood, participle, gerund.
- 4 Name the inflected parts of speech; state the inflections to which they are subject, and give the inflectional forms of two of the parts of speech you name.
- 5 Analyze *generally* and in *detail*, in the usual form, the following passage:—
*Costly thy habit as thy purse can buy
 But not expressed in fancy; rich, not gaudy;
 For the apparel oft proclaims the man,
 And they in France of the best rank and station
 Are of a most select and generous chief in that.*
- 6 Parse the words in *italics*.

I. [8]

INDUSTRIAL DRAWING.

Time, 1 hr.

- Both the written answers and the drawings are to be given on this paper. The drawings should be at least 4 inches in breadth. The Examiner will expect **BOLD** and **FIRM** lines; and that the lines, both straight and curved, shall be fairly **SMOOTH** and **EVEN**. The lines of the drawings required by question 4 *must not be ruled*.
- 1 What is a rhombus? An ellipse? An oval? Draw an example of each.
- 2 Explain the terms symmetry and balance, distinguishing between them.
- 3 Draw from memory a simple design of conventional leaves, with or without flowers, symmetrically arranged about the centre of a circle or of a hexagon.
- 4 Make *one* of the following (freehand):—(a) A drawing of a right cone with its axis horizontal and its base turned slightly towards you,—using proper shading to express *solidity*. (b) A flat drawing of a vase or goblet, with simple ornamentation in "half tint."

I. [9]

AGRICULTURE AND CHEMISTRY OF COMMON THINGS.

Time, 1 hr.

- 1 Describe the preparation and collection (1st) of a light gas, and (2nd) of a heavy gas, selecting any such gases of which you have knowledge.
- 2 Name three well-known compounds of sodium, and indicate the composition of each as definitely as you can.
- 3 Give two instances of elements that exist in two or more different forms, and point out the contrasted properties in the case of one element.
- 4 Divide the food of plants into two classes, and give as full a list as you can of the substances belonging to each class, arranging or classifying them according to their chemical character.

Discuss the merits or defects of the following rotation of crops:—Potatoes. Clover. Barley. Turnips.

Detail the uses of *ploughing* or of *draining*.

[10] USEFUL KNOWLEDGE. *Time, 1 hr.*

Like *poles repel, unlike poles attract each other*. Explain this principle and shew how you would illustrate it to a class.

Barometer. What is it? What are its uses? Explain the principles upon which it works.

Name and describe the parts of a complete flower. Give a general description of the *Lily Family*.

Give the general characteristics of metals.

Give the prominent structural characteristics of the *Cat Family*.

[11] CONDITIONS OF HEALTH. *Time, 45 m.*

Point out the necessity for a proper use of soap and water for the body.

Mention some of the advantages of ventilation, and state how you would seek to have your schoolroom properly ventilated.

Foods. Name the groups or classes into which you divide foods. State the purposes of each. What do you mean by concentrated food? Why is it difficult of digestion?

What can you say of the effects (1) of alcoholic drinks on the human system, and (2) of tobacco?

Describe as briefly but as clearly as you can the processes by which a solid *car*—beef and potatoes—is digested and turned into good blood.

[12] ENGLISH LITERATURE. *Time, 1 hr.*

HAMLET.

Name the speakers of each of the following and the occasion on which it was uttered:—

- (1) Give thy thoughts no tongue,
Nor any unproportioned thought his act.
- (2) It is a custom
More honored in the breach than the observance.
- (3) There's something in his soul
O'er which his melancholy sits on brood.
- (4) O lamed soul that struggles to be free
Art more engaged!
- (5) Now cracks a noble heart.

Sketch the character of Hamlet as brought out in the events of the Play. Quote where necessary.

Give Hamlet's opinion of Polonius and quote instances in support of it. What is your own opinion? Quote in confirmation of it.

Let me not burst in ignorance: but tell
Why thy canonized bones, hearsed in death,
Have burst their cerements.

1) On what occasion were these words uttered?

2) Comment upon the following words, with respect to meaning, accent, &c.:
—Canonized, hearsed, cerements.

Rightly to be great
Is not to stir without great argument,
But greatly to find quarrel in a straw
When honour's at the stake.

3) Whose words are these? In what connection are they used? What inference does the speaker draw from them?

4) Paraphrase the passage, using your own words.

- I. [13] BRITISH HISTORY. Time, 1 hr.
- 1 Give the opening and closing dates of each of the following Periods of British History:—*Plantagenet Period, Tudor Period, Stuart Period*. Give the leading features of each Period.
 - 2 *Charles I.* Sketch of his Reign as far as relates to—The Petition of Right; Ship Money; Paritan Emigration; The National Covenant.
 - 3 *Anne*. Her Reign as far as relates to—The Spanish Succession; Victories Marlborough; The Union of England and Scotland; The Treaty Utrecht.
 - 4 Explain the following:—Star Chamber; Magna Charta; Septennial Act; Habeas Corpus Act; Catholic Emancipation Bill; The Reform Bill 1832; British North America Act.
 - 5 Give a brief account of one of the following:—*Alfred the Great; Richard I. Wolsey; Nelson*.

- I. [14] BOOK KEEPING. Time, 1 hr.
- 1 What two forms of Book-Keeping are used? Explain the difference between them.
 - 2 What is the use of the Day Book? Give a specimen with 4 transactions.
 - 3 What is the use of the Ledger? Post the transactions you have written answer to Question 2, in the Ledger.
 - 4 Journalize the following:—Bought of H. Toms goods amounting to \$342 paid as follows:—Cash \$895. Robertson & Co.'s note for \$1,000, due 6 months hence, less discount \$12.50, my own note for \$500. The balance remains on account.
 - 5 Explain—Invoice, Cheque, Bill of Exchange, Note of Hand.

- I. [15] ALGEBRA.—(MALES). Time, 1 hr.
- 1 Find x from $4x - \frac{12-x}{x-3} = 22$.
 - 2 $2x\sqrt{a+x^2} + 2x^2 = a^2 - a$.
 - 3 A person laid out a certain sum of money in goods, which he sold for \$24, and lost as much per cent. as he laid out; find how much he laid out.
 - 4 The product of two numbers is 24, and their sum multiplied by their difference is 20. Find the numbers.
 - 5 Find the square root of $4x^8 - 4x^6 - 7x^4 + 4x^2 + 4$.
 - 6 When are surds said to be *similar*. Make the following surds similar, and add the results:— $\sqrt{12}$, $\sqrt{75}$, $\sqrt{48}$.
 - 7 Rationalize the denominators of the following fractions:—

$$\frac{\sqrt{\frac{1}{2}} + \sqrt{\frac{1}{3}}}{\sqrt{\frac{1}{2}} - \sqrt{\frac{1}{3}}}, \quad \frac{2\sqrt{\frac{1}{5}} + \sqrt{\frac{1}{3}}}{2\sqrt{\frac{1}{5}} + 2\sqrt{\frac{1}{3}}}$$
 - 8 (1) Investigate the Rule for finding the sum of a given number of terms of a Geometrical Progression, the first term and the common ratio being known.
 (2) Find the sum of 6 terms of the series 1, 3, 9, 27,

- I. [16] GEOMETRY. Time 1 hr.
- 1 Prove that parallel chords intercept equal arcs.
 - 2 Prove that through three given points not in a straight line one and only one circle can be drawn.

An angle at the circumference is 54° ; find the angle at the centre on the same arc.

Show that all equal straight lines in a circle will be touched by another circle.

Inscribe in a given circle a triangle equiangular to a given triangle.

Parallelograms and triangles, between the same parallels are to one another as their bases.

If two triangles have two angles of the one respectively equal to two angles of the other, they shall be similar.

Draw a circle passing through a point and touching two straight lines.

Define the term *locus*. Show in what way you would give the pupil a clear conception of the term.

N. B.—8 Questions will be considered a full paper for a male candidate, and 6 for a female.

[17] NATURAL PHILOSOPHY. *Time 1 hr. 30 m.*

Give Newton's Laws of Motion, with familiar illustrations of each.

Which of Newton's Laws establishes the *parallelogram of motion*? Enunciate the parallelogram of motion and illustrate it by a diagram.

Explain the formula $S = Vt + \frac{1}{2}gt^2$.

If a body is projected upward with a velocity of 100 ft. per second, how far will it be from the starting point at the end of 5 seconds, and what will be the whole space it will have described?

A body is projected downwards with a velocity of 12 ft. per second; what will be its velocity after it has fallen through 80 ft.?

What is meant by *Conditions of Equilibrium of Forces*? What are the conditions of equilibrium, (1) when three forces act upon a point, (2) when three forces act at points in a solid body and are not parallel?

Express in symbols the conditions of equilibrium of the Lever, and of the Inclined Plane.

With a wheel and axle a power of 8 lbs. sustains a weight of 12 lbs.; what is the radius of the axle, that of the wheel being 24 inches?

A steam engine is moving at the rate of 20 miles an hour when the steam is let off; if the force of friction be equivalent to $\frac{1}{25}$ of the weight of the engine, after what time will it stop?

N. B.—8 questions will be considered a full paper.

[18] GENERAL HISTORY. *Time, 1 hr. 30 m.*

Give a brief outline of Ancient Egyptian Civilization as it related to *Government, Caste, Cities, Architecture, Sculpture, Science*.

Assyrians. Their supposed origin? Extent of the Assyrian Empire? Causes of decay? Capture and description of Nineveh.

Sparta. Give an account of (1) Spartan education and its results; (2) Constitution of Sparta; (3) Conquests.

Greek Literature and Philosophy. (a) Name (1) The chief Epic and Dramatic Poets; (2) Historians; (3) Philosophers. (b) Give a brief account of one of the Philosophers, and name the distinguishing feature of his philosophy.

Give a brief account of the Roman Civil War from the time of the Gracchi till the death of Sulla.

Charlemagne. Object of his wars—His enemies—Conquests (1) in Hungary—(2) Spain—(3) Italy. Extent of his Empire when he was crowned Emperor.

I, [19]

PRACTICAL MATHEMATICS.

Time, 1 hr.

Female Candidates not required to work this paper, but credit will be given for work done required to secure the minimum average for license.

- 1 If the cylinder of a steam engine be 3 feet in diameter, and 5 feet deep, how much steam can it contain?
- 2 What is the diameter of an acre of land in the form of a circle?
- 3 How much paper would be required to cover a globe 18 inches in diameter?
- 4 A circular well 24 feet in depth and 1 yard in diameter is half full of water; how many gallons are in the well?
- 5 Find the contents of a field from these measurements, A being the first and the second station.

On chain line.

Ag = 150

Ah = 323

Ai = 597

Ak = 624

AB = 769

Offsets.

gC = 141 to left.

hE = 180 to right.

iD = 167 to left.

kF = 172 to right.

- 6 State how to find the area of a quadrilateral when its diagonals and its inclination are given.
- 7 Show how to find the distance between two inaccessible objects.

I, [20]

TEACHING.

Time, 1 hr. 30 m.

- 1 What is meant by the *observing powers*. Specify some subjects which are well fitted to cultivate these powers. Give an outline lesson on one of the subjects, placing what you have to say under the Heads—*Matter*; *Method*.
- 2 State the principles which should guide you in teaching Arithmetic; and in conformity with these principles, show how you would teach Simple Proportion to a class.
- 3 Draw up a Scheme of lessons in Oral Grammar.
- 4 Define *memory*, *imagination*. Describe the mode you would adopt to secure the culture of each.

I, [21]

SCHOOL MANAGEMENT.

Time, 1 hr. 30 m.

- 1 (1) Name four principles which should guide you in constructing a Time-Table.
(2) Construct in conformity with your principles a Time-Table for a Department consisting of Standards V. and VI. of the Graded Course, and a Time-Table for an Ungraded School in a Country District.
- 2 Give your opinion of the following modes of punishment, with your reasons therefor:—*Corporal punishment*; *keeping in*; *impositions in the shape of writing or committing to memory*; *standing a pupil up in front of the School*.
- 3 What do you understand by *persistent disobedience*? If any instances have come under your observation, describe them; if not, suppose a case. Do you consider that, in these cases, the fault lay entirely with the pupil? Give your reasons.
- 4 Specify four principles relating to class management. Discuss two of them.

II, [1]

CANADIAN HISTORY.

Time, 1 hr.

[Same as under Class I.]

Exhibit the work.

II, [2]

ARITHMETIC.

Time, 1 hr. 30 m.

- 1 In a School District containing property valued at \$600,000, a tax has to be levied to pay salaries amounting to \$900, and other expenses amounting to \$300; what amount of tax does a person pay who owns property valued at \$3,500.

- 2 How much stock which is selling at 10 per cent. premium should I receive for \$5,000, allowing an agent $\frac{1}{2}$ per cent. on the amount invested.
- 3 What is the difference in meaning between Simple and Compound Interest? Find the compound interest of \$50 for 16 years at $4\frac{1}{2}$ per cent. per annum.
- 4 How many weeks of 6 days each will be required to count \$1,000,000 at the rate of 5 in 3 seconds, the day being equal to 8 hours.
- 5 Simplify $\frac{16\frac{3}{4} \text{ of } 5\frac{1}{2}}{4\frac{2}{3} \text{ of } 3\frac{1}{4}}$ of $\frac{5\frac{1}{2}}{2\frac{3}{4}} \div \frac{7}{8}$ of $2\frac{2}{7}$.
- 6 From the formula $Prt = I$, deduce the formula for finding (1) P , (2) r , (3) t . Frame and solve a question for finding r .
- 7 Give the rule for reducing a vulgar fraction to a decimal. Explain the reason of the rule by means of an example. How may the number of places in the finite part of the decimal be determined without solving the question?
- 8 What is the primary unit of Liquid Measure in the Metric System? What is its relation to a metre? How many imperial gallons are contained in 10 hectolitres?

N. B.—7 questions will be considered a full paper.

Part I. 66: Part II. 34=100.

II. [3]

GEOGRAPHY.

Time, 1 hr. 30 m.

PART I.

- 1 Describe the course of one of the following Rivers:—Elbe, Oder, Rhine or Vistula. Name its tributaries and the chief towns on its banks, and state any important facts connected with them.
- 2 In a voyage from Dantzic to Constantinople name the waters through which you would pass, the Counties and Islands on the left, and any important places that might be visible on the right.
- 3 Give the boundaries of England, Scotland and Ireland; name the longest River in each country and state the general direction in which it flows.
- 4 State briefly what you know respecting recent Geographical discoveries in Africa.
- 5 (a) State how latitude can be determined from the meridian altitude of the Sun. (b) Find from the Globe the duration of twilight at a given place on a given day.
- 6 Explain the cause of dew, rain, hoar frost.

PART II.

- 7 Draw from memory an outline Map of North America, inserting and naming the great mountain ranges and chief rivers.

[4]

SCHOOL SYSTEM.

Time, 30 m.

[Same as under Class 1.]

The work must be done without figuring.

[5]

MENTAL ARITHMETIC.

Time, 8 m.

- 1 $\frac{2}{3}$ of a dollar can buy 14 yards of cotton, how many yards can be bought for \$9?.....Ans.
- 2 $\frac{1}{4}$ of my goods is worth \$2,148, what is 50 per cent. of them worth?.....Ans.
- 3 What cost 376 articles at 99 cents a piece?.....Ans.

- 4 Bought apples at the rate of 5 for 3 cents, what do I pay for five dozen? ... *Ans.*
 5 At what rate per cent. will \$60 give \$12 interest in 5 years? *Ans.*
 6 From the sum of $\frac{5}{3}$ and $\frac{2}{3}$ take the product of $\frac{2}{3}$ by $\frac{1}{3}$ *Ans.*
 7 Find a fourth proportional to 28, 42 and 128. *Ans.*
 N. B.—6 questions will be considered a full paper.

II. [6]

COMPOSITION.

Time, 1 hr.

- 1 When is an element of a sentence said to be enlarged? Enlarge the following sentences by such clauses as are suitable, naming at the end of each sentence the kind of clause you have employed:—I respect him ——. He has ascertained ——. My friend departed ——. Examine it carefully ——. — is a mistake. He will not succeed ——. Let every man — try.
- 2 What rules should be observed in transposing from the metrical to the prose order? Transpose the following into the prose form:—
 “And soon again shall music swell the breeze;
 Soon, issuing forth, shall glitter through the trees
 Vestures of nuptial white; and hymns be sung,
 And violets scattered round; and old and young,
 In every cottage porch, with garlands green,
 Stand still to gaze, and gazing, bless the scene;
 While, her dark eyes declining, by his side
 Moves in her virgin-veil the gentle bride.”
- 3 Weave the following propositions into a compound sentence:—
 A. Youth is delighted with applause.
 1a'. Applause is considered as the earnest of some future good (adv. reason).
 2a'. The prospect of life is far extended (adv. reason).
 × B. To me there is little to be feared from the malevolence of men.
 b'. I am now declining to decrepitude (attr.)
 + C. Less is to be hoped from the affection and esteem of men.
- 4 Distinguish between a simple and an expanded paraphrase. Write an expanded paraphrase on, “Thrice is he armed that hath his quarrel just.”

II. [7]

GRAMMAR AND ANALYSIS.

Time, 1 hr.

- 1 Name (1) six nouns which have no singular; (2) six which have a double plural; and (3) six which have the singular and plural alike.
- 2 What is meant by *Case*? How is it formed? Name any instances in which your Rule does not apply.
- 3 Make a list of the defective verbs, also of the impersonal verbs.
- 4 Name all the words which can be used as relative pronouns. Give an example of the use of each.
- 5 Give the *general* and *particular* analysis of the following passage in the usual form:—
 “The *service past*, around the pious man,
 With ready zeal, each honest rustic ran;
 Even children followed with endearing wile
 And plucked his gown to share the goodman's smile.
- 6 Parse in tabular form the words in *italics*.
- 7 Give the Past Tense and Past Participial of all the irregular verbs in the passage.

II. [8]

INDUSTRIAL DRAWING.

Time, 1 hr.

[Same as under Class I.]

II. [9]

AGRICULTURE AND CHEMISTRY OF COMMON THINGS.

Time, 1 hr.

[Same as under Class I.]

II. [10] USEFUL KNOWLEDGE. *Time, 1 hr.*

- 1 Name and illustrate by means of *familiar facts* the different kinds of attraction with which you are acquainted.
- 2 What is a lever? What are the important points to be considered in connection with it. Point out some of the applications of the lever.
- 3 State the difference between the *general* and *essential* qualities of a mineral or metal. Give the essential qualities of *lead* and of *iron*.
- 4 In giving a lesson on a *Lion*, what are the prominent structural characteristics to which you would call attention?
- 5 Describe a flower which you have examined.

II. [11] CONDITIONS OF HEALTH. *June, Time, 45 m.*

[Same as under Class I.]

II. [12] ENGLISH LITERATURE. *Time, 1 hr.*

- 1 Name the Author of each of the following quotations, and the poems from which they are taken :—

- (1) Then each at once his falchion drew ;
Each on the ground his scabbard threw.
- (2) The breezy call of incense breathing morn.
- (3) Eager to run the race his father ran.
- (4) At his control
Despair and anguish fled the trembling soul.
- (5) Absence of occupation is not rest ;
A mind quite vacant is a mind distressed.
- (6) Dewy with Nature's tear drops,

The sun went down, nor ceased the carnage there,—
Tumultuous murder shook the midnight air ;
On Prague's proud arch the fires of Ruin glow,
His blood-dyed waters murmuring below ;
The storm prevails—the rampart yields a way—
Bursts the wild cry of horror and dismay !
Hark ! as the smouldering piles with thunder fall,
A thousand shrieks for hopeless mercy call !—
Earth shook ! red meteors flashed along the sky !
And conscious Nature shuddered at the cry !

- (1) Explain the following words and phrases :—Carnage ; Tumultuous murder ; Prague's proud arch ; The rampart yields a way ; Conscious Nature. (2) Name and quote the figures of speech in the passage. (3) Name the measure and scan the first two lines. (4) Name the Author and his chief works.

- 2 Make a paraphrase of the above passage in your own words.

- 3 Quote any two stanzas of Gray's *Elegy*, or of the *Sky Lark* by Hogg.

I. [13] BRITISH HISTORY. *Time, 1 hr.*

[Same as under Class I.]

I. [14] BOOK-KEEPING. *Time, 45 m.*

- 1 Write an order on a person for money.

- 2 Make a bill for the following goods, and receipt it properly :—Sold to R. Smith
14 yds. print at 12 cents, 41 lbs. sugar at 10½ cents, 1 pair shoes at \$2.15.

- 3 What is the meaning of the terms Dr. and Cr. as used in Book-Keeping?
What is meant by the Day Book ?

- 4 For what is the Ledger used ?

- 5 Paid my tax bill of \$60. In what book shall I enter the amount, and how ?

II. [15]

ALGEBRA.

Time, 1 hr. 30 m.

(Males, and for Females of Class I.)

Female Candidates of Class II. will not be required to work this paper, but credit will be given for work done if needed to secure the minimum average for license.

- 1 Give the Rule for Subtraction, and by means of an example make a clear explanation of the Rule.
- 2 Resolve into two or more factors (1) $36y^2 - 49x^2$. (2) $a^4 - 16b^2$. (3) $a^2 - 4b^2 - 9c^2 + 12bc$.
- 3 Find the G. C. M. of $5(x^2 - x + 1)$, $4(x^2 - 1)$.
- 4 Find L. C. M. of $x^2 - 1$, $x^3 + 1$, $x^3 - 1$.
- 5 From $\frac{x}{4} - \frac{5x + 8}{6} = \frac{2x - 9}{3}$; find x .
- 6 From $\frac{x - 5}{x - 7} = \frac{x + 3}{x + 9}$; find x .
- 7 At what time between 2 o'clock and 3 o'clock is one hand of a watch exactly over the other.
- 8 Find the number, the double of which being added to 24 the result is as much above 80 as the number itself is below 100.

Female Candidates will be credited for any work done on this paper, if needed to secure the minimum average for license.

II. [16]

GEOMETRY.

Time, 1 hr. 30 m.

- 1 Prove that in equal circles equal angles at the centre stand on equal arcs, and that equal arcs subtend equal angles at the centre.
 - 2 Prove that the exterior angle of a triangle is greater than either of the interior non-adjacent angles. (Prove it in the case of both angles.)
 - 3 Demonstrate that when two isosceles triangles stand on the same base, the straight line which passes through their vertices will bisect the base and be perpendicular to it.
 - 4 When a straight line cuts two parallel straight lines, it makes the alternate angles equal, the corresponding angles equal, and the interior angles on the same side equal to two right angles.
 - 5 Prove that the diagonals of a parallelogram bisect one another.
 - 6 Show that the locus of points equidistant any two intersecting straight lines is the bisector of the angles between them.
 - 7 Construct an isosceles triangle, having given the base and altitude.
 - 8 Give an outline of the plan you would adopt to awaken correct geometrical conceptions. Illustrate your statements.
- N. B.—7 Questions will be considered a full paper, but question 8 must be answered.

II. [20]

TEACHING.

Time, 1 hr. 30 m.

- 1 What is meant by Method? Name and describe the Methods you know.
- 2 When do you propose to teach the sounds of the letters? Describe how you would proceed.
- 3 What are the qualities you would seek to attain in teaching Arithmetic? State specifically how you would endeavor to secure them.
- 4 Draw up a scheme of lessons in Number for the first two Standards either in Graded or in Ungraded Schools, (specifying which).
- 5 State the principles which should guide you in teaching the Tables of Weights and Measures. Show how you would teach Measure of Capacity.

II. [21]

SCHOOL MANAGEMENT.

Time, 1 hr. 30 m.

- 1 Give your weekly allotment of time, in an ungraded School in a country district for the following subjects:—Arithmetic, Reading, Useful Knowledge Lessons, Geography.
- 2 What plan would you adopt with a view of securing attention to prescribed lessons at home? Shew the reasonableness of your plan.
- 3 Specify at least four conditions that tend to make an inattentive and disorderly school.
- 4 What benefits result from attention to physical exercises! Of your various exercises name six sets, and point out the special purpose of each.

III. [1]

CANADIAN HISTORY.

Time, 1 hr.

[Same as under Classes 1 and 2.]

Exhibit the work.

III. [2]

ARITHMETIC.

Time, 1 hr. 30 m.

- 1 Explain and give examples of factor, multiple, measure, prime number, denominate fraction.
- 2 A labourer's wages amounted to 90 cents per day; he paid off a debt of \$14.40 in 6 months, what fraction of his daily income did he require to save to enable him to do so? (Reckon 24 working days per month.)
- 3 If \$15 can purchase 150 yards of cotton, what sum will purchase 240 yds. if 2 yds. of the former are equal to 3 of the latter?
- 4 Bought 300 barrels of flour at \$6.50 per bbl., paid $1\frac{1}{2}$ per cent. commission, 5 cents per bbl. for freight, and \$2 for truckage. I wish to gain \$100 on the amount expended; at what rate per barrel must I sell the flour?
- 5 From the sum of $16\frac{3}{4} + 5\frac{1}{2}$ take $\frac{1}{2}$ of $7\frac{1}{2}$ and divide the remainder by $\frac{4\frac{1}{2}}{7\frac{1}{3}}$.
- 6 Multiply .0182 by 3.146 and divide the product by 85.365.
- 7 State some of the fundamental principles of fractions, and show how you would communicate a knowledge of them.
- 8 How many acres in a field of 7 hectares, 2 ares?

N. B.—7 Questions will be considered a full paper.

Part I. 66: Part II. 34=100.

III. [3]

GEOGRAPHY.

Time, 1 hr. 30 m.

I.

- 1 Name in order the large rivers of North America which flow (1) into the Arctic Ocean, (2) Hudson Bay, (3) Lake Winnipeg, (4) Atlantic Ocean.
- 2 Name in the order of their population the four largest towns of the Dominion; describe their situation, and state any important facts connected with them.
- 3 Describe the situation of the following towns, and state for what each is noted:—Oxford, Manchester, Leeds, London, Belfast, Aberdeen, Coleraine, Glasgow.
- 4 (a) What are great circles, small circles, meridians, the tropics. (b) How do you find latitude and longitude from a map. (c) Name any two towns in N. America, and give their latitude and longitude.
- 5 Winds are usually divided into three classes, permanent, periodical and variable. Briefly describe each class.

II.

- 6 Draw from memory, on the paper given you, an outline map of New Brunswick, inserting and naming the chief towns.

III. [4]

SCHOOL SYSTEM.

Time, 30 m.

- 1 Name the different sources from which the Teacher's salary is derived.
- 2 What is the County Fund? Upon what principles is it (1) levied; (2) apportioned to schools.
- 3 State the conditions necessary to make a School eligible for examination for *ranking*.
- 4 When does the school year end in any district? When is the annual school meeting held.
- 5 What constitutes eligibility for examination for License?
- 6 What is the Teacher's duty with respect to (1) Reports; (2) Public Examinations; (3) The School Register.

The work must be done without figuring.

III. [5]

MENTAL ARITHMETIC.

Time, 8 m.

- 1 If $\frac{2}{3}$ of a number is 12, what is the number?.....Ans.
- 2 Divide 60 cents between two boys, giving one of them $\frac{1}{3}$ more than the other.....Ans.
- 3 If \$15 can purchase 60 yards, how many yards can be purchased for \$144?..Ans.
- 4 A person sold 25 per cent. of 1500 barrels of flour; how many barrels did he sell?.....Ans.
- 5 Add $\frac{2}{3}$ of $\frac{1}{2}$ to the sum of $\frac{1}{3}$ and $\frac{1}{2}$Ans.
- 6 Reduce $\frac{2}{3}$ of a pint to the fraction of $\frac{1}{2}$ gal.....Ans.
- 7 \$4 is $\frac{1}{25}$ of what number?.....Ans.

N. B.—6 questions will be considered a full paper.

III. [6]

COMPOSITION.

Time, 1 hr.

- 1 Make such corrections in the following sentences as you think necessary:—It is evident that one or two of them is to blame. Whence all but he hath fled. He had not ought to do it. Between him and I there are no difference. He don't believe he can complete it. He has laid down for the last three hours. They and their friends have went to Paris. The sentiment he now makes does not agree with what he made formerly.

A man he was to all the country dear
And passing rich with forty pounds a year.

- 2 Put the following passage in prose order of construction:—(Attend to punctuation).

"Sweet was the sound, when oft, at evening's close,
Up yonder hill the village murmur rose;
There as I passed, with careless step and slow,
The mingling notes came softened from below."

- 3 Write a letter to a friend describing a holiday ramble in the country. Attend to the proper use of capitals, form of address, &c. (In subscribing the letter use a fictitious name).

III. [7]

GRAMMAR AND ANALYSIS.

Time, 1 hr.

- 1 What is a personal pronoun? Why is it so called? How are compound personal pronouns formed? Name the relative pronouns, and specify those that have only two cases.
- 2 Make a list of the adjectives that are irregularly compared.
- 3 Give the past tense and past participle of *sink*, *swear*, *go*, *eat*, *beat*, *lay*, *burst*, *lie*, *ring*, *drown*.
- 4 How is the plural of nouns ending in *f* formed? Name any exceptions to the rule.

5 When is a sentence in the *direct* order? When in the *indirect*? Give three examples of the direct and change them into the indirect.

6 Give the general and particular analysis in the usual form of the following:—

Nor in a distant hour,
Another voice shall come from yonder tower,
When in dim chambers, long black weeds are seen
And wailings heard where only joy has been.

7 Parse in *tabular* form the italicized words of the passage above.

III. [8]

INDUSTRIAL DRAWING.

Time, 1 hr.

[Same as under Classes I. & II.]

III. [9]

AGRICULTURE.

Time, 1 hr.

1 What are the principal agencies employed in the formation of soil? Describe briefly the action of each.

2 What is meant by the "rotation of crops"? Give two rules which have been generally accepted as those which should regulate this rotation.

3 Distinguish between the active and dormant ingredients of the soil; and their uses.

4 Show in what respect manures are of service to the soil.

5 Name some of the changes which have been made in our "improved breeds" of stock, whereby they have become more economical producers of meat.

III. [10]

USEFUL KNOWLEDGE.

Time, 1 hr.

1 State what you know as respects qualities, locality, and uses of *two* of the following named Minerals:—Limestone, gypsum, antimony, manganese, bitumenous coal.

2 Describe *two* of the following, and state to what uses they are applied:—The White Pine, The Butternut, The White Ash, The Hemlock, The Hackmatac.

3 Name several of the prominent structural characteristics of the Camel, and state the purpose of each in connection with its mode of life.

4 Name the distinctive qualities of *lead*. Name several uses arising out of the qualities.

EDUCATIONAL INSTITUTE OF NEW BRUNSWICK.

(Organized 1877, under authority of the Board of Education.)

SIXTH ANNUAL MEETING, JULY 11-13, 1882.

I. OFFICIAL MINUTES.

First Session.—Tuesday Afternoon.

The sixth annual meeting of the Educational Institute convened in the Assembly Hall of Provincial Normal School, Fredericton, on Tuesday, the 11th of July, 1882, at half-past two o'clock, p. m.:—THEODORE H. RAND, D. C. L., Chief Superintendent of Education, in the Chair.

At the request of the Chair, a song was sung by the student-teachers of the Normal School, under the Direction of Mr. E. CADWALLADER, A. B., their musical instructor.

The Chief Superintendent welcomed the members of the Institute in a few appropriate words, and called upon the Secretary to proceed with the enrolment. Forty-seven persons were enrolled as members at this session, whose names were read by the Secretary.

The REPORT OF THE EXECUTIVE COMMITTEE was then read, as follows:—

REPORT.

To the EDUCATIONAL INSTITUTE OF N. B.

The Executive Committee beg to report as follows:—

1. The *Accounts of the Secretary-Treasurer* for the past year have been duly audited and found correct. They show the receipts to have been \$118 from the Institute and \$100 from the Board of Education toward in meeting the expenses connected with Prof. Walter Smith's visit; the expenditures, \$250.05, leaving a balance of \$92.05 due the Secretary-Treasurer for the year.

2. At the December meeting of the Executive Committee, called for the purpose of making arrangements for the annual meeting of the Institute, a communication was received from a committee of the Woman's Christian Temperance Union of New Brunswick, asking that opportunity be allowed for an address on *Temperance in Schools*, by Mrs. M. H. Hunt of Massachusetts. The Executive Committee, having fully considered the matter, replied in effect that they would assign an hour for an address upon the importance of Teachers using fully and conscientiously the means contemplated by the existing Regulations of the Board of Education respecting *instruction on Temperance*. This was accepted by the committee of the W. C. T. Union. The Committee further appointed certain gentlemen to follow the address of Mrs. Hunt, with suggestions for the giving of the lessons on Temperance required by the Course of Instruction.

The other arrangements made for the Institute were substantially those which appear on the printed programme.

On behalf of the Executive Committee.

HERBERT C. CREED.

Secretary-Treasurer.

FREDERICTON, July 11, 1882.

On motion, the report was adopted.

The following gentlemen were severally nominated and elected to compose the *Nominating Committee*:—Messrs. JOHN MONTGOMERY of St. John, G. W. FENWICK, A. B., of Fredericton, JOHN LAWSON of Portland, D. P. CHISHOLM of St. John, and G. E. CROSCUP, A. B., of Fredericton.

While the Nominating Committee were out attending to their duties, the Institute was entertained with a piece of music by the student-teachers.

The Committee having returned, reported, through their Chairman, recommending the names of Mr. HERBERT C. CREED, A. M., as Secretary, and Mr. THOMAS STOTHART of St. John, as Assistant Secretary.

On motion, the report of the Committee was unanimously adopted.

Dr. Rand announced that he had secured for the members of the Institute the privilege of visiting the Legislative Buildings and Library, and proposed that all who wished to avail themselves of the opportunity should do so this afternoon.

On motion, the Institute adjourned at 3.30 o'clock, p. m.

Second Session.—Tuesday Evening.

The Chief Superintendent having taken the Chair at 8 o'clock, the Secretary read the minutes of the first session, which were approved.

The Rev. JOSEPH McLEOD, Chaplain of the House of Assembly, read a portion of Scripture and offered prayer, after which a sacred chorus was sung by the student-teachers.

The Chairman then introduced Mr. HERBERT C. CREED, M. A., Instructor in the Provincial Normal School, who delivered the opening address before the Institute, on the subject of "*Physical Education—its place and Scope in Public School Work.*"

After the singing of a patriotic song by the Normal School students, the Institute adjourned at 9.30 o'clock.

Third Session.—Wednesday Morning.

The Institute was called to order by the Chief Superintendent, at 9.30 o'clock.

The minutes of the second session were read and approved.

A song by the assembled student-teachers followed.

Mr. G. R. PARKIN, M. A., of Fredericton, Chairman of the Committee on the High School Course, reported verbally to the effect that the removal of some members of the committee from the School service in this Province, the remoteness of others, and other circumstances, had prevented concerted action, and that no report had been prepared. He proposed that, after such discussion as might be had at this session, the number of the committee should be filled up, in order that they might come together during the present meeting, and present a report before its close.

The Chairman having invited the Institute to go into the consideration of the general subject of the High School Course, Messrs. J. G. A. BELYEA, A. B., of Portland, W. P. DOLE, A. B., Inspector, of St. John, JOHN MARCH of St. John, G. R. PARKIN, and H. C. CREED, DR. RAND, DR. JACK and PRINCIPAL CROCKET took part in the discussion, several of them speaking repeatedly.

The time allowed for this subject having elapsed, Mr. Cadwallader was called on for a piece of music, and a recess of five minutes was announced from the Chair.

Business being resumed, the Chief Superintendent said that, with the approval of the Institute, he would defer the appointment of the Committee on the High School Course until after the election of the Executive Committee.

Mr. JOHN MONTGOMERY, Principal of the Albert School, Carleton, St. John, being introduced to the Institute, read a paper upon the question, "*How to ensure success in teaching Writing.*"

A discussion followed, upon the subject of *Writing in Schools*, in which Messrs. DOLE, PARKIN, MONTGOMERY, CHISHOLM, CREED, D. MORRISON of St. John, JOHN LAWSON, and G. H. BURNETT of Richibucto, took part.

The hour for adjournment having arrived, the Chairman announced that the discussion would be resumed at the beginning of the next session.

On motion, the Institute adjourned at about 12.30 p. m.

Fourth Session—Wednesday Afternoon.

The Institute resumed business at 2.30 o'clock, the Chief Superintendent in the Chair.

The minutes of the third session were read and approved.

Another chorus from the "Canadian Song Book" was sung by the student-teachers.

The discussion on the subject of teaching Writing was continued by Messrs. BELYEA, CROCKET, JOHN LAWSON, DOLE, J. MEAGHER of Fredericton, and CREED. During this time Principal Crocket occupied the Chair.

Upon the return of the Chief Superintendent, he introduced Mr. ELDON MULLIN, A. B., Inspector of Schools for the 7th District, who read a paper on "*Organization in Ungraded Schools.*"

Remarks bearing upon the subject of the paper were made by DR. RAND, PRINCIPAL CROCKET, Mr. BELYEA, Mr. F. H. HAYES of Havelock, and Mr. CHISHOLM.

Mr. DANIEL MORRISON, of St. John, moved the following resolution, with a few remarks explanatory of his views on the subject therein referred to:—

Resolved, That the Educational Institute would respectfully submit for the consideration of the Board of Education that in the apportionment of the Superior allowance, a principle more nearly in harmony with that contained in the bill before the Legislature at its last session—of which bill the Institute highly approves—be recognized by the Board, and embodied in any new legislation to be had in this matter.

The resolution was seconded by Mr. WM. THURROT of Maugerville, and a free expression of opinion on the subject was invited by the Chair. Remarks were made by Messrs. J. H. WRIGHT of Clifton, Kings County, J. G. A. BELYEA, JAMES D. LAWSON of St. Stephen, G. H. BURNETT, JOHN LAWSON, Insp. DOLE, Dr. RAND, J. MONTGOMERY, D. MORRISON, Insp. MULLIN, W. THURROT, Insp. WETMORE, Insp. SMITH, and PRINCIPAL CROCKET. The resolution was carried unanimously.

The Institute then adjourned at 5.30 p. m.

Fifth Session.—Wednesday Evening.

The Chief Superintendent took the Chair at 8 o'clock.

The minutes of the fourth session were read and approved.

A cheerful song was sung by the Normal School chorus.

Mr. WILLIAM CROCKET, A. M., Principal of the Normal School, having been introduced by the Chairman, read a paper on the question, "*Can the Method of teaching the first steps in Reading recognized by the Course of Instruction be justified on Principle and by Experience?*"

At the conclusion of his paper, Mr. Crocket invited the Teachers to propose any questions, or to discuss the subject frankly and fully,—and the Chief Superintendent seconded the invitation.

Messrs. MARCH, WRIGHT, CREED and CROCKET spoke to the question, after which, on motion of Mr. Morrison, it was resolved to suspend the discussion until the latter part of the sixth session.

After a piece of music, a motion to adjourn was carried at 9.40 o'clock.

Sixth Session.—Thursday Morning.

Dr. JACK, President of the University, took the Chair at 9.45, and announced that Dr. Rand was unhappily prevented from being present.

The minutes of the last session were read and approved, after which the student-teachers sang a chorus.

The Chairman introduced to the meeting Mrs. M. H. HUNT of Massachusetts, who had come here by invitation, for the purpose of addressing the Educational Institute on "*The importance of Teachers using fully and conscientiously the means contemplated by existing Regulations, respecting Instruction on Temperance.*" Mrs. Hunt spoke for about three-quarters of an hour, and was listened to with the greatest attention.

The Chairman followed with a few remarks, and called upon Mr. Cadwallader for music.

Mr. JOHN LAWSON, Principal of the High School, Portland, at the call of the Chair, delivered an address illustrating the character of the *Lessons on Temperance* required by the Course of Instruction.

Mr. E. T. Miller, who had been appointed to follow Mr. Lawson with an address on the same topic, not being present, remarks on the subject were made by Dr. Rand, who had entered meanwhile, and by Principal Crocket.

At the suggestion of the Chair, the audience expressed by hearty acclamation their grateful appreciation of Mrs. Hunt's valuable address.

The discussion on the subject of Principal Crocket's address was resumed, and remarks were made by Messrs. BELYEA, MORRISON, PARKIN and CREED, Miss FLORENCE D'ORSAY, Insp. DOLE, Miss ADELIA KEIRSTEAD, Miss HARRIET GREGG, Mr. MONTGOMERY and Dr. RAND.

The Institute then adjourned at 12.45 p. m.

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Seventh Session.—Thursday Afternoon.

The Institute was called to order, at 2.30 o'clock, by the Principal of the Normal School, in the absence of the Chief Superintendent, who entered a little later, however, and took the Chair.

The minutes of the sixth session were read and approved.

The report of the Nominating Committee, laid on the table at the morning session, was read by the Secretary. The following sixteen persons were therein named, from among whom the Institute should elect eight to be members of the Executive Committee, viz:—

G. R. Parkin,.....	York.	J. H. Wright,.....	Kings.
G. A. Inch,.....	Charlotte.	D. Morrison,.....	St. John.
W. M. McLean,.....	St. John.	G. W. Fenwick,.....	York.
F. H. Hayes,.....	Kings.	W. J. Goodwin,.....	Westmoreland.
John March,.....	St. John.	J. Meagher,.....	York.
D. P. Chisholm,.....	St. John.	T. Stothart,.....	St. John.
G. E. Croscup,.....	York.	A. H. Sherwood,.....	Carleton.
W. H. Parlee,.....	St. John.	John Lawson,.....	St. John.

The vote of the Institute was taken by written ballot. Insp. WETMORE and Mr. C. T. KENDRY were appointed tellers, and retired to count the votes.

A piece of music was here introduced.

The Secretary made announcements concerning travelling passes, after which remarks in relation to the qualifications for membership in the Institute, the finances of the Institute, the time of holding the annual meeting, etc., were made by the Secretary, Mr. Wright, Mr. Mullin, Dr. Rand, Mr. Morrison, Mr. Hayes, Mr. Meagher, Mr. Inch and Mr. March.

The tellers, having returned, reported the eight names for which the highest number of votes had been cast (whole number of ballots, 63).

The Chief Superintendent thereupon declared that the members of the EXECUTIVE COMMITTEE for the ensuing year would be the following

Ex officio Members:

The Chief Superintendent of Education,.....	THEODORE H. RAND, D. C. L.
The President of the University of N. B.,.....	W. BRYDONE JACK, D. C. L.
The Principal of the Normal School,.....	WILLIAM CROCKET, A. M.
The Inspector of Schools for the 2nd District,.....	VALENTINE A. LANDRY, Esq.
“ “ “ 4th District,.....	DAVID P. WETMORE, Esq.
“ “ “ 6th District,.....	INGRAM B. OAKES, A. B.
“ “ “ 8th District,.....	W. GRANT GAUNCE, A. B.

Elected Members:

GEORGE R. PARKIN, A. M., Fredericton.	WILLIAM H. PARLEE, Esq.,... St. John.
FRANK H. HAYES, Esq.,... Havelock.	GEORGE A. INCH, A. B., B. Sc.,... Milltown.
JOHN MARCH, Esq.,... St. John.	WM. M. McLEAN, A. B.,... St. John.
JOHN LAWSON, Esq.,... Portland.	GEORGE E. CROSCUP, A. B.,... Fredericton.

Principal CROCKET was again introduced, and proceeded to address the Institute on the subject of “*Oral Instruction on Minerals, Plant Life and Animal Life.*”

Discussion upon the subject was opened by Inspector MULLIN, and continued by Inspector WETMORE, Messrs. MORRISON, BELYEA and McLEAN, and Dr. RAND.

Mr. J. G. A. BELYEA moved the following resolution, which was seconded by Mr. MONTGOMERY, and passed unanimously:—

Resolved, That the Executive Committee be requested to bring about, if practicable, the publication of a Pamphlet containing information for the Teacher on that part of our Course of Instruction relating to Minerals, Plant Life and Animal Life, both in graded and ungraded Schools.

Mr. J. MARCH expressed his belief that it would confer a very great benefit upon the Teachers of the Province if the paper read by Principal Crocket this afternoon could be in some way placed in their hands at once.

Dr. Rand accepted the suggestion and promised to have it carried into effect.

On motion, the Institute adjourned at 5.15 o'clock.

Eighth Session—Thursday Evening.

The Chief Superintendent took the Chair at 8 o'clock, and called for the reading of the minutes of the seventh session, which were approved.

The Institute was favored with a pleasing part-song and chorus by the student-teachers.

The Chair appointed the following gentlemen to compose the standing *Committee on the High School Course*:—Messrs. PARKIN, CROCKET, MARCH, MCLEAN, MONTGOMERY, OAKES and F. H. HAYES.

The Secretary read a report from the Executive Committee, recommending the adoption of the following preamble and resolutions:—

Believing that the progress of education in connexion with our School System is one of the most striking features in the growth of this Province, and that a classified exhibit of such results as can be set forth to the eye would be a matter of simple justice only to the labors of hundreds of men and women employed in this great department of Provincial industry, and also a source of great interest and legitimate pride to all our people, this Institute resolves as follows:

1. That the Executive Committee be requested to represent to the Board of Education the importance of a representative and complete *educational exhibit* being made, by the Education Department, in connexion with the *Dominion Exhibition to be held in St. John in 1883*; and to solicit a liberal appropriation in aid of this object.

2. That the Executive Committee be requested to co-operate in all practicable ways with the Education Department in efforts that may be made to secure a satisfactory exhibit.

3. That Boards of School Trustees and Teachers generally be hereby solicited to second the efforts of the Education Department and the Executive Committee of this Institute, in order that a full and creditable education exhibit may be secured from all the counties and towns of the Province.

Dr. RAND, by request of the Executive Committee, gave the Institute the benefit of his views, somewhat in detail, in reference to the character of such an educational display as might be made,—describing, by way of illustration, several of the collections in the Educational Department at the Centennial Exhibition at Philadelphia in 1876.

Mr. MARCH moved the adoption of the preamble and resolutions, which was seconded by the SECRETARY, supported by Messrs. *Montgomery* and *Parkin*, and passed unanimously.

The following resolution was then moved by Mr. MARCH, seconded by Mr. PARKIN, and passed unanimously:—

Resolved, That, in the event of a favorable response being received from the Board of Education, the Executive Committee be empowered to appoint such local sub-committees as they may deem necessary.

INSPECTOR WETMORE moved the following resolution:—

Resolved, That the thanks of this Institute be tendered to Mr. H. C. Creed, Mr. John Montgomery, Mr. Eldon Mullin, Mr. William Crocket and Mr. John Lawson, for the care and attention they had bestowed on the excellent papers and addresses read and delivered at the different sessions of the Institute.

This was seconded by Mr. W. M. McLean, and adopted unanimously.

Moved by Insp. DOLE, seconded by Mr. MONTGOMERY, supported by Mr. MARCH, and passed by acclamation,—

That the thanks of the Institute be tendered to Mr. Cadwallader and the student-teachers of the Normal School for the very admirable music furnished by them for the entertainment of the Institute.

On motion, the Chief Superintendent left the Chair, which was taken by Mr. Principal Crocket.

On Motion of Mr. PARKIN, seconded by Inspector WETMORE, the hearty thanks of the Institute were tendered to Dr. RAND for the felicitous and able manner in which he had presided over the meeting.

The minutes of this closing session were read and confirmed, after which a motion to adjourn was carried.

At Dr. Rand's request, the student-teachers, accompanied on the organ as usual by Mr. Cadwallader, sang Tenmyson's patriotic song, "Hands all round!"—whereupon the meeting closed.

The *ex officio* members present at the several sessions occupied seats upon the platform.

HERBERT C. CREED, *Secretary*.

THEODORE H. RAND, *Chief Supt. Education*.

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MEMORANDUM.

SUMMARY OF MEMBERS IN ATTENDANCE.

Teachers enrolled as Members.....	54
Other School-officers enrolled.....	3
Members <i>ex officio</i>	7
	94

NUMBER OF TEACHERS FROM EACH COUNTY.

Albert.....	4	Queens.....	2
Carleton.....	6	Restigouche.....	0
Charlotte.....	7	St. John.....	19
Gloucester.....	2	Sunbury.....	0
Kent.....	2	Victoria.....	1
Kings.....	12	Westmoreland.....	10
Madawaska.....	0	York (Fredericton).....	13
Northumberland.....	2	York County.....	4

No. of Ladies enrolled, 28; No. of Gentlemen enrolled, 59.

There were also in regular attendance the Student-Teachers of the Normal School to the number of about 130, representing the different Counties as follows:—

Albert.....	7	Queens.....	8
Carleton.....	8	Restigouche.....	3
Charlotte.....	6	St. John.....	16
Gloucester.....	2	Sunbury.....	5
Kent.....	7	Victoria.....	1
Kings.....	20	Westmoreland.....	13
Madawaska.....	1	York.....	26
Northumberland.....	10		

II. PAPERS, ADDRESSES AND DISCUSSIONS.

A.—Opening Address by Herbert C. Creed, A. M.

PHYSICAL EDUCATION,

Its Place and Scope in Public School Work.

Physical Education is that part of the science and art of Education which relates to the physical nature of the human being. It has been defined as that systematic training of the bodily powers which tends to render them, in the highest possible degree, efficient in their several functions. What mental or intellectual culture does for the mind, physical culture does for the body.

But after all, the phrase Physical Education is one-sided and inadequate. And these definitions we have given and accepted express but a part of the truth. They are therefore to a certain extent misleading. Are mind and body so distinct as these terms imply? Do they not act and react upon one upon the other, so that the condition of the one affects that of the other? Whatever of good or ill the one receives, the other shares. They are joined together, "for better, for worse." Nor is this all. The mind acts through a bodily organ, according to certain philosophers is but the sum of the complex activities of that organ. And in this view, if physical training aims to produce a normally developed being, with all his organs in full health, prepared to respond promptly and vigorously to every demand, then it necessarily includes the training of the mind, or brain-power. I do not propose, however, to discuss the subject from this point of view, but to employ the term *physical* in its usual acceptation. I have spoken thus rather for the purpose of bringing out the thought, that the word "education" is commonly employed in too restricted a sense. In every-day speech it means learning;—it means store of knowledge;—it means to the more intelligent also, cultivation of the mind, increased power of thought, and so forth. But it does not mean anything concerning the body. The bodily presence may be weak, and the speech, as far as all good qualities of voice are concerned, "contemptible," and yet the man may be "thoroughly educated." Then may be no spring in the step, no fire in the eye, no vigor in the arm, no power in the voice, and yet the man is said to have "a splendid education." Now against this error it is time for educationists to protest. We must not employ the term in so narrow a sense. Whether the use of this phrase "physical culture" has anything to do with the prevalent notion that the mind can be educated while the body is neglected, it is difficult to tell; but certain it is that, down to the present day, the inseparable connection between the sound mind and the sound body is very dimly seen or very seldom considered by the average man or woman. Not that the error has always been in the direction of under-rating the physical. Among some peoples, ancient and modern, the excess has been on the other side. Bodily strength, agility and powers, have been glorified above the light of intellect. And this has not been true only of primitive peoples such as those of whom an ancient minstrel sang, "A man was famous according as he had lifted up axes upon the thick trees." In Sparta and in England, more than twenty centuries apart, the masses have shouted their plaudits when a racer, a boxer, or a marksman has won his laurels, but have looked with comparative indifference upon the winners of intellectual contests. And is not the same thing true of our own country in a great measure? Compare the honor accorded to a champion oarsman with the half-contemptuous wonderment when a young Provincialist rises above his fellows in the equally arduous competitions of a university career. We will see a column in all the newspapers detailing the movements, the condition, the performances of a Hanlan, for every line there is upon the winner of a Gilchrist scholarship, of a "double first" at Cambridge, or of a place in the Royal Academy of Arts!

Now some may ask, if physical training is so much over-estimated, where is the necessity for a plea in its favor? I answer, the training which makes a successful rower, or cricketer, or a swordsman, or a fencer, is, however good in its way, is not in any true sense physical education. The English schoolboy whose highest aim while at Eton School and Oxford University is to be the hero of the football ground and of the river, and the Turkish schoolboy whose days are spent in measuring and repeating rules and maxims in untranslatable Arabic, will both of them leave school with a very imperfect education.

"Education in the most extensive sense of the word," says Paley, "may comprehend every preparation that is made in youth for the sequel of our lives." Some such preparation is necessary for all conditions, because without it they must be miserable, and will probably be wretched, when they grow up. And another writer says, "The influence of physical causes, in the formation of intellectual and moral character, has never been sufficiently regarded in any system of education." Organ structure, temperament, things affecting the senses or bodily functions, are as closely linked with a right play of the faculties, as the material and condition of an instrument of music with that wonderful result called melody." But the preparation referred to by the first writer, and the right management of the bodily frame and its organs hinted at by the second, must be carried on systematically, and in such a manner as to secure the harmonious development of all the powers, and the full strength of arm is a good thing for everybody, not only for the welder of the bar of the steel hammer, and a good memory is invaluable to Canadians as well as to Turks. Neither the one nor the other will be the prime object or the chief result of a well-ordered educational course.

Let me recapitulate. Education is the culture of youth toward a well-equipped, perfect manhood or womanhood. Physical education is that part of an education which has to do directly with moulding and increasing the health of body, strength of muscles, symmetry of form, grace and elasticity of movement. It may also be considered to include the training of the voice and of the senses of sight, touch, hearing, etc. In a harmonious and complete system of education, all the organs and faculties should receive attention in accordance with their mutual relations and their functions in life. But the prevailing systems of education have been too one-sided in practice if not in theory, carefully devising means of discipline for the mind, while almost ignoring the need

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of physical training. To take a definite example: Our colleges prescribe certain studies, theses, examinations, etc., for the purpose of cultivating a habit of correct reasoning: what provision do the most of them make for cultivating a proper habit of breathing?

But it is urged that boys and girls will walk and run, and exercise their limbs, and breathe the fresh air, naturally, without being required to do so. So they will think, and reason, and learn, of their own accord, and even without any set purpose; and yet we deem it necessary to guide their thinking, to train their reasoning in right methods, to cause them to learn certain set lessons.

A recent writer in *Macmillan's Magazine*, discussing the subject of *Athletics and Education*, points out the existence of two opposite evils in English school life—on the one hand an excessive pressure upon the studious on account of "an overdone system of examinations," and on the other hand a false estimate of athletics as mainly a form of amusement. He goes on to say it has not been generally recognized, "either by parents or schoolmasters, that physical education is a thing which ought to be as scientifically studied, and as carefully managed, as intellectual education. If some of our most highly-gifted youths are growing up with narrow chests, sallow cheeks, and general lack of vital energy; and if, among others, competition in games, like competition in everything else, is running to fever heat, it is surely the duty of all concerned, not to apply empirical or casual palliatives, but to investigate the subject from its first principles." He quotes from Herbert Spencer's essay on *Physical Education*, showing how absurd it is to make a science of the physical perfection of horses, and to let the physical training of boys and girls manage itself. To this every intelligent person doubtless will, in the abstract, agree. So shall we all agree substantially with the author of *Guesses at Truth*, when he says, "The body has its rights; and it will have them. They cannot be trampled upon or slighted without peril. The body ought to be the soul's best friend, and cordial, dutiful helpmate. Many of the studious, however, have neglected to make it so." And yet, while we assent to these sober words and need no argument to convince us of their truth, the most of us will probably go on in the future much as we have done in the past, unless our educational authorities deal with the question, and mark out for the guidance of teachers a course of exercises intended to discipline and form the bodies of the youth, as they have prescribed a course of instruction intended to inform and discipline their minds. Just here let me say, I do not ignore what our Board of Education has done in this direction, in prescribing for the use, whether of teachers or pupils, such text books as Dr. Smith's *Manual of Health*, Brown's *Elements of Physiology and Hygiene*, Dr. Richardson's *Temperance Lesson Book*, and Munroe's *Manual of Physical and Vocal Training*. The proper use of these books by all competent teachers in the Province must do an incalculable amount of good. But to this I shall have occasion to refer again.

Let us here, for the better understanding of the whole subject, briefly refer to some salient points in the history of physical training, past and present.

Our earliest recorded examples of systems of exercises expressly intended to augment the bodily powers are found in the athletic contests of the ancient Greeks and Romans. The former people especially gave great prominence to feats of physical strength, skill and endurance, and even before the reputed founding of Rome, about eight centuries before the Christian era, they had their well-known "games" fully established as a part of their social system, with the natural accompaniment, at least in somewhat later times, of schools, private and public, for the physical training of youth. The precise character of the exercises to which the Grecian lads were subjected in these palæstras and gymnasia cannot be very clearly learned from extant literature; but they were such as experience had shown to be adapted to qualify for competing in the "games."

These great competitions may be compared in some respects to our agricultural and mechanical exhibitions, to which the people throng from all quarters for the purpose of seeing what their country can accomplish in their special lines of effort. But in other respects, of course, they are widely different. Nearly every year, whether at Olympia, at Nemea, at the Corinthian Isthmus, or near the Pythian shrine, one of the great athletic spectacles took place. The greatest of all—the celebrated *Olympic Games*—took place every fifth year, and occupied five days in the month of July or August. If there was war between any of the Grecian states, heralds proclaimed throughout Greece a cessation of hostilities during those sacred days. The territory of Elis, where Olympia was situated, was declared inviolable. The competitors, according to some writers, were required to undergo a preparatory training for ten months in the Gymnasium of Elis, and as the close of that period drew near crowds of spectators flocked to the place to witness the exercises. On the first day of the games the great initiatory sacrifices were offered, the competitors were duly classed and arrayed, and contests of trumpeters took place. The second day is thought to have been devoted to competitions of boys in nearly the same performances as those of the men on the two following days. These were foot races, once, twice, or many times around the course,—wrestling, throwing the discus or quoit to the greatest possible distance,—throwing the dart at a mark,—the long leap,—the *pentathlon*, consisting of the five preceding contests,—boxing,—and the *pankration*, which combined boxing and wrestling and was very severe, permitting every kind of violence except biting. This last performance was of such a character that it would not be tolerated now, even in the prize ring. On the fifth day there were processions, sacrifices, and banquets to the victors, who were crowned with garlands of wild olive, and presented to the spectators with palm branches in their hands, while heralds proclaimed the name of each and the name of the city or country that was honored as his birthplace. On the victor's return home he was welcomed with great distinction, songs were sung in his praise statues were erected to him, and a place of honor was accorded to him at all public spectacles. A man who repeatedly won a crown was thought to have attained the summit of human greatness, and he who came off victorious in all the contests was raised to almost divine honors. Happy were the relatives and fellow-citizens of such a hero, and thrice happy were his parents.

And now what was the character and the extent of the results obtained from these periodical contests, with the preparatory training, the accompanying splendors, and the consequent need of applause or of ridicule awarded to the successful and unsuccessful competitors? It may be difficult for us at this day to answer this question with anything like certainty; but a recent writer, after a careful review of the best information obtainable, has reached the following conclusion.

"With all the care and with all the pomp expended on Greek athletic meetings,—despite the exaggerated fame attained by victors, and the solid rewards both of money and privileges accorded them by their grateful country,—the results attained physically seem to have been inferior to those of English athletes. There was moreover," he goes on to observe, "an element of brutality in them,

which is very shocking to modern ideas; and not all the ideal splendour of Pindar's praises, or of Phidias' art can raise the Greek pankratiast as an athlete much above the level of a modern prize-fighter. But nevertheless, by the aid of their monumental statues, their splendid lyric poetry, and the many literary and musical contests which were combined with gymnastic contests, the Greeks contrived to raise very common things to a great national manifestation of culture which we cannot hope to equal." The writer goes on to picture the accompaniments of the games,—"the booths about the course filled with idlers, pleasure-mongers, and the scum of Greek society. Tumbling, thimble-rigging and fortune telling, along with love-making and trading, made Olympia a scene not unlike the Derby." He concludes with the following suggestive sentences. "The dust and dross of human conflict, the blood and the gall, the pain and the revenge—all this was laid aside like the athlete's dress, and could not hide the glory of his naked strength and his iron endurance. The adroitness and vanity of human admiration have vanished with the motley crowd, and left us free to study the deeper beauty of human vigour with the sculptor, and the spiritual secrets of its hereditary origin with the poet. Thus Greek gymnastic, with all its defects, perhaps even with all its absurdities, has done what has never been even the dream of its modern sister; it stimulated the greatest artists and the greatest intellects in society, and through them enabled and purified public taste and public morals."

Of the athletic training of the *Romans*, which produced their invincible soldiery and their famous gladiators, as well as their men of "well-tempered frame" in the peaceful walks of life, there is not time for us to speak particularly. These two facts, however, must be noticed in regard to the ancient system of bodily culture. (1) It was fashioned without any knowledge of true physiological science, and (2) It was adapted to strengthen the strong, to quicken the active, to add stamina to the bold and hardy; but it made no provision for the feeble or the inactive or the faint-hearted.

It is not surprising, therefore, to learn that one of the earliest notable attempts made in modern times to introduce a system of physical exercises was almost equally partial in its aims and adaptations, but in the opposite direction. I refer to the system of Free Gymnastics devised by PERZ HENRIK LING, the Swedish poet and enthusiast, who died in 1830. His theory was that, as exercise is essential to health and strength, and as exercise consists of muscular movement, the well directed practice of mere movements, so contrived as to bring into play every part of the muscular system, would prove sufficient for the perfect development of the human frame. This principle he extended to the case of persons who, from illness or constitutional weakness, were incapable of performing such movements of themselves, maintaining that like beneficial results might be obtained from *passive* exercise in their case; in other words, that a skillful manipulator, by moving their limbs and the various parts of their body in a suitable manner, would accomplish for them in a measure what they could not do for themselves, and in this way many ailments might be wholly or partially cured. Such, in general, is the *Swedish movement cure*. By great perseverance and much patient effort, and through much opposition, Ling at length had the satisfaction of seeing his system adopted by the government of his country, and also introduced to some extent in other countries. In 1813 or 1814 the Royal Central Academy of Gymnastics was established at Stockholm for the purpose of carrying out Ling's method, and he himself was appointed director. There can be no doubt of the value of *kinesiotherapy* or the *movement cure*, in very many forms of disease or infirmity; but Ling's theory of simple movements is inadequate to meet the wants of the healthy, and able. Exercise means more than movement, as we shall see.

In *Germany*, before the time of Ling, gymnastics were first introduced as a part of school training by Basedow or Basedau, the great educational reformer, in the famous institution called the *Philanthropium*, at Dessau, founded under his management, in 1774. Johann-GutsMuths, celebrated for his efforts in behalf of physical education, was the means of introducing gymnastics extensively in the Prussian schools about the year 1790. Other German writers published valuable works upon the subject. Pestalozzi, the father of modern methods of teaching, whose works are written in German, gave prominence to physical exercises as an important instrumentality in the general culture of man. As is to be expected, therefore, this department of education is distinctly recognized in Germany; but that it does not occupy its true position is inferable from the fact that, in a detailed account of the work of schools in Germany I find no mention of gymnastics or physical training. The German gymnasia, so called, are not gymnasia in our acceptation of the word, but merely academies or high schools—preparatory to the universities. There are, however, gymnastic schools, and one form of these, known as *turn-vereine*, has spread from Germany to other countries, including the United States, where they are now very numerous.

How far from the truth are the current notions on this subject is shown, it seems to me, in these facts. Not only in Germany and France, where nearly every man is a soldier at some time in his life, but in England and elsewhere, it is mainly in connection with military life that we find systematic bodily training and discipline enforced. (And even in this Canada of ours much more has been said about introducing *military drill* into the schools than about introducing systematic physical education.) The only other sphere in which training is deemed a necessity is what is known as "the sporting world"—the world of boxers, boat-racers, foot-racers, ball-players, and their admirers. Now a well-trained army is doubtless of great value to a nation, in the present state of things, and these various sports are all, let us admit, good enough in themselves. But until we have learned that physical health, strength, activity and endurance are more to be desired for the masses of men and women engaged in the ordinary useful callings of life, than for the comparatively small numbers of soldiers and athletes,—till then there will be room for reform.

Both the German and French Governments have carefully matured and put in operation schemes of physical exercises intended to convert the undisciplined recruit into the trained soldier. In the Prussian system the men are drilled rigidly and continuously in a few movements and positions, simple in their character, but executed with great precision. The French system, on the other hand, embraces an immense variety of exercises, with and without apparatus, which are divided into *Exercices Elémentaires* (Preparatory Exercises) which include those adapted to *Pre-soufflement* (un-stiffening), and *Exercices d' Application* (Practical exercise). Concerning this system, Archibald MacLaren, author of a valuable work on Physical Education,—an authority on the subject,—writes thus:

"A system of bodily exercise, but not a system of bodily training, based on, in many respects, erroneous principles of physical culture, yet productive of great benefit, physically and morally, is

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the soldier: with much that is useless, much that is frivolous, much that is misplaced and misapplied, and much that has no claim whatever to be admitted into any system of bodily exercise—military or civil—yet, upon the whole, national in tone and spirit, and, as has been proved by the avidity with which it has been practised, not unsuited for the men for whom it was organized.”

We must now turn to old England, and inquire into the position of matters there as regards physical education. As to the army, it is enough to say that the authorities, more than twenty years ago, adopted the system recommended by Mr. Maclaren,—had it adapted to military purposes, provided for the thorough qualification of a staff of instructors,—organized a gymnasium at Aldershot, to be a normal school for the preparation of other teachers, and to form the centre of the military gymnastic system,—and subsequently introduced the system in the Military Colleges of the Kingdom. Thus the army is well provided for in this respect.

But what of the schools, public and private, the colleges and the universities? If all this costly organization is deemed necessary to provide for the physical training of full-grown men of sufficient vigor to be admitted into the army,—what provision is made for the growing lads at school,—and for the girls—whose frames are “impressible in the highest degree, capable of being affected for good or for evil by every surrounding agency.” The same authority I have already quoted affirms that, “Except the two Military Colleges of Woolwich and Sandhurst, and Radley College, not one of our large educational establishments is provided with a regular organized gymnasium, with properly qualified teachers.” This, however, was some years ago, and there may have been a change since that time. However that may be, it is still true that systematized physical culture forms no prominent factor in English school life. And yet perhaps there is no country in the world where bodily exercise forms so large a factor of school-life as in England. How are these two assertions to be reconciled? Let a recent writer in the *Atlantic Monthly* help us to answer the question.

“I believe it to be almost impossible,” he says, “for an American thoroughly to realize the overwhelming importance that is attached to physical exercises and field sports in the minds of the well-to-do classes in Great Britain.” And again, “Physical superiority is the fashion in England, and the public will shout louder and longer at excellence in amusements than they will at excellence in those qualities which help to advance their country and the cause of civilization, and the good of men.” “Amusements”—that is the key-word. It is in games such as cricket, foot-ball, hare-and-hounds, etc., that the average English boy at school finds nearly all of his exercise. At the University he will find it in cricket or in rowing. In his after-life, whether he be a professional man, a lawyer at the Bar, or in the editor’s sanctum, or a politician, or merely a gentleman of leisure, he will find his exercise and recreation in fox-hunting, deer-stalking, fishing, shooting and other sport. In his eyes these things are not only unobjectionable, but indispensable, even meritorious,—and certainly sufficient to meet the requirements of a healthy Englishman in the way of out-door exercise. In fact they are, each and all of them, “the thing.”

Any one who has intelligently read “School Days at Rugby” and “Tom Brown at Oxford,”—books which every young man will do well to read,—has a tolerably good idea of English school life (that is so far as regards the great public schools, so called, and others like them), and can judge pretty well of the results of the training the boys there undergo. There is plenty of active exercise for those who engage in it, but it is unorganized and voluntary. Besides, under the time-honored system in vogue, many boys do not get nearly exercise enough, on some days few get enough. On the other hand a great many spend far too much time at their games, and are thereby to a certain extent incapacitated for study. Again, there are two classes of boys, as a writer on the subject has pointed out, who need exercise the most and who get it the least. These are the delicate, home-indulged boys and the “intellectual prodigies” or hard students.

Such facts as these have pressed themselves upon the attention of thoughtful men in the mother-country, and the questions they raise are demanding practical answers.

Have not the same problems a place in “this Canada of ours,” and in our own little Province of New Brunswick? What are we doing in the line of Physical Education in our schools, and what more ought to be done? For the better answering of these questions, let me at this stage point out somewhat definitely, but as briefly as possible, what I conceive to be the province of Physical Education.

And first, observe that it is both a science and an art. In other words, viewing the matter from the teacher’s standpoint, there are facts, and principles, and laws to be learned by study and experience; there is facility and skill to be obtained by actual practice. In the second place, viewing the subject from the other side, the youth under training need to receive such instruction as will give them an intelligent acquaintance with the underlying principles of bodily health and growth; they also need to be placed and kept constantly, if possible, under right physical conditions, and obliged to practice continually suitable physical exercises. If these demands are just,—and I think no person will dispute them—they render necessary

For the teacher, (1) Adequate “nominal” instruction, (2) proper text-books on Physiology, Hygiene, Athletics, etc., and (3) thorough drill and practice in such exercises as are to be used in the schools;

For the pupils, (1) Frequent lessons on the manifold requirements for the preservation of health, such as fresh air and how to breathe it, wholesome food and how to eat it, proper clothing and how to wear it, exercise and rest, work and recreation and how to use them; (2) the existence of such arrangements as will secure to the pupils, as far as possible, the enjoyment of all the conditions of health both the passive and the active—and will form in the pupils by practice correct habits in all these respects.

To meet these demands for the teacher is within the province of our educational authorities,—for I speak of the public schools of the country, and it needs no argument to prove that, if physical education is an essential part of an educational system, the state is bound by the same obligations to provide for that department as for intellectual culture and general instruction.

On the other hand, to meet the demands made on behalf of the pupils is largely within the province of the teacher. Hence the propriety of discussing the subject in this assembly of the teachers of our public schools. It is important that we should hold correct opinions as well as have ample information on the subject. Allow me, therefore, to lay down a few general principles, and then to offer a few practical suggestions.

I. In the words with which Mr. Maclaren begins his treatise—"The frame of every individual has its ultimate size, shape and capacity determined from the commencement of its organization—bears within itself the germ of its perfectability; but to this it will only attain when the laws and agents which regulate and support its growth and development are faithfully observed and duly administered."

II. The objects of physical training are (1) To encourage a just development of the bodily powers, both generally and specially, and (2) To check morbid development and maintain the health.

III. It is health rather than strength or agility that is wanted by the large majority of persons in these days.

IV. Youth is the time for physical culture, while the body is plastic—before the full growth, maturity and firmness are attained.

V. It is not enough to teach the principles that govern the preservation of health and the development of the human system: they must be regularly practised. You may tell a boy a hundred times that he ought to sit erect, but he may never form the habit unless he is so exercised as to strengthen the muscles that support the trunk, and to make it natural for him to maintain an upright posture.

VI. Ability to perform labor or put forth exertion depends upon

(1) Muscular power, which is increased by the destruction and renewal of the muscular tissues by means of muscular contraction and relaxation.

(2) Power of respiration, which is augmented by the enlargement of the chest and the strengthening of the respiratory muscles.

VII. Of all the available means of promoting bodily growth and development, the only one that can be regarded in an educational light is *Exercise*. This alone is capable of being reduced to a regular system.

VIII. Exercise may be defined as muscular movement, produced by muscular contraction.

IX. Exercise, to be valuable, must give occasion for energetic contraction of the muscles, and will not produce its full effects unless the movements meet with resistance.

X. The proper time for exercise, the manner in which it should be taken, and the extent to which it should be carried, are questions to which few persons give serious consideration,—but the practical answers to which are of the greatest importance.

XI. Exercise, physical, as well as mental, should be carefully adapted to the peculiar condition of each individual, under wise supervision. Some pupils require stimulus in one direction, some in another; and it is equally true that some must be held back from study, others from play. All need guidance.

XII. Exercise is of three kinds, recreative, educative and operative. In other words it may take the form of labor, play or training. Upon this I must enlarge somewhat.

Concerning *operative exercise*, or that which is performed by large classes of persons from necessity, in working for their daily bread, it is not within the scope of this paper to treat particularly. I would only remark in passing that most men and women engaged in daily active labor, at the anvil or the plough, the wash-tub or the spinning wheel, the ashlar or the work-bench, would be greatly benefited by a modicum of recreative and disciplinary exercise. Their various forms of labor are commonly thought to impose upon them quite enough bodily activity, but they produce out a very partial local, and hence not wholly healthful development.

Recreative exercise includes all active games and sports, whether followed by boys and girls or by adults. Several of these have been repeatedly referred to in this paper. They are of the greatest importance, because they have much to do with moulding the characters as well as the frames of our youths. It is very generally supposed that they are sufficient for the complete, healthy development of the physical powers during the years when play is the chief business. No doubt they do conduce to health and strength; but health, and strength, and growth are not their objects. The skill, the art, the gaining the mastery, is the first consideration; and the cultivation of such moral qualities as self-reliance on the one hand and self-forgetfulness on the other hand is one of the most valuable out-growths of these games, when rightly played. There is this defect, however, in all sports as exercise,—they bring into action only certain parts of the body, and the concentration of energy in these parts produce an irregular and abnormal development. In almost every form of sport the lower limbs do by far the most work, the right arm holds the next place, and in rowing the muscles of the loins have much to do. Accordingly it is found from the examination of large numbers of men and boys whose exercise has been wholly of the recreative sort, that the lower half of the body is largely developed to the neglect of the upper half. The chest in such cases is frequently narrow and flat, the shoulders drooped or of unequal height, and the spine curved. Such results show the necessity for some better form of exercise than these games furnish. Recreative exercise, if taken regularly and judiciously, may suffice to meet the wants of adult persons in good health, who have attained their full growth and development, but they should be supplemented by something more definite and systematic in the case of youths whose frames are plastic, and subject to continual change, especially when a large part of their time is spent in the continuous postures usually assumed during study.

This brings me to consider the third form of exercise—the only form that properly belongs to a system of education.

That exercise may be so conducted as to be rightly termed *educative*—that such educative exercise or systematic physical training is of the utmost importance—that it is even necessary for the perfect development of the body and its complex powers—that youth is the natural period for this training,—indeed the only time when it can be fully effective,—that the school and the teachers are therefore the place and the agents for the working-out of a system of physical exercises,—these points, I think, have been brought out somewhat clearly, though not in the most orderly manner; and, for my present purpose, they need not be argued further.

Did time permit I might adduce the testimony of professional teachers of gymnastics with reference to the almost amazing extent to which imperfectly developed chests, stooping backs, round

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shoulders, awkward carriage, and other defects may be remedied in a very short time by a judicious course of exercises. But omitting this, I must go on to name one or two of the modern systems of physical culture which may be regarded as suitable for adoption in our schools.

Such systems are spoken of generally under the names of *Gymnastics* and *Calisthenics*—the latter designating those lighter exercises which are especially adapted for females, though frequently used in the education of persons of the other sex; and the former (*Gymnastics*) comprehending the whole range of systematized bodily exercises, but in a more restricted sense denoting those intended for men and boys.

Of the former, Miss C. E. Beecher, in her "Educational Reminiscences," remarks, "When physical education takes the proper place in our schools, young girls will be trained in the classroom to move heads, hands and arms gracefully; to sit, to stand, and to walk properly; and to pursue calisthenic exercises for physical development as a regular school duty as much as their studies. And these exercises, set to music, will be sought as the most agreeable of school duties."

For mixed schools, *light gymnastics* has been found to supply the most suitable form of exercise. The system introduced by DIO LEWIS, and known by his name, is probably one of the best, from its adaptation to all varieties of physical constitution and every degree of strength. It requires no fixed or cumbersome apparatus, but employs only such materials as light rods, rings, elastic straps with handles, bags of beans, etc. It embraces an endless variety of exercises, bringing into healthful action every part of the muscular system.

Prof. LEWIS B. MONROE'S system of physical and vocal culture, at present prescribed for use in the schools of this Province, is admirable as far as it goes. Its professed objects are to promote symmetry of form, proper position and carriage of body, right habits of breathing, good voice, and in general that greatest of earthly blessings, health. These are among the most important objects of all physical training; and if the system were supplemented by certain exercises in which exertion would be met by *resistance*, so as to increase the muscular *strength*, and if it were extended by the introduction of a greater *variety* of exercises, it would perhaps be as good as we could adopt.

There are many other excellent systems, of which time forbids me to speak. I must speedily draw to a close after mentioning the system practised in the Gymnasium at Oxford, England, and fully described by ARCHIBALD MACLAREN in his useful book. The system embraces five progressive courses, styled respectively, Introductory Exercises, Simple Exercises, Exercises of Medium Difficulty, Advanced Exercises and Arduous Exercises. The Preliminary Course, with that part of each of the other courses which requires little or no fixed apparatus, would be admirably suited, it seems to me, for use in our schools. In the Preliminary Course there are three divisions: (1) Movements and Positions, (2) Practice with Dumb-bells, (3) Practice with the Bar-bells. (The latter implement is simply a straight bar, about three feet long, with a ball of iron or lead at each end.) In each of these three divisions there is a great variety of exercises. The simpler "Exercises of Progression," such as walking, running and leaping, might, to a certain extent, be adopted from the other four courses, for practice in the play-ground. Thus there would be formed a scheme or system of exercises whose practical character is guaranteed by the mature judgment and experience of their author. To detail the exercises more specifically would be out of place here.

Several objections will no doubt be raised against the introduction of "gymnastics" and "monkey-tricks"—as they will be sneeringly styled—into our public schools. But then objections have been vigorously plied against every good thing, every great reformatory movement the world ever saw. Some persons will say that play is exercise enough, and that the play-ground is the proper place for play. This objection has been met before-hand in the present address.

It may be urged again that there is no time for such things in school-hours. I reply, (1) There is time for whatever is necessary, and (2) These exercises need take but little time from the regular lessons. Fifteen minutes a day would be an ample allowance for both precept and practice, if judiciously occupied. In reality the practice of well-ordered physical exercises will enable the teacher to get more work out of the pupils, or the same amount of work with less fatigue and worry.

Persons of discernment may object that a large proportion of the Teachers in this Province are very ill-qualified to carry out by instruction and exemplification a system of calisthenics or other physical exercises. To this it may be answered, they are no doubt quite as well qualified to undertake this department of education and work it out in course of time, as they are to deal with the intellectual part of their work.

Other objection have been in substance answered already. But whether every objection can be satisfactorily met or not is not the question. The question is,—are there more and weightier arguments for or against that for which the plea is made—that physical education be accorded its true place in our public school system, its true place in the estimation of the teaching fraternity, its true place in the homes of the people.

B.—Discussion on the proposed High School Course.

After Mr. Parkin had explained the absence of a formal report from the Committee (see Official Minutes, 3rd Session), the Chairman, Dr. Rand, suggested that it would be profitable for the Institute to go into a free discussion on the High School Course.

Mr. Belyea, of Portland, thought further discussion unnecessary, as the subject had been fully dealt with at the last Institute. He expressed himself as being favorable to an amalgamated course, but thought that the classical course contained too much work.

Mr. Dole referred to page 499, of Circular 13, that the Committee, in their report, recommended that the Course in Circular 12 be adopted with amendments. It was the double course, which the Board of Trustees of St. John wished to

adopt. He would like to know whether that board had made the School arrangements which would enable them to carry out the double course.

Mr. March Secretary of the Board, in reply, said that the Board of Trustees of St. John consider themselves warranted in pressing upon the Grammar School Board to make provision for the double course, but, as no Legislative action was taken last winter, the Grammar School Board had. He was prepared to say, however, that the School Board had taken the first step by employing a third master and had made provision for enlarging their premises. He was sure that the double course could be carried out with these provisions. Mrs. Carr had carried forward instruction in the girls' High School, under the general course laid down in Circular 12, with fair results. The course was fairly adapted to the wants of the people of St. John. A little more latitude might perhaps be allowed. Teachers, he thought, ought to have more room, in making selections from given authors. It was desirable, he thought, to have an amalgamated course for those places not in a position to adopt the double course.

Mr. Parkin said he found it impossible in his School with four teachers to carry out effectively the double course. Where there is a preponderance of English scholars, as in the St. John High School, the course may be practical. He thought better results were obtained from a classical course. Experience had taught him that pupils made greater progress with a classical course than without it.

Mr. Dole did not see that there should be a preponderance of English scholars in the St. John School unless it is received in that direction.

Mr. Creed gave his experience as a Teacher in a High School. He did not think the large number of subjects in a course should interfere with all having some consideration. He had often found that one lesson a week in oral instruction only, in any one branch, had excellent results. The time devoted to each subject should be entirely governed by the relative importance of such subject from an educational standpoint. He objected to an increase in the number of text-books, especially classical, but there might be little doubt that change can be made from time to time in the nature of class books.

Dr. Rand remarked that it was provided by the Board of Education, that a selection could be made from certain classical authors, where it was found necessary.

Mr. March said that he had no communication with the St. John Teachers regarding the possibility of carrying out the course in St. John, but thought they could do better by the double course than by the amalgamated.

Dr. Jack said the more time they allowed for a given subject the better, but thought there was a limit. He could easily conceive how it could be absolutely necessary to devote more time to a subject where there were large classes, but thought a Teacher could do with less time with a small class.

Inspector Dole believed that classics had been almost entirely pushed out in the St. John schools except in the Grammar School. He freely criticised the course as now laid down.

Principal Crocket defended the course as amended at the last session of the Institute by the committee of which he was chairman. He believed he could carry on the Fredericton High School on the present course with three teachers. Provision should be made in the course for both modern and classical instruction. The School had an almost entirely classical air.

Mr. Parkin replied that while he claimed the School did good classical work, he would not acknowledge that English education is neglected, claiming that results in the University and Normal School indicated that such was not the case. Classical scholars in competing with English, will beat them on their own ground.

The Chairman contended that Mr. Parkin's argument founded on the success of his students in the preliminary examinations at the University was not just, inasmuch as such examinations are away down below what a High School should be able to prepare for. He asserted that the Board of Education would never attempt to carry the load of prescribing a merely classical course for secondary education for the Provincial schools. He regretted that we have no properly organized plan of secondary education in the Province, and he hoped the gap would soon be filled up.

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C.—Paper by Mr. John Montgomery, of Carleton.

"HOW TO ENSURE SUCCESS IN TEACHING WRITING."

In the absence of the paper itself, the following summary is taken from the *St. John Daily Sun*:—

Our subject is writing as taught in our schools. How it can best be taught may not yet be known. The object we are aiming at is a most desirable one and if we can by our discussion to-day further the end in view we shall not have labored in vain. I will not assume that I have discovered the means of procuring any very high results, but will endeavor to tell you what I have found to be both useful and practicable in my own case under some unfavorable circumstances. You will not find in what follows much originality. What little I do know on this subject has been gathered from reading or from what I have seen put into actual practice by experienced and successful teachers of the art in various places.

We all desire system in this branch as in others. But no doubt we have seen excellent results obtained where system was unknown. Wherever a good model is put before a scholar who has the power of imitation, especially where this is accompanied by strict supervision, good writing will invariably be the result. But what a useless expenditure of energy it requires. And yet we know that many conscientious teachers depend on nothing else, and how much worse is it when the copy is put before the scholar without either instruction or supervision. Even in this case children will learn to write after a long time. It is to be hoped, however, that such instances are few. This method is called "Teaching made easy." However these things may have been in other times and places, surely in our day of universal progress, the New Brunswick schools are entitled to a more enlightened course.

In graded schools where some teachers are at work with one system, and some, it may be, with a different one, there cannot be a proper utilization of the forces at command. One is sometimes found doing what another has done, hence a waste of teaching power. [Here Mr. Montgomery illustrated by showing that the different teachers in the graded schools may have entirely different modes of holding the pen, of position at the desk, etc., and the pupils as they pass through the several grades have to submit to all the changes.] To remedy this a uniform system of writing should be adopted and improved positions also. Let this system be started in grade 1 and carried to the highest. He urged strongly the importance of illustrative lessons, showing the principles upon which the letters are made up before the children are allowed themselves to take up the writing materials. He recommended at the close of the school session and four times a week, three-quarters of an hour on each occasion, as sufficient time to devote to this branch. Regarding the systems, he had found Payson, Dunston & Scribner's as the most practical, although too scientific to be followed closely. He had gained much of his own knowledge from Staples and Buck, principally from the former, and these systems he explained and illustrated fully. In closing Mr. Montgomery added that a thorough knowledge of system, the ability to criticize justly, may enable a poor writer to teach well, but how much better he could do the work if he could bring to it the ability to write well himself. But beyond all this is the faith he has in his system, the energy with which he works, the sympathy he has with his class, and the enthusiasm he can create. These qualities are beyond the nice appreciation of any rule, and these remarks apply to the whole work of a teacher as well as to penmanship.

D.—Discussion on the Teaching of Writing.

Mr. Parkin said the practical business man paid little attention to style of writing, desiring rather a plain, legible hand and one that could be written with speed.

Mr. Montgomery said the proper style learned in School will be developed into a beautiful hand by practice in an office where speed and facility are required.

Mr. D. P. Chisholm said the progress made in this branch is not commensurate with time given to it. He emphasized the necessity of a distinct system, aided by proper illustration and supervision by the teachers. He commended the system advocated by Mr. Montgomery and gave his practical experience in teaching the subject. He deprecated the too common method of putting a copy before the pupil and expecting him to master the subject by mere mechanical following of the copy, and advocated the necessity of an instructor in writing for the teachers in the Province. In reply to Mr. Creed he said he preferred the blank book to the copy already set.

Mr. Morrison expressed the impossibility of dispensing with the set copy without sacrificing time which is required in other branches.

Mr. Lawson spoke of the necessity of great care in teaching the pupil the proper method of sitting at the desk and holding the pen. He thought these matters had not been sufficiently emphasized. He believed any person may become a good writer by studying the principles underlying the formation of letters coupled with proper diligence.

Mr. Burnett said he would not permit a pupil to use a pen before the fourth grade, as his hand is not sufficiently large to handle it properly, and his time can

be better employed in understanding as far as possible the principles. He believed that a boy's hand formed in school will be carried through life and will be beautified by his practical work afterwards.

The discussion was continued in the afternoon by Mr. Belyea, Principal Crocket (the latter expressing his warm appreciation of Mr. Montgomery's paper), Mr. John Lawson, Inspector Dole, Mr. Meagher, Mr. Creed, and the Chairman.

E.—Paper by Mr. Eldon Mullin, A. B., Inspector of Schools.

“ORGANIZATION IN UNGRADED SCHOOLS.”

It is neither my purpose, in the present paper, to attempt anything at all approaching an exhaustive disquisition on the subject of School Organization in general, nor do I consider it relevant to the purpose I have in view to trace the history of school organization from the time, now shrouded in the mists of antiquity, when the tyrant of Syracuse is said to have opened a school somewhere (which I presume the proper authorities promptly suppressed, as the record only says he opened it), down to modern days.

Happily for me, and perhaps fortunately for this Institute, the subject allotted me takes a much more modest range.

I desire to present, as concisely as I can, some observations on the Organization of Ungraded Schools in Country Districts, such as have suggested themselves to me in my experience of the workings of the class of schools I have named, and in my remarks on this more limited field I have thought it best for myself, and more likely to be of service, at least to the younger and more inexperienced members of the very intelligent guild which I have the honor of addressing on the present occasion, if I narrowed the discussion to those bearings of the question which relates to the practical operation of schools in Country Districts, as defined by our Course of Instruction. This, I take it, is the proper scope of the present paper, and it is within these unambitious limits that I propose to venture some suggestions, the result of my experience as a Teacher, and an Inspector.

I am perfectly aware at the outset of the danger I incur of wearying the patience of this Institute with trite observations on what must be, to every Teacher who has been in the educational harness for any length of time, a somewhat thread-bare theme; and I can scarcely hope to say anything new, and certainly nothing striking, on a subject which in its wider sense of School Organization in general, has received far more exhaustive treatment at far abler hands.

Nevertheless, as the subject is an eminently important, even if somewhat prosaic, one, I will endeavor, as far as in me lies, to offer a few thoughts on it, and while I bespeak the patience of the Teachers before me, I can promise them that I do not intend to be very diffuse, and I hope the brevity of my remarks may make some amends for their shortcomings in other respects.

On taking charge of a miscellaneous country school the question which inevitably presents itself to every Teacher is, How shall I organize my school? How shall I, having due regard to its capabilities and its possibilities, as well as to the most economical and effective outlay of the teaching power at my command, secure such an arrangement of school work in all its bearings, as will ensure to my pupils the progressive mental, moral and physical development which the Course of Instruction contemplates?

The proper determination of these inquiries brings the Teacher face to face with his work. At the outset I should advise him to do nothing hastily in the premature attempt to answer the foregoing questions. He must catch his educational hare before he can cook it to his liking. Let him endeavor to take in all the facts relating to his school, with its surroundings. He will know the probable number of pupils he will have to instruct; he must take into consideration the size and seating capacity of his school-room, and class-room, if any; the character and arrangement of his school furniture; the lighting, heating, and ventilation of the school-room; the supply of apparatus to carry on the work he designs; the extent and condition of his play-grounds and premises. All these are important factors in determining the success of his work, in so far as external conditions can do so.

If he should find the school deficient in any of the above respects, as he probably will, he should resolve himself into a sort of educational Daniel O'Connell. He should pursue a systematic policy of constitutional agitation, until the local authorities fall in with his views. He may, in fact I may say he will, find some difficulty in inducing his Trustees, who, having the fear of their constituencies before their eyes, are likely to be rather conservative to take exactly the same view of the requirements of the school as his own, but if his demands for improved accommodation are reasonable, and presented with moderation, and the humble boldness which the moral support that the prescriptions of the course and the general tendency of our system of Public Instruction supply, he will be likely to effect his object. When he is tolerably satisfied with the external condition of his school, he should next address himself seriously to the part of his duty to which all the externals are instrumental, viz., the internal organization of his school for work.

The Course of Instruction recognizes two classes of Country Schools, and it bases its distinction on the number of enrolled pupils. When less than 35 pupils are enrolled, it presumes that the Teacher can give all the instruction without assistance.

When the number of pupils enrolled is 35 or upwards, it recommends the employment of one or more class-room assistants.

In either case the Teacher's first care should be to secure a workable or approximate classification of his school on the standards of the course.

I say approximate, for in the case of a Teacher who takes charge of a school without any previous knowledge of it, he can scarcely hope to do more than to approximate to a thoroughly efficient classification at the outset.

He will, doubtless, be able to discover the traces of its classification in the hands of the Teacher who has preceded him, and he will do well to avail himself of it, as far as he can do so, without prejudicing his own individual judgment, or the educational prospects of his pupils.

The list of "passed pupils" on record in the district will also assist him. In fact, it should be the basis and guide for his classification of the pupils named. Any pupils not included in the "passed list" may be placed where the Teacher reasonably supposes their attainments, their intelligence and their age would naturally entitle them to stand. Having secured a classification which will meet what seem to be the present necessities of the school, the Teacher is next concerned to prepare such an allotment of school work as will best preserve the relative importance and the proper sequence of the subjects prescribed in the Course.

I assume that the Teacher possesses the requisite degree of professional knowledge and skill to enable him or her to frame a properly adjusted Time-Table, and that he or she intends to follow the order of school exercises indicated in such Time-Table, as closely as practicable, subject, of course, to their right to alter or vary such order as may from time to time seem advisable in the interests of the school, or any portion of it!

Having arranged a tentative classification, and having prepared a properly constructed Time-Table, the Teacher and the School are now in a position to begin the systematic prosecution of the studies prescribed in the Course of Instruction.

In the case of a school whose enrolment requires the employment of an assistant or assistants, the Teacher should carefully select these from among the best qualified pupils, if a regularly trained Teacher can not be had, and they very seldom are met in this capacity.

A great deal of the success of that part of the work which he intends to delegate to assistants, will depend on the care with which the Teacher chooses his helpers.

They should be selected from those in whom the Teacher may discern, after observation, a special fitness for imparting instruction.

The Teacher should himself impart to them such a knowledge of principles and of method as will enable them to carry out efficiently the work assigned to them, and should carefully observe their practice at frequent intervals, criticise their manner and their methods, and give them useful and helpful suggestions as to the most effectual discharge of their duty. In a short time, if his selection has been properly made, he can rely on the quality of the instruction imparted in his class-room. He should not, however, relinquish entirely his control of the classes with which the assistant is mainly concerned. On the contrary, he should arrange to assume their instruction himself, as often as he may think necessary.

He will be able to estimate his assistant's ability and the pupils' progress perhaps more surely from this occasional contact, than in any other way.

Then as to the character of the work assigned to his assistant, the Teacher should exercise a wise discretion. The Course suggests that drill work be more especially assigned the assistants, and my experience fully sustains this suggestion. I take it for granted that the Teacher of such a school as I have described, covering the work of Standards I to VI, inclusive, or even of I to IV, as prescribed by the recent Regulations of the Board of Education to take effect on November 1st next, would assign the work of the lower of those standards mainly to his assistant. But he should first assure himself that the instruction in all the fundamental subjects of these standards, such as Reading and Number, will be properly and effectively given. He might, if necessary, employ his assistant in any work of the Higher Standards which required merely superintendence, and not instruction.

But the whole school should feel, at all times, the directing influence of its responsible head, and the whole educational life and energy of the pupils engaged in each standard of the course should be made to flow in those directions and towards those ends only, which the matured mind, and trained intelligence of the Teacher has deliberately selected as the best administration of the Course of Instruction.

As a rule, the Oral Instruction which the Course prescribes, cannot be safely entrusted to assistants. The proper management, and the proper effect of these lessons call for higher and more special professional training than an assistant may be presumed to possess, and the judicious Teacher will reserve the instruction in these subjects for himself, at least until he feels perfectly confident that their effect will not be impaired or lost in the hands of his assistant.

In the case of a school with an enrolment of under 25, the Teacher will find the occasional use of the best qualified pupils as assistants advantageous, more especially if he intends to present pupils for participation in superior allowance, at the Annual Inspection.

It might possibly be argued that any system of School Organization which depended on the employment of class-room assistants for the performance of any considerable portion of the work, would be found ineffective from the lack of quality and the incompleteness and inconsequence of the work of the assistants. But such is not my experience. If a Teacher selects his assistants judiciously, and keeps a constant and sympathetic as well as a helpful supervision of their work, there is very little danger of any inadequacy either in the quality of instruction given by them or in the proper and normal mental development of the pupils. I have seen several cases of schools where the primary work has been principally entrusted to assistants, and have been surprised and delighted at the thoroughness and the intelligence which their work evinced.

It is an admirable field for any one seeking admission to the teaching profession, and the sense of responsibility which is implied supplies all the check necessary outside of the superintendence of the Principal.

The school being now completely organized, the Teacher must remember that, in this as in all other public instrumentalities for the improvement of mankind, eternal vigilance is the price of success.

He must be constantly on the watch for irregularities in his classification, or evidences of friction in the practical workings of his organization, and when these are discovered he must thoughtfully set himself to trace them to their cause, and thus be best in a position to remove their effects.

Irregularities in his classification may arise as his work progresses, from irregular attendance or from lack of the natural intelligence on the part of the pupil to overtake his work properly, or from the constitutional or wilful indifference of some to perform their work. The first of these causes, in some cases, is entirely beyond the control of the Teacher; in others he may, by endeavoring to interest pupils and parents in school work, in all proper ways, overcome to a great extent. In this connection, I may say that my experience is that the schools which are most widely useful, and most generally successful have least to complain of irregularity of attendance.

This fact shows, indubitably, that it is largely in the power of an intelligent and earnest Teacher,

who probably uses all legitimate external and internal influences to induce a more regular attendance, to succeed in this important particular.

The second of the causes of inequality of classification, viz., lack of natural ability, can be removed by no efforts of the Teacher. But he must never give a pupil up as hopelessly stupid, and he in all instruction of his classes, on no account omit to give all such pupils the same opportunity to profit, as their more highly-endowed class mates. He must sow the seed, and it can not be held to be his fault that some must inevitably fall on barren and unfruitful ground. But I am honestly of opinion that it will be found a positive waste of time to allot to such pupils more attention than the others, as some hold the Teacher should do. It has been long esteemed rather difficult to transform the auricular appendage of a certain animal into silken purses, and the wise Teacher will not make the attempt. The third case I have enumerated, that of constitutional or wilful indifference, will be a sore trial to the Teacher's patience, and an excellent opportunity for him to practice that long-suffering and imperturbable forbearance, for which the guild is proverbial. However trying it may be, he must patiently and kindly, but at the same time judiciously and firmly, address himself to reclaiming such a pupil, and when he does succeed, as he will in nine cases out of ten, he will be blessedly conscious of the fact, that there is joy in the school-room, "over one sinner that repenteth, more than over ninety and nine just persons who need no repentance."

Any friction likely to arise in the workings of the various classes can be remedied by a careful revision of the allotments of the Time-Table, and this the Teacher will be easily able to do.

In general, though I am strongly convinced of the utility of mechanical helps, in the carrying out of a Course of Instruction, I am equally positive that there is danger, in the slavish adherence to any fixed allotment of School work, that it may become of the machine, mechanical.

The Teacher should never forget that his aim is not merely to turn out a certain amount of work within a given time; not to be able to exhibit a certain number of facts drilled with mechanical accuracy into the minds of his pupils, as the results of his year's work. In such a light his work degenerates into mental drudgery, and his school will show its effects in intellectual deadness and inability to deal with a subject unless presented in a certain time-honored and well thumbed way. He must do far more than this. He must never be forgetful that to him is committed the important if comparatively humble trust of preparing the minds of the generation to come for the performance of their moral, intellectual and social duties, and he must constantly endeavor to turn out trained intelligences, prepared for all the active duties of life, and not merely minds prepared on examination day, to go through a specially-grammed for course of mental gymnastics. His whole scheme of School Organization should keep this responsibility steadily in view, and the more nearly he approximates to his ideal, the more completely will his School Organization, and his School, fulfil their true function, that of a part or the most powerful agency for humanizing, civilizing, and enfranchizing mankind.

F.—Paper by Mr. William Crocket, A. M.

FIRST STEPS OF READING AS SUGGESTED BY THE COURSE OF INSTRUCTION—CAN THE METHOD BE JUSTIFIED (1) ON PRINCIPLE AND (2) BY EXPERIENCE?

The Course lays down the steps in order as follows:—Wall Cards—Primer—Sounds and names of the letters—Word-building from sounds—Sounds of diphthongs and double consonants. It then directs that each story on the Wall Cards be taught from the Blackboard, sentence by sentence, before introducing the Cards. The Course then, taken in connection with the prescribed Wall Cards and Primer, certainly suggests the Sentence Method.

As we gain a fuller appreciation of one subject by comparison or contrast with another subject, so we gain a clearer view of one method by comparing it with another. I shall therefore consider the method suggested by the Course in connection with the other two recognized methods, viz., the Alphabetic and Phonic. Let me first briefly describe each method, before considering the principles on which it rests.

The Alphabetic Method, as you are all aware, teaches the names of the letters first. This preparatory step is rather a dull and tedious one, as all who have practised or witnessed it can testify. When what is called reading is commenced, each letter of the words is named by the pupil, and the teacher thereafter pronounces the word, which is repeated by the pupil. This spelling process is continued from mere habit, even after the pupil recognizes the word, and when he is compelled to lay it aside, he continues for a long time to spell the words mentally before pronouncing them. After this habit is broken, he may be taught to read naturally.

The Phonic System is the method by which the sounds of the letters are first taught and afterwards combined to form words. The short sounds of the vowels are taught in the first instance, and words formed to exemplify these sounds. For example, after the short sound of *e* is taught, the pupil is led to form such words as *met, pet, set*. The long vowel sounds are then taught, and words formed containing them; e. g., after the long sound of *a*, such words as *mate, pate, fate* are formed; and so on through the various vowel sounds. The diphthongs and double consonants are then taken up and treated in a similar manner. To meet to some extent the varieties and irregularities of sounds, all words of two letters are regarded as "sight words;" e. g., *is, as, on*, etc. By these sight words and the words which the pupils form from sounds, he is taught the first steps of reading.

The "Look and Say" Method. This method is subdivided into the Word Method and the Sentence Method, both requiring the pupil to look at the word or sentence and then say it.

When the pupil has, by the *Word Method*, learned a number of separate words, they are formed into sentences, which he is drilled upon until he can read them with fluency. When he has made some progress in reading in this way, he is taught the sound of the letters, after which he is expected to make out from the sounds such words as can be formed from them.

The Sentence Method begins with a sentence instead of a word. The pupil is first engaged in a short lively conversation with a view of leading him to use intelligently the words which form the

sentence. The sentence is repeated several times, care being taken that each word is distinctly pronounced. His attention is then directed to the printed form of the sentence on the blackboard, which is repeated several times by the class, as also by some of the pupils individually. The pupils are then required to distinguish this sentence from others. A word of the sentence is then selected and the pupil is drilled upon it in various ways until he can readily recognize it in any position. Each word of the sentence is dealt with in a similar manner. A like process is adopted with each sentence till those forming the first story on the Wall Cards are gone over. The story is now read from the Wall Card. The next story on the Card is also taught sentence by sentence from the blackboard before reading it from the Card; and so with each story. The Primer is next taken up. The lessons in large print are the same as those on the Cards; the lessons in smaller print are different, but are all formed from words which the pupil has already met with on the Cards. Each lesson is read first in order; afterwards the sentences are taken in any order which the Teacher may devise, and miscellaneous drill is given on the separate words.

When the pupil has in this way become familiar with several lessons in the Primer, he is led to a knowledge of the sounds of the letters through words which are familiar to him. From the sounds he is taught to build up such words as can be formed from them. Such is the process usually adopted by us in the first steps of Reading.

I shall now briefly consider the principles upon which these methods rest. The merits or defects of a method can only be estimated by a reference to principles.

1. It will be conceded that all instruction should be intelligent. 2. The mind should be impressed with the idea before the sign that represents it is given. 3. Instruction should proceed from the known to the unknown. 4. The means should be consistent with the end.

Applying these principles to the Alphabetic Method, we find it sadly defective. The names of the letters which the pupil is obliged to learn are the signs of things which to him have no meaning. He names them, but no idea is associated with them. He might as well give the Greek or Hebrew names, so far as ideas are concerned. The hieroglyphics of the ancients had some meaning. They were the representatives of something which was known to them, just as a picture is to us; but our letters, which probably arose out of this picturing process and had a meaning to those who knew the original forms from which they were constructed, have no meaning for us. But when they are learned, they are of no service to the pupil as regards reading,—the end ostensibly for which they were taught. There is no relation between the sound of the word LIGHT and the names of the letters which mark the sound upon paper,—E-L-I-G-H-T. The pupil unaided can no more make the word light out of these names than he could create the light himself. Also could he ever devise that SEE-OU-DOU-LE-YOU could make cow? The names of the letters, for reading purposes, are not only arbitrary, but essentially meaningless and absurd. But suppose the word could be formed from the names the process would be a violation of the acknowledged principle of reaching the unknown through the known.

Let us look, however, into this Alphabetic Method more narrowly, and see if it bear any relation to the other recognized methods. We have seen that the practice is for the pupil to name the letters and for the teacher to give the word, which, as we have seen, cannot be reached through the names. The child eventually comes to know the word from its sign or printed form. Would he have known it earlier without the names of the letters? Undoubtedly he would. The names increased the difficulty of recognizing the word. If we strip the method then of this whole preliminary process of learning the alphabet, we bring it into a Word Method—a method which from the outset, to a certain extent, appeals to the child's intelligence and is fitted to awaken interest. That it should ever have been complicated with the painful and laborious task of learning and naming the letters—means entirely out of joint with the end—can only be accounted for on the supposition that practical teachers did not consider the rationale of the plans on which they worked, but carried them out with unquestioning faith, on the lines they had trodden themselves.

The Phonic Method was thought to be a step in the right direction. It was supposed that, when the pupil got a knowledge of the sounds and from these formed words which were selected for him, at least one of the fundamental principles of instruction (the unknown through the known) was observed. At first sight this would seem to be the case, but on reflection you will find that a fallacy lurks here. Nothing is a known thing to a child or any one else unless there is some intelligent idea associated with it. To be able to give the sounds of *b*, *c* or *e*, whenever these symbols are presented, does not by any means imply that the child knows them. He may know them; but we are no more warranted in drawing the conclusion that he does from the simple fact of his naming them when he sees the signal, than we are warranted in asserting that a learned pig knows the letters it points to at a given signal. It is not possible for the sound of a letter to be a known thing until it is realized to be a part of something that is already known. The word of which the sound is an element is not supposed to be known; the sound is therefore to the child only sound. The principle then of leading from the known to the unknown which the advocates of the method claim for it, does not belong to it. The process is also an unnatural one. If children are to be interested in school work, their first days at school must be, as far as practicable, a continuance of their home life. What could be further from all their past associations than to set them sounding *b*, *d*, *e*. (That is giving the powers of the letters, not their names)? Such a process stamps artificiality at once on school life, and produces impressions which even long and careful training may not remove. The names of the letters are things which the pupil is likely to hear talked of before he goes to school, but the sounds of letters have very little, if any, place given to them at home.

But this method is very defective from the nature of our language. The words which the child uses and which we use in our common, every-day speech, are in the highest degree irregular in their formation. The sound given to a symbol is more frequently the exception than the rule. For example, the symbol *o* is *ō* or *o* or anything. Put *x* before *o*, and it is *no*; put *x* after it and it is *ox*; put *E* after *ox* and it becomes *ONE*; put *t* before this and you hear the sound of the first *o* in *TOX*; but instead of *t* put *b*, and it is *BOE*; and instead of the *b* put a *g*, and it is *GOE*! *E-N-E* is *ENE* (pronounced like *nir*); front it with an *h* and it is *HENE*; but *t* before that and it is *THERE*. *Y-E-S* is *YES*, but front it with an *E*, and it is *RYES*. Then again, while the sound remains the same, how often in our commonest words is it represented by different symbols. For example the long sound of *a* is represented by *A* in *WAIT*, by *I* in *RIGHT*, by *E* in *GREAT*, by *EY* in *THEY*, by *AY* in *SAY*. The long sound of *i* may be a *u* as in *TUBE*; but it may be represented by *ew* as in *FEW*, by *iew* as in

VIEW, by EAU as in BEAUTY, by UE as in TUESDAY, etc. In fact, out of our 26 letters, we have only eight true and fixed sounds. The remaining eighteen have different sounds at different times and in different positions, and sometimes they have no sound at all, while many of them have to do the work of others. A vowel may have 30 offices to perform. A consonate is not so hard pressed, but it has often several. Of our thirteen (or 16?) vowel sounds, there are over one hundred ways of representing them to the eye. The child has to ask himself, What value here? What value there? or, Has it any value at all? Neither sign nor sound keeps faith with the eye or ear of the child; the sign may have any sound or no sound, and the sound may be represented in a vast variety of ways. What the child learns to-day he must be told does not hold good to-morrow; his faith of to-day must give place to a new faith to-morrow. We undertake to lead him so far on the way to a certain place, assuming that he will successfully perform the rest of the journey himself. What aid have we given him, or what power has he acquired under our leadership? We took him so far and then told him, That is not the road. That will do for a certain place, but it won't suit for this one. We take him so far in another direction and tell him the same story; and so on we continue day by day. Can we blame the child for losing confidence in us, or for not finding out the rest of the way himself? This is not an inapt illustration of the phonic method. We have tortured the child, left him as powerless as he was, with greatly diminished confidence in himself and in us. If our method should be consistent with the end,—should lead to the formation of right habits, should lead to the unknown through the known, awaken interest and develop power, we should not begin the First Steps of Reading by the phonic method.

The *Word Method* (a division of the Look and Say Method) is to a certain extent an appeal to the child's intelligence. In many instances he is called upon to recognize in printed form words which convey to him a meaning. So far this is in accord with the recognized principles of teaching. In many cases, however, the pupil is called upon to learn the printed form of words which do not convey to him a y intelligent idea. Connectives, relational words, qualifying words and many others are not understood by children in their detached positions, but only as they are used in connection with the words to which they relate. The Word Method, therefore, though greatly in advance of the Alphabetic or Phonic as respects the principles of method, is in many respects defective. It is true the pupil will learn the meaning of the words when he comes to build up the sentences from the separate words; but if a method can be found which associates the idea with the symbol in the first place, that method is unquestionably preferable.

The *Sentence Method*.—This method carries out to the full extent the principle of appealing to the intelligence of the pupil from the outset. The conversation which precedes the recognition of the printed form of the sentence provides for this. The child is only called upon to learn the symbol which stands for the idea he has expressed. It may be objected to by some that the sentence is too complicated a form for the child to recognize at once. This objection would be well-founded were he unable to recognize the sentence as a whole without being acquainted with each separate part or word. But the fact is that he has little difficulty in distinguishing the sentence that is the subject of the lesson from any other sentence, just as he has little difficulty in distinguishing one tree from another tree or one object from another object without examining its separate parts. The general form of objects first impresses itself upon us. A tree with its trunk, its branches and leaves, will have its form as essentially impressed upon our minds, as the form of a single branch, though the special parts of each are not known. I do not mean to say that the sentence is known. I only mean to say that its form is so far impressed upon the child's mind that he can distinguish it from any other form. This faculty of discrimination, which psychologists tell us is the first of the intellectual faculties to manifest itself, has been daily exercised since it could distinguish its mother from any other person. By the time it comes to school it is quite prepared to distinguish one sentence from another. From what I have witnessed in the Model School and in the Primary Departments of the other schools of the city, I can testify that such is the case. I have no doubt that the experience of all primary Teachers, when they have succeeded in gaining the child's attention, will enable them to testify to the same fact. I have spoken at this length on this part of the process, because I know that some very intelligent Teachers take exception to it.

The next part of the process is to lead the child to recognize the separate words. Under the impression that the child may possibly conceive the whole sentence to be one long word, the Teacher at some of the first lessons transposes the words of the sentence, pointing to them at the same time. This plan will probably tend to disabuse the pupil of such an idea if he had one; but something more than this is sometimes done. The pupil is required to do the same thing as the Teacher did. He becomes puzzled; he cannot point to the separate words, and the Teacher is apt to conclude that either the pupil is stupid or that the method is wrong. Now it is not to be expected that the pupil can point to the separate words and name them until he become acquainted with each word. The plan of making the pupil transpose the words before he knows them individually, does not belong to the method at all. If we are afraid of the pupil's imagining the sentence to be one long word, we may, before taking up the sentence at all, select one of its concrete words and deal with it as in the *word method*. Suppose the word *hen* was to be in the sentence, a picture of the hen might be first shown; or, in the absence of a picture of the object, a short conversation on it might be held, then the word *hen* printed on the black board and drilled upon. Such a plan would effectually prevent the pupil from falling into the error referred to; nor would it in any case be a violation of any principle, to preface each sentence, by selecting in this way some concrete word in it.

The mode of recognizing the separate words has been described. After wholes the mind naturally studies parts. The parts are intelligently understood; their relation to the whole and to each other is seen. In the case before us each word has a meaning to the pupil, and he has some motive for learning to recognize it. It is the sign of something which he knows, and if he does not manifest any interest, as it is sometimes said he does not, the fault lies somewhere else than in the principle of the method. Is it possible that he would be more likely to take an interest in seeking to recognize a letter, or a symbol for an arbitrary sound, or a word with which he associates no idea. If he does not take an interest in the one case, much less can he be expected to take an interest in the other.

From what I have said it will be seen why it is preferable to present the sentence before the separate words. If a word is an intelligible whole to the pupil, we may teach it first; but the majority of words in a sentence are to the pupils unintelligible wholes, until they know their connection and relation in a sentence.

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The next step in the process is teaching the sound of the letters. This step is based upon the same principle as the preceding, viz., wholes before parts. In this case the *whole* is the known word. Out of this word the elements or sounds are learned by the Teacher's slowly repeating the word, dwelling on each sound. As the sound is uttered, the pupil sees it to be a part of his familiar word, and consequently an intelligible part. In the phonic method we have seen that it could not be regarded as an intelligible part, and no explanation as to its being a part of a word could be appreciated until he find for himself that it is so.

There is another step to be noticed—the building up of sounds into words. It is true, as has been already said, that the number of words to which the pupil can apply his knowledge of the sounds is limited; but so far as that building up process can, from the nature of our language, be carried on, the pupil who has been taught the sounds in the way I have indicated can do so intelligently. He knows what each element or sound is, and may be led to take as much delight in putting these sounds together as in putting; his *pieces* together in any of his constructive amusements.

Now, in looking back to our different steps, it will be seen that the methods holds the intelligence of the child as a most sacred thing, not a step being taken without a direct appeal to it; that each step is related to the preceding; that what is known is the basis for the unknown; and that each specific end we have had in view has been naturally reached through the means we have employed. Out of the faintly recognized form of the sentence each word was dwelt upon until known; these were composed into the whole again when it became fully known so far as the reading of it is concerned. This process is based on the principle—*wholes—parts—recomposition of the parts into wholes*,—a principle recognized in all elementary teaching.

Now some will ask, When the pupil has finished the Primer, what then? He had to be told the words in the Primer, except the occasional word which he made out from the sounds, how long is this *telling* process to continue? You will observe that this question should not be specially applied to the Sentence Method. It is as applicable to every method. In the Alphabetic Method every word had to be told; in the Phonic Method nine-tenths of the words had to be told. Is the pupil not rather in a much better condition for future progress? He is not burdened with the habit of naming the letters before he names the word, as in the Alphabetic Method; nor when he has to make out a word which can be formed from sounds, is he required to put things together which he does not understand, to form some new things. In these respects the pupil of the Sentence Method has the decided advantage. But he has a far higher advantage than this. He has been acquiring the habit of using the knowledge or the power he has obtained for the conquest of the unknown. He sees what learning is; he sees there must be a method in it; he sees that every unknown thing must be attacked on the basis of what he knows.

Now to return to the question, how long is this telling process to continue? It may be answered by asking another. How have all who have been taught on the Alphabetic Method learned to read after leaving the Primer? Simply in this way. The child naturally associates the sound of a word with its form, and this association which he makes in one word he instinctively applies to every other word which gives him opportunity. He is not conscious of doing so; it is a law of his nature to do it. One word leads to another and another, and so the child, notwithstanding all the hindrances placed in his way by the meaningless alphabet, was enabled to overcome them and read as a child in his right mind. How much more easy for one to learn to read who has had no such obstacles placed in his way, and who has moreover, from the nature of his training in the Primer, acquired the habit of associating intelligent ideas with all his words!

2. Can the method be justified by experience?

As to the pupil's progress in any subject, much depends upon the attention given to it, the Teacher's heartiness in the work, and his knowledge of the plan upon which he is working. Hearty, earnest work carried out upon a plan with which the Teacher is acquainted, will do more for the pupil's progress than the best method coldly and unskillfully conducted. A Teacher who has taught the First Steps upon the Alphabetic or Phonic plan and has succeeded, would not be likely to meet with the same success on the Sentence plan, until he had familiarized himself with it and entered as heartily into it as in the plan he had been pursuing. Experience may therefore be against the method; it may be in favor of it. There are so many considerations to be taken into account that experience cannot be regarded as a reliable test. Again, prejudice against anything that is considered newfangled, has to be overcome. We cannot with our prejudices see anything clearly. In fact we can just see what we wish to see. I read not long ago in one of our newspapers that a gentleman who was somewhat prejudiced against this so-called newfangled method, entered one of our country schools in order to be able, as he said, to form a judgment upon the method. He heard a Primer class read, and having seen one boy read with his book up-side down, he characterized the whole performance as a *dogus* affair. His prejudices were too strong to allow him to make any inquiry. He saw what he wished to see and was satisfied. How did he know but that the boy reading with the book up-side down was one of those geniuses who had outstripped his class, and was taking this mode of showing his superior attainments? But this was just what he did not want to see. He wanted to see something turned upside down, and he saw it.

I am free to confess that many pupils may be found who can give the lesson from memory or read it in order in the book, but cannot tell the separate words. This defect should not, however, be attributed to the method, but to the want of attention to the method.

But let us come to the question and briefly reply. The method has been practised in the Province for the last ten years, and I think it will be generally conceded that the reading is more intelligent, more natural, with very little, if any, of that *sung-song* tone which was the invariable accompaniment of the juvenile reader under the other methods.

Looked at from every point of view, I think we have reason to congratulate ourselves that our Province practices a method which can be justified by the soundest educational principles, and which, if skillfully and faithfully carried out, cannot but result in promoting the acquisition not only of good reading, but of those habits which are needed in the daily discharge of our duties.

G.—Discussion on the First Steps in Reading.

At the close of Mr. Crocket's address, Mr. March briefly expressed his approval of the views set forth, and his belief that the experience of successful primary teachers would be found to accord with those views.

Mr. Wright spoke at considerable length in favor of the Word Method as preferable to the Sentence Method.

After a few words from the Secretary, who agreed in the main with the last speaker, and a few words from Mr. Crocket by way of explanation, the discussion was suspended.

When the subject was resumed at the sixth session, Mr. Belyea took the floor, and mentioned some of the objections urged against the Look and Say Method, especially that it made poor spellers.

Mr. Morrison recounted some of the difficulties he had experienced years ago in teaching by the alphabetic system.

Mr. Parkin expressed his appreciation of Principal Crocket's paper and the subsequent remarks of some of the speakers. He confessed some regard for the old plan of learning the alphabet first, and believed it could be judiciously combined with the more modern methods. Parents could better watch the progress of their children in the old way than the new, which they did not so well understand.

Mr. Creed highly approved of the general plan recommended by Mr. Crocket, and said he had observed with satisfaction the superiority of the results obtained in our schools over those witnessed in the schools in Nova Scotia, where the Phonic System was practised. As regards the first steps, however, he was convinced, both by reason and observation, notwithstanding all the arguments advanced in favor of the Sentence Method; that the Word Method, rightly carried out, was more in accordance with established principles and more fully justified by experience.

The ladies being called on for their opinions, Miss Florence D'Orsay gave her testimony in favor of the Sentence Method, which she had used in her schools; but in the country schools where the facilities for blackboards, etc., were not so great, and the parents were somewhat against the Sentence Method, she had adopted the old plan with success also.

Inspector Dole said that in Miss D'Orsay's country schools the reading was particularly good, whatever method she had used.

Miss Keirstead and Miss Gregg, at present students in the Normal School, but who had had some years experience in teaching, were fully satisfied with the Sentence Method, which they had used almost exclusively in their schools.

Mr. Montgomery said the new system had proved fully successful from one end of the country to other. It was correct in principle and practically produced more efficient results than any other.

Dr. Rand justified the adoption and use of the Sentence Method as being the Word Method rationalized. He said the latter had long been practised in different countries, but that leading educationists now favored the former as more in harmony with the natural development of the child's mind. He characterized the dissent expressed by Mr. Creed as a heresy, and believed that gentlemen had not adequately studied the subject.

Mr. Creed, claiming the privilege of replying, said he had given the subject a great deal of consideration during the past nine years, had carefully observed the working of the method in the Model School and elsewhere, and had listened attentively to all that had been urged in support of the Sentence Method, but had only been more and more confirmed in the opinion he had already expressed.

The discussion was then closed.

H.—Address by Mrs. Hunt, of Massachusetts, on Temperance in Schools.

Mrs. Hunt began by saying that if we had the map of the world before us, and were to study the extent of dominion, the power and the strength of the countries governed by the great ruling powers of the earth, we should all come to one conclusion, and that would be that the Anglo-Saxon race is the dominant race. If we put our fingers on the lands, on both sides of the water, occupied by this race, we would find that we had gathered the best lands for human habitation in all spheres. The Anglo-Saxon race was the dominant race to-day. The history of this race had been peculiar. It had been developed under hardships. Various causes had combined to bring about their greatness. The

most potent force, however, in shaping the civilization of this race had been the knowledge of nature's power—the disclosing of nature's secrets, including the remarkable discoveries in science—mariner's compass, telegraphs, steam engines, etc.—the mastery of nature's forces. This race had been aggressive, progressive, and inventive. What was the secret of this success? The best reply was in the words of Queen Victoria—"The open Bible;" or as they in the United States wrote on their coins, "In God we trust." The underlying principle was righteousness, and by it had the Saxon race become dominant. "We know," said Mrs. Hunt, "there are things that might be improved. We do not claim to come up to the full idea; but in the underlying principles this race, in government, has been righteous, and it is profitable for the life that now is. We may look into the future, peering into its untold recesses, and inquire, What shall it bring? At one time the Roman race was dominant. With every victorious general there came back to the Imperial city a long line of captives—princes, kings, generals, victims and spoils of war; these were sold in the slave market. They were planting seeds of vice, disunion and decay for this people. Little by little times grew hard, the Roman farmer could not compete with his richer neighbor, the middle classes, the strength of any country, were destroyed, and with that went down the power of Rome."

This was the decline of a great dominant race, and the speaker proceeded to draw a comparison between that event and the signs of the time in our own time and country. "There is a danger," she continued, "that our race may be brought down by a secret enemy—I speak of the habit of drinking alcoholic beverages. There is a danger that this dominant race will wax weaker and weaker by the inroads of this enemy. It is destroying the power and the strength of the men. The testimony of medical men and men of science go to prove that alcohol is a poison." She referred to a medical convention she had recently attended at St. Paul, Minn., at which resolutions were passed that intoxicants should be classed with the most powerful drugs, and condemning the use of intoxicating liquors. Could any nation then expect to maintain its position with the bells of doom clanging behind the doors of lager-beer, gin, wine and whiskey saloons all over the land? She drew vivid pictures of the poverty and crime entailed by drunkenness; and touched on the tobacco question, which she associated with drink as a twin evil.

In order to root out the evil we must obtain some means of bringing the truth home to the people. The Teachers of the public Schools had a greater command of the destinies of the people than any other agency. We must teach what alcohol was, and the terrible consequences of its use. It would require just as judiciously selected text-books, just as carefully trained Teachers, as in any other branch. The subject must be as thoroughly engrafted into the Teachers, and she was glad to know that the subject had been already introduced into the schools of several states. The plan was to introduce it into every State, Institute and Normal School in the Union and make it a compulsory subject of education. The schools of New Brunswick, which reached all classes, were the place to introduce the subject of temperance, where it could be incorporated as a part of the education and development of the children, and its effect could not be other than great and important. The Schools were the vehicles of Temperance and the Teachers were in the best position to bear the responsibility. She placed the position of Teachers in the front rank of temperance workers, as they had the facilities to reach all classes. In closing, she made a strong appeal to the Teachers to be faithful in the work, and never to lose an opportunity of impressing the great importance of temperance.

K.—Paper by Mr. John Lawson, of Portland.

SUGGESTIONS FOR LESSONS ON THE EFFECTS OF ALCOHOL.

The great hope of the Temperance reform to-day is with the young. The main thing to be done is to induce them to abstain from all intoxicants. The right field for successful effort is in the school and in the home. It is the province of the parent, the pulpit, the teacher and the press to instil total abstinence principles. Every church ought to have a temperance wheel in its machinery. Every teacher in a public school ought to teach his pupils as thoroughly as may be, concerning the nature and the evils of alcohol. To do this is perfectly legitimate if it can be fairly included under the science of Physiology and Hygiene. If it can be established as a scientific fact that alcohol is a poison, harmful, and only harmful, to the system, and that in proportion to the amount taken,—it is then perfectly proper to teach this to children. The investigations and experiments of Dr. Richardson (whose "Temperance Lesson Book" has been prescribed for Teachers by the Board of Education), abundantly prove all that the most ardent temperance reformer could desire in this respect.

By a careful selection and preparation of these lessons and adapting them to the requirements of the particular grades as oral lessons, the earnest Teacher may accomplish an amount of good, compared with which a great deal of necessary school work is of small value.

In the eleventh century some alchemist, by way of experiment, distilled wine, and obtained therefrom a transparent fluid which he called the Spirit of Wine, leaving behind what proved to be substantially water. This Spirit of Wine, since called alcohol, is the active agent in all intoxicating liquors. It is now obtained by other and less costly means than the distillation of wine.

Good and wise men of all ages have deplored the evils of alcoholic beverages. When we consider that the denunciations of Solomon, Demosthenes, Seneca, and other sages of old time had reference solely to the use of "natural" wines, produced by the fermentation of grape juice,—none of which can possibly have more than seventeen per cent. of alcohol, we are led to think how much more awful would their warnings to man be, if they could read the tragedies in real life which cannot be kept out of our newspapers,—the universal outcome of the use of those modern mixtures containing from forty to fifty per cent. of this powerful poison—alcohol.

A pigeon will take, without showing the slightest symptoms of discomfort, as much opium as would kill several men. Similarly a goat will swallow tobacco or a rabbit will swallow belladonna, enough to kill several men, and without injury. But no animal, so far as known, can swallow alcohol without being affected by it in exactly the same way as men are. Its effect is universal and uniform. A true food consists of one or more of the kinds of substances required to build up and nourish the body, namely, water, for the purpose it serves in the animal economy; albumenoids for the forma-

tion of muscles and other active organs; salts, for building up of the skeleton and other uses; fat, sugar, or starch substances, to produce animal warmth and power. Chemistry shows us that alcohol contains none of these, and hence it cannot be a true food.

The blood consists for the greater part of water, in which float numberless minute round bodies, called blood corpuscles. These absorb oxygen in the lungs, carrying it to the capillaries, where it combines with carbonaceous substances also carried in the blood, causing heat and producing carbonic acid. This carbonic acid is carried back by the corpuscles and given off in the lungs, and oxygen again taken in. Even a small dose of alcohol will cause the blood corpuscles to shrink in size and become irregular in shape—much diminishing their power to absorb and carry the oxygen and the carbonic acid. The corpuscles, when irregular in shape will sometimes adhere, forming a clot which cannot pass through those very fine blood vessels, the capillaries. Congestion may thus be caused in different parts of the body.

But the most marked effect is that produced on the brain and nervous system. Alcohol interrupts the flow of nervous force and deadens nervous sensibility. If a small quantity of Alcohol be retained in the mouth for a few minutes it will be found that the sense of taste is, for the time, destroyed. The insensibility to pain and to injury shewn by intoxicated men is a matter of common observation. Alcohol may thus have a use, in an extremity when nothing better can be had, as an anæsthetic. The flow of blood through the capillaries is regulated by the nerves. Under the influence of the poison the nerves lose this control—the blood flows with much greater rapidity, the heart beats faster. This causes an increase of heat for a short time, over the surface of the body, amounting to half a degree F. But no more heat is produced, so that in a short time the heat of the body falls very much below the standard. The excessive liability of intoxicated persons to freeze to death can be noticed almost every winter. It is just as if you removed the ball of the pendulum of a clock. A careless observer might say, that the moving power of the clock had received a great increase. More force is certainly being expended in a given time, but more is being produced. The only effect will be to bring the machinery to a stop all the sooner. Similarly the sense of heat produced by Alcohol is a delusion.

When a surgeon wishes to preserve a tumor or other evidence of his professional skill, he simply immerses it in alcohol. While thus immersed no chemical change is possible. Alcohol thus prevents chemical change in all organic substances. When taken into the stomach it arrests the chemical changes necessary to transform the food into blood—at the same time it deadens the sensibility of that most sensitive organ. The nerves controlling the pyloric orifice, ordinarily allow no food to pass out till thoroughly digested. Under alcoholic influence this control is lost—the food passes out undigested, or imperfectly digested,—it does not assist in the formation of blood, and fails entirely to nourish the body. The subject is therefore soon hungry. Hence the demand for the "bitters," to create an appetite. Very soon, under such a course, the stomach becomes permanently deranged, and the deluded sufferer becomes a confirmed dyspeptic, if no worse consequences follow. The after-dinner glass of wine is, not unfrequently, a bribe to quiet the clamouring of the overloaded and disordered stomach by deadening its sensibility.

I have in this bottle the white of an egg, which is almost pure albumen and water. I pour into it a very small quantity of alcohol and shake the bottle a little to bring them into contact. At once, you see, it coagulates, becoming an almost solid mass. Now albumen enters largely into the structure of the body;—the lining of the internal organs, that wonderful membrane in the lungs where the blood comes in contact with the air,—these are largely composed of albumen. The brain the seat of nervous sensibility is almost pure albumen, not unlike the white of an egg in its composition. Is it not natural to infer that they will be similarly affected by the same agent. And the inference is right, as post mortem examinations have proved. Of course the life-force in the body modifies the effect, but it only modifies, does not change. The drunkard's brain is literally "muddled."

A very large percentage—little short of the whole amount—of the crime, disease, and insanity in the civilized world can be traced directly or indirectly to alcohol. Now here is an agent for which alone we maintain jails, hospitals and lunatic asylums, and a large police force—for police are unnecessary in those towns in New Jersey and elsewhere, where prohibition has been enforced. Mankind would be wiser, healthier and happier, could its use be confined to manufacturing and industrial purposes. In the human stomach, as has been proved, it is an unmitigated evil. Does it not become us then as teachers, to use every endeavor to spread correct scientific knowledge concerning this deadly and subtle poison. The duty is clear; let each one see that it is done.

L.—Address by Principal Crocket.

ORAL INSTRUCTION ON MINERALS, PLANT LIFE AND ANIMAL LIFE.

The object of this paper is rather to show what the Course of Instruction requires in respect of these subjects, than to give any information concerning the subjects themselves or any directions as to the Method of teaching them.

The general principles of method are at least fairly known by the great majority of our Teachers, and when the subject of instruction itself is known, they have little difficulty in presenting it in an intelligible form. When the subject is one, however, which is comparatively new in our schools and upon which some teachers may not have had special instruction, they often feel at a loss as to what is actually required, and as to the mode of dealing with it.

I shall therefore treat this paper under the two heads:—

First, *The minimum amount of knowledge on the part of the Teacher to meet the requirements of the Course, and*

Second, *Instruction upon*

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Secondly, *Some suggestions as to the mode of arranging this knowledge for teaching purposes.*

I. We do not ask the question how much Grammar or Arithmetic a Teacher should know to qualify him to teach these subjects. We take it for granted that he knows the subjects as far as he is required to teach them. We do not assume that he has that minute acquaintance with them which a Grammarian or a Mathematician has, but we believe that he is as well fitted to teach them to the extent required of him. Moreover, it is generally found that he is more successful. The reason is obvious. Nice distinctions and rigid demonstrations do not form a part of early mental discipline. As with the Grammarian or Mathematician so with the man of Science. He will be apt to bring the minute, the scientific into every stage of his instructions. His much learning will make him mad, unless he is a very wise man. This error is well illustrated in the Science Primers written by the first Scientists of the day. With one or two exceptions—among which may be specially mentioned Geikie's Geology and Physical Geography—they are all scientific treatises pure and simple. The Authors eminently know their subjects, but they do not appear to know how to adapt them to young minds.

The requirement made by the Course as to these lessons has produced unnecessary anxiety on the part of many Teachers. They imagine they must be Mineralogists, Botanists, and Zoologists to qualify them for their work. Under this mistaken idea they have judged themselves incompetent to conduct the required instruction, and have either neglected the lessons altogether, or given them the most perfunctory treatment.

Let us now consider the nature and extent of the instruction which the Course requires. The subjects are all embraced within the first six Standards for Graded Schools. The successive steps are these:—

Standard I. Distinguishing and naming wholes.

Standard II. (1) Minerals, application of previous knowledge to familiar objects. (2) Plants, distinguishing principal parts. (3) Animals, such uses and habits as are likely to fall under the pupil's observation.

Standard III. (1) Distinction of Minerals continued, but more resembling each other, *e. g.* freestone and limestone. (2) Application of previous knowledge to pointing out from simple observation the grounds of distinction between the three classes *trees, shrubs and herbs.* (3) The uses or functions of special parts of the body; distinguishing by means of pictures such animals as the pupils have not seen, but are likely to read about in Reader No. II., and pointing out prominent features.

Standard IV. (1) Distinction of Minerals continued, but limited to the principal minerals of the Province, with instruction as to their localities and uses. (2) Distinction of trees continued and limited also to the principal forest trees of the Province. (3) Domestic and wild animals of the Province; general structure of such animals as were the subjects of the lessons in Standard III., but treated in relation to their habits, *e. g.* in the case of the camel,—feet spreading and not compact like the horse's, thus fitted for the sand, the eye protected from the sand, knee adapted to kneel down for the reception of load, &c.

Standard V. (1) Summing up the qualities that distinguish one mineral or metal from another, *i. e.* "essential qualities." Lead *e. g.* is distinguished from all other metals by its peculiar colour, softness (for a metal,) its ready fusibility. (2) General and special characteristics of plants. This requirement, which has not been well understood, can only be interpreted in connection with the Course itself and the degree of observing power which the pupil may reasonably be expected at this stage to possess. It will be seen from the requirement of the following Standard that the characteristics here indicated are intended to prepare the pupil for classifying plants into Orders or Families. Such characteristics then as are sufficient for this purpose and are at the same time within the range of the pupil's observation are all that are intended or can be expected. *General characteristics* have been taken up in previous Standards: (1) those characteristics which distinguish one *class* from another *class e. g.* trees from shrubs, and (2) those which distinguish one tree from another tree *e. g.* the oak from the birch. (Standard III.) In Standard V., however, *general characteristics* must refer to such characteristics as are common to plants of the same Order or Family, (the terms Order and Family mean the same thing in Plant Life,) the shape of the flowers, the number of petals,

stamens and pistils, &c. The *special* characteristics are those which are peculiar or special to different members of the same family. In the Lily Family, for example, the *general* characteristics are regular symmetrical flowers, with six petals of like colour, six stamens and one pistil, parallel veined leaves, bulbous roots, &c. The *special* characteristics are those differences in the form of the flower, length of stamens, breadth of leaves, form of roots, &c., which distinguish different members of the same family, such as Tiger Lily, Lily of the Valley, &c. (3) General and special characteristics of animals. These terms have meanings slightly different from the above. In animal life Orders and Families do not mean the same thing. An order may embrace several families; one of the orders of Swimming Birds for example is divided into six families—the Pelican Family, the Frigate Family, the Cormorant, Family, &c. General characteristics refer to such characteristics as are common to an Order, and special characteristics to such as constitute a difference in the Order but which are common to a Family. The general characteristics of one of the orders of Swimming Birds are—boatshaped bodies, short legs and placed far back under the body, plumage thick with soft down underneath and the water feathers overlapping each other, webbed feet and long necks, &c. The special characteristics of a Family such as the Duck Family—bill formed of small thin plates, three toes united by a web, wing medium length, tail short, &c.

Standard VI. Classification of Plants and Animals into Orders and Families from such characteristics as formed the subject of the last preceding Standard. The requirement in this Standard is little more than a review of the pupil's previous knowledge with a view of arranging or systematizing it. In connection with these lessons as well as those referred to in Standard V. some such helps as Prang's Natural History Series will be found indispensable; no graded school embracing these Standards can afford to be without some such aids. The last requirement of this Standard and of the Oral course is a very fitting summary of the Course, viz.: to show in what respects these three great Divisions of Nature which have been the subjects of the five preceding Standards differ essentially from each other.

The Course it will be seen begins with wholes, then takes up parts and ends with classification in Standard VI. The Teacher who possesses a sufficient amount of knowledge to teach Standard V. can teach Standard VI., the former being the data upon which classification proceeds. The data also upon which to determine the distinction between the three kingdoms of nature have been furnished in the course of previous lessons. It now only remains to contrast the mode of increase or growth between a mineral, a plant, and an animal; the materials that furnish nourishment to plants; and animals; the mode in which the nourishment is taken in, the evidences of consciousness or the lack of it, &c.

It would then seem that Standard V. is the one by which the Teacher can determine whether he has a sufficient amount of scientific knowledge to enable him to give the oral instruction required by the Course, i. e. such instruction as is required to be given to a pupil in the tenth year of his age. That Standard requires the Teacher to know not mineralogy, but merely the properties that distinguish an ordinary mineral or metal from another; to know not Botany, but the parts of a flower; and to know not Zoology, but the general structure with some special features of a few Mammalia and Birds. (The classification being after the plan adopted in Prang's Natural History Series which deals only with these two Classes of Animals warrants this conclusion.)

With this amount of knowledge secured, the Teacher may so far as his scientific knowledge is concerned properly discharge his obligations in connection with this part of the Course. I am free to admit that he would be greatly aided by some systematic training in the subject such as is given in the Normal School, but I wish to point out to Teachers who consider themselves unqualified to teach this part of the Course that their fears arise not so much from their want of knowledge as from want of a thorough examination of what they are required to do.

In ungraded Schools the Course does not go beyond Standard IV. of the graded Course nor are the requirements of the preceding Standards of the ungraded Course definitely laid down, it being assumed that the Teacher aided by the graded Course will give such preliminary instruction as is necessary to the intelligent study of this Standard. (IV.)

I may be permitted in this connection to refer to some sources of information in the teaching of Standard IV. As respects forest trees, much valuable assistance

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will be found in the "List of Trees and Shrubs of N. B." by Prof. Bailey and Mr. E. Jack, published in Educational Circular, No. 12, and with respect to the principal Provincial Minerals Mr. G. F. Mathews' paper on the "Useful Minerals of N. B." read at the Educational Institute of 1881, and published in Educational Circular No. 13, will be found of great service.

The Oral Course then it will be seen neither contemplates the giving of what is called scientific instruction, nor calls for much scientific attainment on the part of the Teacher. All that it seems to demand so far as science is concerned is that the pupil shall be conducted to a stage where he can intelligently begin the formal study of the subject, and that an opportunity shall be given him of having any scientific tastes which he may possess awakened.

II. *Some suggestions as to the mode of arranging this knowledge for teaching purposes:*

In what respects do these Oral lessons differ from the so called Object Lessons? The primary design of the Object Lesson as you all know is to stimulate and strengthen the powers of observation. They serve a very useful purpose besides. They are the means of familiarizing the pupil with, the properties of many useful things of which he would otherwise have very probably remained ignorant, even though the objects themselves have been under his eyes every day. The same may be said of the Oral Lessons, both as respects their educative value and their utility. The matter and the mode of treatment of a single lesson may be the same. A lesson on a mineral, for example, whether regarded as a simple object lesson or one of a series of lessons on minerals would embrace the same points and proceed in the same order for pupils in the same Standard. When introduced at one stage it would be taken up as far as the pupil's previous knowledge permitted and the requirements of the grade exacted; it would be introduced at a later stage or grade under new and less obvious respects in both cases. Coal at first would be noticed for its observed uses and very obvious properties, at a later stage its more hidden or less obvious properties and their relation to its uses, and finally the properties that relate distinctly to it and make it the particular mineral it is.

So far both classes of lessons are alike in their aims and in their treatment. But they differ widely with respect to the order in which the lessons follow each other. In the object lesson there is not necessarily any connection between one lesson and another. A lesson may be and ought to be a unity in itself, but the following lesson has necessarily no bearing upon it, nor probably any relation to the one that follows it; unless when taken up in subsequent grades as has been instanced. A lesson may be on a thimble to-day, a pencil to-morrow, and on the third day upon something else as dissimilar. The Oral lessons on the other hand are a connected series. Each lesson is not an end in itself, but a step towards an end—the arranging or systematizing of the knowledge that is being acquired—the building up of sound knowledge. Each lesson it is true is an object lesson, but it is related to what goes before and comes after. It is one of a series of *systematized object lessons*. The child needs such lessons. It is true that the picking up of fragmentary knowledge by means of the simple object lesson is interesting because natural to a child, but it is no less true that he will by and by as naturally seek to classify his little stock of knowledge where an opportunity is afforded him. These Oral or systematized object lessons give him that opportunity.

A Scheme of Lessons. A prearranged scheme of lessons is desirable in any subject where it is practicable, but where the lessons are related to each other and given orally, a scheme becomes an absolute necessity. In Oral teaching there is a tendency to make an exhaustive treatise on any subject taken up—to include in one lesson not only the successive steps in the same standard, but to trench upon the requirements of the following Standards. Such a practice must be attended with bad results. The pupil learns nothing definitely or accurately in his own Standard, and when he passes on to the next higher it makes it doubly difficult for the Teacher to gain his attention from the fact that the pupil believes that he learned it all long ago. Misconception and self conceit have to be cast out before any progress can be made.

The following scheme is merely an expansion of the Course of Instruction and is restricted to Plant Life—one subject being sufficient to enable me to illustrate the plan. As I have also in view a clear apprehension of the Course, I shall add some explanation by way of a Note to any Standard which may seem to require it.

Standard I. Distinguishing Common Plants—Colour—shape—size—Names and number of principal parts. The plants themselves in all cases to be shown and handled by the pupil.

Note. The exercise on each of these points should merely bring out simple observation and verbal description. Some may think that this scheme or outline exceeds the requirements of the Standard, inasmuch as it takes up *parts* which are not named till *Standard II.* This is true as respects description of parts, but the names and, if important, the number are needed to aid in the general description. It may also be said that it is unnecessary to give such easy lessons on a plant which the pupils know. If they know it the lesson is certainly unnecessary, but it must be remembered that a pupil may see a plant or anything else every day, and name it and yet he may not have observed it so as to be able to say anything accurately about it.

Standard II. Stems—different kinds—large, small, slender, soft, straw, woody. Leaves—colour, shape. Roots—different kinds—like a ball as the turnip, like a cone as the carrot, roots consisting of fibres only. Obvious uses of roots.

Note. The obvious uses of roots though not named in the Course, are implied. (See the requirements of this Standard under Animal Life.)

Standard III. Trees—their size—trunk—branches from trunk. Shrubs—size—branches proceeding from the earth. Herbs—stalk, soft not woody—die generally every year. Leaves—shape, more definite and precise than in *Standard II.* e. g. egg shaped, heart shaped, &c. Venation, different kinds—bark, colour—hard—rough—striped—uses.

Standard IV. Forest trees of the Province. A tree as learned from last Standard described by pupil—a tree not known by pupil described and contrasted with known tree—a picture of tree then shown or a drawing of it on black board, also parts of the tree itself shown and examined. Similar process continued with other unknown trees. Uses arising out of qualities—e. g. axe handles, &c., from the hardness of the wood.

Note. The relation between qualities and uses is implied, though not specified (see requirement of Standard under Animal Life). The exercises of this Standard cultivate not only the observing powers, but make direct appeals to the imagination.

Standard V. Flowers. Shapes—bell—funnel—tubular, &c. Parts—petals—calyx—stamens—pistils—ovary—roots. Differences in flowers that have general characteristics alike in respect of colour—shape—length and number of parts.

Note. The subject of Trees need not be taken up in this Standard except in as far as the knowledge of them acquired from Standards III and IV may be serviceable in illustrating similarities or differences in flowers. The flowers themselves must be examined so far as they can be procured, in addition to pictures.

Standard VI. Classification—meaning of the term brought out by illustration or reference to subjects in which the pupils have already been classifying. Review of general characteristics of some flowers in last Standard—all have a *Family* likeness. *Lily Family*: Review of some differences between flowers of this Family—A member of this Family, e. g. White Lily or Yellow Lily. Similar outline for *Pink Family* and *Rose Family*. Distinction between the three kingdoms. How a mineral increases in size. How an animal grows. How a plant. The food of animals—of plants. How a plant takes in food—how an animal. Whether the food is assimilated with or without a stomach. What evidence of consciousness on the part of the lowest animals. Any evidence of consciousness in plants.

Note. The three Families of Plants named above are all that are necessary to give the pupil a general idea of classification. They are the three given in the Manual accompanying Prang's Natural History Series.

Such an outline as the above will enable the Teacher to guide the order of his lessons, to see the end from the beginning, and if not well acquainted with the subject, will aid him in getting up his knowledge in a methodical manner.

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M.—Remarks by Dr. Rand in reference to an Educational Exhibit at the Dominion Exhibition to be held in St. John in 1883.

I need not say that this committee had before them the fact that in these modern days, great projects are very largely promoted, by bringing in some striking manner, before the masses of the people, the characteristics of the work, or some feature which will enlist an interest in their work or project; and in modern days, attempts have been made, with some success, in the work of education in this direction. As all will see, the great results of our industry cannot be set forth to the eye in the ordinary way. A good deal must be taken on trust. But there is a method of approaching this subject by which those engaged in the work of education will be greatly profited. This is by witnessing an exhibit by which hundreds and thousands will have their attention arrested and led to bestow such a careful consideration upon it as they never did before. At the Centennial Exhibition I spent ten days in going through the educational exhibits. I gave every forenoon to working up the educational departments; and I was frequently impressed with what I saw, and very much instructed too. The committee thought it might be possible for us to do something. Ontario thoroughly understands this one point in reference to education, that she takes people as they are, and makes a presentation calculated to bring to her the greatest possible renown. I examined the educational exhibit of Ontario, and I know that it is confessed throughout the world that Ontario's exhibit surpassed all others. I will tell you how she gained that trophy. Her education department has at its disposal untold resources. One of its appropriations was for the establishment of a book and map depository from which apparatus and library books were supplied to any school district at one-half its cost. When the Centennial Exhibition was started, the Department sent Dr. May, of the Educational Department, and said, "Go down to Philadelphia and take up the largest possible space, and take it in the finest place in the Exhibition" and then the Department said, "fit it up"—so it was filled with magnificent cases of beautiful manufacture. Then these cases were filled in like manner. They sent from the depository, in Toronto, all the books they desired to send. Beautiful cases were filled for \$25—a fine collection of books for a library—one \$50, another \$50, \$100, \$200, \$300 and so on until there was an immense array of books. Not a single book did I see that was published in Ontario—no product of Ontario; but of the wealth of the Educational Department of Ontario. But in respect to any exhibit of what Ontario schools, teachers and pupils could do, there was not a single scratch. Then there came splendid exhibits of maps, certain forms of apparatus, some of which were not manufactured by the department itself. They were taken from the department's repository, and represented all kinds used in the schools. Then there was a fine display of exhibits from the educational museum of Toronto. Among them were found busts, hands, feet, parts of the human body—admirable exhibits. Then there came finely arranged photographs of school houses, and brackets could be thrown out, leaf after leaf, could be swung, showing fine specimens of photographs of school houses. These exhibits gained for Ontario the trophy; but in respect to any exhibit of her schools, of her work, in which teachers or pupils were engaged, there were none. Pennsylvania was crowded out, because of Dr. May, and had to erect a separate building for her exhibit. Although Philadelphia had no great display of wealth, she had the most attractive display of educational work. Some features I might detail—exhibits of school furniture, model school-houses of Norway, erected on the grounds, fitted up with apparatus. You might see a perfect Swedish school house. There were in some departments answers to questions by pupils, bound neatly in calf and paper. Well, you can fancy how very instructive that would be. Massachusetts made a magnificent exhibit in industrial drawing—specimens of carpets now in the market; of numberless things now in the market, from the desks of pupils in Massachusetts. I won't go into this further; but there was a great educational fair, interesting to educational men and to all people.

Ontario made an immense impression. It was not on account of her school work, but it seized and held the popular eye, and she is reaping the fruits of it to-day. The committee of management thought it desirable to obtain a handsomely arranged statistical statement of each county; photographs of some of our school houses, furniture, maps and globes, a display of various text books, besides an adequate supply of libraries secured through booksellers. It was thought that a

map of the Province showing school statistics might be shown with color, with school houses and grounds properly laid down. That, you see, would need the co-operation of School Boards. It might be practicable to get views and plans of school houses, such as those of St. Stephen. We would not want an exhaustive collection. We might obtain school furniture from the manufacturers. We might make an adequate display somewhat adapted to arouse the attention of the public. We might make a display of the manual work done by the pupils—drawing, print-script, writing, maps—work done in the Normal School and the Victoria School, St. John. There might be a historic sketch of the education of New Brunswick, showing the provisions that are made for education. If we do nothing and some other province exhibit, we would appear in a wrong light. All that this Province has done will be buried up and we can't afford to take a back seat in that in which we have been the pioneers. It must appear on consideration that this should meet with the liberal support of the governing body of our Province.

ADDITIONS TO THE LIST OF NEW BRUNSWICK PLANTS.

[See Educational Circular, Nos. 9 and 11.]

The following report of the Committee on Botany of the Natural History Society of New Brunswick furnishes pleasing evidence of the stimulus given, by the labors of Professor James Fowler, A. M., to the careful study of the Plants of this Province. It is encouraging to see members of the teaching profession foremost among those engaged in the systematic classification of our hitherto unclassified plants. This is as it should be. The Teachers of New Brunswick can make themselves helpful in a high degree in obtaining and disseminating correct knowledge in every department of Natural History. When they are not in a position to become members of a Society organized for this special purpose, they can become associate or corresponding members of the Society in Saint John, or other places. The article on the Birds of New Brunswick will, we doubt not, be perused with deep interest, and we hope it may prove suggestive and stimulating to all workers in the educational field. In so far as it does so will it enrich the simple oral lessons on Useful Knowledge now required to be given in all our schools:—

The Committee on Botany report that they have been engaged during the past week in determining plants which have been collected in several sections of the Province during the past two seasons of 1880 and 1881. They have found their labors comparatively easy, having been guided greatly by the valuable lists published in 1879 and early in 1880 by Prof. JAS. FOWLER. In addition to the plants named in these lists they find that about forty species new to the Province have been detected, and that many plants which were supposed to be rare, or limited to certain localities, are more widely distributed and occur in different sections of New Brunswick. In the list appended hereto the names of these species and details regarding the distribution of some of the rarer forms will be given, and other facts will be brought out, showing that in several districts the botany of our country is now being attentively studied by the increasing numbers of amateurs and others interested in the subject.

But while viewing with much satisfaction the progress made in arriving at a knowledge of our Flora during the past few years, which is largely due to the zeal and untiring labors of Prof. FOWLER, and the enthusiasm he awoke in a few others, your Committee would recall the fact that the botany of the Province, taken as a whole, is yet far from being known. No section of it, indeed, has been systematically studied, except, perhaps, the County of Kent, where Mr. FOWLER resided for some years. The ambitious and enterprising student will therefore find here, for many years to come, a most inviting field for his investigations. Besides the County of Kent, the only districts which have been at all examined botanically are: portions of York County in the vicinity of Fredericton and Keswick, by Prof. BAILEY, Prof. FOWLER, and others; Saint John County by Messrs. G. F. and R. MATTHEW, Prof. FOWLER, and Mr. G. U. HAY; certain parts of Charlotte

County by Mr. JAMES VROOM; and of Restigouche and Gloucester Counties by Prof. FOWLER and Mr. R. CHALMERS. The Flora of the central and western portion of the Province is comparatively unknown, having scarcely been looked upon yet by the eye of the botanist.

The contributions and donations to this Society having reference to our Flora, so far as we can ascertain, are as follows: A list of the Plants of New Brunswick, collected previous to 1864, and read before the Society on 8th April of that year, by Mr. R. MATTHEW; an original and interesting paper by Mr. G. F. MATTHEW, "On the Occurrence of Arctic and Western Plants in Continental Acadia in 1869;" and during the past year a valuable Herbarium added to the Museum by Mr. G. U. HAY. This Herbarium consists of over three hundred and fifty species of our phenogamous plants, including nearly all our grasses and sedges; in addition to which there are about 35 species of the ferns of this Province,—the whole mounted and labelled. To these Mr. CHALMERS adds a considerable number of plants, representatives of the Flora of the northern section of the Province. Mr. JAMES VROOM has recently sent a collection from Charlotte County, some of them rare and valuable; Mr. J. MOSER, specimens from York County; and Mr. ARTHUR I. TRUEMAN a number of plants collected chiefly in Westmoreland County; so that our Herbarium now represents a Flora of nearly six hundred species.

The thanks of the Committee are due to Mr. J. MOSER, of Nashwaak; Mr. J. BRITAIN, of Petitecodiac; Mr. A. I. TRUEMAN, of St. John; Mr. G. H. BURNETT, of Keswick, and other gentlemen, for specimens collected in their neighborhood.

In the following catalogue of plants we have used the numbers in Prof. FOWLER'S lists. Thus (a), the number of the plant in the following list indicates that it should come before No. 1 in Prof. Fowler's List, EDUCATIONAL CIRCULAR, No. 9, because *Clematis verticillaris* in Gray's Botany is named before *C. Virginiana* (No. 1 in Fowler's List). The (*) after No. 199 in Fowler's List shows that this plant *Ludwigia palustris* comes after the No. 199 in that list. The reference marks (b) and (c) are explainable in the same way.

GEO. U. HAY,
ROBERT CHALMERS.
JAS. VROOM,

Committee on Botany of Nat. Hist. Society of N. B.

St. JOHN, January 17th, 1882.

LIST OF PLANTS.

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| a. CLEMATIS verticillaris, D. C. Found at St. Stephen by J. Vroom, and at Nashwaaksis by J. Moser, 1881. | 68. SILENE INFLATA, Smith. Rather abundant in several sections of the Province. |
| 7. THALICTRUM dioicum, L. Grand Lake, G. U. Hay; Fredericton and Nashwaaksis, J. Vroom. | 71a. LYCHNIS VESPERTINA, Sibth. Evening Lychnis, Saint Stephen, Vroom. |
| 71a. ACONITUM NAPELLES, L. In an old garden at Fredericton, Vroom. | 71b. L. FLOS-CUCULI, L. Meadow Lychnis. Campbellton, Chalmers, June, 1877. |
| 91. CAULOPHYLLUM thalictroides, Michx. Pappoose-Root. Found at Nashwaaksis by J. Moser, 1881. | 73. ARENARIA peploides, L. Restigouche, Chalmers. |
| 21a. BRASSENTIA peltata, Pursh. Near Cox's Point, Grand Lake, Hay; at Saint Stephen and Fredericton, Vroom. | 88a. PORTULACA OLERACEA, L. Saint Stephen, Vroom. |
| 31a. ADLUNIA cirrhosa, Raf. Climbing Fumitory. A sport in gardens at Saint Stephen, Vroom. | 98. GERANIUM Robertianum, L. Lower Norton, collected by Arthur I. Trueman. |
| 45a. DRABA incana, L. Whitlow-Grass. Nashwaaksis, collected by J. Moser, 1881; said to have been found at Bathurst in June, 1881, by Mr. Chas. Lindon, of Buffalo, New York. | 98a. ERODIUM CICUTARIUM, L'Her. Storks-bill. Ballast, Carleton, G. U. Hay. |
| 53a. VIOLA canina, L., var. sylvestris, Regel. Bathurst, 1881, R. Chalmers. Abundant near Saint John, Saint Stephen, and also on Grand Manan; Hay and Vroom. | 113. POLYGALA paucifolia, Wild. Saint Stephen and Milltown, Vroom. |
| 57. V. TRICOLOR, L. Escaped from gardens near Bathurst, Chalmers; on Ballast Wharf, Saint John, Hay. | 114. TRIFOLIUM ARVENSE, L. Lancaster, Hay. |
| | 115a. T. HYBRIDUM, L. In clover field at Norton, Hay; Saint Stephen, Vroom. |
| | 117. T. AGRARIUM, L. Fredericton and other places, not uncommon, Vroom. |
| | 123a. MIMICAGO VAGUELLATA, Willd. Spotted Medick. Carleton, on ballast heaps, Hay. |
| | 131. LOTUS CORNICULATUS, L. Has disappeared from Fairville. Found at Ballast wharf, Saint John, Hay. |
| | 137a. APIOS tuberosa, Mönch. Wild Bean; Ground Nut. Occurs at Keswick Ridge and along banks of Saint John River near |

- Fredericton; found also at Saint Stephen in 1881 by J. Vroom.
- 161a. *RUMEX occidentalis*, L. Black Raspberry; Thimbleberry. Keswick Ridge, Hay, July, 1880. Said to occur in Westmoreland County.
182. *SAXIFRAGA Virginianensis*, Michx. Mouth of Mactaquac, York County, Vroom, 1881.
186. *PENTHEDON seditoides*, L. Mouth of Jemseg, Hay.
194. *CIRCEA Lutetiana*, L. Keswick Ridge, Hay, 1880.
199. *LUDWIGIA palustris*, Ell. Water Purslane. Nashwaaksis. Collected by J. Moser, 1881; Saint Stephen, Vroom.
244. *EGRATORIUM ageratoides*, L. Lily Lake, St. John, Hay, 1881.
- 252a. *ASTER æstivus*, Ait. var. *betiflorus*, Gray. Kennebecasis River, near Saint John, Hay, 1881.
- 265a. *SOLIDAGO bicolor*, L. var. *concolor*, Gray. Tatagouche River, Gloucester County, Chalmers, 1880.
- 310a. *CARDUS crispus*, L. Thistle. West side Courtenay Bay, City of Saint John; apparently naturalized, Hay, 1881.
- 313a. *TRAGOPOGON PRATENSE*, L. Meadow Salsify. Weed in Todd's field, Saint Stephen, Vroom, 1880.
- 321a. *LACTUCA Canadensis*, L., var. *integrifolia*, Torr. and Gray. Norton, Hay, 1880.
- 322a. *SONCHUS oleraceus*, L. Common Sow Thistle. Is found sometimes with *S. Asper*, Vill., at Saint John and Saint Andrews; Hay and Vroom.
326. *LOBELIA cardinalis*, L. On Magaguadavic, Saint Croix, and tributaries, G. F. Matthew and Vroom.
- 330a. *CAMPANULA aparinoides*, Pursh. St. George, Vroom, 1880; Grand Lake, Hay, 1881.
- 330b. *C. RAPUNCULOIDES*, L. About Saint John and Saint Stephen, Hay and Vroom, 1881.
331. *GAYLLESSACIA dumosa*, Torr and Gray. Saint Stephen, Vroom, 1881.
- 331a. *G. FRONDOSA*, Torr and Gray. Blue Tangle; Dangleberry. Grand Lake, Hay, 1881.
337. *VACCINIUM corymbosum*, L. Grand Lake, Hay, 1881; Saint Stephen, Vroom.
- 348a. *PRUOLA chlorantha*, Swartz. Lily Lake, Saint John, Hay, 1881.
- 352a. *MONOTROPA Hypopitys*, L. Lily Lake, Saint John, Hay, 1881; collected at Petitcodiac, Westmoreland County, by John Brittain, 1881.
- 363a. *ANAGALLIS arvensis*, L. Ballast, St. John, Hay, 1881.
- 363a. *APHYLLOX uniflorum*, Torr and Gray. One-flowered Cancer-root. Nashwaaksis, Professor Fowler, 1880; Petitcodiac, collected by J. Brittain, 1881.
- 369a. *LINARIA Canadensis*, Spreng. Wild-Toad Flax. Saint Stephen, Vroom, 1881.
- 369b. *L. CYMBALARIA*, Mill. Ivy Linaria. Ballast wharf, Saint John, Hay, September, 1881.
- 369c. *L. MIXTA*, Desf. Ballast wharf, Saint John, Hay, September, 1881.
380. *VERONICA AGRESTIS*, L. Ballast wharf, Saint John, Hay, 1881.
- 386b. *PHYRMA leptostachya*, L. Lopsced. Keswick Ridge, Prof. Fowler and Mr. Hay, 1880.
- 402a. *LAMIUM AMPLENCAULE*, L. Dead Nettle. Saint Andrews, Vroom, 1881.
408. *MYOSOTIS arvensis*, Hoffm. Saint Andrews, Vroom, 1881.
- 410a. *DATURA STRAMONIUM*, L. Common Stramonium, or Thorn Apple. Weed well established in Saint Stephen and Saint Andrews, Vroom.
418. *GENTIANA AMARILLA*, L., var. *acuta*, Hook., f. Keswick Ridge; collected by G. H. Burnett, 1882.
419. *G. LINEARIS*, Froel. Nashwaaksis; collected by J. Moser.
- 420a. *LIMNANTHEMUM LACUNOSUM*, Grisebach. Floating Heart. Saint Stephen, Vroom. Abundant in a Lake near residence of G. G. King, Esq., M. P. Salmon River, Queen's County; Hay, 1881.
427. *ASARUM Canadense*, L. Rather common about Fredericton.
461. *EUPHORBIA CYPRARISSIAS*, L. Roadside Nashwaak, J. Vroom, 1881.
- 617a. *SYMPLOCARPUS foetidus*, Salisb. Skunk Cabbage. Found at outlet of Lake Utopia, Vroom, 1879. Mr. Matthew reports it at Milkish, King's County; and Dr. Duncan at Nigadoc River, Gloucester County.
- 520a. *SPARGANIUM minimum*, Bauhin, Fries. Campbellton, Chalmers.
- 539a. *Oncis spectabilis*, L. Showy Orchis. Keswick, June, 1881; collected by Rev. Mr. McKiel.
- 546a. *HABENARIA lacera*, R. Br. Ragged Fringed Orchis. Collected at Petitcodiac by John Brittain, 1881.
- 550a. *SPIRANTHES gracilis*, Bigelow. Collected by A. I. Trueman at Baie Verte, Westmoreland County, 1876.
556. *CALYPSO borealis*, Salisb. Collected at Somerset Vale, Bathurst, by J. Meahan, 1881; also a fine bunch from vicinity of Indian town, as early as 1861, by one of Prof. C. F. Hart's pupils, and now in Herbarium of Natural History Society, Saint John.
558. *LIPARIS Lusehii*, Richard. Fredericton, Vroom, 1879; and Grand Lake, Hay, 1881.
563. *CYPRIPEDIUM spectabile*, Swartz. Occurs in York and Carleton Counties, Vroom; Restigouche, Chalmers.
568. *TRILLIUM erectum*, L. Restigouche, Chalmers.
- 581a. *POLYGONATUM biflorum*, Ell. Smaller Solomon Seal. Saint Stephen, Vroom, 1881.
- 583a. *ALLIUM tricoccum*, Ait. Wild Leek. Petitcodiac; collected by J. Brittain, 1881.
- 598a. *Xyris flexuosa*, Muhl. and Chapm., var. *pusilla*, Gray. Yellow-eyed Grass. Kendrick's Lake, St. Stephen, Vroom, 1881; collected by A. I. Trueman, at Point de Bute, Westmoreland County, 1876.
- 601a. *ELEOCHARIS Robbinsii*, Oakes. Kendrick's Lake, near St. Stephen, Vroom, 1881.
- 719a. *TRITICUM dasystachyum*, Gray. New Mills, Restigouche, Chalmers, September, 1880.
765. *WOODSIA Ivensis*, R. Br. Found at Keswick, Nashwaaksis, Saint Stephen, and near Green Head, Saint John.
- 780a. *SELAGINELLA rupestris*, Spreng. Collected by G. H. Burnett at Keswick, 1881.

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BIRDS OF NEW BRUNSWICK.

With brief notes relating to their Migrations, Breeding, Relative Abundance, &c.

By MONTAGUE CHAMBERLAIN, Saint John.

[From the Bulletin of the Natural History Society.]

It seems desirable that an Annotated Catalogue of the Birds which occur within the limits of this Province should be issued for the information of our people, as well as for the use of students who may desire to trace the geographical distribution of species, as the only complete list of New Brunswick Birds which has been previously published is one that appears in the Appendix to "Field and Forest Rambles,"* by Dr. ADAMS, a book that is but little known, and the list of Birds in it contains very meagre information, being little more than a mere recital of the names of two hundred and forty-eight species.

"A Partial Catalogue of the Birds of Grand Manan," by Mr. HAROLD HERRICK, is published in the *Bulletin of the Essex Institute*, for 1873, and contains some interesting and valuable notes on one hundred and ninety-four species.

There is a report of the Birds of an adjacent region, based on the observations of Mr. GEORGE A. BOARDMAN, published by Prof. VERRILL in the Proceedings of the Boston Society of Natural History, vol. ix., 1862, entitled "A Catalogue of the Birds found in the vicinity of Calais, Maine, and about the Islands of the Bay of Fundy." This catalogue has been accepted by Ornithologists as an authentic record for Eastern Maine, and although, from their geographical relation, the fauna of the two regions must necessarily be somewhat similar, yet even between Calais and Saint John many interesting differences have been noted, and in a large number of cases the report for Eastern Maine will not apply to New Brunswick.

But, apart from the reasons already stated, neither Mr. BOARDMAN's catalogue nor Dr. ADAMS' fully meet the requirements of the present day, for both are written in a system of nomenclature and classification that is now obsolete, and neither contain the more recent records. This latter reason derives its importance from the fact that each year new species are being discovered, and something new found out about the habits of others; so that no report of any given area can be properly called either perfect or complete, but requires frequent revision.

An Annotated Catalogue of our Birds being desirable and necessary, the present paper is offered as a first instalment of such a work, and will be supplemented by additions and revisions as opportunity for further investigation occurs.

As yet, a systematic study of the Counties of Saint John and Kings only has been made, and for this reason the Catalogue is divided into two divisions; the first embracing the result of observations made in these Counties; the second containing the names of species which have not been found within that area, but which have been observed elsewhere in the Province, and is chiefly compiled from previous records, many quotations being made from the lists already mentioned.

The notes are neither as complete nor exact as could be made, many questions being yet undetermined; but, as a whole, the Catalogue will serve as a starting point, and the unscientific reader, for whom it is especially intended, will find in it a fairly full account of the Birds of the Southern section of the Province. Of the Northern and Central sections very little systematic investigation has been made, and I anticipate many interesting facts are awaiting discovery there; such, for instance, as the extreme Northern limit of the breeding area of some species, and the Southern limit of that of others.

While I have assumed the responsibility for the accuracy of this paper, I cannot claim that it is based solely upon my own observations, for several other members of this Society, who are interested in Ornithology, have contributed more or less

* "Field and Forest Rambles," with notes and observations on the Natural History of Eastern Canada, by A. LEITH ADAMS, M. A., M. B., F. R. S., F. G. S., Staff-Surgeon-Major; London: HENRY S. KING & Co., 1873. Dr. Adams was stationed in New Brunswick in 1867-8, attached to the 22nd Regiment.

information. To Mr. HAROLD GILBERT, especially, I am indebted for assistance. His notes on the Singing-Birds and Shore-Birds, the result of some ten years close and careful observation, have been particularly valuable; indeed, without them, the report on these groups would have been very meagre. From Mr. JAMES W. BANKS I have received no inconsiderable aid in determining the breeding of many species, he having made the Oology of this locality a specialty; and from Messrs. JOHN HAMMOND, JOHN C. ALLISON, PETER CAMPBELL, FREDERICK W. DANIEL, ALFRED MORRISSEY, and W. N. GOULD I have received valuable information.

I have also to thank JAMES H. CARNALL, Taxidermist, of this City, and Mr. GEORGE A. BOARDMAN of Saint Stephen, for useful notes, and regret that an offer kindly made me by Mr. Boardman to place at my service the result of his extensive observations in this Province did not reach me until the manuscript of the Catalogue was in the hands of the printer.

I will take this opportunity of expressing the thanks I owe Professor SPENCER F. BAIRD and Mr. ROBERT RIDGWAY of the Smithsonian Institution, Washington, for courteously rendered assistance in identifying unknown species, and for other favors; and I am also deeply indebted to Mr. WILLIAM BREWSTER, of Cambridge, and Mr. E. O. DAMON, of Northampton, Mass., for similar kind services; nor can I forget to make mention of the valuable information received from Mr. H. A. PURDIE, of Boston, whose friendly aid merits my best thanks.

In writing the Catalogue, I have copied the names and arrangement of the species adopted by Mr. RIDGWAY for the "NOMENCLATURE OF NORTH AMERICAN BIRDS," issued by the Smithsonian Institution in 1881. In species that have a local name differing from the common name of the "Nomenclature," I have added the local name, and placed it in quotation marks.

Saint John, March, 1882.

SECTION A.

Species which occur in St. John and Kings Counties.

FAMILY TURDIDÆ. THE THRUSHES.

1. WILSON'S THRUSH, "TAWNY THRUSH" (*Hylocichla fuscescens*). This specimen is a summer resident, and builds its nest here. It is rarely met with in the immediate vicinity of the City of Saint John, but occurs more frequently about Hampton and Westfield, though it is nowhere a common bird.
(THE GRAY-CHEEKED THRUSH, or "ALICE THRUSH," as it was formerly called, should be found here, but has as yet escaped detection, although during the last two seasons considerable search was made for it).
2. OLIVE-BACKED THRUSH. (*Hylocichla ustulata swainsoni*). A summer resident, breeding in abundance. It usually arrives from the south during the first week in May, and remains until the last week in September.
3. HERMIT THRUSH, "SWAMP ROBIN." (*Hylocichla unalascae pallasi*). Breeds abundantly, arriving and departing about the same time as the Olive-backed.
4. AMERICAN ROBIN. (*Merula migratoria*). The most abundant of our Thrushes, building its nest in suitable localities. The larger part of these birds are merely summer residents, arriving from the south early in April; but a small number have been observed every winter, and occasionally large flocks are seen, as, for instance, in January, February, and March, 1880, when great numbers visited the gardens and suburbs of Saint John during the warmer weather, and retired to the woods when the cold increased.
5. CATBIRD. (*Galeoscoptes carolinensis*). A rather rare, though irregular summer resident.

FAMILY SAXICOLIDÆ. THE STONECHATS, &C.

6. BLUEBIRD. *Sialia sialis*. Only three authentic instances of the occurrence of this species are known. Mr. Harold Gilbert saw one on Mount Pleasant in March, 1877. Mr. Banks saw one near Millidgeville in June, 1879. He thinks this bird must have a nest near, as there was food in its mouth, as if for its young. Mr. Henry Gilbert shot one specimen at Rotlesay on April 26, 1881. The species is given by Mr. Boardman as a rare summer visitant near Calais.

FAMILY SYLVIIDÆ. THE SYLVAS.

7. RUBY-CROWNED KINGLET. (*Regulus calendula*). An uncommon summer resident. Mr. Banks has taken one nest, built in a dense fir thicket, in the crotch of a limb.
8. GOLDEN-CROWNED KINGLET. (*Regulus satrapa*). This is a common resident, but appears most abundant during the fall and winter months, when it is met in company with the chickadees. Breeds.

FAMILY PARIDÆ. THE CHICKADEES.

9. BLACK-CAPPED CHICKADEE. (*Parus atricapillus*). This species also occurs throughout the year, and breeds abundantly.
10. HUDSONIAN CHICKADEE. "HUDSON-BAY TIT." (*Parus hudsonicus*). Is met with occasionally at all seasons, and builds its nest here.

FAMILY SITTIDÆ. THE NUTHATCHES.

11. WHITE-BELLIED NUTHATCH. (*Sitta canadensis*). This species has been observed in early spring and in summer, though uncommon at all seasons; but I can learn of no instance of its occurrence in winter. It is, however, given by Mr. Boardman as a resident in the vicinity of Calais.
12. RED-BELLIED NUTHATCH. (*Sitta canadensis*). Usually an uncommon resident; but during the summer of 1878 it was quite abundant, building its nest in all suitable localities.

FAMILY CERTHIDÆ. THE CREEPERS.

13. BROWN CREEPER (*Certhia familiaris rufa*). A rather rare summer resident; breeds.

FAMILY TROGLODYTIDÆ. THE WRENS.

14. WINTER WREN. (*Anorthura troglodytes hyemalis*). A common summer resident; breeds.

FAMILY SYLVICOLIDÆ. THE WARBLERS.

15. BLACK-AND-WHITE CREEPER. (*Mniotilta varia*). A summer resident; breeds. They are common about the suburbs of Saint John only for a few weeks after arrival from the South, and again for a few weeks on their return in the fall, spending the summer a short distance inland; though an occasional pair have been known to remain and build near the city.
16. NASHVILLE WARBLER. (*Helminthophaga ruficapilla*). A common summer resident; breeds.
17. TENNESSEE WARBLER. (*Helminthophaga peregrina*). A rather common summer resident; breeds.
18. BLUE YELLOW-BACKED WARBLER. (*Parula americana*). A rare summer resident. During the fall of 1880 two were taken at Indiantown; and on June 23, 1881, I collected one at Hampton. On September 30, 1881, Mr. George Thomas found four that had been killed by flying against the light-house at Point Lepreau.
19. SUMMER YELLOW BIRD. (*Dendroica aestiva*). This is an abundant summer resident, and is one of the few species of the *Sylvicolidæ* that is equally as numerous in the immediate vicinity of Saint John throughout the entire summer as during the migrations; for, although representatives of most of the other species that visit us nest in the suburbs, the great majority of these birds stay but a few weeks, gradually disappearing before the first of June, and retiring inland about twenty miles or more, perhaps to get rid of the fog and continuous humid atmosphere of the coast, and to enjoy the higher and more constant temperature, which, even at that short distance, exhibits a marked difference.
- The Yellow Warblers, however, continue to make their homes with us year after year, building their nests in aggravating proximity to the suburban haunts of the egg-greedy street gamins, who each season pillage and destroy a large number of these daintily made homes.
20. BLACK-THROATED BLUE WARBLER. (*Dendroica caerulescens*). A rare summer resident. Mr. H. A. Purdie identified the song of one at Hampton, June 20, 1881. Mr. Gilbert has collected two specimens.
21. YELLOW-RUMP WARBLER. (*Dendroica coronata*). An abundant summer resident, arriving from the south from the 5th to the 15th of May; breeds.
22. BLACK-AND-YELLOW WARBLER. "MAGNOLIA WARBLER." (*Dendroica maculosa*). An abundant summer resident, building in the suburbs of Saint John and all suitable localities.
23. CHESTNUT-SIDED WARBLER. (*Dendroica pennsylvanica*). A rare summer resident. A specimen in the collection of the Natural History Society was taken by Mr. J. Morrison, June 19, 1881, near Lily Lake. Given by Mr. Boardman as common at Calais.
24. BAY-BREASTED WARBLER. (*Dendroica castanea*). An occasional summer resident. A specimen in the Natural History Museum was taken at Lily Lake, May 30, 1881, by Mr. Daniel.
25. BLACK-POLL WARBLER. (*Dendroica striata*). Common during the spring and fall migrations; occasionally met with in the summer.
26. BLACKBURNIAN WARBLER. (*Dendroica blackburniæ*). An occasional summer resident. I collected one at Sutton on May 23, 1881.
27. BLACK-THROATED GREEN WARBLER. (*Dendroica virens*). A common summer resident, remaining near Saint John during the summer months, and breeding everywhere.
28. YELLOW RED-POLL WARBLER. (*Dendroica palmarum hypochrysea*). This is the first of the Warblers to arrive in the spring, and is abundant near Saint John early in the season, but usually leaves the coast in a short time, often before the next corner of this family, the yellow-rump, puts in an appearance; though in 1877 a large number of them built their nests near this city.

29. GOLDEN-CROWNED THRUSH. "OVEN BIRD." (*Sialurus auricapillus*). A common summer resident; breeds.
30. SMALL-BILLED WATER THRUSH. (*Sialurus naevius*). A summer resident, but not a common bird. Three heard singing at Hampton, and one taken at Taylor's Island on July first, are the only records of its occurrence in my note-book for 1881 contains.
31. MOURNING WARBLER. (*Geothlypis philadelphia*). This species had not been observed in this locality prior to 1880; but in June of that year, a cat attached to the establishment of the light-house keeper on Partridge Island carried several specimens to her residence; and during the last week in May of 1881; this same feline collector again produced evidence of the occurrence of the species on the Island: but not a single example could be found there on June 8th, nor on several other days during

- the summer when the Island was searched for it. Mr. H. B. Bailey informed me that he heard several individuals singing at Hampton on June 23, 1881.
32. MARYLAND YELLOW-THROAT. (*Geothlypis trichas*). An abundant summer resident. Is common near Saint John throughout the season; breeds.
33. BLACK-CAPPED YELLOW WARBLER, "WILSON'S BLACK-CAP." (*Myiodytes pusillus*). An uncommon summer resident; arrives in vicinity of Saint John early in May; breeds.
34. CANADIAN FLYCATCHING WARBLER. (*Myiodytes canadensis*). An occasional summer resident. A nest with eggs, taken June, 1880, is in Mr. Banks' collection.
35. AMERICAN REDSTART. (*Setophaga ruticilla*). A summer resident; breeds abundantly everywhere.

FAMILY VIREONIDÆ. THE VIREOS, OR GREENLETS.

36. RED-EYED VIREO. (*Vireosylbia olivacea*). A common summer resident in the interior, where it nests, but found in the vicinity of the coast only during the migrations.
37. BLUE-HEADED VIREO. SOLITARY VIREO. (*Lanius borealis*). Mr. H. A. Purdie heard one singing at Hampton on June 21, 1881, and several other instances of its occurrence are known; and though I can give

no data for these, they appear to be sufficiently authentic to warrant the species being recorded as a rare summer resident. Given by Mr. Boardman as breeding at Calais, but not common.

38. WHITE-EYED VIREO. (*Vireo noveboracensis*). Mr. Harold Gilbert shot one of this species at South Bay, on May 24, 1877.

FAMILY LANIIDÆ. THE SHRIKES.

39. GREAT NORTHERN SHRIKE. BUTCHER-BIRD. (*Lanius borealis*). An uncommon fall and winter visitant

FAMILY AMPELIDÆ. THE CHATTERERS, &C.

40. CEDAR WAX-WING. "CEDAR BIRD." "CHERRY BIRD." (*Ampelis cedrorum*). A common summer resident; breeds. This species usually arrives in June and leaves early in the fall; but occasionally, when the weather has been mild, and the berries of the mountain-ash conspicuously abundant,

large flocks have been seen during the early winter, and, in 1880, were observed in March. During the season of nidification they are rather wary and shy, but in the fall, when they have eaten freely of mountain-ash berries, they become stupidly reckless, and are easily noosed.

FAMILY HIRUNDINIDÆ. THE SWALLOWS.

41. PURPLE MARTIN. (*Progne subis*). This species is a uncommon summer-resident at Saint John, but at Hampton and Westfield is quite common. It generally appears about the first week in May, but comes earlier if the weather to the southward has been unusually warm - has been seen as early as April 15. It leaves here about the end of August. Breeds.
42. CLIFF SWALLOW. "EAVE SWALLOW." (*Petrochelidon lunifrons*). An abundant summer resident in town and country - arriving and departing with the martins. Breeds.

43. BARN SWALLOW. (*Hirundo erythrogastra*). An abundant summer resident; the first of the swallows to arrive, and the last to leave us, remaining sometimes as late as the first of October. Breeds.
44. WHITE-RELLIED SWALLOW. (*Tachycineta bicolor*). A common summer resident. It is more abundant in the northern parts of the province, where it is known as the "singing swallow." Breeds.
45. BANK SWALLOW. "SAND MARTIN." (*Cotile riparia*). A common summer resident; breeds.

FAMILY TANAGRIDÆ. THE TANAGERS.

46. SCARLET TANAGER. (*Pyranga rubra*). A very rare summer resident. I saw one at Torryburn, June 20, 1879, and examined

two specimens taken near Hampton in 1880.

FAMILY FRINGILLIDÆ. THE FINCHES, SPARROWS, BUNTINGS, &C.

47. PINE GROSBEAR. (*Pinicola enuncleator*). This species usually puts in an appearance about the first week in October, occasionally during the last half of September, and has been seen on September 1st, remaining

- until March. Some seasons it is abundant, and again, in others, very rare.
48. PURPLE FINCH. "LINNET." (*Carpodacus purpureus*). A common summer resident; breeds.

49. AMERICAN CROSSBILL. (*Loxia curvirostra americana*). A rather common resident, a pair was taken by Mr. Gilbert in July, 1879. Dr. Adams in "Field and Forest Rambles," says "this species builds its nest in February and March, and departs in April."
50. WHITE-WINGED CROSSBILL. (*Loxia leucoptera*). This species is common in both countries during the winter, and has been seen in May (1879), but has not been observed here in the summer months, although it is given by Dr. Broadman as a resident near Calais, Maine, throughout the year. Dr. Adams says it builds in New Brunswick in January, and leaves the Province in April. Otty Crookshank, Esq., observed several nests back of Moosepath one February several years ago, and I have seen a nest in February with the birds sitting on the eggs. This species was unusually abundant during the winter of 1879-80.
51. MEALY REDPOLL. (*Egiothus canescens exilis*). This is one of the species that I have "heard about" only. Reports have reached me of its recent occurrence, but I am not satisfied that the identification has been unquestioned. Mr. John Hammond, who has always taken great interest in birds, informs me that some fifteen years ago it was frequently seen here, usually in company with *linaria*. He says he has captured several of both species and kept them in cages, where the difference of plumage was readily distinguished.
52. COMMON REDPOLL. (*Egiothus linaria*). A winter visitant; some seasons quite abundant.
53. AMERICAN GOLDFINCH. "THISTLE BIRD." (*Astragalinus tristis*). An abundant summer resident; breeding in all suitable localities.
54. PINE GOLDFINCH. (*Chrysomitris pinus*). This species has been observed here at all seasons of the year; occasionally so common as to be almost abundant; at other times it is rarely met. Dr. Adams states that it breeds in mid-winter.
55. SNOW BUNTING. "SNOW BIRD." "WADDLIN." (*Plectrophanes nivalis*). An abundant winter resident, arriving about the first of September, and departing with the cold weather.
56. IPSWICH SPARROW. (*Passerculus princeps*). Mr. Wm. Brewster records taking one at Point Lepreaux April 11, 1876. (Bulletin Nuttall Orn. Club, vol. i. p. 52).
57. SAVANNAH SPARROW. (*Passerculus sarri-chensis savanna*). An abundant summer resident. On first arriving in the early spring it resorts to the upland fields, but as the nesting season approaches, it seeks the salt marshes and fields adjacent to the Bay of Fundy shore, where it builds.
58. GRASS FINCH. (*Poocetes gramineus*). The only known instance of the occurrence of this bird is one identified by Mr. Purdie at Hampton, June 20, 1881.
59. SHARP-TAILED FINCH. (*Ammodramus caudatus*). Several specimens of this Finch were taken by Mr. Purdie, Mr. Daniel, and myself, while collecting in the vicinity of Hampton, in June, 1881.
60. WHITE-CROWNED SPARROW. (*Zonotrichia leucophrys*). A very rare summer resident. Carnall collected one in 1877 and one in 1878. Mr. Gilbert examined another specimen taken in April, 1878. "Occurs during migrations" at Grand Manan (Her-
rick). "Not common" at Calais (Boardman).
61. WHITE-THROATED SPARROW. "OLD TOM PEABODY." (*Zonotrichia albicollis*). A summer resident, breeding abundantly in all suitable localities.
62. TREE SPARROW. (*Spizella montana*). A somewhat irregular winter visitant; often very common, but in some seasons quite rare. Was more plentiful during winter of 1880-81 than before. Mr. Gilbert has collected it in May.
63. CHIPPING SPARROW. (*Spizella domestica*). This species is a common summer resident, and breeds here.
64. BLACK SNOWBIRD. "IVORY-BILLED BLUE-BIRD." (*Junco hyemalis*). "Junco," as this specimen is familiarly styled by intimate acquaintances, is not a true "Snowbird" in this locality, for often he has left for a southern tour before the first flake of snow has fallen, and is not seen again until the strong sunshine and warm showers of early April have bared the fields of their winter dress, though this is not an invariable rule, for during some winters large numbers have been seen, generally in company with Tree Sparrows and Redpolls. "Junco" breeds here abundantly.
65. SONG SPARROW. (*Melospiza fasciata*). A common summer resident; breeds. The average date of the arrival of this species is between the 7th and 15th of April, though the time of its coming, as indeed the coming of all our summer residents, varies very much, and is influenced by the condition of the season to the southward, for when the reports from Boston and Portland indicate a continued unusually high temperature, the birds are sure to come this far, even though the fields are covered deep with snow; but if, as it sometimes happens, our season is the more advanced, the fields bare, and the air soft and balmy, while to the southward the cold still lingers, the birds are late in arriving here.
- We look upon this species as our first spring arrival, for though that semi-vagabond trio—Robin, Snowbird and Crow—are generally at this time well represented, they are such an uncertain lot we are never quite sure these fellows might not have been lurking about the forests all winter living by their wits; but when we hear the sweet carol of the Song Sparrow, we know the spring-time has surely come.
- We found broods of young birds flying at Hampton on June 20, 1881.
66. SWAMP SPARROW. (*Melospiza palustris*). An uncommon summer resident; breeds.
67. FOX-COLORED SPARROW. (*Passerella iliaca*). This species passes through here on its way to a more northern summer resort, and again on its way south in the fall—though in this latter visit very few individuals appear, and but for a few days.
- It can scarcely be called a true spring migrant, for usually the winter is still with us when it appears (about the first week in March), though on rare occasions it has been late in coming, and been greeted with bare fields and warm sunshine; and then, instead of the customary and simple, though contented, "tchip," with which it announces its presence, it has voiced its joy in such an exquisite melody that we have longed to have it stay.
68. CHEWINK. TOWHEE. (*Pipilo erythrophthalmus*). Accidental. One shot at Irishtown

on May 3, 1881, is preserved at the Museum of the Natural History Society.

69. ROSE-BREASTED GROSBEAR (*Zamelodia ludoviciana*). A very rare summer resident. Several specimens have been taken at Hampton.
70. INDIGO BUNTING (*Passerina cyanea*). There is one skin in collection of Mr. James Mc-

Girtin, Jr., which is said to have been taken in this locality. This is the only instance of its occurrence I have heard of, although it is quite common on the western shores of Nova Scotia, and given by Mr. Boardman as a rare summer visitant near Calais.

FAMILY ICTERIDÆ. THE STARLINGS AND ORIOLES.

71. BOBOLINK. (*Dolichonyx oryzivorus*). A common summer resident. Arrives about last of May, and departs first week of September. Breeds.
72. COWBIRD "COW BLACKBIRD." (*Molothrus ater*). A rare summer resident.
73. RED-AND-BUFF-SHOULDERED BLACKBIRD. "RED-WINGED BLACKBIRD." (*Ageleus phœniceus*). A common summer resident; breeds.
74. MEADOW LARK. (*Sturnella magna*). A rare summer resident. I saw one at Sutton on August 15, 1881.
75. BALTIMORE ORIOLE. "GOLDEN ROBIN." (*Icterus galbula*). Very rare in this locality, but said to be more common near Woodstock.
76. RUSTY BLACKBIRD. (*Scolecophagus ferrugineus*). An irregular summer resident. Arrives about last of April. Said to breed near Garnett's Brook.
77. PURPLE GRACKLE. "CROW BLACKBIRD." (*Quiscalus purpureus*). An abundant summer resident, building its nest on trees and in barns in retired situations on the marshes. Leaves here usually about the middle of September. I saw one at Loch Lomond on October 24, 1881.
78. BRONZED GRACKLE. (*Quiscalus purpureus cæneus*). A common summer resident; always found in company with the Purple Grackle. Breeds.

FAMILY CORVIDÆ. THE CROWS, JAYS, &C.

79. AMERICAN RAVAN. (*Corvus corax canivorus*). This species was a few years ago, not uncommon, but is now rarely seen. Nests have been discovered at Saint Martins, Dipper Harbor and Black Point.
80. COMMON CROW. (*Corvus frugivorus*). An abundant summer resident, usually breeding in communities. During every winter a few are seen, and some seasons large flocks remain. A favorite winter haunt is Courtenay Bay when the tide has left the sand flats bare.
- A race of Crows that feed only on fish and gleanings of the sea visit Mace's Bay every spring, arriving about the first of February with the schools of herring, and remaining until the middle of April. It often flies in company with the Gulls, and, like them, dips to the surface of the water, but has never been observed to dive under it. During the evening it frequents the shores of the creeks and streams in search of shell fish, and is most active at this hour and in the early morning, but during mid-day is rarely seen away from the Islands. In appearance it differs little from the ordinary crow; it is somewhat smaller in size, and its beak is rather sharper; its voice, also, is of a slightly different tone. It was, however, readily recognized by some miners, who first drew attention to it, they having been familiar with it at Cape Breton, where, I understand, it is quite common, and receives a distinctive name.
- The first specimens I examined were two that had been caught in a trap baited with fish and set near the shore. A number of the ordinary crows flew around the trap without being tempted, but as soon as these fish-eaters caught sight of the bait, they eagerly flew to it and were captured. I sent one to Mr. William Brewster, who kindly compared it with a large series of skins at his command, and decided it to be a common crow.
81. BLUE JAY. (*Cyanocitta cristata*). An abundant resident; breeds.
82. CANADA JAY. "MOOSE BIRD." "WHISKY JACK." (*Perisoreus canadensis*). An abundant resident. Dr. Adams states that it brings up two broods, one in mid-winter and another in spring.

FAMILY ALAUDIDÆ. THE LARKS.

83. SHORE LARK. (*Eremophila alpestris*). A winter visitant. Some years ago it was quite abundant, but lately has been rather uncommon.

FAMILY TYRANNIDÆ. THE TYRANT FLYCATCHERS.

84. KINGBIRD. BEE MARTIN, (*Tyrannus carolinensis*). An abundant summer resident; breeds.
85. PHOENIX BIRD. PEWEE. (*Sayornis fuscus*). A common summer resident.
86. OLIVE-SIDED FLYCATCHER. (*Contopus borealis*). A common summer resident; breeds.
87. WOOD PEWEE. (*Contopus virens*). A common summer resident; breeds.
88. YELLOW-BELLIED FLYCATCHER. (*Empidonax flaviventris*). A common summer resident; breeds.
89. TRAILL'S FLYCATCHER. (*Empidonax pusillus trailli*). An uncommon summer resident; breeds.
90. LEAST FLYCATCHER. "CHREEC." (*Empidonax minimus*). A rare summer resident. Mr. Gilbert has collected four in six years. We heard one at Hampton on June 20, '81.

FAMILY TROCHILIDÆ. THE HUMMINGBIRDS.

91. RUBY-THROATED HUMMINGBIRD. (*Trochilus colubris*). A common summer resident; builds its nest in gardens everywhere. Arrives early in May and leaves early in September. Is abundant at Fredericton.

FAMILY CYPSELIDÆ. THE SWIFTS.

92. CHIMNEY SWIFT. "CHIMNEY SWALLOW." (*Chetura pelagica*). A common summer resident; breeds.

FAMILY CAPRIMULGIDÆ. THE GOATSUCKERS.

93. WHIP-POOR-WILL. (*Caprimulgus vociferus*). An occasional summer resident. Is never met with in the immediate vicinity of St. John, but occurs occasionally at Westfield, and more frequently between Gagetown and Fredericton.
94. NIGHTHAWK. (*Chordeiles popetue*). An abundant summer resident. Have heard of eggs being found on flat gravelled roofs in Saint John.

FAMILY PICIDÆ. THE WOODPECKERS.

95. HAIRY WOODPECKER. (*Picus villosus*). This bird is an abundant resident, remaining throughout the year and breeding here.
96. DOWNY WOODPECKER. (*Picus pubescens*). Abundant throughout the entire year; breeds.
97. BLACK-BACKED THREE-TOED WOODPECKER. (*Picoides arcticus*). Resides throughout the year, but is uncommon.
98. BANDED-BACKED THREE-TOED WOODPECKER. (*Picoides tridactylus americanus*). An occasional winter visitant.
99. YELLOW-BELLIED WOODPECKER. (*Sphyrapicus varius*). An occasional summer resident; breeds.
100. PILATED WOODPECKER. LOGCOCK. (*Hylotomus pileatus*). This species has not been taken in Saint John County, and it seldom occurs in Kings; but it is common in the interior of the Province throughout the year.
101. RED-HEADED WOODPECKER. (*Melanerpes erythrocephalus*). Neither Mr. Gilbert nor I have ever met this bird; but Mr. Carnell says he shot three near Garnett's on May 24th, 1873; and Mr. Banks reports seeing a pair in the same vicinity on May 24, 1870.
102. YELLOW-SHAFTED FLICKER. "GOLDEN-WINGED WOODPECKER." (*Colaptes auratus*). An abundant summer resident; breeds. In 1879 Mr. Gilbert saw one at Mount Pleasant on December 4, and three following days, feeding on berries of the mountain ash.

FAMILY ALCEDINIDÆ. THE KINGFISHERS.

103. BELTED KINGFISHER. (*Ceryle alcyon*). An abundant summer resident; breeds.

FAMILY CUCULIDÆ. THE CUCKOOS.

104. YELLOW-BILLED CUCKOO. (*Coccyzus americanus*). A rare summer resident.
105. BLACK-BILLED CUCKOO. (*Coccyzus erythrophthalmus*). This bird is never seen or heard near Saint John; but a short distance inland it is a not uncommon summer resident and at Hampton is sometimes abundant.

FAMILY STRIGIDÆ. THE OWLS.

106. AMERICAN LONG-EARED OWL (*Asio americanus*). An occasional summer resident. A specimen in the Museum of the Natural History Society was taken in April, 1878. Given by Herrick as "rather common" at Grand Manan.
107. SHORT-EARED OWL (*Asio accipitrinus*). I can learn of but three instances of the occurrence of this species in this locality — one in 1880 and two 1881. The two last mentioned specimens are in the collection of the Natural History Society. One of them shows the "ochraceous" and "blackish-brown" coloring, described in the books, but the other has a faded appearance, and is of a dirty-white and blackish-ash plumage. "Not very common" at Calais, (Boardman).
108. BARRED OWL (*Strix nebulosa*). An abundant resident; breeds. The common owl of our forest.
109. RICHARDSON'S OWL. SPARROW OWL. (*Nyctale tengmalmi richardsoni*). A few specimens of this bird have been taken here. Of these that I have examined one was shot at Garnett's Creek in August, 1880, another was secured at the same place on December 31, 1881, and two were brought into Carnell's store by a farmer on Feb. 7, 1882.
110. SAW-WHET OWL. (*Nyctale acadica*). Resides throughout the year, but is more common during the winter months than in summer.
111. LITTLE SCREECH OWL. "MOTTLED OWL." (*Scops asio*). Mr. Carnell has seen two or three skins of this species in the collection of the late Col. Otty, of Hampton, that were said to have been taken in New Brunswick. Mr. J. Morrison has a specimen taken at Black River. Given by Herrick as common, and breeding at Grand Manan.
112. GREAT HORNED OWL. (*Bubo virginianus*). Resides throughout the year; is usually most abundant during the fall and winter.
113. SNOW OWL. (*Nyctea scandiaca*). A winter visitant; usually of uncommon occurrence, but occasionally more plentiful. During the winter of 1875-6 were abundant near Saint John. Carnell shot one at Musquash on August 31, 1880, and several persons residing near that locality told him the owl had been observed continually in the vicinity of one piece of marsh land for four or five years. Mr. Vanwart of Jemseg, also reports on spending the summer near his farm.
114. AMERICAN HAWK OWL. (*Surnia funerea*). This is a rare bird with us, but I have examined several specimens taken in the Province. A skin in the collection of the Natural History Society was taken at Grand Lake November 7, 1881. One was taken at Black River in July, another at Fredericton Junction in August, and another at Garnett's in December.

FAMILY FALCONIDÆ. THE DIURNAL BIRDS OF PREY.

- 115. WHITE GYRFALCON. (*Hierofalco gyrfalco islandus*). Several reports have reached me of "White Hawks" having been observed in various parts of the Province during the winter season, and Mr. Banks informs me he is certain he has seen two examples, one at Millidgeville and another near Sandy Point; and knowing that this Falcon should be found here, I have placed its name in the list on the strength of these reports. It is given by Dr. Adams as an accidental visitant of the Province.
- 116. AMERICAN PEREGRINE FALCON. DUCK HAWK. (*Falco peregrinus nœvius*). This is probably a resident, though a very rare bird. Said to breed on cliffs on the Bay of Fundy shore, near Saint Martins.
- 117. PORON HAWK. (*Falco columbarius*). A probable resident, although it has rarely been taken in winter. It breeds here.
- 118. SPARROW HAWK. (*Tinnunculus sparverius*). A common summer resident; breeds.
- 119. AMERICAN OSPREY. FISH HAWK. (*Padion haliaetus carolinensis*). A summer resident, abundant in all parts of the Province; breeds. It frequently arrives before the ice is out of the rivers.
- 120. MARSH HAWK. "MARSH HARRIER." (*Circus hudsonius*). A summer resident, and breeds. It is quite common in immature plumage, but I know of but one adult bird being taken here.
- 121. COOPER'S HAWK. (*Accipiter cooperi*). An uncommon summer resident; breeds. Rare in adult plumage.
- 122. SHARP-SHINNED HAWK. (*Accipiter fuscus*). A summer resident; breeds. This is the commonest of our Hawks; but few are observed in adult plumage.
- 123. AMERICAN GOSHAWK. (*Astur atricapillus*). Resides throughout the year, and breeds. The young birds are common, but adult specimens are uncommon.
- 124. RED-TAILED HAWK. (*Buteo borealis*). An uncommon summer resident; breeds. Dr. Adams reports it being very common in the interior.
- 125. RED-SHOULDERED HAWK. (*Buteo lineatus*). Probably a resident, but is very rare near Saint John, though reported more common in the interior.
- 126. BROAD-WINGED HAWK. (*Buteo pennsylvanicus*). A rather rare summer resident; breeds. Dr. Adams states that this and the Red-tailed Hawk (*Buteo borealis*), are the most abundant Hawks in the interior of the Province.
- 127. AMERICAN ROUGH-LEGGED HAWK. "BLACK HAWK." (*Archibuteo lagopus sancti-johannis*). A rare winter visitant, arriving early in the fall. Given by Herrick as "common" at Grand Manan.
- 128. GOLDEN EAGLE. (*Aquila chrysaetus canadensis*). There is one specimen in the Museum of the Mechanics' Institute, said to have been taken in this Province.
- 129. BALD EAGLE. GRAY EAGLE. (*Haliaeetus leucocephalus*). This species resides here throughout the year, and is abundant, but retires from the coast during the winter. Its nest has been observed at Lepreaux and Red Head.

FAMILY COLUMBIDÆ. THE PIGEONS.

- 130. PASSENGER PIGEON. "WILD PIGEON." (*Ectopistes migratoria*). Some twenty years ago this species visited the Province during the summer in great abundance, but is now rarely seen, a few only being observed each year on heaths where blueberries and cranberries are plentiful.
- 131. MOURNING DOVE. (*Zenaidura carolinensis*). Three of this species have been taken; one at Hampton in June, 1880, another shot by Mr. Henry Gilbert at Rothesay, on October 17, 1881, and a third, now in the collection of the Natural History Society, shot at Milkish, September 30, 1881.

FAMILY TETRAONIDÆ. THE GROUSE, &c.

- 132. CUVYNA GROUSE. "SPRUCE PARTRIDGE." (*Caryacus canadensis*). A resident; breeds. Rather rare near Saint John, but quite common in the interior, and more abundant in the northern section of the Province.
- 133. RUFFED GROUSE. "BIRCH PARTRIDGE." (*Bonasa umbellus*). A resident, breeding abundantly in all suitable localities. There is considerable variation in the plumage of the Ruffed Grouse taken in this Province, for while many are referable to the typical *umbellus*, called by Dr. Coles the Brown Ruffed Grouse, a large number are of much paler color, resembling the description given of *umbelloides*, the Gray Ruffed Grouse of the Rocky Mountains; and between these extremes of color are several intermediate phases. There is also a difference in the markings of these birds. A large percentage of the darker race have a continuous subterminal black band on the tail-feathers, and spots on the chin and throat, and lack the black band on the two central feathers of the tail. But neither rule is invariable, for of a very large number of specimens examined in the Saint John market during several seasons, numerous examples were found of all possible combinations of these points of difference.

FAMILY ARDEIDÆ. THE HERONS.

- 134. GREAT BLUE HERON. "CRANE." (*Ardea herodias*). A summer resident; abundant in all parts of the Province. Breeds.
- 135. GREEN HERON. (*Butorides virescens*). A summer resident rare in these Counties, but met with more frequently farther north.
- 136. BLACK-CROWNED NIGHT HERON. (*Nycticardea grisea nœvica*). A summer resident. Only a few have been observed near Saint John. It is reported abundant near Bathurst and at River Charlo.
- 137. AMERICAN BITTERN. "STAKE DRIVER." (*Botaurus lentiginosus*). An abundant summer resident; breeds.
- 138. LEAST BITTERN. (*Ardetta exilis*). A rare summer resident. The only district in which this species has as yet been observed is on the Bay of Fundy shore between Black River and Mispick, where some five individuals were secured between 1877 and 1881.

FAMILY HÆMATOPODIDÆ. THE TURNSTONES, &c.

139. TURNSTONE. (*Stopsilas interpres*). This species is quite common along the Bay of Fundy shore during the autumn migrations; it is most abundant at Mace's Bay.

FAMILY CHARADRIIDÆ. THE PLOVER.

140. BLACK-BELLIED PLOVER. (*Squatarola helvetica*). A common autumn migrant.
 141. AMERICAN GOLDEN PLOVER. (*Charadrius dominicus*). This species only occurs in the autumn on the way south, staying about four weeks. It was at one time abundant on the marshes and lowlands along the Saint John River, but is rarely seen there now, though it is still common about the shores of the Bay of Fundy.
 142. SEMIPALMATED PLOVER. "RINGNECK." (*Egallites semipalmatus*). An abundant autumn migrant. It puts in an appearance about first week of August, is more numerous about the first of September, and gradually disappears, all leaving by the middle of October.

FAMILY SCOLOPACIDÆ. THE SNIBE, &c.

143. AMERICAN WOODCOCK. (*Philohela minor*). An abundant summer resident; breeds.
 144. WILSON'S SNIBE. "ENGLISH SNIBE." (*Gallinago media wilsoni*). A spring and autumn migrant. Not so abundant in this locality as at Sackville.
 145. RED-BREADED SNIBE; GRAY SNIBE. (*Macrorhamphus griseus*). A autumn migrant. Were more plentiful during the fall of 1881 than had been previously observed.
 146. STILT SANDPIPER. (*Micropatana himantopus*). The only known instance of its occurrence is of three seen by Mr. Daniel at Courtenay Bay on September 8, 1881. He secured one, which is now in the Museum of the Natural History Society.
 147. KNOT. ROBIN SNIBE. (*Tringa canutus*). A rare autumn migrant. One taken Sep. 8th, 1881, at St. Martins, by Mr. Wm. Ellis, is in the Museum of the Natural History Society.
 148. PURPLE SANDPIPER. (*Arquatella maritima*). A winter migrant; abundant at Mace's Bay. Herrick records taking one at Grand Manan, Aug. 13.
 149. PECTORAL SANDPIPER. "JACK SNIBE." (*Actodromas maculata*). A common autumn migrant. Rarely appears before Sept.
 150. BONAPARTE'S SANDPIPER. (*Actodromas fuscicollis*). An occasional autumn migrant. Three were taken at Quaco on October 26, 1881, by Mr. Ellis.
 151. LEAST SANDPIPER. "PEEP." (*Actodromas minutilla*). A very abundant autumn migrant.
 152. RED-BACKED SANDPIPER. "DUNLIN." (*Pelinda alpina americana*). A rare autumn migrant. One specimen was taken by Mr. Morrissey at Courtenay Bay September 23, 1881. Mr. Ellis secured four at Quaco on October 26, 1881.
 153. SEMIPALMATED SANDPIPER. (*Ereunetes pusillus*). The most abundant of our shore birds during the fall migrations, arriving from the northern breeding ground in August, and gradually moving south, the last being observed usually about the middle of October.
 154. SANDERLING. (*Calidris arenaria*). A common autumn migrant; usually the last of the shore birds to leave for the south.
 155. MARBLED GODWIT. (*Limosa fada*). Very rare near Saint John; said to be common on Bay Chaleur. A specimen in Museum of the Natural History Society was taken at Mace's Bay in the fall of 1879.
 156. HUDSONIAN GODWIT. (*Limosa hamastica*). Has been observed occasionally during spring and fall migrations. Two specimens in the Museum of the Natural History Society were taken at Gagetown on October 25th, 1881, by Mr. Gabe. DeVeler.
 157. GREATER YELLOW-LEGS. TELL-TALK. (*Totanus melanoleucus*). Rare in the spring, but common during fall migrations. Arrives about the first week in August, and remains until the first week in October.
 158. YELLOW-LEGS. (*Totanus flavipes*). Occurs during the spring migrations, but not so numerous then as in the fall, when it is common.
 159. SOLITARY SANDPIPER. (*Rhyacophilus solitarius*). A common summer resident; most numerous in the immediate vicinity of Saint John in the autumn. Mr. Banks took a nest and eggs at Lily Lake in June, 1880.
 160. SPOTTED SANDPIPER. (*Tringoides macularius*). A common summer resident; breeds.
 161. LONG-BILLED CURLEW. "SICKLE-BILLED CURLEW." (*Numenius longirostris*). A rare autumn migrant; said to be common on the shore of the Gulf of Saint Lawrence from Point du Chene north.
 162. HUDSONIAN CURLEW. (*Numenius hudsonicus*). An uncommon autumn migrant.
 163. ESQUIMAUX CURLEW. (*Numenius borealis*). A rare autumn migrant.

FAMILY PHALAROPODIDÆ. THE PHALAROPES.

164. RED PHALAROPE. (*Phalaropus fulicarius*). I have seen three large flocks of this species off Saint John harbor. It is not given by Mr. Herrick in his Grand Manan list, but Mr. Boardman informs me that it is uncommon about the islands at the mouth of the bay, and that he has taken several nests.
 165. NORTHERN PHALAROPE. (*Lobipes hyperboreus*). The only occurrence of this species I can learn of in this locality is of one that was killed at Point Lepreaux light-house in September, 1881. It is now in the possession of Mr. George Thomas, light-house keeper.
 Mr. Herrick states that "thousands may be seen all summer" near Grand Manan.

FAMILY RECURVIROSTRIDÆ. THE AVOCETS, &c.

166. AMERICAN AVOCET. (*Recurvirostra americana*). A representation of this species in the collection of the Natural History Society was taken at Saint Martins in 1880 by Mr. Ellis, who reports taking a few every season for several years. He has usually found two together.
167. BLACK-NECKED STILT. (*Himantopus mexicanus*). A representative of this species in the Museum of the Natural History Society was taken at Mace's Bay by Mr. John Ellis, who reports having observed several during former years, generally in September.

FAMILY RALLIDÆ. THE RAILS, &c.

168. VIRGINIAN RAIL. (*Rallus virginianus*). A common summer resident; breeds.
169. SORA RAIL. (*Porzana carolina*). An uncommon summer resident.
170. LITTLE YELLOW RAIL. (*Parzana noveboracensis*). A rare autumn visitant. I examined one taken at Little River, September 20, 1881.
171. PURPLE GALLINULE. (*Tonornis martinica*). Accidental. In September, 1880, a female of this species was taken near Gazetown, and on April 9, 1881, a male was shot by Mr. Belyea at Irishtown. Both skins are preserved in the Museum of the Natural History Society.
172. FLORIDA GALLINULE. (*Gallinula galeata*). Accidental. Mr. Henry Ketchum shot a male of this species at Dick's Lake in September, 1879.
173. AMERICAN COOT. "MUD HEN." (*Fulica americana*). A summer visitant. This bird had been rarely found here previously to 1876, but since then it has been increasing each year, until now it is quite common.

FAMILY ANATIDÆ. THE GEESE, DUCKS, &c.

174. SNOW GOOSE. (*Chen hyperboreus*). Some fifteen years ago several specimens of this bird were taken near Saint John, and up to that time it had been met with occasionally each season; but since then it has been extremely rare, and the only late occurrence in the Province that is known is of one taken at Gazetown in December, 1880, and now in the collection of E. O. Damon, Esq., Northampton, Mass. It is given by Mr. Herrick as "rare in winter" at Grand Manan.
175. CANADA GOOSE. "WILD GOOSE." (*Bernicla canadensis*). Abundant during the spring and fall migrations.
176. BRANT. (*Bernicla brenta*). Abundant during the spring migrations. In the fall they generally pass over these counties without alighting, though they are abundant on the Bay Chaleur.
177. MALLARD. (*Anas boschas*). A pair of these birds presented to the Natural History Society by Dr. C. K. Fiske, were taken near Hampton by Col. Otty some fifteen years ago. Mr. Carnell had a male sent him, said to have been taken in this Province, and Mr. Henry Gilbert secured a pair in August, 1880, near Rothesay.
178. BLACK MALLARD. "BLACK DUCK." (*Anas obscura*). This species is abundant through the summer months; in the winter it is rather uncommon, and is then found in company with the sea ducks feeding at the mouths of the rivers and streams emptying into the Bay of Fundy.
179. PINTAIL. (*Dafila acuta*). This species was not uncommon here some eight years ago, but the only known recent instance of its occurrence anywhere in the Province is of a female and young brood seen on the Tobique River in September, 1879, by Mr. Carnell.
180. BALDPATE. "WIDGEON." (*Mareca americana*). Very rare. Mr. Henry Duffell shot one off the "Ballast" wharf, Saint John, in January, 1880.
181. SHOVELLER. "SPOON-BILL." (*Spatula clypeata*). An occasional individual has been observed on the Saint John River late in the fall.
182. BLUE-WINGED TEAL. (*Querquedula discors*). A common summer resident.
183. GREEN-WINGED TEAL. (*Nettion carolinense*). A common summer resident.
184. WOOD DUCK. SUMMER DUCK. (*Aix sponsa*). A rare summer resident; breeds.
185. SCAUP DUCK. "BLACK HEAD." "BLUEBILL." (*Fulix marila*). Col. Otty took one at Hampton some years ago, and Mr. McManus shot a male and female near the same place in the fall of 1878. A specimen in the Natural History Society's collection was taken near Gazetown by Mr. Herbert W. Harrison on November 10, 1881.
186. CANVAS-BACK. (*Ethya valisineria*). Mr. Carnell has had one specimen sent him, said to have been taken in this Province. Mr. E. C. Sutton, who is familiar with the appearance of the bird, saw a flock in Grand Bay, on the Saint John River, several times during the fall of 1879.
187. BARROW'S GOLDEN-EYE. (*Clangula islandica*). A not uncommon winter visitant.
188. AMERICAN GOLDEN-EYE. "WHISTLER." (*Clangula glaucion americana*). Rather common during the fall and winter.
189. BUTTERBALL. BUFFLEHEAD. "DIFFER." (*Clangula abbeola*). A common resident; breeds.
190. HARLEQUIN DUCK. "LORD AND LADY." (*Histrionicus minutus*). A rare spring and autumn visitant. Mr. George Thomas, of Lepreaux, has seen it in Mace's Bay in winter.
191. LONG-TAILED DUCK. OLD SQUAW. "SOOTY SOUTHERLY." (*Harelda glacialis*). Common at Mace's Bay in winter, and has been taken in summer. Carnell has shot young birds at Westfield in August.
192. COMMON EIDER. (*Somateria mollissima*). This species is a rather common winter visitant, arriving early in the fall and remaining until late in the spring.
193. KING EIDER. (*Somateria spectabilis*). A rare winter visitant.
194. AMERICAN SCOTER. "BUTTER-BILLED COOT." (*Oidemia americana*). An uncommon spring and autumn visitant. It arrives about March 20th, and if the weather is cold remains for two or three weeks, and halts for about the same length of time in the fall, appearing usually about the middle of September, though a few have been observed in August.
195. AMERICAN VELVET SCOTER. "WHITE-WINGED COOT." (*Melanetta cinctina*). A common spring and autumn visitant.

196. SURF DUCK. "SURF SCOTER." (*Pelionetta perspicillata*). A common spring and autumn visitant. Arrives about April 10th and continues northward about the middle of May. A few young birds remain at Mace's Bay all summer. Carnell shot two off Red Head in January, 1879.
197. RUDDY DUCK. (*Eristamata rubida*). Two specimens in the brown and gray phase of plumage, said to have been taken in this Province, are in the Museum of the Natural History Society, and I have examined another killed by the telegraph wire at

Lancaster Heights, September 8, 1881. These are the only instances of its occurrence known.

Given by Mr. Herrick as uncommon at Grand Manan.

198. AMERICAN SHELDRAKE. "GOOSANDER." (*Mergus merganser americanus*). A rather common resident.
199. RED-BREADED SHELDRAKE (*Mergus serrator*). An abundant summer resident; breeds.
200. HOODED Merganser. (*Lophodytes cucullatus*). Occasionally seen during the spring and fall migrations.

FAMILY PELECANIDÆ. THE PELICANS.

201. AMERICAN WHITE PELICAN. (*Pelecanus erythrorhynchos*). Accidental. A specimen in the Museum of the Natural History Society was shot at Point du Chene by Mr.

Robert Bustin. Another is reported to have been shot near Cape Spencer in April, 1881. Mr. Herrick records one taken at Grand Manan.

FAMILY GRACULIDÆ. THE CORMORANTS.

202. COMMON CORMORANT. "SHAG." (*Phalacrocorax carbo*). A rather common resident. Breeds on islands in Mace's Bay.
203. DOUBLE-CRESTED CORMORANT. (*Phalacrocorax ditropus*). A few individuals of this species

have been occasionally observed about the mouth of Saint John harbor in the months of May, June and September, but it has not been observed during any of the winter months.

FAMILY SULIDÆ. THE GANNETS.

204. GANNET. (*Sula bassana*). Occasionally observed at Mace's Bay.

FAMILY LARIDÆ. THE GULLS, TERNS, &C.

205. IVORY GULL. (*Pagephila eburnea*). On December 18, 1880, a Gull was shot off Saint John harbor, and sent to the Smithsonian Institute, where it was identified as an immature bird of this species. Given by Mr. Herrick as a "winter visitant" of Grand Manan.
206. KITTIWAKE GULL. (*Rissa trydactyla*). A rather common resident. Most numerous in winter.
207. GLAUCOUS GULL. BURGOMASTER. (*Larus glaucus*). Rare. On December 23, 1880, one was shot from a flock of some half dozen in Saint John harbor, and sent to the Smithsonian Institute, where it was identified as an immature bird.
208. WHITE-WINGED GULL. (*Larus leucopterus*). The only instance of its occurrence that is

known is of a pair shot in Saint John harbor on April 2, 1881. I sent one to the Smithsonian Institute, where it was identified as an immature bird.

209. GREAT BLACK-BACKED GULL. (*Larus marinus*). An uncommon resident.
210. HERRING GULL. (*Larus argentatus*). An abundant resident; breeds.
211. BONAPARTE'S GULL. (*Larus philadelphia*). Uncommon. Rare in adult plumage.
212. COMMON TERN. "WILSON TERN." "SEA SWALLOW." (*Sterna fuscicollis*). A common summer resident.
213. ARCTIC TERN. (*Sterna macrura*). Rare. A skin in the possession of Mr. Carnell was identified by Mr. H. A. Purdie. A second specimen was taken off Saint John harbor in October, 1881.

FAMILY PROCELLARIIDÆ. THE PETRELS.

214. STORMY PETREL. MOTHER CAREY'S CHICKEN. (*Procellaria pelagica*). The only instance known of its occurrence near Saint John is of one picked up in the garden adjoining the residence of Wm. Jack, Esq., in an exhausted condition, after a severe southerly gale.

215. WILSON'S PETREL. (*Oceanites oceanica*). Occasional in the vicinity of Point Lepreaux.
216. LEACH'S PETREL. (*Cynochorea leucorrhœa*). Occasional in the vicinity of Point Lepreaux.

FAMILY PODICIPIDÆ. THE GREBES.

217. AMERICAN RED-NECKED GREBE. (*Podiceps holboellii*). Occasional. One taken on Lily Lake, August 12, 1881, by Mr. Sutherland.

218. HORNED GREBE. (*Dytas auritus*). An uncommon summer visitant.
219. THICK-BILLED GREBE. (*Podilymbus podiceps*). A common summer visitant; breeds.

FAMILY COLYMBIDÆ. THE LOONS.

220. LOON. (*Colymbus torquatus*). Two races of Loon spend the summer in New Brunswick, and breed here. They have plumage of similar colors and markings, but one is smaller than the other, being some six inches less in length.* The larger bird is common on the lakes and rivers in all sections of the Province, seldom seeking the salt water until the rivers freeze over, while the smaller is rarely found away from the sea shore; and though only seen occasionally in the Bay of Fundy, is quite abundant on the Gulf of Saint Lawrence.
- The larger species generally arrive in the vicinity of Saint John early in April, and leave after the winter has set in.
221. RED-THROATED DIVER. (*Colymbus septentrionalis*). A not uncommon summer resident, though adult males with the red patch on the throat are rather rare.

FAMILY ALCIDÆ. THE AUKS.

222. RAZOR-BILLED AUK. (*Utamania torda*). Occur occasionally near Point Lepreau and Partridge Island. Given by Mr. Herrick as common near Grand Manan.
223. SEA DOVE. DOVEKIE. (*Alle nigricans*). Occasionally blown in by heavy wind from the south during the winter. Given by Mr. Herrick as a common winter resident of Grand Manan.
224. BLACK GUILLEMOT. "SEA PIGEON." (*Uria grylle*). Common at Mace's Bay and Mispick.
225. COMMON GUILLEMOT. (*Lonvia tricolore*). Occasional. Given by Mr. Herrick as common in winter at Grand Manan.

SECTION B.

Species which have not been observed in Saint John or King's County, but which occur in other parts of this Province.

226. STONE CHAT. (*Saxicola œnanthe*). One shot by George Moses on Indian Island, August 25, 1879. (G. A. Boardman, Bull. Nutt. Orn. Club, vol. v., p. 115).
227. AMERICAN TITLARK. (*Anthus ludovicianus*). "Occurs in spring and fall" at Grand Manan. (Herrick).
228. PROTHONOTARY WARBLER. (*Protonotaria cæca*). Given by Dr. Adams† as a rare migrant.
229. CAPE MAY WARBLER. (*Perissoglossa tigrina*). "Rare; may breed" at Grand Manan. (Herrick). "Summer visitant. Common. Breeds," near Calais. (Boardman).
230. PINE-CREEPING WARBLER. (*Dendrocæpius*). Given by Dr. Adams.
231. WARBLING VIREO. (*Vireosylva gilca*). "Not uncommon," near Calais. (Boardman.)
232. NORTHERN WAXWING. (*Ampelis garrulus*). Mr. Boardman informs me that during some winters this species has been plentiful near Saint Stephen.
233. LAKELAND LONGSPUR. (*Centrophanes lapponicus*). "Occurs in winter," at Grand Manan. (Herrick). Mr. Boardman informs me that he has occasionally seen examples of this species with flocks of Snow Buntings.
234. YELLOW-WINGED SPARRROW. (*Coturniculus passerinus*). Given by Dr. Adams.
235. BLUE GROSNIAK. (*Girca œerulea*). Mr. Herrick recounts one shot at Grand Manan in the spring of 1861, by Mr. Cheney. Mr. Boardman reports taking several in 1862.
236. ORCHARD ORIOLE. (*Icterus spurius*). Mr. Boardman writes me that he has taken three examples of this species.
237. GREAT-CRESTED FLYCATCHER. (*Myiarchus crinitus*). Is given in Dr. Adams' list. Mr. H. A. Purdie informs me he found it near Woodstock in 1878.
238. GREAT GRAY OWL. (*Utuia cinerea*). "Occurs in winter at Grand Manan. (Herrick).
239. TURKEY BUZZARD. (*Cathartes aura*). A solitary instance of its occurrence is recorded by Mr. Boardman.
240. BLACK VULTURE. CARRION CROW. (*Cathartea atrata*). Mr. Boardman writes me that he has had some half a dozen of this species taken near Saint Stephen.
241. AMERICAN EGRET. (*Herodias alba egretta*). One shot at Grand Manan, November 3, 1878. (C. J. Maynard, in Bull. Nutt. Orn. Club, vol. iv., p. 63.)
242. KILLBEER. (*Oxyechus vociferus*). Given by Dr. Adams.
243. PIPING PLOVER. (*Egialites vociferus*). Given by Dr. Adams.
244. CURLEW SANDPIPER. (*Pelinda subarquata*). Given by Dr. Adams.
245. WILLET. (*Symphemia semipalmata*). "Rather common in August" at Grand Manan. (Herrick.)
246. RUFF. (*Machetes pugnax*). Given by Dr. Adams.
247. BARTRAM'S SANDPIPER. FIELD PLOVER. (*Bartramia longicauda*). Given by Dr. Adams.
248. GADWELL. (*Chauelasmus streperus*). "Rare" at Grand Manan. (Herrick.)

* I regret that a table of comparative measurement I had prepared was accidentally destroyed, and I am forced to write from memory of the relative size.

† Dr. Adams states that many of the land and a greater number of the water-birds in his list are given on the authority of Mr. Boardman. ("Field and Forest Rambles," pp. 256, 297.)

249. LITTLE BLACKHEAD. (*Fulix affinis*). "Common" at Grand Manan. (Herrick.)
250. RING-BILLED BLACKHEAD. (*Fulix collaris*). Given by Dr. Adams.
251. REDHEAD DUCK. (*Aythya americana*). "Not uncommon" at Grand Manan. (Herrick.)
252. LABRADOR DUCK. (*Camptolemus labradorius*). "Very rare" at Grand Manan. (Herrick.)
253. BLACK SKIMMER. (*Rhynchops nigra*). Mr. G. A. Boardman saw a large flock of this species in Bay of Fundy in summer of 1879. (Oologist, vol. v., p. 13.)
254. RING-BILLED GULL. (*Larus delawarensis*). Given by Dr. Adams.
255. GULL-BILLED TERN. (*Sterna anglica*). One shot at Grand Manan, August, 1879. (Recorded on authority of G. A. Boardman, by Mr. Ruthven Deane, in Bull. Nutt. Orn. Club, vol. v., p. 63.)
256. BLACK TERN. (*Hydrochelidon lariformis surinamensis*). Three shot at Grand Manan, August, 1879. (Recorded on authority of G. A. Boardman, by Mr. Ruthven Deane, in Bull. Nutt. Orn. Club, vol. v., p. 62.)
257. SKUA GULL. (*Magelestris skua*). Given by Dr. Adams.
258. POMARINE JAeger. (*Stercorarius pomarinus*). "Common in autumn on the fishing ground" near Grand Manan. (Herrick.)
259. RICHARDSON'S JAeger. (*Stercorarius crepidatus*). "Common fall visitant" at Grand Manan. (Herrick.)
260. LONG-TAILED JAeger. (*Stercorarius parasiticus*). "Common in Bay of Fundy in August." (Boardman.)
261. FULMAR PETREL. (*Fulmarus glacialis*). Recorded by Mr. Herrick as occurring near the fishing grounds off Grand Manan in autumn.
262. GREATER SHEARWATER. (*Puffinus major*). Recorded by Dr. Adams as a winter visitor.
263. MASK SHEARWATER. (*Puffinus anglorum*). Given by Dr. Adams.
264. SOOTY SHEARWATER. (*Puffinus fuliginosus*). Given by Dr. Adams.
265. BLACK-THROATED DIVER. (*Colymbus arcticus*). "Occurs in winter" at Grand Manan. (Herrick.)
266. GREAT AUK. (*Alca impennis*). Mr. Wynan, in the *American Naturalist* Co. 1880, expresses the belief that this, (now extinct) species probably lingered on the shores of the Bay of Fundy after the advent of the first settlers.*
267. COMMON PUFFIN. (*Fratercula arctica*). Given by Dr. Adams.
268. LARGE-BILLED PUFFIN. (*Fratercula arctica glacialis*). Given by Dr. Adams.
269. TUFTED PUFFIN. (*Lunda cirrhata*). Given by Dr. Adams.

* "Field and Forest Rambles," p. 36.

THE PROTECTION OF CERTAIN BIRDS AND ANIMALS.

We give below important extracts from 41 Victoria, Chapter XLV, relating to the Protection of certain Birds and Animals in N. B.

After the passing of this Act no person shall hunt, take, kill, wound or destroy any Moose, Caribou, or Deer, from the first day of January to the first day of August in any year, under a penalty of a sum not exceeding sixty dollars nor less than ten dollars for each and every such act; any person who shall hereafter hunt, chase or pursue, with intent to kill, any Moose, Caribou, or Deer, with dogs, shall be liable to a penalty of twenty dollars for each and every such act; and it shall be lawful for any person to destroy or kill any dog or dogs found hunting, pursuing or chasing any Moose, Caribou, or Deer, or any dog or dogs which can be proved to have pursued, chased, wounded, torn or killed any Moose, Caribou, or Deer.

No person shall hunt, take, kill, wound, trap or otherwise destroy any Mink, Otter, Fisher, Sable, or Beaver, between the first day of May and the first day of September in any year, under a penalty of a sum not exceeding twenty dollars nor less than five dollars for each such act.

No person shall take or kill any Partridge, Snipe, or Woodcock between the first of March and the first of September in any year, under a penalty of four dollars for each such act.

The killing of Robins, Swallows, Sparrows, and other small birds, and birds of song which frequent the fields and gardens, and the selling and offering for sale and having in possession such birds when killed, shall hereafter be unlawful.

This Act shall not apply to birds killed for preservation as specimens of natural history; and any game mentioned in this Act may be killed at any time for purposes of scientific investigations, a special license having been first obtained for that purpose from the Provincial Secretary's Office.

The trapping, snaring, or otherwise taking alive, or selling, or offering or exposing for sale alive, of any of the birds mentioned [above], and the destroying of the nests or eggs of such birds, shall hereafter be unlawful, and any such traps or snares when found may be destroyed.

Any person offending against the above provisions shall for each offence forfeit one dollar in addition to ten cents for each bird.

Any person may catch alive at any season of the year any number of Minks for the purpose of breeding and preserving them, in any box, trap, or modification of the same.

TEACHERS' INSTITUTES.

ALBERT COUNTY INSTITUTE.—The fifth annual meeting was held in the new school house at Elgin, on September 7th and 8th, 1882. The list of officers and time and place of next meeting has not been reported.

CARLETON COUNTY INSTITUTE.—The fifth annual meeting was held in the Grammar School Room, Woodstock, on the 7th and 8th September, 1882. Committee of Management: Inspector W. G. Gancee, A. B., (*President*); C. T. Hendry, (*Vice-President*); E. W. Stevens, (*Secretary-Treasurer*); Miss Lina Faulkner; Miss Louise Noble. The next meeting will be held at Woodstock, at a time to be named by the Committee.

CHARLOTTE COUNTY INSTITUTE.—The fifth annual meeting was held in the Marks Street School House, Saint Stephen, on the 6th and 7th of July, 1882. Committee of Management: Inspector Ingram B. Oakes, A. B., (*President*); G. A. Inch, A. B., B. Sc., (*Vice-President*); James D. Lawson, (*Secretary-Treasurer*); A. W. Wilkinson, A. B.; M. L. Young. The time and place of the next meeting were left to the determination of the Committee.

GLoucester County INSTITUTE.—The fifth annual meeting was held on June 22nd and 23rd, 1882, in the school house, New London. Committee of Management: Inspector V. A. Laundry, (*President*); W. C. Burnham, A. B., (*Vice-President*); G. W. Mesereau, A. B., (*Secretary-Treasurer*); Miss Clara Welsh; Mina Stout. The next meeting will be held in Bathurst, on the second Thursday and Friday of September, 1883.

KENT COUNTY INSTITUTE.—The fifth annual meeting was held at Kingston on July 6th and 7th, 1882. The names of the officers and the time and place of the next meeting have not been reported.

KINGS COUNTY INSTITUTE.—The fifth annual meeting was held at Hampton, July 6th and 7th, 1882. The names of the officers and the time and place of the next meeting have not been reported.

NORTHAMBERLAND COUNTY INSTITUTE.—The fifth annual meeting was held at Chatham, July 6th and 7th, 1882. The names of the officers for the ensuing year, and the time and place of the next meeting have not been reported.

QUEENS COUNTY INSTITUTE.—The fifth annual meeting was held at Lower Jemseg, July 6th and 7th, 1882. The list of officers for the ensuing year and the time and place of the next meeting have not been reported.

RESTIGOUCHE COUNTY INSTITUTE. The annual meeting was held at Campbellton.—No official report has been received.

SAINT JOHN COUNTY INSTITUTE.—The fifth annual meeting was held in the Exhibition Hall of the Victoria School House, Saint John, July 6th and 7th, 1882. One hundred and nineteen teachers were enrolled. No official report of proceedings has been received.

SENBURY COUNTY INSTITUTE.—The fifth annual meeting was held in Kingston Hall, Fredericton Junction, September 7th and 8th, 1882. Committee of Management: Inspector J. B. Oakes, A. B., (*President*); H. F. Perkins, (*Vice-President*); William Thurrott, (*Secretary-Treasurer*); C. T. McCutcheon; T. E. Coleman, A. B. The next meeting will be held at Oromocto, at a time to be determined by the Committee.

WESTMORELAND COUNTY INSTITUTE.—The fifth annual meeting was held at Moncton, July 6th and 7th, 1882. No detailed report has been received.

YORK COUNTY INSTITUTE.—The fifth annual meeting was held in the Normal School Building, September 7th and 8th, 1882. Committee of Management: Inspector Eldon Mullin, B. A., (*President*); Miss F. J. Ress, (*Vice-President*); Jeremiah Meagher, (*Secretary-Treasurer*); Charles G. D. Roberts, A. M.; G. C. P. Palmer; George E. Croseup, A. B.; W. Temple Day. The next meeting will be held at Fredericton, on the second Thursday and Friday in September, 1883.

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OFFICIAL NOTICES.

No. 1.

45th VICTORIE, A. D. 1882.

An Act to amend Chapter 65 of the Consolidated Statutes, of 'Schools.'

Passed 6th April, 1882.

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

The Annual School Meeting shall be held in every District on the second Thursday in October in each year, at ten o'clock in the forenoon, instead of the second Thursday in January in each year, as heretofore; and the first Annual School meeting in every School District under the provisions of the Laws relating to Schools shall be held on the second Thursday in October one thousand eight hundred and eighty-two.

No. 2.

ORDER OF THE ANNUAL VISITATION OF SCHOOLS AND DISTRICTS BY THE INSPECTORS OF SCHOOLS.

INSPECTORAL DISTRICT No. 1.—Philip Cox, A. B., Inspector.

To be visited during the Winter Term, beginning November 1st:—The schools and districts in the Parishes of Blackville, Blissfield, Ludlow, Derby; Nos. 2, 6 and 7, Newcastle, Alnwick, Chatham, Northesk; and Nos. 1¹/₂, 5 and 6, Glenelg.

To be visited during the Summer Term, beginning May 1st:—The schools and districts in the Parishes of South Esk; Glenelg (except Nos. 1¹/₂, 5 and 6); Newcastle (except Nos. 2, 6 and 7); Nelson, Hardwick, Beresford, Durham, Colborne, Dalhousie, and Addington.

INSPECTORAL DISTRICT No. 2.—V. A. Landry, Inspector.

To be visited during the Winter Term, beginning November 1st:—The schools and districts in the Parish of Weldford, Harcourt, St. Louis, Carleton, Acadiaville, St. Mary's, Dundas, and Shediac.

To be visited during the Summer Term, beginning May 1st:—The schools and districts in the Parishes of Saumarez, Inkerman, Shippegan, Caraquet, New Bandon, Bathurst, Richibucto, and Wellington.

INSPECTORAL DISTRICT No. 3.—George Smith, A. B., Inspector.

To be visited during the Winter Term, beginning November 1st:—The schools and districts in the Parishes of Alma, Harvey, Hopewell, Hillsboro, Coverdale, Elgin, Salisbury, and Moncton (except Nos. 3, 26 and 27).

To be visited during the Summer Term, beginning May 1st:—The schools and districts in the Parishes of Moncton, viz., Nos. 3, 26, and 27; Dorchester, Sackville, Westmoreland, and Botsford.

INSPECTORAL DISTRICT No. 4.—D. P. Wetmore, Inspector.

To be visited during the Winter Term, beginning November 1st:—The schools and districts in the County of Kings (except those in the Parishes of Greenwich, Westfield, Rothessy, Upham, and Haumont, which are all embraced in Inspectoral District No. 5); the Parish of Wickham; and Nos. 11, 12, 13, 14, 15, 16 and 17 in the Parish of Johnston.

To be visited during the Summer Term, beginning May 1st:—The schools and districts in the County of Queens (except those specified above for the Winter Term); and the Parish of Clarendon.

INSPECTORAL DISTRICT NO. 5.—W. P. Dole, A. B., Inspector.

To be visited during the Winter Term, beginning November 1st:—The schools in the Town of Portland; the City of Saint John; Nos. 1, 2, 3, 14, 15 and 19 in the Parish of Simonds; and Nos. 1, 2, 3, 14, 15, and 16, in the Parish of Lancaster.

To be visited during the Summer Term, beginning May 1st:—The schools and districts in the Parish of Lancaster (except Nos. 1, 2, 3, 14, 15 and 16); Musquash, Saint Martins; Simonds (except Nos. 1, 2, 3, and 19); Upham, Hammond, Westfield, Greenwich, and Rothesay.

INSPECTORAL DISTRICT NO. 6.—Ingram B. Oakes, A. B., Inspector.

To be visited during the Winter Term, beginning November 1st:—The schools and districts in the Parishes of St. Stephen, Dufferin, St. Croix, and St. Andrews; School districts Nos. 1, 3, 4, 5, 6, 7 and 7½* in the Parish of Dumbarton, and School district No. 1, Parish of St. Patrick; all School districts in the Parish of St. David, except No. 4½*; School districts No. 1, 3, 11, 12, 13, 14, and 16 in the Parish of St. George; School districts Nos. 3, 8, 9, 10, 13, 14, 15, 16 and 18* in the Parish of St. James; and the towns of St. Stephen and Milltown.

To be visited during the Summer Term, beginning May 1st:—The schools and districts in the County of Sunbury; the Parishes of West Isles, Campobello, Grand Manan, Pennfield and Lepreaux; School district No. 2½* in Dumbarton; the Parish of St. Patrick, except School district No. 1; School district No. 4½ in the Parish of St. David; School districts Nos. 2*, 4, 5, 6, 7, 8, 9*, 10, 15 and 18* in the Parish of St. George; School districts Nos. 1, 2, 4, 5, 7 and 17 in the Parish of St. James. [The districts marked with an asterisk embrace parts of two or more Parishes.]

INSPECTORAL DISTRICT NO. 7.—Eldon Mullin, A. B., Inspector.

To be visited during the Winter Term, beginning November 1st:—The schools and districts in the Parishes of Kingsclear, Manners-Sutton, Queensbury, Southampton, Northampton, Brighton, Peel, and the City of Fredericton.

To be visited during the Summer Term, beginning May 1st:—The schools and districts in the Parishes of New Maryland, Prince William, Dumfries, Canterbury, North Lake, Bight, Douglas, Stanley, and St. Marys.

INSPECTORAL DISTRICT NO. 8.—W. G. Gaunce, A. B., Inspector.

To be visited during the Winter Term, beginning November 1st:—The schools and districts in the Parishes of Wakefield; Nos. 9, 10 and 12, Wilmot; St. Francis, St. Hilar, St. Jacques, Madawaska, Kent, Wicklow (except Nos. 13 and 14), Simonds and Woodstock.

To be visited during the Summer Term, beginning May 1st:—The schools and districts in the Parishes of Wilmot (except Nos. 9, 10 and 12); Wicklow, viz., Nos. 13 and 14; St. Leonard, St. Ann, St. Basil, Aberdeen, Drummond, Grand Falls, Perth, Gordon, Lorne and Andover.

No. 3.

SPECIAL AID TO POOR DISTRICTS.

EXPLANATIONS.—1. The List of Poor Districts is revised annually by the Chief Superintendent. Some districts will require special aid for a year, some for a longer period, and others permanently.

2. The Districts named below are hereby notified that a portion of them are to receive special aid to October 31, 1883; and a portion to April 30, 1884. Those which receive their annual visitation from the Inspector during the Summer Term (see "Official Notice No. 2") belong to the former class; while those which receive their annual visitation from the Inspector during the Winter Term, belong to the latter.

3. In Districts marked with an asterisk (*): The Teacher will receive one-quarter extra Provincial Grant on bonus and on class of license (whether third, second or first); and the Board of Trustees at the rate of \$10 a YEAR extra from the County Fund.

In Districts marked with a dagger (†): The Teacher will receive one-third extra Provincial Grant on bonus and on Third Class (whatever the class of license); and the Board of Trustees one-third extra from the County Fund.

In Districts marked with an asterisk and a dagger (*†): The Teacher will receive one-quarter extra Provincial Grant on bonus and on Third Class (whatever the class of license); and the Board of Trustees at the rate of \$10 a YEAR extra from the County Fund.

In Districts not marked as above: The Teacher will receive one-third extra Provincial Grant on bonus and on class of license (whether third, second or first); and the Board of Trustees one-third extra from the County Fund.

4. The extra Provincial aid paid to Teachers employed in poor districts will enable them to contract with the Trustees at a less rate of local salary, while the extra County Fund paid to the Trustees will aid them in providing a School for the whole year. It is practicable for poor districts, under the above provisions, to have schools open, year in and year out, as regularly as other districts.

ALBERT COUNTY.

[See Explanations at the head of this Notice.]

- Parish of Alma* : Goose River, No. 1; Hastings, No. 3; Bennet Road, No. 4; Sinclair Hill, No. 6; New Ireland, No. 7; Hebron, No. 8; McFadden, No. 9.
Parish of Covedale : Niagara, No. 6; Turtle Creek, No. *7; Leeman, No. 9; Nixon Settlement, No. 12.
Parish of Elgin : Pollet River, No. 1; Swift's Settlement, No. 4; Churchill, No. 5; Lake, No. 7; Highland, No. 15; River Vale, No. 16; Grave's Settlement, No. 18.
Parish of Harvey : Shepody Road, No. 6; Doran, No. 7; Brookville, No. 18; Tingleytown, No. 9; West River, No. 10; Humsien, No. 11; Mount Gideon, No. 13.
Parish of Hopevell : Memel, No. 4; Ridge, No. 9.
Parish of Hillsboro : Osborne, No. 8; Baltimore, No. *9; Rosevale, No. 13; South Hillsboro, No. 15.

CARLETON COUNTY.

[See Explanations at the head of this Notice.]

- Parish of Aberdeen* : Nos. 2, 8, 9, 10, 11, 13.
Parish of Brighton : Nos. 6, 18, 11, 15, 16, 17, 118, 19.
Parish of Kent : Nos. 5, 7, 8, 9, 11, 12, 13, 14, 17.
Parish of Northampton : Nos. 7, 8, 9.
Parish of Richmond : No. 17.
Parish of Peel : Nos. 4, 5, 6.
Parish of Wakefield : No. 13.
Parish of Wilmot : Nos. 2, 3, 13, 14, 15, 17.
Parish of Woodstock : Nos. 9, 11.
Parish of Wicktow : Nos. 3, 4, 8.

CHARLOTTE COUNTY.

[See Explanations at the head of this Notice.]

- Parish of Clarendon* : Western District, No. 2.
Parish of Dumbarton : Flume Ridge, No. *13; Pleasant Ridge, No. *12; Tryon Settlement, No. 4; Sorrel Ridge, No. *5; Mooney's Corner, No. 17½ (and *St. David*).
Parish of Grand Manan : Fog Whistle (North Head), No. 1; Two Islands, No. 17; Cheney, Island, No. 8.
Parish of Lepreaux : Lepreaux Village (and *Leicester*), No. 12; Macc's Bay, No. *3; New River, No. 4; New River Mills, No. 5.
Parish of Penfield : Black Harbour, No. *5; Bay Side, No. 6 (and *Lepreaux*).
Parish of St. David : Dickie Settlement, No. 2; Manu's Mills, No. *14 (and *St. James*); Smith Settlement, No. *17.
Parish of St. George : Lee Settlement, No. 8; Red Rock, No. 9; Pomroy Bridge, No. 8½; Piscabagan, No. 10; Cathness, No. 11; Mascareen, No. 12; L'Etang, No. 15.
Parish of St. James : Anderson, No. 14; Meredith, No. *5; Basswood Ridge Road, No. 8; Canoose, No. 11; Little Falls, No. 12; Gleason Road, No. 13; Bowery, No. 17; Beaconsfield, No. 19.
Parish of St. Patrick : Linton, No. 3; Roix, No. *9; Dig. Mills, No. *10.
Parish of St. Stephen : Burnt Hill, No. 4½; Heathland, No. *6.
Parish of West Isles : Indian Island, No. 11; Lambert's Cove, No. 6; North Harbour, No. 16½.

GLOUCESTER COUNTY.

[See Explanations at the head of this Notice.]

- Parish of Bathurst* : Tide Head, No. 3; Upper Tettagouche, No. 4; Middle River, No. *6; St. Anns, No. 7; Kinsale, No. 18; Kinsale, No. 10; Miramichi Road, No. 11; Bass River, No. 17; Nepisiguit, No. 18.
Parish of Beresford : No. 3; Dumfries, South, No. 7½ (and *Bathurst*); St. Louise, No. *8; Dumfries, North, No. *3½; Nigadoo, No. 9; Rosette, No. 11; St. Jorome, No. 12; Little Elm Tree, No. 13; Little Elm Tree, West, No. 13½; St. Lawrence, No. 14.
Parish of New Brandon : North Maisonneuve, No. 1; South Maisonneuve, No. 2; Waterloo, No. 3; St. Paul, No. 4½; Grand Anse (2nd Concession) No. 5; Black Rock, No. 17; Canobie, No. 10.
Parish of Caraquette : Little Pass, No. 1; Caraquette Portage, No. 3; St. Simon, No. 4; Little River, No. 6; Upper Caraquette, (2nd Concession), No. 18; South Branch, No. 19.
Parish of Inkerman : The Creek, No. 1; South River, No. 14; Robicheaud's Island, No. *3; Portage, No. *5; Pokemouche Ferry, No. 16; Paquetville, No. 19; Paquetville, No. 110; Green Point, No. 8.
Parish of Saumarez : Trout Brook, No. 4; Seal Brook, No. 5; St. Isidore, No. 7; St. Isidore (2nd Concession), No. 7½.
Parish of Shippegan : Robicheaud Village, No. *3; Abram Village, No. 3½; Grand Lake, No. 4; Upper Ameque, No. 4½; Pidgeon Hill, No. 15; Alexander's Point, No. *6½; Little Ameque, No. 7; Little Shippegan, No. 8; Little River, No. 8½; Miscou, South, No. 9; Miscou, North, No. 110.

KENT COUNTY.

[See Explanations at the head of this Notice.]

- Parish of Acadiaville* : McInnis Brook, No. 11; Acadiaville, No. 12; Acadiaville, No. 13; Railway, No. 14; Railway Bridge, No. 15.
Parish of Carleton : Mouth of Kouchibouguas, No. 12; Kouchibouguas (above Mills) No. 14; Lake, No. 16; Flanagan's, No. 6½; Portage River, No. 17; Cape Sable, No. *8.

- Parish of Dundas*: Landry, No. 2½; Hay's Settlement, No. 15; Cognac Cove, No. 9; Trafalgar, No. 110.
- Parish of Harcourt*: Lake Stream, No. 1; Little Forks, No. 3; Dun's Forks, No. 14; Railway, No. 16; Coal Branch, No. 17; Birch Ridge, No. 8.
- Parish of Richibucto*: Gaspereau Creek, No. 13; Lawson, No. 9A; Mill Creek, No. 9.
- Parish of St. Louis*: Guimond, No. 1; Cameron's Mill, No. 15; Upper Northwest, No. 8; Lake Road, No. 19; Mouth of Kouchibouguasis, No. 110; Babinault, No. 111; Butler's Brook, No. 12.
- Parish of St. Marys*: Trout Brook, No. 13; Dollard Settlement, No. 14; Collet Settlement, No. 15; McLean, Settlement, No. 16; Peulierin Settlement, No. 7; Bishop's Land, No. 8; Bishop's Land, No. 9; Rhomboid, No. 11; Rhomboid, No. 12; North Rhomboid, No. 16; North Rhomboid, No. 17.
- Parish of Wedford*: 11No. 2½; Main River, No. 14; Murphy, No. 15½; Louisbourg, No. 6; French Settlement, No. 7; Bass River Point, No. 10; Spring Brook, No. 11; Big Cove, No. 13; McLaughlin Road, No. 118; Canan, No. 20; Colebrook, No. 121; Culvert, No. 122; Lorne Settlement, No. 23.
- Parish of Wellington*: Little River Bridge, No. 4; Dixon's Point, No. 5; Noel Creek, No. 16; Bay District, No. 17½; Thibedeault, No. 112.

KINGS COUNTY.

[See Explanations at the head of this Notice.]

- Parish of Cardwell*: Upper Sussex, No. 2; Goshen, No. 4; Pollet Lake, No. 5.
- Parish of Hammond*: Shepody Road, No. 2; Saddleback, No. 5; Martin's Head Road, No. 7.
- Parish of Havelock*: Creek Road, No. 6; Salem, No. 11; Thorne Settlement, No. 14.
- Parish of Kars*: Eastern Kars, No. 4.
- Parish of Kingston*: Long Island, No. 8; Midland, No. 9; Walton's Lake, No. 14.
- Parish of Norton*: Guthrie Road, No. 10; Middicton, No. 11.
- Parish of Ruthesay*: Westmoreland Road, No. 1; Forrester's Cove, No. 6.
- Parish of Springfield*: Cromwell Hill, No. 16; Sprague's Brook, No. 113; Old Kingston Road, No. 114.
- Parish of Sussex*: Salt Springs, No. 3; Mill Brook, No. 14; McCain, No. 15; Erb Settlement, No. 12.
- Parish of Studholm*: Dingley, Couche, No. 1; Northup, No. 2; Kcohan, No. 6; Jordan Mountain, No. 7; Isaac Sharp, No. 114; Bunnel, No. 122; Riverbank, No. 126.
- Parish of Upham*: Primrose, No. 2; Corner Settlement, No. 25 (and *St. Martin's*.)
- Parish of Waterford*: Philmunro, No. 1; Wolf Lake, No. 3; Donegal, No. 4; Cedar Camp, No. 7.
- Parish of Westfield*: Grand Bay, No. 1; McGovern, No. 4; Cheanis, No. 5; Land's End, No. 8; Kennebecasis Island, No. 9; Milkish, No. 10; Sea Dog Cove, No. 11.

MADAWASKA COUNTY.

[See Explanations at the head of this Notice.]

- Parish of Madawaska*: Nos. 2, 3, 4, 5.
- Parish of St. Ann*: Nos. 2, 5, 6, 7.
- Parish of St. Basil*: Nos. 6, 8, 9.
- Parish of St. Francis*: Nos. 1, 5, 6, 7, 8, 9, 10, 11, 12.
- Parish of St. Hilaire*: Nos. 5, 6, 7, 8.
- Parish of St. Jacques*: Nos. 1, 2, 3, 4, 5.
- Parish of St. Leonard*: Nos. 1, 5, 7, 8, 9, 10, 11, 12, 15, 16.

NORTHUMBERLAND COUNTY.

[See Explanations at the head of this Notice.]

- Parish of Alnwick*: Nos. 1, 4½, 5, 6, 8½, 9, 11, 12.
- Parish of Blackville*: Nos. 3, 8, 8½, 9, 10.
- Parish of Blissville*: Nos. 1, 1½, 3.
- Parish of Derby*: No. 2.
- Parish of Glenelg*: Nos. 2, 3, 5, 6, 8, 8½, 9, 10.
- Parish of Hardwick*: Nos. 2, 3, 5, 5½, 6.
- Parish of Ludlow*: Nos. 1, 1½, 2.
- Parish of Nelson*: Nos. 6, 10½, 11, 12, 13.
- Parish of Newcastle*: Nos. 2½, 4.
- Parish of North Esk*: Nos. 1, 2, 13, 11½.
- Parish of South Esk*: Nos. 7, 7½, 8.

QUEENS COUNTY.

[See Explanations at the head of this Notice.]

- Parish of Brunswick*: Never's Rapids, No. 4; Brookvale, No. 5; Berry Vale, No. 6; Hunter's Hom., No. 7.
- Parish of Cambridge*: The Den, No. 7.
- Parish of Canning*: Ballimore, No. 3; Sypher's Cove, No. 4; Bailey's Point, No. 6.
- Parish of Chipman*: Iron Bound Cove, No. 2; Salmon River, No. 3; Upper Salmon River, No. 7; Red Bank, No. 18; Harley Road, No. 10; Head Grand Lake, No. 12; Coal Creek, No. 15; Dufferin Settlement, No. 14; Brown Settlement, No. 15.
- Parish of Gagetown*: Lawfield, No. 11; Mill District, No. 4.
- Parish of Hampstead*: Otnabog, No. 13; African Settlement, No. 10.

- Parish of Johnston*: Lower Rapids, No. 6; Upper Rapids, No. 7; Bagdad, No. 8; Upper Salmon Creek, No. 13; Boyd and Cornwall, No. *16; Cashen Settlement, No. 17.
Parish of Petersville: Mill District, No. *12; Lower Clones, No. *13; Speight Settlement, No. 16; Youngsland, No. 18; Golden Ridge, No. 18.
Parish of Waterborough: Cox's Point, No. 2; Cumberland Bay Creek, No. 3; Cumberland Bay, No. *15; Youngs Creek, No. 8; Union Settlement, No. 9.
Parish of Wickham: Lewis Cove, No. *18; Henderson Settlement, No. *10.

RESTIGOUCHE COUNTY.

[See Explanations at the head of the Notice.]

- Parish of Addington*: Rafting Grounds, No. 6; Randville, No. 7; Churchville, No. 8; Riverside, No. 9.
Parish of Colborne: Heron Island, No. 4.
Parish of Dalhousie: Mountain Brook (and Colborne) No. 11; Cove, No. 4; Eel River Cove, No. 19; Blair Athol, No. 10; Roberts' Settlement, No. 12.
Parish of Durham: Becketville, No. 11; Sunnyside, No. 10.

SAINT JOHN COUNTY.

[See Explanations at the head of this Notice.]

- Parish of St. John*: Partridge Island.
Parish of Lancaster: Spruce Lake, No. 4; Pisarino, West, No. 11; Pisarino, No. 12; Prince of Wales, No. 5; Western District, No. 17.
Parish of Musquash: Dipper Harbor, No. 7; Chance Harbor, No. 8; Cranberry Head, No. 9; South Side of Musquash, No. 10.
Parish of St. Martins: Bayne's Corner, No. 1; Grier Settlement, No. 4; Bayfield, No. 5; Mount Theobald, No. 6; Martin's Head, No. 7; Goose Creek, No. 8; Wood Lake, No. 9; Patterson Settlement, No. 12; Salmon River, No. 13; Long Beach, No. 14; Little Salmon River, No. 15; Mountain District, No. 30.
Parish of Simons: Frog Pond District, No. 2; Golden Grove, No. 3; Lattimore Lake, No. 6; Loch Lomond, No. 7; West Beach, No. 11; Bloomsbury, No. 15; Hibernia, No. 17; Upper Golden Grove, No. 18 (Border District); Lake District, No. 20 (Border District); Grove Hill, No. 21; Church Hill, No. 22.

SUNBURY COUNTY.

[See Explanations at the head of this Notice.]

- Parish of Blissville*: Gary Road, No. 1; Mill, No. *5; Juvenile Settlement, No. *6; Mill (West), No. 7.
Parish of Burton: Waterville, No. *6; Lake, No. 7; Gary, No. 8; Farnham, No. *9; Haneytown, No. *10; Shirley, No. 11; Greenfield, No. *12; Rockwell, No. 13; Border, No. *14.
Parish of Gladstone: Lower Three Tree Creek, No. 3; Diamond Square, No. 7; Peltoma Range, No. 8; Kenwick, No. 18 (and St. George).
Parish of Lincoln: South Branch Rusagornis, No. 6.
Parish of Maugeville: Rear Maugeville, No. 4.
Parish of Northfield: New Zion, No. 1; Newcastle, No. *2; North Forks, No. 5; Immigrant, No. 6; Upper Newcastle, No. 7; Lower Hardwood Ridge, No. 8.
Parish of Sheffield: Lower Little River, No. *6; French Lake, No. 3.

VICTORIA COUNTY.

[See Explanations at the head of this Notice.]

- Parish of Andover*: Nos. 6, 7, 8.
Parish of Drummond: Nos. 1, 2, 3, *4, 5, 6, *8, *9.
Parish of Gordon: Nos. 3, 4, 6, 7.
Parish of Grand Falls: Nos. 3, 4, 5, 6, 8, 10, 11.
Parish of Lorne: Nos. 1, 2, 3, 5, *6, 7.
Parish of Perth: Nos. 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14.

WESTMORELAND COUNTY.

[See Explanation at the head of this Notice.]

- Parish of Botsford*: Woodville, No. 1; Emigrant Road, No. 4; Lower Cape, No. *7; Little Cape (South), No. 18; Little Cape, (North), No. 19; Cape Bald, No. 20.
Parish of Dorchester: Woodville, No. 4; Lower Bonhomme, No. 7; Dungiven, No. 9; Mill, No. *11; The Mountain, No. *12; South Rockland, No. 21; Upper Bonhomme, No. 26.
Parish of Moncton: Harrisville, No. *2; Richie, No. 8; R. R. Crossing, No. 15; Groundwater, No. 17; Indian Mountain, No. 17; Budd, No. 20; McLauchlan Road, No. 21; New Scotland, No. 22; Caledonia, No. 23; Cherryfield, No. 24; Canran Station, No. 25; Lake Settlement, No. 26; Gould, No. 27.
Parish of Sackville: Second Westcock, No. 1; Upper Rockport, No. 3; Grandance, No. 4; Cherryvale, No. 15; Anderson, No. 17; Centre Village, No. 18.
Parish of Salisbury: Central Pollet River, No. 4; Harewood, No. 9; Scotch District, No. 10; Constantine, No. 14; Rockland, No. 22; Hicks, No. 15 (and Havelock).
Parish of Shediac: St. Andrews, (A) No. 1; Aboujagan, No. *5; Scoudouc, (North) No. 13; Scoudouc (South), No. 14; Painsc, No. 15; Moncton Road, No. *16; Shediac River, No. 18; St. Andrews (c), No. *21; Mutakoff, No. 22.
Parish of Westmerland: Brooklyn, No. 11.

YORK COUNTY.

[See Explanations at the Head of this Notice.]

Parish of Bright : Nos. 6 $\frac{1}{2}$, 7 $\frac{1}{2}$, 19.
 Parish of Canterbury : Nos. 6, 10, 12, 13, 20, 22.
 Parish of Douglas : Nos. 10, 12, 14, 16, 18, 19.
 Parish of Dumfries : Nos. 6, 8, 9.
 Parish of Kingsclear : Nos. 17, 18, 9, 11, 12.
 Parish of Manners-Sutton : Nos. 7, 10, 11.
 Parish of New Maryland : No. 13.
 Parish of North Lake : Nos. 13 $\frac{1}{2}$, 17, 19 $\frac{1}{2}$.
 Parish of Prince William : Nos. 6, 8, 11.
 Parish of Stanley : Nos. 11 $\frac{1}{2}$, 2, 17, 8, 10, 11 $\frac{1}{2}$, 14, 15, 16.
 Parish of Southampton : Nos. 12, 13, 14, 15, 16, 17, 18.
 Parish of St. Marys : Nos. 9, 10, 11, 14.

No. 4.

ORDERS OF THE BOARD OF EDUCATION.

The provisions of Regulation 32, clauses 3 (1), (2), are superseded by the following :

The Inspector of Schools is authorized by the Board of Education as follows in respect of issuing Local Licenses :—

1. To a person who has never taught under License, he may, in his discretion, issue a License for one Term (or a part thereof) for a given School, without requiring him or her to attend at the Normal School.

2. To a person who has taught under License, he may (if a suitable licensed Teacher cannot be secured by the Trustees) issue a License for a given School for one Term, or two Terms, on the following express conditions, (with power to renew if really necessary, and as necessary) :—

(a) That the person receiving such License shall therefore pledge himself or herself to attend the Normal School ; and

(b) That he or she shall not be entitled to any Provincial money for services thereunder unless and until he or she becomes a bona fide student at the School.—December, 1881.

That the following paragraph of the prescribed Course of Instruction, viz :—

1. Districts having a Teacher and a Class-Room Assistant.—The foregoing standards, I. to VI. inclusive, except in the case of Arithmetic and Grammar, which are to be completed, (Text-Books on Grammar and Elementary Arithmetic) ; and a lesson a week to pupils of Standard VI. from Tanner's First Principles of Agriculture, and from The Chemistry of Common Things. Industrial Drawing to be required through the two series of Cards (Revised Edition), with exercises arising out of them,—

Be amended to read as follows, viz :—

1. Districts having a Teacher and a Class-Room Assistant.—The following Standards, I. to IV., inclusive, and the foregoing Standard, VI., with the completion of the Text in Grammar, Arithmetic, Geography, Agriculture, and a lesson a week from The Chemistry of Common Things. During the inspections of the year closing October 31, 1882, Teachers may present their pupils for examination for the Superior Allowance, either under the provisions as amended, or as they before stood, as may be preferred ; but on and after November 1st, 1882, pupils must be presented under the amended provisions.—January, 1882.

No. 5.

ENGLISH LITERATURE—EXAMINATION OF 1882.

For Class II :—Reader No. IV, and Part I of Reader No. V.

For Class I :—The foregoing, and Woodworth's Excursion, Book I.

No. 6.

ISSUE OF SCHOOL LICENSES : (AUGUST EXAMINATION, 1882.)

GRAMMAR SCHOOL CLASS.—James Adam Johnson, A. B. ; Hedley V. B. Bridges, A. B.

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