

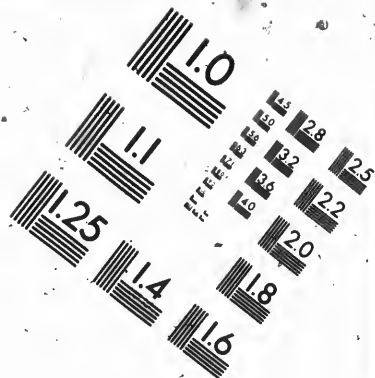
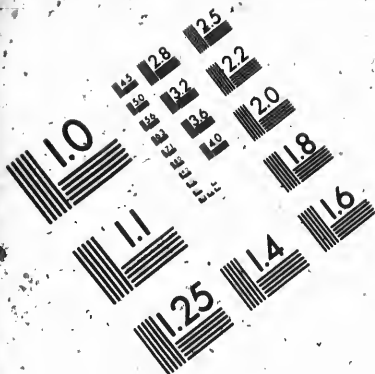
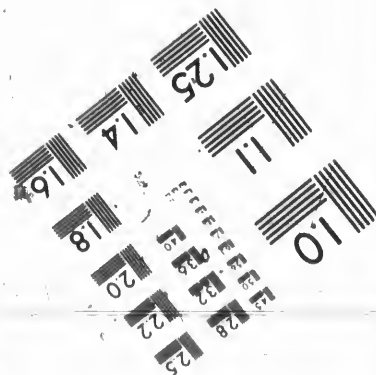
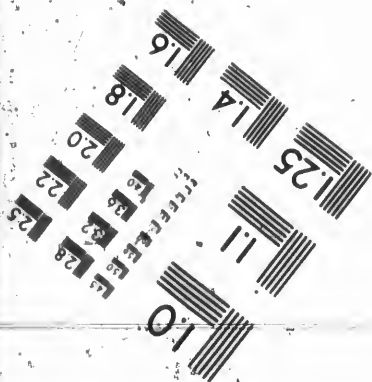
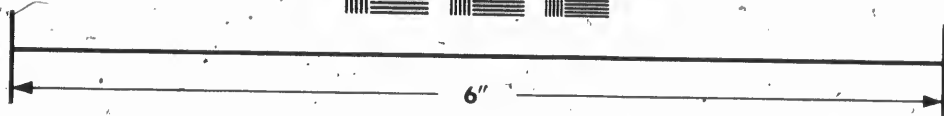
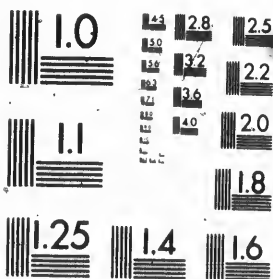


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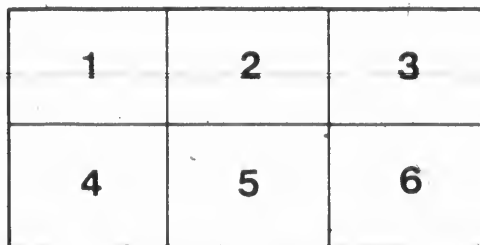
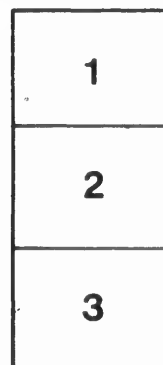
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EDUCATIONAL CIRCULAR.

The Chief Superintendent shall, in his discretion, forward to the Trustees of each District, a semi-annual Circular, containing official notices, educational information, and especially a detailed statement of the Provincial Grants paid to Teachers, and the apportionment of the County Assessment Fund to Trustees. These Circulars shall be permanently filed by the Trustees, and shall be accessible to Teachers in each District.—Reg. 43 of the Board of Education of New Brunswick.

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

THEODORE H. RAND.

Chief Supt. Education.

EDUCATION OFFICE.

Fredericton, N. B., April 10th 1876.

APPORTIONMENT OF PROVINCIAL GRANTS AND THE COUNTY FUND FOR THE SUMMER TERM ENDED OCTOBER 31, 1875.

In St. John and Portland there were 101 teaching days in this Term; in Fredericton, Woodstock, St. Stephen, Milltown, and St. Andrews, there were 102; and in all other School Districts, 112. In apportioning the Provincial Grants and County Fund to the Cities and Towns above named, the time the Schools were open and the attendance made, were raised to the basis of 112 days, the full term required of the Schools in the country.

In the following statement, names in SMALL CAPITALS indicate the Teachers who received the Superior School Grant. This Grant cannot exceed \$150 per Term. Names in *Italics* indicate the Teachers who taught in poor Districts, and whose Grants, and those to the Trustees from the County Fund, were increased one-third over the ordinary amounts. The Grants to Class-Room Assistants (c. r. a.) are one-half the ordinary Grants to Teachers, according to the class of License. The ordinary School Grants per Term are as follows: M. 1, \$75; M. 2, \$60; M. 3, \$45; F. 1, \$40; F. 2, \$30; F. 3, \$15.

Drafts for the amounts named in this Circular were duly transmitted to the Inspectors, as required by Regulation 11, in December last.

COUNTY OF ALBERT.

PROVINCIAL 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.	On account of average attendance of pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Marilla Strong,	102	107	\$42.98	Abena,	2	107	36	1802	\$11.33	\$12.50	\$23.83
Hannah E. Copp,	3	111	34.09	"	3	111	43	1882	14.85	13.05	27.90
JOHN MOSER,	1	100	145.98	"	5	100	66	3139	11.60	27.77	39.37
Jesse A. Colliatti,	3	112	45.00	" and Harvey,	8	112	24	1513	15.00	10.49	25.49
Tea, paid in Kings Co.,				& Waterford	10		15	549		4.71	4.71
Mary E. Frites,	1	112	9.01	Coverdale,	1	112	19	238	3.02	1.58	4.60
Martha A. Frites,	1	112	45.00	"	2	112	36	1394	15.00	9.67	24.67
Emily J. Colpitts,	1	113	19.60	"	3	113	15	678	8.44	4.71	13.15
Mary E. Frites,	1	57	30.00	"	1	57	30	811	7.70	5.83	13.53
Theora Fillmore,	3	112	35.00	"	3	112	17	746	5.70	3.15	8.85
James Duffin,	1	112	60.00	"	7	112	35	2409	20.00	16.70	36.70
Mrs. Geo. E. Miller,	1	112	73.33	"	8	112	37	2577	20.00	17.87	37.87
Kate A. Dawson,	3	112	33.00	"	9	112	12	1521	15.00	10.55	25.55
Orinda Churchland,	3	112	16.67	"	10	112	49	2988	20.00	18.50	38.50
Lelia Howard,	3	106	33.12	"	12	106	16	2890	11.19	20.04	31.23
Fannie P. Cochran,	1	112	60.00	Elgin,	1	112	21	1536	20.00	12.18	32.18
GEORGE SMITH,	1	81	108.48	"							
RICHARD C. WELDON,	1	20	38.81	"	2	212	187	5702	28.39	39.51	67.90
Adelaide A. Demill,	3	48	15.00	"							
Sarah E. Stewart,	3	51	16.87	"							
Thomas H. Demill,	3	112	15.00	& Coverdale,	3	112	35	1860	15.00	12.90	27.90
Emily A. Cochran,	1	112	60.00	"	5	112	26	1787	20.00	12.39	32.39
Thos. E. Colpitts,	3	93	37.36	"	6	93	26	1224	12.43	8.17	20.60
Tea, paid in Kings Co.,				& Cardwell,	6		1	119		83	83
William M. Kenyon,	1	112	60.00	"	7	112	25	1327	15.00	10.39	25.39
Martha Blakey,	1	106	33.12	"	8	106	35	1335	14.99	9.26	24.25
Adelia M. Steadman,	1	112	35.00	"	11	112	60	253	15.00	18.62	33.62
Maud E. Copeland,	1	108	43.28	"	10	108	28	1523	24.05	10.38	34.43
Amunda P. Plume,	1	112	35.00	"	11	112	26	1271	15.00	8.81	23.81
Abbie Colpitts,	1	112	35.00	"	11	112	24	157	15.00	11.07	26.07
Ruth E. Mitters,	3	112	35.00	"	12	112	19	1767	15.00	12.25	27.25
Regina Lounsbery, late	3	46	11.57	"	15	46	29	758	6.16	5.26	11.42
Deborah Strong,	1	102	10.97	Harvey,	1	102	52	1936	13.66	13.63	27.29
Nathaniel Duffin,	3	49	26.52	"	3	49	50	5563	6.63	10.84	17.47
Isaiah H. Carpenter,	1	101	40.57	"	2	101	47	1979	13.52	13.73	27.25
Roswell Wilbur,	3	112	55.00	"	1	112	71	3613	15.00	21.49	36.49
Abigail Cleveland,	3	112	45.00	"	5	112	41	2433	15.00	17.01	32.01
John Cochran,	1	112	60.00	"	6	112	30	1225	20.00	16.81	36.81
Mrs. S. H. McLatchey,	3	70	31.27	Hillsboro,	1	70	37	1692	11.73	11.73	23.46
W. W. B. Anderson,	1	98	65.62	"	1	98	121	6483	26.65	41.95	68.60
Fannie L. Steeves,	1	101	49.39	"							
Chipman Bishop,	1	112	150.00	"	3	112	137	7202	40.66	49.94	90.60
Isabella Gross,	1	112	35.00	"	5	112	35	2379	15.00	17.88	32.88
John A. McPherson,	1	112	60.00	"	6	112	90	5025	30.00	52.87	82.87
James W. Bishop,	1	112	60.00	"	7	112	35	1671	15.00	13.67	28.67
Laurinda A. Milton,	1	112	25.00	"	8	112	8	82	37	1917	10.98
Annetta McLatchey,	1	112	45.00	"	10	112	56	2395	15.00	16.05	31.05
Fanna M. Churchland,	3	82	34.16	"	11	82	19	1287	8.47	7.68	16.15
Eliza A. Denner,	3	112	35.00	"	11	112	19	1098	15.00	7.07	22.07
Lavinia S. Milton,	2	61	21.50	"	11	61	19	1287	8.47	7.68	16.15
Lucy E. Duffin,	3	112	16.67	"	11	112	19	1098	15.00	7.07	22.07
Laurinda A. Jonah,	3	112	35.00	"	11	112	26	1631	15.00	7.15	22.15
Lucy E. Stiles,	1	112	55.00	Hopewell,	2	112	80	3834	15.00	26.38	41.38
Florence Moore, c. r. a.,	3	112	17.50	"							
George Beatty, A. B.,	1	70	52.50	"	1	70	128	1846	20.56	31.61	52.17
Josephine Kinn,	3	71	23.28	"							
Mary E. Bacon,	2	108	43.28	"	3	108	30	1529	11.16	10.60	21.76
MacDonald H. Hard,	3	112	60.00	"	4	112	8	2711	15.00	7.49	22.49
Martha E. Gray,	2	112	15.00	"	5	112	8	1037	15.00	7.49	22.49
Willard O. Wright,	3	60	21.50	"	6	60	45	1620	8.65	11.21	19.86
Henry A. H. Shaw,	3	70	37.50	"							
A. W. Steeves,	3	35	18.75	"	7	112	120	5820	15.00	10.38	25.38
Ira McLatchey, c. r. a.,	3	112	17.50	"							

COUNTY OF CARLETON.

Provincial Grant to Teachers LOCALITY. County Fund to Trustees.

NAME.	Class.	Locally authorized days actually employed.	Amount of Grant	PARISH.	No. of Districts.	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 R. Joyner,	3	116	\$44.19	Aberdeen,	1	110	51 2886	\$11.73	\$16.84	\$31.57	
Maud P. Milbury,	3	112	35.00	"	1	112	41 2013	15.00	12.62	25.62	
Robella Joyner,	3	112	35.00	"	1	112	20 1229	15.00	8.15	23.15	
Sarah A. Risteen,	3	107	33.41	"	3	107	35 1763	14.33	11.06	25.39	
Moody McGuire,	3	111	44.50	"	3	112	43 1963	15.00	9.17	24.17	
James Ledingham,	3	111	44.50	"	3	111	35 1721	11.86	7.66	23.52	
Charles J. Brown,	3	112	45.00	"	10	112	30 1718	20.00	10.96	30.96	
Dora M. Shaw,	3	112	46.67	" & Brighton,	12	112	36 1736	15.00	10.96	25.96	
William Taylor,	3	112	75.00	Brighton,	1	112	42 2267	15.00	11.88	25.88	
George Stickney,	3	110	60.26	"	2	90	45 2267	12.65	11.84	26.80	
John L. Bacon,	3	112	45.00	"	4	112	40 2330	15.00	20.92	35.92	
S. Hartt Shaw,	3	96	38.56	"	3	96	53 2107	12.85	15.00	27.94	
Florence E. Anderson,	3	83	26.15	"	5	83	37 1315	11.18	8.24	19.42	
Catharine A. Bubar,	3	112	35.00	"	6	112	20 953	15.00	5.98	20.98	
Maggie E. Henderson,	3	112	35.00	"	8	112	20 1763	15.00	10.68	25.68	
Bal. to Trus. April, 75,	3	112	45.00	"	9	108	57 2265	13.73	20.10	33.83	
Allison W. Clark,	3	112	45.00	"	9	112	49 2262	15.00	16.32	31.32	
George McLeod,	2	79	42.32	"	10	79	35 1619	10.58	19.15	29.73	
John Gillespie,	3	112	45.00	"	11	112	20 1121	15.00	8.93	23.93	
Amy C. McKilligan,	3	65	20.51	"	13	65	22 1155	8.70	7.24	15.94	
D. S. Jones,	3	112	60.00	Kent,	1	112	71 3300	15.00	21.51	36.51	
Emma Giberson,	3	110	31.37	"	2	110	52 2152	11.73	18.51	30.24	
Sarah C. Cunningham,	3	112	35.00	"	4	112	43 2156	15.00	33.52	48.52	
Frank S. Milbery,	3	112	45.00	"	8	112	66 1720	15.00	10.79	25.79	
John Keenan,	3	99	15.33	"	9	99	7 221	5.17	1.39	6.56	
Clara A. Olmstead,	3	112	35.00	"	10	112	49 2278	15.00	11.41	26.41	
Janie Cunningham,	3	98	30.62	"	11	112	39 1725	20.00	10.82	30.82	
Mrs. W. Leonard,	3	111	34.60	" Perth,	13	98	44 1561	13.12	9.79	22.91	
M. Adah DeWolfe,	3	111	34.60	"	13	111	25 2283	11.86	14.00	25.86	
Minnie Bacon,	3	104	32.66	Northampton,	1	104	29 2041	11.00	12.95	26.95	
Patric A. Hayes,	3	111	128.81	"	2	111	41 2245	11.86	11.45	23.31	
Jennie Cunningham,	3	57	17.81	"	3	87	53 2115	11.65	15.33		
Thomas Evans,	3	107	52.54	"	4	107	79 1530	14.33	27.91	42.24	
Angelina Faulkner,	3	111	31.60	"	5	111	40 2194	11.86	13.76	25.62	
Eliza J. Phillips,	3	107	41.58	"	7	107	33 2378	16.11	14.00	30.11	
Uncia Shorpe,	3	112	35.00	Peel,	1	112	48 1873	15.00	11.76	26.76	
John C. Taylor,	3	112	75.00	"	8	112	49 2196	15.00	13.75	28.75	
Henry T. Parlee,	3	112	35.00	"	4	112	56 2331	15.00	16.52	31.52	
Margab S. McGuire,	3	59	18.41	"	6	112	38 1728	15.00	10.81	25.81	
Lizzie M. Owens,	3	43	16.56	" & Brighton,	7	63	39 1168	9.51	9.20	18.71	
Eliza M. Tompkins,	3	112	45.00	" & Kent,	11	112	36 1712	15.00	10.74	25.74	
Helen M. Broderick,	3	112	45.00	Richmond & Woodk,	1	112	33 2136	15.00	13.39	28.39	
J. B. Grant,	3	103	42.18	"	2	103	51 1926	14.06	12.68	26.74	
Mrs. Robert A. Speer,	3	112	45.00	"	3	112	27 1577	15.00	9.83	24.83	
Thomas Connell,	3	96	30.75	"	4	99	45 1166	13.26	6.94	20.20	
Ava J. Kirkpatrick,	3	112	35.00	"	5	112	30 1763	15.00	10.68	25.68	
Carrie R. Gilkey,	3	112	45.00	"	6	112	48 1950	15.00	12.23	27.23	
Mary L. Cassidy,	3	112	35.00	"	7	109	55 2106	14.60	15.09	29.69	
John Geddes,	3	112	45.00	"	8	112	36 2134	15.00	13.51	28.51	
Ivony Kirtanas,	3	108	33.27	"	9	108	42 1564	14.67	9.84	24.51	
Jennie McDonald,	3	103	38.66	"	10	103	38 1591	15.00	9.98	24.98	
Margaret McDonald,	3	112	35.00	"	12	112	32 1671	15.00	6.73	21.73	
George B. Martin,	3	112	60.00	"	14	112	41 2153	15.00	14.50	29.50	
Sarah J. Connell,	3	112	35.00	"	16	112	51 2154	15.00	4.10	19.10	
Jane Duff,	3	112	35.00	Simonds,	1	112	54 3329	15.00	20.94	35.94	
Eliza H. Hoet,	3	112	35.00	"	2	112	49 3221	15.00	20.20	35.20	
Hannah Cogswell,	3	112	35.00	"	2	110	33 232	1.27	1.65	2.92	
Henrietta Simouson,	3	112	35.00	"	2	110	33 232	1.27	1.65	2.92	
Lydia N. Cox,	3	112	35.00	"	2	110	33 232	1.27	1.65	2.92	
Bal. to Trus. April, 75,	3	112	35.00	"	2	110	33 232	1.27	1.65	2.92	

COUNTY OF CARLETON—Continued.

Provincial Grant to Teachers.				LOCALITY.		County Duty 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.	On account of average attendance of Pupils.	Total amount from County Fund.	
6.	5	4	3	2	1	2	3	4	5	6	7	
Sarah J. Nicholson	1	106	\$32 05	Simonds	3	106	38 1891	\$14 19	\$11 86	\$26 05		
RICHARD WHEELER	1	112	150 00	" & Wicklow	4	112	68 3555	15 00	22 29	37 29		
Hugh T. Parlee	1	112	75 00	Wakelield	2	112	66 2021	15 00	18 20	33 20		
Jacob W. Sherwood	2	111	59 46	"	3	111	54 2841	14 86	17 83	32 69		
Ernest A. Shaw	3	112	45 00	"	4	112	20 1451	15 00	9 10	24 10		
Maria F. Mudgett	3	92	6 87	"	5	92	33 555	2 45	3 50	6 45		
Donald McDonald	3	110	44 19	"	6	110	20 1060	14 73	6 65	21 38		
WILLIAM B. WIGGINS	1	112	150 00	"	7	112	80 3767	15 00	23 02	38 02		
Nettie A. Hart	1	110	54 01	"	8	110	35 1899	14 73	12 54	27 27		
Rebecca J. Smith	1	107	52 79	"	9	107	39 2301	14 43	14 18	28 58		
Horance J. Carroll	3	112	35 00	Wicklow	10	112	30 1040	15 00	6 32	21 32		
Annie M. Wakem	3	112	35 00	"	1	112	26 1448	15 00	0 88	24 12		
Alice Giberson	3	112	35 00	"	2	112	43 1681	15 00	10 54	25 51		
Margaret M. Upton	3	106	33 12	"	3	106	29 1651	14 19	10 36	24 55		
Eleanor Cashman	3	112	35 00	"	4	112	31 1081	15 00	6 78	21 78		
Eleanor E. McKay	3	110	45 83	"	6	110	28 1650	19 64	10 58	30 02		
James Lawson	3	112	45 00	"	7	112	68 2073	15 00	18 64	33 64		
Ludie Jewett	3	112	46 67	"	8	112	28 1833	20 00	11 49	31 49		
Elizabeth A. Kilpatrick	3	112	35 00	"	9	112	68 2436	15 00	15 28	30 28		
Carrie A. Hammond	2	112	45 00	"	10	112	49 2947	15 00	18 48	33 48		
Emily S. Wakem	3	112	35 00	"	11	112	41 1559	15 00	9 78	24 78		
Alice Reid	3	112	35 00	"	12	112	51 2588	15 00	16 33	31 33		
A. L. Fenelon	3	112	45 00	"	13	112	47 2034	15 00	18 40	33 40		
Eva E. Hovey	3	112	40 00	"	14	112	66 3169	15 00	19 87	34 87		
Floie E. Dunn	2	112	45 00	" & Andover	15	112	49 3381	15 00	5 15	20 15		
Emma E. Milbery	2	112	45 00	"	16	112	32 821	20 00	8 01	28 01		
Sarah J. McWaid	3	112	46 67	Wilmot	3	112	30 1278	20 00	8 10	28 10		
Annie Magee	1	109	54 52	"	4	109	76 0673	11 00	25 54	40 11		
Lizzie Ferguson	3	112	35 00	"	5	112	41 1947	15 00	12 21	27 21		
Jennie Gretell	3	111	44 39	"	6	111	33 3178	14 86	19 03	34 20		
Mary E. Williams	3	109	34 06	"	7	109	10 1067	14 00	10 61	24 61		
Amelia J. Simonds	3	93	26 06	"	9	93	21 1013	15 45	6 35	18 80		
Albina C. Tracey	3	97	17 97	"	10	97	29 1261	15 00	7 58	15 28		
Isabella F. Lindsay	3	112	35 00	"	11	112	30 1251	15 00	13 51	28 51		
Hannah C. Flemming	3	112	23 96	" & Wakefield	12	112	21 085	10 00	2 49	14 57		
Wallace G. King	3	111	41 50	"	14	111	11 1331	14 86	12 13	26 99		
Mie M. Johnston	3	112	46 67	"	15	112	10 1487	20 00	9 32	29 32		
Agnes White	3	112	35 00	"	16	112	27 1380	15 00	8 72	23 72		
Andrew G. Lounsbury	3	58	23 30	Woodstock	1	58	47 1048	7 77	6 37	14 34		
Louisa H. Hartley	2	112	45 00	"	2	112	27 1489	15 00	9 31	24 31		
James McCoy	1	100	73 52	"								
Isiah J. McCoy, c. r. a.	1	100	36 76	"								
Charles N. Scott	1	102	75 00	"								
Thos. Lloyd Evans	2	96	56 47	"	3	96	378 2504	88 91	156 86	245 77		
Elizabeth J. Cupples	1	102	35 00	"								
Eliza Ann Smith	1	102	35 00	"								
Lizzie H. Hay	1	102	35 00	"								
Lizzie H. McLeod	3	92	36 96	"	4	92	28 955	12 32	5 99	18 31		
W. H. McSwy	1	112	150 00	"	6	112	72 3592	30 00	22 53	52 53		
Bianche E. Ketchum	2	112	35 00	"	6	112						
Christiann McDougall	3	110	31 37	"	7	110	39 2369	14 73	11 86	26 59		
Mary J. Johnston	3	52	29 65	"	9	52	39 1356	9 28	8 50	17 78		
JULIA E. BORRER	1	38	25 53	"								
Lacey A. R. Smith	1	38	24 88	"	10	77	24 1220	13 74	7 72	25 70		
Balance due Trustees									4 24			
Alex. Johnston	3	58	23 30	" & Canterbury	23	58	58 740	4 24	1 64	12 11		

COUNTY OF CHARLOTTE.

ees.

Total amount from
County Fund.

7

26 65

37 39

33 39

32 62

24 10

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25 78

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31 49

30 28

33 48

24 78

33 23

33 40

31 87

26 15

26 15

40 11

25 21

35 79

35 79

18 80

15 28

28 99

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Provincial 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 opened.	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
JAMES E. WETMORE.....	1	100	145 98								
Estrella Bentley, C. F. A.	3	90	14 06	Campobello.....	1	219	94	5013	\$20 32	\$42 24	\$71 56
Fannie E. Diemide.....	2	110	44 19	"							
Elizabeth Clark.....	1	92	38 79	"							
Jane G. W. Snel.....	1	92	45 17	"							
Chas. W. J. Barker.....	2	112	60 00	"							
Adelaide A. Young.....	1	112	55 00	Dufferin.....	1	112	46	2401	15 00	23 54	38 54
Maggie Cockburn.....	1	106	52 05	"							
Isabella J. Johnston.....	3	112	55 00	Dumbarton.....	2	112	30	1802	15 00	15 19	30 19
Ellis J. Miles.....	2	112	45 00	"							
Maggie F. Cloney.....	2	68	21 25	"							
Neil Lochary.....	2	76	19 29	"							
Emma Powers.....	2	112	45 00	Do. & St. Patrick.....	4	112	28	1425	15 00	12 01	27 01
Jane McCulloch.....	3	106	32 12	"							
Abner Gaskill.....	3	95	38 16	"							
Dora K. Wiley.....	3	103	32 19	"							
Frederic A. Holmes.....	2	112	60 00	Grandmanan.....	1	224	135	8086	50 20	68 14	98 11
Maria P. Roop.....	2	112	45 00	"							
Patrick Casey.....	1	111	74 33	"							
Josephine Cronk.....	3	57	17 81	"							
James Brown.....	1	72	48 21	"							
Marshall V. Brown.....	3	84	33 74	"							
William S. Cronk.....	3	75	39 13	"							
<i>John Coates</i>	3	112	16 67	Lepreaux.....	1	112	19	2287	20 00	19 27	39 27
Charles White.....	1	56	37 50	& Lances.....	2	56	51	1749	7 50	13 06	20 56
John Bates.....	2	73	40 18	"							
Phoebe Davidson.....	3	79	21 69	"							
Jessie Brown.....	2	111	41 20	Pennfield.....	1	111	37	2159	14 86	18 19	33 05
John Flanagan.....	2	83	41 73	"							
Catherine L. Speers.....	3	112	35 06	"							
John B. Adams.....	3	112	45 00	"							
Amy K. Justason.....	3	103	32 19	"							
James E. Covey, A. B.	1	102	75 00	"							
James Vroom.....	1	102	75 00	"							
Eda Foye.....	1	102	55 00	"							
S. Agnes Algar.....	2	102	45 00	St. Andrews.....	1	672	320	21205	89 98	178 70	268 68
B. Louise Morrison.....	2	102	45 00	"							
Ellen Rogers.....	2	102	45 00	"							
Clem. Johnson, C. F. A.	3	59	10 12	"							
Augusta D. Wade.....	2	97	39 16	"							
George J. Clark.....	3	111	44 59	St. Croix.....	6	972	51	1855	13 06	15 03	28 09
Alice J. Purves.....	2	89	35 75	"							
E. A. McLeod.....	2	98	39 35	"							
Julia S. Deane.....	3	73	29 32	St. David.....	1	73	64	2512	9 77	11 86	21 63
William T. Dickey, Jr.	3	81	29 32	"							
Frederic Sullivan.....	3	102	40 97	"							
Victoria Smith.....	1	82	40 26	"							
R. SPEERS Nicolson.....	1	112	150 00	"							
Teresa C. McAlennan.....	2	111	44 79	"							
<i>Catherine D. Woodcock</i>	2	117	9 37	"							
Arthur M. Smith.....	2	112	60 00	"							
Helen E. Woodcock.....	3	78	24 53	"							
HENRY W. RAND, A. B.	1	83	111 82	"							
ISRAEL M. LONLEY, A. B.	1	21	32 14	"							
Thomas O'Malley.....	2	112	60 00	St. George.....	1	112	249	12041	59 25	101 47	160 72
Eliza Magowen.....	1	111	54 50	"							
E. P. Knight.....	3	112	45 00	"							
Charles O'Donnell.....	1	105	70 61	Do. & Pennfield.....	2	105	38	2000	14 13	17 02	31 15
Catherine Cudde.....	2	65	26 11	"							
Balance due Trustees.....				"							
<i>Julia Russell</i>	3	112	46 67	"							
<i>Emeline Hanson</i>	3	112	46 67	Do. & St. Patrick.....	9	112	23	1313	20 00	11 06	31 06
Hugh Copley.....	2	82	38 55	Do. & Pennfield.....	9	82	21	1243	14 61	10 48	25 12
<i>Ellis H. Smith</i>	3	99	41 47	St. George.....	10	99	15	1204	17 77	10 15	27 92
Mary Atkinson.....	3	111	31 69	"							

COUNTY OF CHARLOTTE—Continued.

Provincial 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 opened.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
					1	2				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	
Nellie McDiarmid.....	2	112	\$45 00	St. George.....	12	112	29	1463	\$15 00	\$12 33	\$27 33	
James Doherty.....	3	112	45 00	"	13	112	71	5900	15 00	47 19	62 19	
J. L. Cawley.....	3	110	44 19	"	14	110	72	6114	14 73	34 67	49 40	
Jennie Magowan.....	3	111	34 69	"	15	111	31	1083	14 86	9 21	24 07	
S. Adeline Thomas.....	3	111	34 69	"	16	111	15	761	10 11	6 42	16 53	
Lizzie A. Cochrane.....	3	112	45 00	St. James.....	1	112	15	761	12 32	10 15	22 47	
DONALD MCINTOSH.....	1	112	150 00	"	1	112	37	3651	15 00	25 72	40 72	
Joseph Robinson.....	2	112	45 00	"	2	112	43	1833	15 00	15 45	30 45	
Louisa M. Young.....	3	112	45 00	"	3	112	43	1833	15 00	15 45	30 45	
James B. Jackson.....	3	111	35 41	"	4	111	51	2452	14 86	20 67	35 53	
Helen R. McLaughlin.....	3	111	34 69	Do. & St. David.....	4	111	35	1772	14 86	14 03	28 89	
Isabel Black.....	3	111	34 69	"	5	111	35	1772	14 86	14 03	28 89	
Lizzie D. Jackson.....	2	112	45 00	"	7	112	42	1878	15 00	15 82	30 82	
Kate Morrison.....	3	103	42 92	"	8	103	11	1196	18 38	10 08	28 46	
Sarah A. Joye.....	3	112	45 00	"	10	112	33	1155	15 00	9 73	24 73	
Annie P. Smith.....	2	112	45 00	"	14	112	31	1795	12 45	15 13	27 58	
Isabel Jenkins.....	2	109	43 79	"	15	109	38	2571	14 60	21 67	36 27	
Alex. S. McKenzie.....	3	109	43 79	"	16	109	38	1902	14 60	15 18	29 78	
Anna Armstrong.....	3	112	45 00	St. Patrick.....	18	112	20	998	5 22	4 20	9 42	
Addie Hanson.....	1	112	55 00	"	1	112	43	1867	15 00	15 73	30 73	
Annie Hanson.....	2	112	55 00	"	2	112	51	3223	8 70	11 15	19 85	
Charlotte Brown.....	3	112	55 00	"	3	112	87	867	14 64	7 31	21 95	
Lizzie A. Rolstin.....	2	113	41 38	"	4	113	26	1372	13 79	11 57	25 36	
Mary Penneck.....	2	112	45 00	"	5	112	33	1372	13 79	11 57	25 36	
Kate McElwain.....	2	112	45 00	"	6	112	28	639	5 62	5 64	11 26	
Nettie A. Henry.....	2	112	45 00	"	8	112	29	1121	15 00	9 48	24 48	
Mary E. Hanson.....	1	109	43 79	"	10	109	28	1792	11 67	11 85	23 52	
Charlotte Thompson.....	2	112	45 00	St. Stephen.....	1	112	22	3039	15 00	25 54	40 54	
HENRY S. BRIDGES, AM.	1	102	55 00	"	1	102	150 00					
W. Grant Gannce, A. B.	1	101	74 26	"	1	101	74 26					
Mary M. Cunningham.....	1	102	55 00	"	1	102	55 00					
Agnes Lawson.....	1	102	55 00	"	1	102	55 00					
Emily D. Thompson.....	2	102	45 00	St. Stephen.....	2	1101	510	39176	147 42	330 11	477 53	
Sophia J. Lloyd.....	1	102	55 00	"	1	102	55 00					
Emma S. Morrison.....	1	102	55 00	"	1	102	55 00					
Winnifred P. Hayes.....	1	102	55 00	"	1	102	55 00					
Lavinia J. Borden.....	1	102	55 00	"	1	102	55 00					
Eleanor S. Dowling.....	1	86	46 37	"	1	86	46 37					
Fred. W. Watson.....	1	21	15 44	"	1	21	15 44					
Fred. W. Emmerson.....	1	19	13 97	"	1	19	13 97					
Mary A. Horan.....	2	92	40 58	St. Stephen.....	3	526	287	18817	70 43	133 30	203 73	
E. A. McAlister.....	1	92	40 58	"	1	92	40 58					
Charlotte M. Caswell.....	2	92	40 58	"	2	92	40 58					
L. M. Randall.....	3	92	40 58	"	3	92	40 58					
Tillie S. Kirk.....	2	92	40 58	"	3	92	40 58					
Annie Hitchings.....	3	112	45 00	St. Stephen.....	3	112	20	1207	15 00	10 17	25 17	
Almira Towers.....	3	112	45 00	"	4	112	20	1961	15 00	16 23	31 23	
Charlotte M. Robinson.....	3	78	24 37	"	6	78	20	2800	10 41	20 49	30 90	
Amanda Hill.....	1	78	24 37	"	7	78	20	2800	10 41	2 15	12 56	
Mary S. Venzey.....	2	102	40 97	"	7	102	47	2641	13 66	17 29	31 05	
Jennette Stein.....	3	112	45 00	Do. & St. James.....	7	112	25	1281	15 00	10 82	25 82	
Emma T. McCain.....	3	98	41 04	Do. & St. David.....	8	98	22	1231	17 58	10 38	28 06	
Margie E. Justason.....	1	108	70 71	West Isles.....	1	108	29	1976	19 28	16 66	35 94	
E. H. Bennett.....	2	108	57 86	"	2	108	40	2354	14 46	19 84	34 30	
Bal. to Trustees, Ap. 75				"					1 27			
Mary E. Dixon.....	2	106	42 78	"	3	106	64	4054	14 26	34 16	48 42	
Sarah K. Herson.....	3	60	18 75	"	4	60	24	1448	8 63	11 91	19 54	
S. JAMES WARREN.....	1	105	140 62	"	5	105	60	2748	14 06	25 16	39 22	
Joanna Turner.....	2	108	13 38	"	6	108	31	1489	14 46	12 74	27 20	
George W. Fowler.....	2	111	30 73	"	7	111	62	3983	14 93	16 71	31 64	
James B. Felix.....	3	120	21 16	"	8	120	29	361	7 05	4 75	11 80	
							5,110					
							291,587					
								1,620 47				
								22,201				
								2,882 20				

COUNTY OF GLOUCESTER.

Provincial 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
J. Arthur Freeze, A. B.	1	112	\$75 00								
Christiana Ellis	1	111	11 50	Bathurst	2	334	161	10626	\$44 72	\$256 40	\$301 12
Mary L. Baldwin	1	111	54 00								
Annie Hall	1	112	35 00								
Annie W. Davidson	1	112	35 00								
Mary Ann Smith	1	112	46 67								
Rachel Forbes	1	112	35 00	Do. & N. Bandon	10A	112	26	1155	15 00	27 87	42 87
James D. Skelly	1	108	13 38								
Hannah Willis	1	107	42 98								
Peter Greenwood	1	111	148 66								
Mary Desbrisay	1	111	14 50								
Annie E. Egan	1	112	46 67								
Isaac Bernard	1	112	45 00	Beresford	5	112	35	2307	25 00	35 66	70 66
Frances Aube	1	110	31 37								
Mary Kerr	1	112	35 00	Do. & Bathurst	7	112	25	1123	15 00	27 11	42 11
Elizabeth M. Ford	1	112	35 00								
Kate L. Dwyer	1	112	55 00	Carriquet	10	112	16	1714	15 00	41 37	56 37
Jennie Dawson	2	112	15 00	New Bandon	9	112	58	3024	15 00	72 96	87 96
William A. Andrew	1	111	50 73								
Emma Welsh	1	112	16 67								
			\$88 00				83	45 30	\$312 90	\$197 85	\$510 75

COUNTY OF KENT.

Provincial 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
Annie E. Hard	3	106	\$33 12	Carleton	4	106	63	3095	\$14 19	\$61 80	\$76 99
Agnes McNulty	3	112	35 00								
Charita L. Chalmers	3	10	16 66								
Thomas E. Dwyer	2	112	60 00	Dundas	1	112	37	1912	15 00	40 66	55 66
Jessie K. Sutherland	3	112	32 94								
Ann Christal	3	111	16 25								
Balance to Trustees											
Alexis Theodore	3	100	10 17								
Ann Hick	3	112	33 71	A Moncton	10A	112	15	4201	13 39	10 47	23 86
Georgiana L. Poirer	3	107	37 92	Harcourt	5	107	67	3739	11 96	15 47	27 43
Mary E. Dunn	3	105	37 08								
Paul Truett	3	112	60 00								

COUNTY OF KENT.—Continued.

Provincial 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
Ingram B. Oakes.....	1	110	73 06								
John W. Burnett.....	2	112	60 00								
Sarah Forster.....	1	112	35 00	Richibucto.....	1	106	221	12883	50	72	265
Mary A. Gifford.....	1	112	35 00								
George A. Coates.....	1	112	150 00								
Thomas E. Colpitts.....	2	112	60 00	Richibucto.....	2	112	187	9859	57	31	208
Clara Young.....	3	94	34 37								
Caroline M. Warman.....	3	94	29 37								
James Goldie.....	2	110	58 92	"	5	110	33	2325	18	61	48
Isabella Hickey.....	3	112	35 00	"	9	112	21	1016	15	00	21
Angus Mc M. Thunott.....	3	111	41 79	"	9	111	26	1115	11	93	29
Bertilda Graham.....	2	112	45 00	"	10	112	26	1009	15	00	11
Carrie Hicks.....	3	112	45 00	St. Mary's.....	2	112	22	1017	15	00	21
Lucia F. Weighen.....	3	111	46 47	"	6	111	21	13010	39	91	40
Laura J. Parker.....	3	108	33 75	"	10	108	16	382	14	46	29
James McDonald.....	3	112	35 00	Wellford.....	1	112	66	2411	15	00	50
James Porteous.....	3	112	45 00	"	11	112	41	2237	15	00	48
Robert Sutherland.....	3	112	45 00	"	12	112	28	1439	15	00	13
Mary Chrystak.....	2	112	45 00	"	13	112	46	2162	15	00	47
Kate L. McDonald.....	3	79	33 13	"	4	79	45	2363	14	29	33
Mary Morton.....	3	105	32 81	"	5	105	45	2067	14	06	29
Mary C. Stevenson.....	3	112	35 00	"	8	112	51	1945	15	00	51
William McIntosh.....	1	112	150 00	"	9	112	88	4715	15	00	98
Cassie Wilson, c. r. a.....	3	107	16 72 5	"	10	112	33	2213	20	00	43
James Burrows.....	2	112	46 67	"	13	112	45	2590	15	00	47
Maggie Graham.....	3	109	45 41	"	13	109	32	2172	19	47	51
Mona Ferguson.....	3	112	35 00	"	14	112	30	1199	15	00	31
Isabella Wheaton.....	2	112	35 00	"	15	112	26	1592	15	00	32
Agnes Hollinden.....	2	112	45 00	"	16	112	52	3000	15	00	62
B. Jamie Morton.....	1	112	35 00	"	17	112	36	2277	15	00	47
Mary McDonald.....	3	112	45 00	"	19	112	48	1810	15	00	37
Richard Jackson.....	3	112	46 67	"	20	112	17	1016	20	00	21
Hattie Sedgwick.....	2	108	37 86	Wellington.....	1	108	18	2100	14	46	43
James Kay.....	2	112	45 00	"	2	112	59	3925	15	00	63
Mary Johnson.....	3	107	31 14	"	3	107	27	1097	14	33	33
Sarah J. McHugh.....	3	112	60 00	"	4	112	47	3077	20	00	61
Johnson, Thomas.....	3	112	46 67	"	5	112	23	2075	20	00	44
Sarah Hicks.....	2	112	45 00	"	8	112	41	2028	15	00	42
Ella Chrystak.....	2	112	45 00	"							

Provincial Grant to Teachers. LOCALITY. County Fund to Trustees.

NAME.	Class.			PARISH.	No. of District.			Pupils enrolled.	AMOUNT.		
	Legally authorized days actually employed.	Amount of Grant.	3		1	2	3		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
Lois Snider.....	1 107	\$52 54		Cardwell.....	1 107	73	3974	\$11 35	\$3 02	\$45 35	
Ten. pd in Albert Co.....				A Elgin.....	1 13	13	590		4 61	4 61	
Mary L. Frost.....	1 87	42 72		A Elgin.....	6 87	17	867	11 65	6 77	18 42	
Alfred S. Baxter.....	3 112	60 00			8 112	41	1889	15 00	14 75	29 75	
Matilda McLeod.....	3 112	19 06			9 61	34	1318	8 17	10 29	18 46	
Lizzie A. Inch.....	3 111	44 59	Greenwich.....		2 111	39	2023	14 86	15 79	30 65	
Georgiana McLeod.....	3 111	44 59			3 111	34	1597	14 86	12 47	27 33	
J. Axsley DeNiam.....	1 111	148 66			4 111	50	2644	14 86	29 64	35 50	
Emilio J. Bennet.....	2 29	15 45	Hammond.....		1 29	28	1463	3 88	3 17	7 05	
Jonis F. Rogers.....	2 109	145 98			1 109	55	3569	15 07	19 97	34 57	
Robert Williams.....	3 116	78 57		A Sussex.....	1 116	12	412	19 64	3 84	23 48	
Matilda J. Booth.....	3 112	35 00		A Sussex.....	9 112	41	2187	15 07	19 97	32 07	
Balance to Trustees.....					3 112	137	1547	11 82	12 08	25 90	
Augusta M. Dodge.....	2 112	45 00	Hampton.....		1 112	26	730	15 00	5 70	20 70	
STEPHEN L. Wiggins.....	1 94	125 88			2 94	71	3276	25 98	25 58	51 56	
Alma S. Sproul.....	2 100	40 17			3 108	61	3694	14 46	28 84	43 30	
Josephine Wetmore.....	1 89	43 70			5 89	17	1004	11 92	7 84	19 76	
Jane C. Snow.....	1 112	75 00			6 112	66					
Fred. A. Chapman.....	2 112	60 00			7 112	11	988	15 00	7 72	22 72	
Edmund Outram.....	3 107	33 41			8 107	25	1767	14 33	13 79	28 12	
Eliza M. Fenwick.....	3 112	35 00	Havlock.....		1 112	48	2193	15 00	19 46	34 46	
Eliza P. Teakles.....	2 111	41 50			2 111	51	2339	14 86	18 26	33 12	
Elaina L. Gosline.....	3 112	46 67			3 112	11	975	20 00	7 60	27 60	
Mary E. Parlo.....	3 112	35 00			5 112	22	1404	15 00	10 96	25 96	
Ella M. Pearce.....	3 111	41 50			7 111	68	3875	14 86	30 25	45 11	
W. D. Perry.....	1 109	145 98			8 215	131	6845	28 86	53 36	82 22	
ELDON MILLIN.....	1 106	52 30			9 91	38	1685	12 18	13 23	25 41	
Annie M. Allan.....	2 92	48 75			10 112	39	2501	15 00	19 52	31 52	
John C. Bentley.....	3 112	45 00			11 89	19	1266	15 89	9 88	25 77	
Calvin E. Alward.....	3 89	37 08		Salisbury.....	22		316		2 47	2 47	
Sarah E. Keith.....	3 112	35 00	Kars.....		3 112	28	1526	15 00	11 92	26 92	
Ten. pd in West'd Co.....	3 112	46 67			4 112	26	2529	20 00	19 71	39 71	
Elizabeth T. Clark.....	3 112	35 00			5 12	28	1808	15 00	11 12	26 12	
C. Matilda Spangue.....	3 112	60 00	Kingston.....		1 221	70	3440	30 00	26 78	56 78	
Annie C. Kierstead.....	3 112	35 00			2 112	12	646	15 00	3 80	18 80	
Edmund Piddington.....	2 90	39 77			3 90	23	1277	13 26	9 97	23 23	
Sarah J. Pickett.....	3 112	35 00			4 112	19	768	15 00	6 00	21 00	
Ellen M. McDougall.....	1 111	135 82			5 223	81	5010	21 86	41 11	76 00	
Maugie A. Bates.....	1 111	11 79			6 112	33	2017	15 00	22 77	37 77	
Charles A. Frost.....	3 112	45 00			7 112	17	1582	20 00	11 97	31 97	
George A. Gillies.....	2 112	45 00			10 112	49	2759	15 00	21 31	36 31	
Julia E. Flewelling.....	3 112	45 00			11 112	35	2063	15 00	17 22	32 22	
Sarah J. Price.....	2 112	35 00			12 106	40	4780	14 10	13 90	28 30	
Sarah E. Flewelling.....	3 112	45 00			3 116	52	2163	14 73	16 32	41 05	
Emily J. Leckie.....	3 102	23 60			4 116	35	1403	11 52	11 65	25 28	
Reverly N. Nobles.....	1 111	147 32	Norton.....	A We-field	7 112	36	2144	15 00	16 73	31 73	
Hamah Raymond.....	1 110	54 01			8 112	37	2240	15 00	16 73	31 73	
Margaret A. Long.....	3 86	26 87			9 99	22	1638	12 26	8 26	21 52	
E. J. Wood.....	2 112	15 00		A Sussex.....	11 93	37	1733	12 15	10 11	22 86	
Andrew Sprague.....	2 99	33 03			2 101	40	2054	13 52	23 81	37 36	
W. S. Fowler.....	3 93	37 36			3 112	35	3628	15 00	20 52	45 42	
Louisa E. Saunders.....	1 101	49 59	Rothsay.....		4 61	22	621	8 57	4 87	13 44	
John W. Hickson.....	2 112	60 00			5 44	13	577	5 89	2 91	8 81	
Stephen L. Pierce.....	1 61	25 71			6 112	22	1095	15 00	13 22	28 22	
Laura A. Purves.....	1 41	17 67			8 110	27	1416	14 73	11 06	25 79	
Hamah V. Monahan.....	3 112	35 00			1 98	47	2646	13 12	20 58	44 70	
Ebenezer M. Scribner.....	2 110	38 93			2 112	36	1786	15 00	20 46	41 46	
Susan A. Davis.....	1 98	18 02	Springfield.....								
Robert H. Davis.....	1 112	14 00									

COUNTY OF KINGS.—Continued.

Provincial Grant to Teachers.			LOCALITY.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARTISH.	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
Eliza E. Johnston.....	3	108	33 75	Springfield.....	3	108	46	1778	14 46	13 88	28 34
Jennie B. McGiegar.....	3	112	46 67	"	4	112	46	3171	20 00	27 10	47 10
Minnie Vail.....	3	112	35 00	"	6	112	33	1019	15 00	7 95	22 95
Mary A. Case.....	3	112	45 00	"	7	112	34	1818	15 00	14 29	29 29
Celia E. Gray.....	3	112	60 00	"	8	112	31	2015	20 00	15 73	35 73
M. Amelia Ganong.....	3	112	35 00	" & Kingston	9	112	31	1658	15 00	12 45	27 45
Bessie Key.....	3	112	35 00	" & Wickh'm	11	112	26	1278	15 00	9 98	24 98
Mary A. McLeod.....	1	112	55 00	"	12	112	10	1653	15 00	12 90	27 90
M. Louisa Ganong.....	1	112	55 00	Sp'field & W'ham.	13	112	23	1113	\$15 00	\$11 28	\$26 28
George H. Perkins.....	1	112	60 00	"	15	112	26	1761	15 00	13 75	28 75
Patrick McBriarty.....	1	112	40 71	"	16	112	16	600	10 18	1 76	11 94
John Robertson.....	2	112	60 00	"	21	112	35	1611	15 00	12 81	27 81
Samuel Mattaboli.....	3	112	45 00	Stadh'm & Havel'k	3	112	16	3163	15 00	21 60	36 60
Charles Foley.....	2	112	60 00	Stadh'm	4	112	11	2181	15 00	17 03	32 03
Julia J. Wright.....	3	112	46 67	"	6	112	23	1159	20 00	12 17	32 17
Lettitia E. Folkins.....	3	108	33 75	"	7	108	49	2813	11 16	21 96	33 12
Jane Brown.....	1	112	35 00	"	8	112	12	2120	15 00	18 89	33 89
Julia C. Frost.....	1	105	51 55	"	10	105	32	1961	11 05	15 31	26 36
Nadmi Dunfield.....	2	112	48 12	" & Sussex	11	98	48	2030	13 12	15 85	28 97
Charlotte McLeod.....	1	79	28 79	"	12	112	61	3731	15 00	29 15	44 15
Agnes R. Sharp.....	1	112	150 00	" & Springfield	13	79	35	1418	10 58	11 39	21 97
J. G. A. Belyia.....	1	111	51 50	"	15	112	68	2971	15 00	20 85	35 85
Eliza J. Mercer.....	3	112	35 00	"	16	111	31	1433	11 86	11 34	23 20
E. A. Kierstead.....	3	112	35 00	"	17	112	17	2175	15 00	16 99	31 99
Susan Gillies.....	3	112	35 00	"	18	112	23	1276	15 00	9 49	24 49
Abbie M. Simott.....	3	112	35 00	"	19	112	37	1991	15 00	15 54	30 54
Maggie M. Kelly.....	3	112	35 00	Do., Johnston, &c	20	112	15	1095	15 00	8 09	23 09
Agnes E. Little.....	3	112	35 00	"	21	112	32	1985	15 00	15 31	30 31
George C. Stanley.....	3	111	11 59	"	23	112	29	1493	15 00	11 66	26 66
Oscar J. McCully, A. B.	1	81	56 25	"	25	111	72	3117	14 86	21 33	36 19
David Wilson, A. B.	1	22	11 73	Sussex	1	23	107	1972	28 79	38 83	67 62
Maggie Ryan.....	2	109	43 79	"	2	105	20	1185	10 91	92 39	133 30
SAMUEL C. WILSON, A. B.	1	103	138 60	"	2	105	20	1185	10 91	92 39	133 30
Melvina L. Ryan.....	1	105	51 55	Sussex	2	105	20	1185	10 91	92 39	133 30
Louisa M. Nowlan.....	2	97	38 96	"	5	112	12	1788	15 00	13 96	28 96
Sarah M. Fairweather.....	2	112	45 00	Do., Waterford, &c	6	112	43	2876	15 00	22 16	37 16
Loretta Marynn.....	3	112	35 00	Sussex	7	112	31	Return too late.			
Mary A. Ryan.....	3	107	33 60	"	8	107	38	1659	11 10	12 95	24 05
Mary E. Howard.....	2	97	38 96	"	9	97	38	1867	12 99	11 11	24 10
Selma E. Crawford.....	3	106	33 12	"	10	106	16	1098	11 19	8 58	22 77
Clarence Sharp.....	3	112	45 00	"	11	112	52	1709	15 00	13 31	28 31
Jane C. Sharp.....	3	112	35 00	"	12	112	28	1272	15 00	9 93	24 93
Sarah A. Sharp.....	2	112	41 00	"	13	112	35	1526	15 00	11 91	26 91
Lucetta Storer.....	3	96	40 00	"	14	96	33	1925	17 13	15 01	32 14
Balance to Trustees.....								5 19			5 19
Eleanor Patterson.....	1	111	51 50	Ep'ham	1	111	39	2046	14 86	12 71	27 57
Lizzie Conner.....	3	112	46 67	" & Simonds	2	112	17	1351	20 00	12 23	32 23
Eliza Fowler.....	2	112	45 00	"	3	112	11	2236	15 00	11 46	26 46
Charity E. Smith.....	1	112	35 00	"	4	112	18	2227	15 00	18 17	33 17
Edward Conley.....	3	112	45 00	Do., Hammond, &c	5	112	19	1768	15 00	13 80	28 80
Maria S. Cox.....	2	112	45 00	"	6	112	35	2612	15 00	20 63	35 63
Lottie L. M. Nason.....	3	112	35 00	"	7	112	38	1169	15 00	10 95	25 95
Tea, pd. in St. John Co.	3			Do. & St. Martins	10		3	112		0 87	0 87
Tea, pd. in St. John Co.	3			"	25		9	761	1 28	5 96	7 24
Mary J. Chambers.....	3	112	45 00	Waterford	2	112	30	2067	15 00	16 45	31 45
Catherine J. Lockhart.....	3	112	35 00	"	4	112	20	1873	15 00	14 64	29 64
Jessie H. Thompson.....	3	112	60 00	"	7	112	31	1246	15 00	9 75	24 75
Joseph S. Bennett.....	2	112	60 00	"	8	112	11	2800	15 00	16 32	31 32
Elizabeth A. Chambers.....	3	112	35 00	" & Alua	10	112	21	889	15 00	6 55	21 55

COUNTY OF KINGS.—Continued.

Provincial Grant to Teachers.			LOCALITY.	County Fund to Trustees.							
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.			Grand Total days attendance of Pupils.	AMOUNT.		
					Legally authorized days Schools were open.	Pupils enrolled.	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 W. Caulfield,...	1	109	121 65	Westfield	2	109	37	1906	\$11 60	\$15 58	\$30 18
Alma B. Horton,.....	3	112	35 00	"	5	112	21	1288	15 00	10 05	25 05
Jacob N. Pitt,.....	3	112	60 00	"	5	112	27	1253	20 00	9 78	29 78
Minnie Whelpley,.....	3	40	12 50	"	6	40	26	647	5 36	5 05	10 41
W. S. Carter,.....	3	112	45 00	"	7	112	29	1126	15 00	11 13	26 13
Geo. H. Laskey,.....	2	111	59 46	"	8	111	35	1121	11 86	11 12	22 98
William McRae,.....	3	111	59 45	"	10	111	31	1103	12 81	10 95	23 76
John A. Bower,.....	3	112	60 00	"	11	112	29	608	20 00	5 21	25 21
Eveline J. Derrah,.....	3	112	35 00	"	12	112	21	1196	15 00	9 31	24 31
Amelia H. Peatman,...	3	93	20 06	"	13	93	17	530	12 45	4 11	16 56
Tea, pd. in St. John Co.	2			Do., Simonds, &c.	19			342		2 67	2 67
			\$532 42			4670		231 34	\$1820 23	\$1208 50	\$3028 95

COUNTY OF MADAWASKA.

Provincial Grant to Teachers.			LOCALITY.	County Fund to Trustees.							
NAME.	Class.	1	PARISH.	No. of District.		3	AMOUNT.				
		2		3	4		5	6	7		
6	5	4	2	1	2	3	4	5	6	7	
Susan Theriault . . .	3	71	\$23 42	St. Basil . . .	2	71	11	1353	\$9 91	\$114 57	\$124 48
Louisa Roy	3	75	25 00	St. Leonard . .	3	75	36	2840	11 38	203 16	314 54
Reuben Guibord . .	3	100	31 25	St. Francis . .	5	100	115	1185	13 30	119 46	132 76
Anastasia Martin . .	3	100	31 25	St. Francis . .	2	100	15	1118	13 30	119 46	132 76
Harriet Hebert . . .	3	49	15 31	"	16	49	7	181	6 56	10 66	17 22
Seraphine Albert . .	3	112	35 00	Madawaska . .	3	112	14	1507	15 00	161 03	176 03
Anais Theriault . . .	3	112	35 00	"	4	112	19	1911	15 00	201 20	216 20
			\$206 41			107		6284	\$81 67	\$1000 47	\$1082 10

COUNTY OF NORTHUMBERLAND.

PROVINCIAL GRANT TO TEACHERS.				LOCALITY.	COUNTY FUND TO TRUSTEES.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	AMOUNT.						
6	5	4	3	2	1	2	3	4	5	6	7
Thomas Parker	3	112	\$45.00	Albion	1	112	38	2021	\$15.00	\$22.00	\$37.00
Catherine Fleet	12	61	24.70	"	12	61	1733	8.24	12.84	21.08	
Catherine Loggie	12	110	11.19	"	12	110	975	11.73	11.05	25.78	
Honora Wasson	3	112	35.00	"	3	112	38	1871	15.00	21.21	36.21
Jane Carruthers	3	111	31.69	"	3	111	36	1282	11.86	25.63	40.49
Maggie J. Baron	3	100	31.25	"	3	100	50	2771	13.39	31.11	44.80
Patrick O'Donnell	2	18	9.64	Blackville	2	18	25	270	2.1	3.07	5.04
Emeline Mountain	3	111	31.69	"	1	111	39	1339	14.86	15.18	30.48
Jane Amos	2	111	11.59	"	3	111	33	1187	14.86	15.68	28.32
William H. Grindley	2	112	60.00	"	2	112	36	2270	15.00	25.83	40.83
John Camm	2	112	60.00	"	7	112	33	2000	15.00	25.69	38.69
Nellie J. Mersecreau	3	105	32.97	"	11	105	35	2000	14.13	33.99	48.12
Serena Price	2	112	35.00	"	11	112	38	1602	15.00	18.81	33.81
Maggie A. Jordan	2	112	35.00	Blissfield	1	112	38	1316	15.00	11.42	26.42
Mary Ann Kelly	3	99	30.94	"	2	99	36	1673	15.00	18.06	32.06
Kate G. Porter	3	83	25.94	"	2	83	32	1183	11.11	13.11	24.22
Elisbet Archibald	3	112	60.00	"	3	112	33	2187	20.00	26.26	46.26
Jane Archibald	1	112	9.33	" & Ludlow	3	112	32	287	2.54	1.89	6.93
Rowland Crocker	4	112	45.00	"	4	112	41	2328	15.00	26.39	41.39
E. H. McAlpine A.B	1	109	72.99	Chatham	1	109	181	12649	13.66	113	2186
Cecelia Alexander	1	106	52.05								
K. M. Williston	2	111	51.50								
Joanna Lathie	2	83	33.34	"	2	83	39	1087	11.11	12.32	23.43
COUNSEL T. HENDRY	1	110	117.32	"	1	110	65	2879	14.73	32.55	47.28
Mary J. Swin	2	107	42.98	"	1	107	63	2040	11.23	31.42	42.65
Maggie McIntosh	3	112	35.00	"	3	112	29	1471	15.00	16.67	31.67
Ella B. McLean	3	112	35.00	"	6	112	48	1716	15.00	19.45	34.45
Maggie S. Gordon	2	103	41.38	"	6	103	52	2142	13.79	27.68	41.47
JAMES N. WATKIN	1	111	148.66	Derby	1	111	47	2534	14.86	26.68	41.54
Helen Morgan	2	112	45.00	"	1	112	66	3081	15.00	31.92	46.92
Maggie Miller	2	112	45.00	"	2	112	30	1428	15.00	16.19	31.19
Jonathan Gurnall	2	112	45.00	"	3	112	45	2282	15.00	25.87	40.87
Lizzie M. McBeath	2	112	15.00	Glenelg	1	112	37	1833	15.00	20.78	35.78
Maggie McDonald	2	112	15.00	& Chatham	1	112	54	2628	15.00	29.79	44.79
Maria C. Baldwin	3	97	30.30	"	5	97	19	1267	12.99	13.98	26.98
John McMillan	3	80	42.85	"	6	80	21	1043	11.28	11.82	26.10
Thomas G. McKay	2	112	60.00	"	7	112	36	2138	15.00	27.63	42.63
Robert C. Bowers	2	112	60.00	"	7	112	36	2792	20.00	42.08	62.08
C. A. Williston	2	84	33.71	"	8	84	25	1391	11.25	15.76	27.01
Maggie McLean	3	112	16.67	Hardwicke	1	112	38	2795	20.00	31.68	51.68
Thomas Cardfield	1	100	00	"	2	112	18	3195	20.00	36.21	56.21
Charles Anthony	3	112	15.00	"	4	112	21	1306	15.00	11.80	29.80
Emily F. Fowler	3	112	35.00	"	5	112	36	1566	15.00	17.75	32.75
Charlotte W. Cluck	3	112	35.00	"	5	112	18	999	15.00	10.30	25.30
Joseph A. Wood	3	112	65.67	Ludlow	1	112	29	2151	15.00	21.38	41.38
Mary Orr Drumming	1	102	50.08	"	3	102	20	1391	13.66	14.78	28.41
Susan B. Paul	3	112	65.67	"	4	112	13	3229	20.00	36.59	56.59
Ten. pd. in York Co.				& Stanley	12	4	169			1.91	1.91
Michael Flinn	2	105	36.32	"	1	105	112	3338	14.33	60.50	74.83
Emma Fleet, c.r.a.	3	104	16.31	Nelson	1	105	112	3338	14.33	60.50	74.83
Pk. F. Morrissey	2	112	60.00	"	2	112	39	1361	15.00	17.72	32.72
John Hamilton	2	112	60.00	"	3	112	43	1902	15.00	21.35	36.35
Patrick Cunningham	1	112	45.00	"	4	112	25	1058	15.00	10.29	25.29
J. Ramesbotham	3	92	28.75	"	5	92	41	1147	12.32	13.00	25.32
GEO. E. GARNHAM	3	110	45.83	"	6	110	22	1397	19.61	15.83	35.46
John McInnis	3	112	45.00	"	7	112	28	1294	15.00	13.64	28.64
Mary A. Tobin	2	109	43.79	Newcastle	1	100	31	1574	14.60	17.62	32.22
Charles Stewart	3	112	45.00	"	2	112	34	1576	15.00	15.26	30.26
Anna Swin	3	102	62.03	"	2	102	30	1026	11.73	11.63	23.36
Maggie Phillips	1	80	25.81	"	1	80	9	1160	11.92	11.33	23.25

COUNTY OF NORTHUMBERLAND.—Continued.

Provincial 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
Wm. J. Wilson.....	1	107	\$71 65	Newcastle.....	6	208	118	6173	\$27 92	\$69 96	\$97 88
Mary J. Russell.....	2	101	40 77								
C. M. Hrcousos.....	1	105	111 28								
William Parlee.....	1	103	70 61								
Eliza Hickey.....	1	103	51 80								
Sara J. Sinclair.....	2	103	42 38								
Olivia Parker.....	1	103	51 80	Newcastle.....	7	876	100	22872	117 30	259 21	376 51
Ada F. M. Knapp.....	1	93	45 66								
Sara J. Reid.....	2	103	11 38								
Eliza Russell.....	2	103	11 38								
William Seivewright	3	102	16 87								
Katie B. Kavanagh.....	3	107	33 44								
Annie McEachern.....	3	91	37 92	Northesk.....	1	91	25	2097	16 21	23 76	40 00
Eunice M. Little.....	3	98	13 83	"	2	38	13	128	6 78	3 72	10 50
Mary R. Jamieson.....	1	112	35 00	"	1	112	16	1063	15 00	16 38	31 38
Jennie Robinson.....	1	112	35 00	"	1	112	24	1403	15 00	15 90	30 90
John Romayne.....	3	106	12 58	"	5	106	18	1149	14 19	13 02	27 21
John Little.....	2	103	55 18	"	6	103	41	2136	13 79	24 21	38 00
Mary J. Tait.....	3	101	31 56	"	7	101	17	670	13 52	7 60	21 12
Elizabeth Kelly.....	2	112	15 00	"	9		28	Return too late.			
Maggie McRae.....	3	111	34 69	"	10	111	48	2083	14 86	23 61	38 47
Annie McAlister.....	3	91	20 37	"	11	91	49	2246	12 59	25 68	38 27
Isabella McIntosh.....	2	107	12 98	"	12	107	37	1165	11 33	16 60	27 93
Ellen Burns.....	2	107	34 11	"	13	85	30	612	11 38	6 91	18 32
Adelia Ritchie.....	2	112	15 00	"	11	112	33	1091	15 00	12 36	27 36
Annie Donohue.....	2	112	15 00	"	15	112	35	1060	15 00	18 82	33 82
			2				3,162	162,044	\$1163 29	\$1831 11	\$2997 40
			5						\$1163 29	\$1831 11	\$2997 40

COUNTY OF QUEENS.

Provincial 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
Helen Dale.....	2	95	\$38 36	Brunswick.....	1	95	19	\$75	\$12 79	\$1 81	\$17 60
Evelyn Fowler.....	2	100	31 53	"	2	100	26	910	11 80	5 00	19 80
Sybil M. Humphrey.....	3	111	31 69	"	3	111	15	124	11 86	7 09	21 95
Abigail Starkey.....	1	112	35 00	"	5	112	18	1119	15 00	6 15	21 15
T. William Perry.....	2	110	28 93	Cambridge.....	4	110	47	2246	14 73	12 35	27 08
Louisa Bulven.....	1	111	14 59	"	2	111	41	2808	14 83	15 43	30 26
George B. Nevers.....	3	112	15 00	"	3	112	24	1026	15 00	5 63	20 63
Mary E. Simpson.....	2	112	15 00	"	4	112	18	1213	15 00	6 66	21 66

COUNTY OF QUEENS.—Continued.

Provincial 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 opened.	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
Maggie E. Taylor	2	112	\$45 00	Cambridge	5	112	25	1787	\$15 00	\$9 82	\$24 82
<i>N. Janie Oakley</i>	3	112	46 67	" & Waterboro	6	112	32	1328	20 00	7 29	27 29
Balance to Trustees				"	6	114	28	1704	19 32	9 36	28 68
<i>Frederic L. Straight</i>	3	112	60 00	"	7	112	31	1798	20 00	9 88	29 88
Theodore L. Belyea	2	112	60 00	"	9	112	25	1605	15 00	9 31	24 31
C. D. Lowery	3	112	12 65	"	10	112	57	2262	15 00	12 42	27 42
Wilfred McDonald	3	80	32 34	"	12	68	47	2032	9 11	11 16	20 27
W. P. Strong	2	112	36 43	"	14	112	48	2555	15 00	11 58	26 58
Agnes A. S. Palmer	3	112	45 00	Canning	1	112	48	2555	15 00	11 58	26 58
Tea. pd. in Sunb'y Co.				" & Sheffield	1	112	48	2555	15 00	11 58	26 58
Mary C. Miles	3	112	35 00	"	2	112	23	1310	15 00	7 20	22 20
Lizzie J. Dykeman	3	112	35 00	"	2	112	23	1310	15 00	7 20	22 20
Theresa J. Palmer	3	112	35 00	"	6	112	18	1893	15 00	10 40	25 40
Mary E. Butler	3	112	35 00	"	7	112	38	2583	15 00	12 96	27 96
Nettie L. Belyea	2	111	41 59	"	8	111	61	3311	11 86	18 21	30 07
Balance to Trustees				"				12 65			2 65
Charles L. Barnes	2	112	60 00	Chipman	1	112	35	2383	15 00	9 45	24 45
<i>Agnes H. Murray</i>	3	112	46 67	" & Northfield	2	112	36	1911	20 00	10 52	30 52
<i>James F. Vondrusick</i>	3	112	60 00	"	3	112	26	1753	20 00	9 63	29 63
Thomas Wright	2	112	60 00	"	1	112	43	1918	15 00	10 54	25 54
Kate Crawford	1	91	41 68	"	5	91	53	2391	12 18	13 14	25 32
Martha E. McQueen	2	111	44 39	"	6	111	43	1685	11 86	9 26	21 12
Angelina Wasson	3	112	35 00	"	8	112	31	1779	15 00	9 79	24 79
Rev. R. Somerville	2	95	30 80	"	11	95	27	1194	12 72	6 56	19 28
Alma F. Wiggins	3	112	35 00	"	12	112	39	2212	15 00	12 32	27 32
<i>C. T. McCutcheon</i>	3	112	60 00	Gagetown	1	112	31	1891	20 00	10 39	30 39
Philip Cox, A. B.	1	112	75 00	"	3	220	105	6173	20 46	33 91	63 37
J. Leslie Smith	2	108	57 86	"	3	220	105	6173	20 46	33 91	63 37
<i>Sophia K. Decher</i>	3	95	30 58	"	4	95	30	1689	16 06	9 28	25 34
Alex. McLean	2	77	41 25	Don. Cambridge, Ac	5	77	18	351	10 31	3 04	13 35
S. H. Estabrooks	2	112	60 00	" & Canning	6	112	60	3654	15 00	16 78	31 78
Hannah E. Belyea	3	112	35 00	" & Hampstead	7	112	38	1851	15 00	10 17	25 17
Benjamin Hayes	2	112	60 00	" & Cambridge	8	112	21	1502	15 00	8 75	23 75
John Nugent	2	112	60 00	Hampstead	1						
James Barnes	2	112	60 00	" & Gagetown	2	112	16	750	15 00	4 13	19 13
<i>Isabella Pollen</i>	1	112	73 33	"	3	112	17	1353	20 00	7 44	27 44
Isabella J. Wallace	2	112	15 00	"	1	112	35	1725	15 00	9 18	24 18
Alexander Machum	1	111	74 33	"	5	111	47	2166	14 86	13 55	28 41
Joseph S. Kerr	3	84	33 71	"	6	81	28	1080	11 25	5 93	17 18
<i>L. J. Flowers</i>	2	112	60 00	"	8	112	25	1325	20 00	7 28	27 28
Eliza J. McConchie	2	112	15 00	"	9	112	30	1110	15 00	7 10	22 10
A. W. Crabb	3	112	45 00	" & Petersville	12	112	30	1252	15 00	6 88	21 88
Alfred McDonald	2	109	58 39	Johnston	1	109	33	1721	11 60	9 18	20 78
Sarah E. Hamlin	2	112	15 00	"	2	112	27	1185	15 00	8 16	23 16
A. C. McDonald	2	97	51 96	"	4	97	31	1761	12 99	9 69	22 68
<i>Janie Thompson</i>	3	81	33 51	"	6	81	25	1361	14 47	7 18	21 65
G. E. Hetherington	2	112	15 00	"	9	112	21	527	1 45	2 90	7 35
Amanda Straight	2	112	15 00	"	10	112	12	2458	15 00	13 51	28 51
Janie E. McDonald	3	112	35 00	"	11	112	25	1609	15 00	8 08	23 08
William P. Strong	2	117	23 90	"	12	117	25	629	6 29	3 46	9 75
Chrissa F. A. Pearce	2	111	41 59	"	13	111	35	1782	14 86	9 79	24 65
Wm. J. B. Pearson	2	112	45 00	"	14	112	36	1433	15 00	7 87	22 87
Jane Muir	2	112	45 00	" & Springfield	15	112	34	1183	15 00	8 15	23 15
Hannah S. Pearson	2	112	45 00	"	16	112	18	1541	15 00	8 47	23 47
Tea. pd. in Kings Co.				" & Studholm	22		2	119	00 00	0 78	00 78
<i>Isaac V. Thorne</i>	3	58	31 06	Johnston	7	58	10				
George Bogle	3	112	45 00	Petersville	1	112	51	2800	15 00	15 72	30 72
Charlotte Webb	3	112	35 00	"	2	112	15	608	15 00	3 34	18 34
Amanda J. Bacon	3	111	31 69	"	3	111	51	2221	14 86	12 26	27 06
Sarah Waters	3	112	35 00	"	9	112	21	979	15 00	5 38	20 38
W. H. Allingham	2	112	60 00	"	10	112	39	1671	15 00	9 18	24 18

COUNTY OF QUEENS.—Continued.

ees.

Total amount from
County Fund.

7

Provincial 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	
William Quinn.....	2	103	\$55 78	Petersville.....	11	103	49	1883	\$13 79	\$10 35	\$24 14	
James McCallum.....	3	166	56 77	".....	13	166	54	1788	18 02	9 82	27 84	
James W. Perkins.....	3	112	45 00	".....	14	112	38	1521	15 00	8 36	23 36	
E. D. Vallis.....	2	112	60 00	".....	15	112	36	1353	15 00	7 49	22 49	
William Tilley.....	2	112	60 00	".....	17	112	12	1550	15 00	8 52	23 52	
James R. Barton.....	3	111	44 59	Waterboro.....	1	111	56	260	14 86	14 78	29 64	
Herbert Cox.....	3	73	29 32	".....	12	73	18	528	9 77	2 90	12 67	
Margaret Cox.....	2	112	15 00	".....	4	112	45	2609	15 00	11 83	26 83	
Balance to Trustees.....			00	".....		114	60	3078	14 49	6 82	21 31	
Adelia A. Barton.....	3	112	35 00	".....	4	112	32	1005	15 00	5 52	20 52	
Jane D. Reed.....	1	64	31 42	".....	6	64	24	902	8 57	4 96	13 53	
C. D. Lowery.....	3	55	22 70	".....	7	111	38	1877	14 93	10 31	25 24	
Thomas M. Wiggins.....	3	111	50 45	".....	8	111	5	1349	19 81	7 41	27 22	
John Gale.....	3	100	41 67	".....	9	100	22	1439	17 85	8 07	25 92	
Sarah A. Stacombs.....	3	112	35 00	".....	10	112	35	1713	15 00	9 41	24 41	
Emma C. McDonald.....	2	112	45 00	Wickham.....	1	112	24	1843	15 00	17 82	32 82	
Eva A. Smith.....	2	112	60 00	".....	1	112	24	1184	15 00	6 51	21 51	
Edmund H. Belyea.....	1	107	52 54	".....	3	107	18	989	14 33	5 42	19 75	
Celia A. Gamonz.....	2	112	45 00	".....	4	112	37	1239	15 00	12 31	27 31	
Violet E. Bishop.....	3	111	41 79	".....	5	111	39	2045	14 93	11 02	25 95	
George Morrell.....	3	112	46 67	".....	8	112	24	1271	20 00	6 99	26 99	
Sarah W. Lord.....	1	112	55 00	".....	11	112	20	898	15 00	4 14	19 14	
Zene A. McQueen.....				" & Springfield	H		15	964		5 39	5 39	
Tea. pd. in Kings Co.			\$3941 08				258	145,821	\$127 85	\$801 20	\$929 05	

COUNTY OF RESTIGOUCHE.

Provincial 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	
Ronald C. Chivers.....	1	112	\$150 00	Addington.....	1	224	148	8571	\$30 00	\$14 43	\$74 43	
Wm. S. Kerr, e. r. a.....	3	20	1 02	".....	2	111	30	1971	14 86	10 23	25 09	
Elizabeth Nash.....	3	112	35 00	".....	4	112	37	1634	15 00	8 52	23 52	
William Firth.....	3	111	59 16	".....	5	112	32	2523	15 00	13 08	28 08	
Mary McIntyre.....	3	112	35 00	".....	6	100	26	1857	17 85	9 73	27 58	
Wm. McDonald.....	3	112	45 00	".....	1	112	34	1800	15 00	9 37	24 37	
Janet Ferguson.....	3	100	41 67	".....	2	104	33	2301	13 93	7 41	21 34	
Gavin Hamilton.....	3	112	45 00	Colborne.....								
Donald McLean.....	2	104	55 71	".....								

COUNTY OF RESTIGOUCHE.—Continued.

Provincial 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.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Susan S. Gerrard.....	2 111		\$44 79	Colborne	3 111	41	2280	\$14 93	\$11 87	\$26 80	
Mary McMillan.....	2 112		60 00	" " & Durham	4 112	25	1960	20 00	10 17	30 17	
John F. Dorothy.....	1 112		75 00	" " & Durham	8 112	56	2582	15 00	13 38	28 38	
A. Ross, A. B.	1 112		75 00	Dalhousie	1 214	113	6595	28 66	34 18	62 84	
Helen Meahan.....	1 102		50 08	" "							
John Cook	3 107		42 98	" "	1 107	23	1084	14 33	5 63	19 96	
John Chalmers.....	3 112		45 00	" "	2 112	33	2379	15 00	12 19	27 19	
Katie McMillan....	3 112		35 00	" "	3 112	25	1267	15 00	6 57	21 57	
Catherine Dickie...	3 112		46 67	" "	4 112	14	1014	20 00	5 26	25 26	
Agnes McCormick...	3 112		35 00	" "	5 112	33	1501	15 00	7 78	22 78	
Mary A. McCarthy...	3 112		35 00	" "	6 112	32	1616	15 00	8 37	23 37	
Peter McIntyre....	3 112		45 00	" "	7 112	25	1615	15 00	8 37	23 37	
Catherine Currie...	3 108		33 75	" "	8 108	37	1719	14 46	8 91	23 37	
Mary L. Porter....	3 102		42 49	" "	9 102	20	856	18 21	4 44	22 65	
Cath. St. John.....	3 105		56 24	" "	10 105	44	3224	18 75	16 71	35 46	
George Blackwell...	3 112		60 00	" "	11 112	36	3231	20 00	16 74	36 74	
JEROME BORDREAUT...	1 112		150 00	Durham	1 112	42	3599	15 00	19 49	34 49	
Christiana Cameron	2 112		45 00	" "	2 112	66	3412	15 00	17 68	32 68	
Isabella McMillan...	3 109		34 13	" "	4 109	51	2656	14 67	10 66	25 33	
William Dickie....	3 112		45 00	" "	5 112	36	1465	15 00	7 60	22 60	
Catherine Doyle...	2 112		45 00	" "	6 112	52	3773	15 00	19 56	34 56	
Isabella Cameron...	2 112		45 00	" "	7 112	45	2328	15 00	12 07	27 07	
			\$1036 90			1220	70,334	\$470 65	\$265 80	\$736 45	

COUNTY OF SAINT JOHN.

Prov'l Grant to Teachers.				LOCALITY.	County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.			Grand Total days' attendance of Pupils.	AMOUNT.		
					Legally authorized days Schools were open.	Pupils enrolled.	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. Armstrong	2	112	\$60 00	Lancaster.	1	211	92	5240	\$28 65	\$52 60	\$81 31
Amelia E. Baxter	3	102	31 87	" "							
Fred. A. Watson....	1	8	5 36	" "							
Geo. A. Inch	1	81	54 24	Lancaster.	2	389	233	13670	52 60	160 50	212 68
Hen. Fradsham	3	90	28 12	" "							
Mary E. McKay....	3	105	32 81	" "							
Jane Carroll	3	105	32 81	" "							
M. ALAN WALL.....	1	112	150 00	Lancaster.	3	112	49	2118	15 00	21 60	36 60
Mary Kellin	3	111	16 25	" "	1	111	10	1036	19 81	10 12	30 23
Amelia S. Hatfield...	2	92	39 96	" "	6	92	81	3365	12 32	34 14	46 46
Doris Hadden.....	3	112	60 00	" "	9	112	21	1440	20 00	14 18	34 18
Lorena Embury....	3	106	41 16	" "	5	106	35	1942	18 92	19 53	38 45

COUNTY OF SAINT JOHN.—Continued.

Prov'l Grant to Teachers.				LOCALITY.		County Fund to Trustees.					
NAME.	Class.	Locally authorized days actually employed.	Amount of Grant.	PARISH.	AMOUNT.						
					No. of District.	Locally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.			
6	5	4	3	2	1	2	3	4	5	6	7
Robert Evans	3	111	\$50.45	Lancaster	11	111	45	2424	\$11.86	\$21.37	\$30.23
David Kirkpatrick	3	112	45.00	"	12	112	60	3243	15.00	29.29	44.29
B. B. Smyth	2	112	40.00	"							
Rebecca A. Armour	1	109	33.52	Lancaster	13	112	306	20701	39.18	208.16	267.34
Alice C. Sherwood	1	110	54.01	"							
Mary Bowers	3	111	31.63	"							
W. L. Goodwin	1	112	75.00	"	11	112	63	3799	15.00	38.21	53.21
Robert Limond	1	112	75.00	"	15	112	63	4128	15.00	41.51	56.51
William McNulty	2	112	60.00	"	16	112	50	3207	15.00	32.25	47.25
DANIEL MORRISON	1	101	150.00								
George T. Taylor	1	100	74.63								
Grace Murphy	1	101	51.18								
Jane Cunard	2	101	45.00								
Lizzie Sullivan	3	101	45.00								
Arthur Trueman	1	100	74.63								
Bertie A. McLeod	1	85	16.83								
Margaret Gorham	2	7	3.12								
Amelia J. Laskey	2	100	14.55								
William J. Rolston	1	101	75.00								
M. DeW. Nelson	2	85	18.51								
Bertie A. McLeod	1	11	7.62								
Kate A. Kerr	1	101	55.00								
James Crawford	2	91	55.84								
Andrew McVey	1	6	3.56								
John Brooks	2	101	60.00								
Margaret Gorham	1	96	24.95								
Maudie Mosher	1	96	52.27								
Cath. Armstrong	2	91	40.51	Town of Portl.	134	134	134	134	117.92	1199.15	1617.37
L. McCrean	1	5	2.72								
Jos. H. Morrison	1	91	60.00								
Mary Green	1	96	32.27								
Maggie A. Nisbet	2	95	42.35								
Sarah Taylor	1	96	32.35								
Alicia Green	3	94	32.57								
Mary S. Getchell	2	96	42.77								
Daniel McIntyre	1	92	68.31								
Laura Hughes	2	4	1.78								
John E. Dean	1	100	74.26								
Damien Bourgeois	2	101	60.00								
Jos. A. Wetmore	2	106	39.40								
Jennie Nisbet	2	90	43.00								
Philip Walsh	1	101	75.00								
Chas. J. Brenton	1	90	73.89								
Mary M. Rees	1	101	65.00								
Eliza Wetherall	3	101	35.00								
Eliza M. Smith	2	101	45.00								
C. G. Coster, Ph. D.	1	101	55.00								
Ed. Manning, A.M.	1	101	55.00								
John Harper	1	101	55.00								
C. M. Treadwell	1	101	55.00								
Janet P. Robertson	1	101	55.00								
W. P. Dole, A. B.	1	101	55.00								
David P. Chisholm	1	101	55.00								
Thomas Stohart	1	101	55.00	City of St. John							
Willard A. Smith	1	101	55.00								
Wm. M. McKean	1	101	55.00								
Maggie McFee	1	101	55.00								
Lizzie Denham	1	101	55.00								
S. J. Parkin	1	101	55.00								
Hannah Crawford	1	101	55.00								
Mary Cameron	1	101	55.00								

COUNTY OF SAINT JOHN.—Continued.

Prov'l Grant to Teachers.				LOCALITY.		County Fund to Trustees.					
NAME.	On 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 Thompson.....	1	101	\$75 00	City of St. John							
Elizabeth K. Poole.....	1	101	55 00								
William Mills.....	1	101	75 00								
Annie M. McCallum.....	2	101	45 00								
Eliza O. Jordan.....	1	101	55 00								
Bessie C. Otty.....	1	101	55 00								
James A. McKeen.....	1	101	75 00								
Wm. C. Simpson.....	1	101	75 00								
Augusta C. Perkins.....	1	101	55 00								
Annie Currie.....	1	101	55 00								
Henrietta Taylor.....	2	101	45 00								
Annie M. Robinson.....	1	101	55 00								
Andrew Nesbitt.....	1	101	75 00								
M. J. Wilkins.....	1	101	55 00								
Edwin H. Frost.....	2	101	60 00								
E. S. Rutherford.....	2	101	45 00								
Catharine Barton.....	1	101	55 00								
Anna H. Wilson.....	2	101	45 00								
Rachel C. Howard.....	2	101	45 00								
Jennie Bell.....	2	101	45 00								
Elizabeth Estey.....	1	101	55 00								
Teresa Carleton.....	2	101	45 00								
James Sugrue.....	2	101	60 00								
Kate Sugrue.....	1	101	55 00								
Hepzibah Chipman.....	2	101	45 00								
Margt. J. Williams.....	2	101	45 00								
Maggie C. Sharpe.....	2	101	45 00								
John McAlister.....	1	101	75 00								
Maggie A. Watts.....	1	81	44 11								
Emma Alden.....	1	20	10 89								
Bessie H. Boyd.....	1	101	55 00								
Anna B. Frost.....	2	101	45 00								
Isabel Humphreys.....	2	101	45 00								
John Finen.....	1	101	75 00								
Mary Gregg.....	2	101	45 00								
Mary A. Carleton.....	1	101	55 00								
Addie Chamberlain.....	1	101	55 00								
Annie M. Carter.....	1	101	55 00								
Abigail A. Williams.....	1	101	55 00								
Lydia E. Williams.....	1	101	55 00								
Amelia Duval.....	1	101	55 00								
Charlotte Baldwin.....	1	101	55 00								
Isrl. T. Richardson.....	3	101	45 00								
Rebecca S. Floyd.....	2	101	45 00								
Annie Murray.....	1	101	55 00								
Daniel M. Sterns.....	1	101	75 00								
Stanley G. Olive.....	2	101	60 00								
Annie M. Hen.....	1	101	55 00								
William Bennett.....	2	101	60 00								
Fred. C. Allison.....	2	101	60 00								
Sara E. Wood.....	2	101	45 00								
Minnie B. Everett.....	2	101	45 00								
Maria Theal.....	1	101	55 00								
Maggie Stothart.....	2	101	45 00								
Lucie Currie.....	1	101	55 00								
John Montgomery.....	1	101	75 00								
Junia D. Sprague.....	3	101	45 00								
Thomas W. Street.....	1	101	75 00								
Sara E. Whipple.....	1	101	55 00								
George E. Baxter.....	1	101	75 00								
M. M. McWilliams.....	2	101	45 00								

COUNTY OF SAINT JOHN.—Continued.

8.

Total amount from
County Fund.
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.					
6	5	4	3	2	1	2	3	4	5	6	7					
Susie P. Robertson	1 101	\$55 00		City of St. John	9744 raised.	1147	247,376 raised.	\$1305 00	\$2200 26	\$4205 26						
Thomas O'Reilly...	1 401	75 00														
M. Agnes Nannery	2 101	45 00														
Sarah Carland....	2 101	45 00														
Wm. D. Baskin....	1 101	75 00														
R. H. McWilliams.	2 101	60 00														
Margaret Brittain.	1 101	55 00														
Caroline E. Huestis	1 101	55 00														
Emma F. Moran...	2 101	45 00														
D. A. Thompson....	1 101	55 00														
Lydia J. Baxter...	1 101	55 00		St. Martins.....	1 106	18	1453	18 92	14 61	33 53						
Lydia J. Fullerton	3 101	35 00														
Jane H. Bell.....	3 106	44 16														
John Buttain.....	1 111	148 66														
Sarah A. Osborne...	8 112	35 00														
Florence Vail c.r.a.	8 112	17 50														
Edna Gorham.....	2 112	45 00														
Carrie M. Melvin...	2 110	44 19														
Samuel Bogle.....	2 108	58 02														
George F. Fownes.	3 111	44 79														
Eliza Carlyle.....	2 102	54 63		St. Martins.....	4 102	28	1509	18 21	16 08	34 29						
Patrick Bennett...	3 112	60 00														
Amelia A. Nason...	3 76	23 75	" & Upham								9 112	31	2084	20 00	21 06	41 06
Mary McLaren.....	3 107	44 59	"								10 76	12	3004	10 18	3 02	13 20
Evelina Brown....	3 107	44 59	"								13 107	15	1612	19 11	16 21	35 32
Isabell Murphy....	3 109	34 06	"								23 109	32	1565	14 60	15 74	30 34
Margaret McGill...	3 112	46 67	" & Upham								25 112	15	736	20 00	7 40	27 40
Annie M. Hopkins	3 109	34 22	Simonds.....								1 317	152	8778	42 52	88 27	130 79
Susannah F. Burk.	3 100	31 25	" & Upham								2 112	12	1049	10 55	10 55	21 10
Tea.p.d. in KingsCo.			"								3 112	53	2576	15 00	25 90	40 90
Florence N. Dorsey	3 112	35 60	"	4 104	57	3230	13 93	32 48	46 41							
Annie G. Flaherty.	3 104	32 50	"	9 107	26	1054	14 33	10 60	24 93							
Michael Kelly.....	2 107	57 32	"	10 54	39	1102	7 23	11 08	18 31							
Michael Connelly...	3 54	21 69	"	13 63	41	1136	8 44	11 43	19 87							
Georgiana Carr...	3 63	19 69	"	14 106	19	1217	14 19	12 24	26 43							
Annie E. Lovatt...	3 106	33 12	"	16 108	48	2048	14 46	20 59	35 05							
Jane Griffith.....	2 108	43 38	"	18 112	26	1015	15 00	10 20	25 20							
Arthur Park.....	2 112	60 00	" & Rochesay	19 112	22	888	15 00	8 73	23 73							
Peter Brennan.....	2 112	60 00	Do. & St. Martins	21 48	15	654	8 57	16 58	15 15							
Mrs. M. A. March.	3 48	20 00														
		\$8083 81				8235	538,280	\$2432 79	\$5412 06	\$7845 45						

COUNTY OF SUNBURY.

Provincial 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.	Total amount from County Fund.
1	2	3	4	5	6	7	8	9	10	11
Jacob Byron Grant.	2	112	\$60.00	Blissville.	3	112	65	3256	\$15.00	\$25.72
Charles Lamm.	3	112	15.00	"	1	112	33	1365	15.00	10.79
Elizabeth Hoyt.	3	112	35.00	"	5	112	37	1912	15.00	15.34
Annie Munroe.	2	111	41.79	"	6	111	21	1417	11.93	11.20
Olive J. T. Bailey.	3	112	45.00	"	7	112	17	1400	15.00	11.06
Elide J. Alexander.	2	109	46.67	"	15	112	26	1978	20.00	15.62
Georgie A. Hoben.	3	92	28.75	Bartou.	1	92	13	793	12.32	6.26
Charlotte L. Street.	2	109	13.99	"	2	109	25	1196	11.67	9.45
Enoch Thompson.	2	109	57.65	"	4	106	80	4102	11.26	32.41
Sarah E. Alward.	3	112	35.00	"	5	112	27	1231	15.00	9.73
Carrie Alexander.	1	94	46.15	"	7	94	35	2207	12.59	17.43
Elizabeth C. Secord.	2	112	45.00	"	8	112	36	2863	15.00	22.62
John Forbes Peters.	3	100	40.17	"	11	100	45	1834	13.39	14.49
Louisa S. Kelly.	3	108	33.75	"	12	108	24	1405	14.46	11.10
Amelia J. Holt.	3	95	39.59	"	13	95	32	2112	16.96	16.73
H. M. STRAMBERG, A. B.	1	83	84.38	Gladstone.	8	112	69	3461	45.00	27.31
P. W. CAMPBELL, A. B.	1	40	65.62	"	9	110	12	819	14.73	6.47
Phoebe A. Hartt.	3	63	34.37	"	10	94	22	1263	12.66	9.98
Mrs. A. Kerrigan.	2	31	25.51	"	12	111	13	666	14.86	4.78
Anninda D. Bailey.	3	111	44.50	"	13	112	23	1240	15.00	9.80
Annie J. Hartt.	3	112	35.00	"	1	112	1	15	15.00	21.80
Mima Webb.	3	110	34.37	Lincoln.	1	110	1	15	15.00	20.80
Mary E. Grass.	3	112	35.00	"	3	112	1	234	15.00	20.80
Alex. McLaughlan.	1	28	18.75	"	5	28	30	328	3.75	2.59
Tea, paid in York Co.	1	35	38.16	Do. & New Mary's	1	35	6	392	2.39	2.39
Duncan London.	1	112	125.00	Maugerville.	2	112	31	2162	15.00	16.61
GEORGE STEWART.	3	110	44.19	"	3	110	27	1191	14.73	11.80
George McEwin.	3	99	53.03	" & St. Mary's	4	99	10	1061	17.68	8.39
Alexander Lawson.	1	112	60.00	North'd & Chipm'n	1	112	25	1063	7.92	7.92
Tea, pd. in Queens Co.	3	80	32.14	"	2	112	39	1445	15.00	11.42
John P. Stuart.	3	112	60.00	"	3	80	30	1411	10.71	11.15
Edward Henderson.	3	112	60.00	"	5	112	37	2018	20.00	23.05
John Clark.	3	106	42.58	Sheffield & Canning	1	106	15	753	11.19	5.95
Archibald N. Clark.	3	105	70.64	"	2	215	54	3003	18.86	24.11
Bed. H. Smith, A. B.	3	110	44.19	"	3	76	21	1066	10.18	7.95
Frances Crawford.	3	112	137.50	"	1	112	35	2615	15.00	20.66
Leveritt S. Randall.	1	65	38.63	"	6	65	31	1420	11.60	11.29
FRED. N. WELLING.	2	112	45.00	"	7	112	12	2405	15.00	22.95
J. McVitt Taylor.										
Eliza A. Perley.										

\$176.94

100

64.34

575.25

578.65

600

COUNTY OF VICTORIA.

Provincial 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.
1	2	3	4	5	6	7	8	9	10	11	12
Mary A. Truswell	1	72	\$28 92	Andover	1	72	33	874	\$9 64	\$6 42	\$16 06
Amie U. Slogd	1	112	35 00	"	2	112	35	1108	15 00	8 13	23 13
Priscilla Foster	1	78	101 46	"	3	78	61	2710	10 44	19 89	30 33
Priscilla Brown	2	112	45 00	"	4	112	39	4906	15 00	13 99	28 99
Richard Albert	1	72	48 21	"	5	125	55	2216	19 02	16 26	35 28
Catherine J. Everett	3	54	16 56	"	6	104	16	1399	18 57	10 26	28 83
William Tomlinson	3	104	55 71	"	5	112	23	857	6 29	6 39	12 68
Tea, pd. Carleton Co.	3	112	35 00	Wicklow	11	112	27	1144	15 00	10 38	25 38
Lavinia Murphy	3	112	16 67	Drummond	11	112	27	1144	20 00	19 57	39 57
Minnie J. Leslie	3	112	35 00	"	1	112	49	2667	13 12	20 62	33 74
Mary L. Watson	2	98	39 37	Gordon	1	98	57	2810	15 00	10 42	25 42
Mrs. Henj. Reid	3	112	35 00	"	5	112	32	1420	15 00	10 42	25 42
Ellen M. Bishop	3	112	35 00	Grand Falls	1	112	32	1420	15 00	10 42	25 42
Mary A. Henderson	3	112	35 00	"	2	112	37	1522	15 00	8 23	23 23
Elizabeth Everitt	3	112	35 00	"	3	112	42	1739	15 00	12 60	27 60
Florence A. Murphy	3	112	16 67	"	5	112	20	1871	20 00	13 74	33 74
William Kirlin	3	58	23 30	"	7	170	106	4432	22 76	32 53	55 29
M. A. E. Hammond	3	112	35 00	"	9	109	21	1113	11 69	8 17	22 77
Dora E. Everett	3	109	31 06	"	2	112	18	1627	20 00	11 43	31 43
James McCrae	3	112	60 00	Lorne	6	112	25	1085	11 86	23 39	35 25
Mrs. M. E. Watson	3	112	16 67	"	1	111	50	3185	14 93	18 15	33 08
Mary E. Blane	2	111	41 59	Perth	2	111	52	2109	19 81	28 42	48 23
Margaret Scott	3	111	31 85	"	3	111	39	3873	14 86	41 97	56 83
James Walker	3	111	59 45	"	9	111	31	2010	4 17	6 88	11 05
William Massie	3	111	11 59	"	10	61	23	1085			
Edward Bruce	3	61	21 50	"							
			\$1025 72				421	44 278	\$236 14	\$224 91	\$266 05

COUNTY OF WESTMORLAND.

Provincial Grant to Teachers			LOCALITY.	County Fund to Trustees.							
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.			AMOUNT.			
					1	2	3	4	5	6	7
Joseph Read.....	3	112	\$15 00	Botsford.....	1	112	34	1562	\$15 00	\$17 35	\$32 35
James G. Atkinson.....	3	112	45 00	".....	2	112	52	1356	15 00	15 07	30 07
William J. Stephens.....	3	112	45 00	".....	3	112	49	1897	15 00	21 08	36 08
Benjamin Corrigan.....	2	112	60 00	".....	5	112	29	1376	15 00	15 29	30 29
Arthur W. Bent.....	3	112	45 00	".....	6	112	56	1948	15 00	21 65	36 65
Susan Sillicker.....	3	112	35 00	".....	7	112	28	781	15 00	8 68	23 68
Rosannah Allen.....	8	112	35 00	".....	8	112	33	1614	15 00	17 94	32 94
Jane Jones.....	3	112	35 00	".....	9	112	13	1839	15 00	20 77	35 77
Samuel C. Murray.....	2	112	60 00	".....	12	112	11	2173	15 00	27 47	42 47
Isador Read.....	3	112	45 67	".....	14	112	42	2301	20 00	25 56	45 56
Enoch B. Phelan.....	2	112	60 00	".....	15	112	66	3176	15 00	35 28	50 28
John N. Wells.....	1	112	150 00	".....	16	112	58	3483	15 00	38 70	53 70
George B. Phelan.....	2	112	60 00	Dorchester.....	1	112	31	2056	15 00	22 81	37 81
S. H. PARSONS, A. B.....	1	112	150 00	".....	2	219	156	6771	29 33	75 22	104 55
F. G. Chapman, c.r.a.....	2	112	22 50	".....	2	219	156	6771	29 33	75 22	104 55
Clara P. Atkinson.....	3	100	41 66	" & Sackville	4	100	30	1623	17 85	18 03	35 88
Bertha J. Cook.....	2	112	45 00	".....	5	187	77	2391	25 01	26 57	51 61
Melinda Hicks.....	3	75	23 14	".....	9	112	44	3983	20 00	34 25	54 25
Lizzie S. Reid.....	2	112	80 00	".....	10	111	56	3127	10 18	10 18	20 36
John Reid.....	3	111	41 59	".....	11	111	56	3127	14 59	31 74	46 60
Balance to Trustees.....	3	89	27 81	".....	18	89	21	934	11 92	10 38	22 30
A. D. W. Knapp.....	3	57	23 74	".....	20	57	34	732	10 17	8 13	18 30
Marg. J. Gleennie.....	2	110	58 93	".....	21	110	71	1603	14 73	51 11	65 87
Thos. C. Chapman.....	3	112	35 00	".....	22	112	18	1765	15 00	12 95	27 95
Emmie Freeman.....	3	106	33 12	Moncton.....	1	106	47	2153	14 19	23 92	38 11
Mary Howard.....	3	107	33 44	".....	2	107	42	1888	11 31	15 12	26 43
Kate Harris.....	3	106	33 12	".....	5	.....	.....	.....	.....	.....	.....
S. J. JENKINS, A. B.....	1	112	50 00	".....	5	830	180	28005	111 16	321 12	432 28
James E. McCurdy.....	1	112	75 00	".....	7	112	52	2900	15 00	28 89	43 89
Delaney M. Trites.....	2	112	60 60	".....	8	112	49	3306	20 00	36 73	56 73
Catharine Hemmesey.....	1	112	55 00	".....	.....	.....	.....	.....	19 36	.....	19 36
Laura A. Seaman.....	1	112	55 00	".....	10	109	63	3576	11 60	39 73	51 33
Helen Harvey.....	3	88	27 50	".....	11	112	39	1758	15 00	19 54	34 54
Caroline Trenholm.....	3	107	33 11	Moncton	12	112	17	1621	20 00	18 01	38 01
Margaret De Vere.....	2	75	30 13	".....	13	111	32	1731	11 86	19 22	31 08
Mary Keenan.....	2	112	45 00	".....	14	112	91	1771	15 00	63 01	68 01
Andrew R. Galloway.....	3	112	60 00	".....	15	112	33	2800	20 00	28 67	48 67
Balance to Trustees.....	3	67	35 88	".....	16	112	47	2267	15 00	25 18	40 18
Isabella M. Wright.....	1	80	39 28	".....	17	67	32	1058	11 96	10 65	22 61
Mary M. McCarthy.....	3	112	45 00	".....	18	112	58	2130	15 00	23 76	38 76
Neil McDougall.....	3	112	45 00	".....	19	112	42	1684	15 00	18 71	33 71
Ernest L. Owen.....	3	112	45 00	".....	20	110	58	2052	11 73	22 80	34 53
Sarah McSweeney.....	1	111	51 50	".....	22	20	19	267	3 57	2 97	6 54
John Keenan.....	3	112	60 00	".....	1	112	21	1552	20 00	17 25	37 25
Willie W. Keith.....	3	112	60 00	".....	2	103	63	3547	13 79	39 40	53 19
Lavinia McLatchey.....	3	112	45 00	".....	3	107	37	2614	19 10	29 63	48 73
B. A. Somers.....	2	112	80 00	".....	4	112	25	2001	20 00	22 23	42 23
Roberta McLatchey.....	3	95	38 16	".....	5	95	40	1839	12 74	20 42	33 16
Carrie A. Keith.....	3	79	28 97	".....	6	86	70	1861	11 52	20 68	32 20
James R. Sullivan.....	3	112	45 00	".....	7	112	56	2354	15 00	26 11	41 11
Mary O. Barnes.....	3	112	45 00	".....	8	112	19	1189	20 00	16 54	36 54

COUNTY OF WESTMORLAND,—Continued.

Provincial 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		
George J. Oulton.....	1	110	\$73 66	Sackville.....	9	218	234	10854	\$20 19	120 58	140 77		
S. C. Wilson, c. r. a.....	3	104	16 25										
James S. Tait.....	3	108	43 28										
Mary A. Lyons, c. r. a.....	1	108	26 51										
Eliza Wheaton.....	3	112	35 00										
Thomas A. Kinnear.....	1	111	74 33	"	10	112	41	1477	15 00	16 40	31 40		
Julia Hicks, c. r. a.....	3	110	17 19										
Mittie Barnes.....	1	109	53 52										
Alice H. Fawcett.....	3	112	35 00										
George M. Cook.....	2	110	58 93										
Elizabeth Hamilton.....	3	112	46 57	Salisbury.....	15	112	24	1807	20 00	20 03	40 03		
Jos. P. LATHROP.....	1	111	148 63										
James Siddell.....	1	111	44 50										
Bertina A. Curry.....	3	111	41 59										
James L. Herrett.....	3	111	44 50										
Marion Wilson.....	1	112	55 00	"	3	112	23	1194	15 00	21 27	36 27		
Carrie A. Steadman.....	1	112	34 37										
Manley C. Steadman.....	3	112	45 00										
Samuel A. Webb.....	1	112	75 00										
Maudy W. Wilson.....	3	47	25 17										
Mary Henry.....	1	111	72 66	"	10	111	24	1761	19 81	19 57	39 38		
Kerachappock Duffy.....	3	112	16 67										
Lewis N. Pickett.....	2	111	59 46										
James Phelan.....	3	100	53 56										
Janice A. Hoar.....	3	110	45 83										
David Horsman.....	2	112	60 00	" & Havelock	15	112	26	1391	15 00	17 71	32 71		
James McGorman.....	3	111	14 59										
Rachel Buskin.....	3	102	18 18										
Anelia Humphreys.....	3	102	31 87										
Harford Keith.....	3	112	45 00										
Bessie Blakemore.....	3	111	20 80	" & Havelock	22	111	38	1675	12 77	18 61	31 38		
TORLES ADNY.....	3	112	22 76										
HARFORD J. COLFEY.....	1	95	157 22										
Amanda J. Colpitts.....	2	92	36 96										
D. B. White.....	1	112	75 00										
William Leroux.....	2	106	75 71	Shediac.....	10	112	235	13783	64 19	153 12	217 31		
Mary Steadman.....	2	112	45 00										
Nophin M. Nesbit.....	1	112	55 00										
WILLIAM A. BARNES.....	1	112	150 00										
Benjamin A. Herrett.....	1	112	80 00										
James Doyle.....	2	112	60 00	Westmorland	1	112	72	3256	15 00	36 47	51 47		
Marg. A. Tenekles.....	2	112	45 00										
Rufus W. Gooden.....	1	112	75 00										
Ernest Wall.....	3	104	40 35										
Charles E. Lund.....	2	103	35 18										
W. James Clark.....	3	112	45 00	"	6	103	63	2857	13 79	31 41	45 20		
Julia West.....	3	112	35 00										
John McNeill Cook.....	3	112	50 45										
William Forshaw.....	3	112	40 00										
Annie Chevaland.....	2	112	60 00										
			\$544 01				5621	22534	1579 14	2821 11	4400 25		

COUNTY OF YORK.

Provincial 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.			AMOUNT.			
						1	2	3	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	
Sarah Burpee.....	2	111	\$11.50	Bright.....	1	111	32	1690	\$11.86	\$8.19	\$23.05	
Chas. B. Wathan.....	1	112	130.00	".....	3	112	51	2747	15.00	13.55	28.55	
Mary A. Colter.....	2	112	45.00	".....	4	112	38	2277	15.00	11.23	26.23	
Kate L. Johnston.....	3	112	35.00	".....	5	112	43	2162	15.00	10.63	25.63	
Thomas Harrison.....	3	112	58.93	".....	6	112	48	2306	14.73	16.30	31.03	
Eliza M. Gantler.....	3	112	35.00	".....	7	112	48	2107	15.00	11.87	26.87	
Mary L. Jones.....	3	112	16.67	".....	7	112	41	3833	20.00	18.92	38.92	
John Watkinson.....	3	70	28.42	".....	7	70	28	1157	9.37	5.71	15.08	
James Wallis.....	3	112	15.33	".....	10	85	24	946	11.38	4.67	16.05	
Mary C. Slipp.....	3	110	36.17.50	Canterbury.....	1	36	16	556	7.50	4.84	10.34	
Jane Dore.....	2	112	45.00	".....	3	112	48	2172	14.73	12.19	26.92	
Emily A. Hayes.....	1	90	60.26	".....	3	112	31	1638	15.00	8.16	23.16	
David P. Harris.....	3	112	45.00	".....	4	90	51	2172	12.05	12.19	24.24	
John Furlong.....	3	112	28.08	".....	5	112	38	1843	15.00	9.10	24.10	
Mary Jane Wain.....	3	112	35.00	".....	6	112	38	327	9.47	2.50	12.06	
Abelia Carpenter.....	1	112	150.00	".....	7	112	30	1276	15.00	6.29	21.29	
Josiah McRury.....	2	112	45.00	".....	8	221	99	5423	30.00	26.74	56.74	
Margaret Lunnin.....	3	112	45.00	".....	9	112	35	2428	15.00	12.02	27.02	
Samuel Wright.....	3	112	16.67	".....	10	112	23	2336	20.00	11.22	31.22	
Mary L. Moore.....	3	108	33.75	".....	11	108	42	1876	14.46	9.80	24.26	
Phebe A. Patterson.....	3	112	16.67	".....	12	112	27	2015	20.00	10.08	30.08	
Cath. J. Langhorne.....	3	60	28.74	".....	13	60	27	1776	12.42	9.57	21.97	
Horatio Duckham.....	3	111	50.46	".....	14	111	45	1868	14.86	10.07	24.93	
W. W. McGeorge.....	3	111	11.79	".....	15	111	45	1869	14.86	9.21	24.11	
James Harton.....	3	96	40.00	".....	17	96	32	1610	14.86	15.12	29.98	
John Home.....	3	67	35.88	".....	18	67	17	549	11.96	2.70	14.66	
Charles F. Lobb.....	3	112	35.00	".....	21	112	38	1678	15.00	8.02	23.02	
Martha McLaughlin.....	3	112	24.74	".....	22	112	38	4235	10.17	6.04	16.21	
Tea. pd. Carleton Co.....	3	111	118.00	" A Woodstock	23	111	50	1001	14.86	19.12	33.98	
George D. Carleton.....	2	112	60.00	Douglas.....	1	111	72	2878	14.86	17.18	32.04	
Aaron S. Hatt.....	1	87	42.72	".....	2	112	71	3547	15.00	17.18	32.18	
Julia R. Bateman.....	3	109	34.06	".....	3	109	37	1811	14.60	8.93	23.53	
Rachel Watson.....	3	65	20.31	".....	4	65	35	1890	8.70	9.32	18.02	
Mary Ann Verva.....	3	105	32.97	".....	5	105	24	1141	14.43	5.62	19.75	
Martha A. Pelton.....	3	112	35.00	".....	8	112	21	1125	15.00	5.54	20.54	
Barbara J. Chel.....	3	112	15.00	".....	9	112	31	2808	15.00	13.84	28.84	
Miss R. Kean.....	3	112	24.91	".....	10	112	27	1312	10.36	7.55	17.91	
Cyrus Perkins.....	3	112	45.00	".....	11	112	43	2273	15.00	11.20	26.20	
Henry M. Jewett.....	3	112	24.50	".....	12	112	38	1682	10.36	5.36	15.72	
Charles H. Jacob.....	3	112	35.00	".....	13	112	27	1662	15.00	9.09	24.09	
My. R. Kean.....	3	112	16.67	".....	14	112	27	1231	10.36	6.67	16.97	
Eleanor Wright.....	3	111	14.43	".....	15	111	42	1332	14.86	6.57	21.43	
John R. Kean.....	3	112	80.00	".....	16	112	25	2265	20.00	10.87	30.87	
John Louch.....	3	112	35.00	".....	17	80	35	2281	11.92	11.25	23.17	
T. H. Pelton (decd'd).....	2	112	60.00	Dumfries.....	1	112	37	2002	15.00	9.87	24.87	
William H. Hancy.....	3	112	20.31	".....	2	112	35	1718	9.47	3.54	13.01	
C. Fred Carpenter.....	3	112	14.43	".....	3	112	35	2641	14.00	12.60	26.60	
Henry A. Perkins.....	3	112	35.00	".....	5	112	27	1942	15.00	9.78	24.78	
Anna L. Hatt.....	3	112	35.00	".....	6	112	27	1942	15.00	9.78	24.78	
Mary M. Verva.....	3	112	35.00	".....	7	112	27	1942	15.00	9.78	24.78	
Margie C. Boleyton.....	3	112	35.00	".....	8	112	27	1942	15.00	9.78	24.78	
Charles White.....	3	112	35.00	".....	9	112	27	1942	15.00	9.78	24.78	
Thomas Duckham.....	3	112	35.00	".....	10	112	27	1942	15.00	9.78	24.78	
Sarah L. Baines.....	3	112	35.00	".....	11	112	27	1942	15.00	9.78	24.78	
Balance to Trustees.....												
Geo. R. Putnam, A.M.....	3	112	35.00	City of Frederick.....	1	112	27	1942	15.00	9.78	24.78	
David Wilson, A.B.....	3	112	35.00	".....	2	112	27	1942	15.00	9.78	24.78	
H. M. Stranberg, A.B.....	3	112	35.00	".....	3	112	27	1942	15.00	9.78	24.78	

COUNTY OF YORK.—Continued.

Provincial Grant to Teachers			LOCALITY.	County Fund to Trustees.			
NAME.	Class.	Legally authorized days actually employed.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	AMOUNT.
6	5	4	2	1	2	3	4
G. W. Fenwick, A.B.	1 102	\$75 00	City of Fredericton.....	103			
L. Jane Gregory.....	1 102	55 00					
F. P. Rivet.....	1 102	75 00					
Mrs. E. M. Hazen.....	1 51	27 50					
John L. McInnis.....	1 102	75 00					
M. Alice Clark.....	1 87	46 91					
George H. Miner.....	3 15	6 62					
Mary N. Jacob.....	1 102	55 00					
Jonanna Peters.....	1 102	55 00					
Louisa Pickard.....	1 102	75 00					
Frances N. Seelay.....	2 102	75 00					
Edwin T. Miller.....	1 102	75 00					
Ellen F. Peake.....	2 41	19 55					
Elizabeth R. Seovil.....	1 58	21 27					
Harriet C. Magee.....	1 44	23 93					
E. P. Flewelling.....	1 57	41 92					
Amelia Atherton.....	1 102	55 00					
Eva Atherton.....	2 102	45 00					
Ella L. Thorne.....	1 102	55 00					
Cath. H. Tweedie.....	1 100	54 46					
E. A. Minard.....	1 102	55 00					
Caleb A. Yandall.....	2 102	60 00					
Lizzie Yandall.....	2 102	45 00					
Susie Perley.....	1 102	55 00					
Minnie E. McKay.....	2 101	41 55					
Frances L. Ross.....	1 90	48 61	Kingsclear.....	1 90	51	2160	\$13 23 \$12 06 \$25 32
Margie L. Alexander.....	2 111	41 59	"	2 111	44	3126	11 86 15 42 30 28
Brunswick W. Fox.....	3 110	41 19	"	4 110	39	2841	14 73 10 77 25 50
Melinda A. Barker.....	3 107	33 44	"	6 107	26	1888	11 33 9 32 23 65
Sarah D. Alexander.....	3 112	60 00	"	7 112	32	3184	20 00 15 70 35 70
Charles Thomas.....	3 112	60 00	"	9 112	34	1849	20 00 9 12 29 12
Mary Currie.....	3 112	35 00	"	10 112	49	1965	15 00 9 39 24 39
Jennie H. Eddy.....	3 112	46 67	"	11 112	18	1633	20 00 8 20 28 20
John Timmins.....	3 111	44 50	Manners-Sutton	1 111	35	882	14 86 4 35 19 21
SAM. A. CORILLARD.....	1 105	127 16	"	2 105	66	2628	11 13 12 06 27 09
Louisa J. Duffy.....	3 76	23 91	"	3 76	27	1635	10 25 5 20 15 45
Thomas Davidson.....	3 73	29 32	"	4 73	27	830	9 77 4 39 14 16
Mary S. Kene.....	3 112	35 00	"	5 112	33	1155	15 00 5 70 20 70
Mary Belle Perley.....	2 110	44 19	"	6 110	40	1806	14 73 8 91 23 64
Wm. M. Hamilton.....	2 109	58 39	"	8 109	40	1957	14 60 9 65 24 25
Sarah E. Turner.....	3 112	35 00	"	9 112	15	924	15 00 4 56 19 56
Mary Helen Loring.....	3 112	46 67	"	10 112	17	1035	20 00 5 10 25 70
Fannie A. Rogers.....	3 112	46 67	"	11 112	16	937	20 00 4 62 24 62
David L. Gaunce.....	3 108	43 28	New Maryland	1 108	35	1498	14 46 7 39 21 85
Mary MacKenzie.....	3 112	35 00	"	2 112	37	1851	15 00 9 13 24 13
Arthur Chas. Bulley.....	3 101	54 09	"	3 101	25	1700	18 03 8 38 26 41
Olivia Barker.....	3 112	35 00	" & Lincoln	1 112	22	1255	15 00 6 19 21 19
Matilda Graham.....	2 91	37 76	Prince William	1 91	31	1353	12 59 6 67 19 26
Isabel Anderson.....	2 112	45 00	"	2 112	28	1679	15 00 9 76 24 76
Mary A. Marsh.....	3 112	35 00	"	3 112	27	1714	15 00 8 45 23 45
Alice E. Fraser.....	2 112	45 00	"	4 112	39	2084	15 00 10 28 25 28
Mary E. Adams.....	1 112	55 00	"	5 112	43	1743	15 00 8 60 23 60
Edith A. Dull.....	2 111	59 45	"	6 111	27	1903	19 81 9 38 29 19
Daniel Fiske.....	2 112	60 00	"	7 112	57	3804	15 00 19 26 34 26
John E. McCutcheon.....	2 112	80 00	"	8 112	15	1853	20 00 9 14 29 14
Susie A. Hendry.....	2 93	37 36	"	10 93	33	1733	12 45 8 55 21 60
Hannah A. Barker.....	3 112	35 00	Queensbury	1 112	31	2276	15 00 11 22 26 22
Georgia Kelly.....	2 112	45 00	"	2 112	19	1698	15 00 7 14 22 14
Judson C. Munzer.....	2 112	60 00	"	3 112	31	1940	15 00 9 57 24 57
Thomas E. Ferguson.....	2 109	58 39	"	4 109	50	2580	14 60 12 73 27 33
FRANK H. HAYES.....	1 112	125 00	"	5 112	44	2861	15 00 13 12 28 12

COUNTY OF YORK.—Continued.

Provincial Grant to Teachers				LOCALITY.	County Fund to Trustees.							
NAME.	Class.	5	6	PARISH.	AMOUNT.							
					1	2	3	4	5	6	7	
Anthony Nobles.	2	112	60 00	Queens-bury	6	112	34	2220	\$15 00	\$10 95	\$25 95	
Pernellia J. Christy	2	112	45 00	"	8	112	41	2352	15 00	11 60	26 60	
Martha Hood	2	111	44 50	"	11	111	27	1898	14 86	9 36	24 22	
Electra Atherton.	3	110	34 37	St. Mary's.	1	110	33	4808	14 73	8 91	23 64	
Anna M. Hanson.	2	112	45 00	"	11	112	40	2744	15 00	13 53	28 53	
Jeremiah Meagher.	1	107	71 65	"	2	207	169	10249	27 29	50 54	77 83	
Louisa F. Morgan.	1	100	49 35	"	3	32	132	8180	44 52	40 34	84 86	
W. Temple Day.	1	112	150 00	"	4	105	55	2494	14 06	12 30	26 36	
Alfreda L. Marsters	1	111	51 75	"	4	112	3	234				
Alice E. Perley.	2	109	43 79	Do. & Mauderville	5	112	54	2506	15 00	12 36	27 36	
R. Greuville Day.	2	105	56 25	St. Mary's.	6	111	30	1389	14 86	6 85	21 71	
Ten. pd. in Sunb'y Co.	2	112	60 00	"	7	112	53	2585	15 00	12 75	27 75	
Robt. M. Dennison.	2	111	44 50	"	8	112	38	1924	15 00	9 49	24 49	
Margaret Chanfield.	2	112	60 00	"	10	111	40	2920	19 81	14 40	34 21	
Albert Perkins.	1	112	55 00	"	11	112	16	1543	20 00	7 61	27 61	
Mary McBean.	3	111	59 45	"	12	108	42	2105	14 53	10 38	24 91	
Cornelius Lamm.	3	112	60 00	"	13	112	75	3034	15 00	14 96	29 96	
James Hendry.	2	108	43 58	"	11	112	38	2000	20 00	10 16	30 16	
S. Grace Young.	3	112	45 00	"	1	111	55	3427	14 86	16 90	31 76	
Mary E. Young.	3	112	46 67	"	4	112	45	2653	15 00	13 12	28 12	
Eliza M. Young.	3	111	41 59	Southampton	5	112	29	1333	10 64	6 57	16 61	
Henry Town.	2	112	60 00	"	6	112	24	1338	15 00	6 89	21 89	
John W. Freeman.	3	112	35 00	"	7	112	38	449	5 62	2 20	7 82	
C. L. Brown.	3	112	35 00	"	8	112	50	2064	15 00	11 65	26 65	
Bertha J. Hartley.	2	101	40 57	"	9	101	33	1326	13 52	6 54	20 06	
Emeline D. Hayes.	3	112	35 00	"	14	100	18	1549	16 07	7 64	23 71	
Cecelia McCallum.	3	112	35 00	"	10	101	20	942	12 92	4 66	17 58	
Annie Johnston.	3	112	35 00	"	15	112	27	1913	15 00	9 44	24 44	
Emma Currell.	3	112	35 00	"	17	112	30	2265	20 00	11 17	31 17	
Celia E. Jones.	3	112	35 00	"	1	100	38	1265	13 46	6 25	19 71	
Maggie E. Chapman	3	112	35 00	Stanley	2	112	41	3465	20 00	18 00	38 00	
Christina Masters.	3	112	35 00	"	3	221	133	7111	30 00	36 73	66 73	
James Laird.	3	112	35 00	"	5	112	64	3823	15 00	18 86	33 86	
A. McN. McKinnon	3	112	35 00	"	6	112	47	2922	15 00	14 12	29 42	
Mary A. McBean	3	112	35 00	"	9	112	12	828	15 00	4 08	19 08	
Charles A. Miles	3	112	35 00	"	11	112	31	1488	15 00	7 34	22 34	
L. Augusta Welling	3	112	35 00	"	12	112	20	1372	15 00	6 79	21 79	
Ada B. Bell	3	112	35 00	"	12	112	20	1372	15 00	6 79	21 79	
Susan Sansom.	3	112	35 00	"	12	112	20	1372	15 00	6 79	21 79	
Lydia D. Avery	3	112	35 00	"	12	112	20	1372	15 00	6 79	21 79	
George Parker	3	112	35 00	"	12	112	20	1372	15 00	6 79	21 79	
Ellen B. Saunders.	3	112	35 00	"	12	112	20	1372	15 00	6 79	21 79	
			5726 34				5089		2921 87	\$1874 00	\$1246 01	\$3370 10

GRAMMAR SCHOOLS.

ees.
T.Total amount from
County Fund.
7\$25 95
26 60
24 22
23 64
23 53
77 83

84 86

26 36

1 15

27 36

21 71

27 75

24 49

34 21

27 61

24 91

29 96

30 16

31 76

28 12

16 61

21 89

7 32

26 65

29 96

23 71

17 58

24 44

31 17

19 71

38 09

66 73

33 86

29 42

19 08

22 34

21 79

\$3170 10

COUNTIES.	LOCATION.	TEACHERS.	Legally authorized days Principals' Departm't open.	Amount of Governm't Grant.
Albert.....	Hopewell.....	G. W. Beatty, A. B.....	79	\$141 07
Carleton.....	Woodstock.....	James McCoy.....	100	196 08
Charlotte.....	St. Andrews.....	James F. Covey, A. B.....	102	209 00
Gloucester.....	Bathurst.....	J. Arthur Freeze, A. B.....	112	206 00
Kent.....	Richibucto.....	Ingram B. Oakes, A. B.....	110	195 43
Kings.....	* Hampton.....	John Raymond.....	6 mo.	200 00
Madawaska.....	.....	.....	.....	.....
Northumberland.....	Chatham.....	E. H. McAlpine, A. B.....	109	194 64
Queens.....	Gagetown.....	Philip B. Cox, A. B.....	112	200 00
Restigouche.....	Dalhousie.....	A. Ross, A. B.....	112	200 00
St. John.....	City of St. John.....	Rev. Chas. G. Coster, Ph. D.....	.....	1300 00
Sunbury.....	Shediac.....	Bedford H. Smith, A. B.....	105	188 39
Victoria.....	.....	.....	.....	.....
Westmorland.....	Shediac.....	D. B. White.....	112	2 00
York.....	Fredericton.....	George R. Parkin, A. M.....	.....	1500 00
				\$2916 61

* Not in Union.

† Government aid paid through the Secretary of Board of Trustees.

‡ Government aid paid from the University Grant.

ABSTRACT—For the Term ended 31st October, 1875.

COUNTIES.	Province Grants to Teachers.	Pupils enrolled.	County Fund to Teachers.	Total number of different Pupils in attendance at School within the Year ended 31st October 1875
Albert.....	\$1,723 90	2,463	\$1,600 80	3,085
Carleton.....	5,064 80	4,337	2,990 70	6,103
Charlotte.....	3,721 50	5,110	3,882 20	6,667
Gloucester.....	988 00	831	1,410 55	1,091
Kent.....	2,343 50	1,882	2,865 15	2,257
Kings.....	6,502 42	4,650	3,688 95	6,599
Madawaska.....	206 41	161	1,085 10	161
Northumberland.....	3,872 52	3,162	3,017 40	3,762
Queens.....	3,941 08	2,838	2,677 65	3,813
Restigouche.....	1,616 99	1,230	836 25	1,490
Saint John.....	9,063 81	8,255	7,845 45	11,778
Sunbury.....	1,876 91	1,239	1,023 60	1,546
Victoria.....	1,028 08	961	661 05	1,279
Westmorland.....	5,646 61	5,622	1,400 25	6,195
York.....	7,786 34	5,989	3,170 10	7,532
Grammar Schools.....	\$58,410 39	48,399	.....	.....
	2,916 61	* 16	.....	.....
Total.....	\$61,327 00	18,355	\$40,531 90	62,349

* In attendance at the School at Hampton, and not included in the foregoing Tables.

[From the Chief Superintendent's Report.]

SUGGESTIONS TOWARD THE COMPLETION OF OUR SCHOOL SYSTEM.

Having traversed, at considerable detail, the subjects upon which I am required to report, I propose to offer for the consideration of the Legislature such suggestions on educational subjects as I am authorized by statute to present, and as seem to me worthy of careful consideration at the present time. The suggestions will have in view the best operation of our School System in the immediate future, and its adaptation as an adequate and permanent educational instrumentality for all classes of the people of New Brunswick. As I proceed, I shall gather up the suggestions which I have offered in previous Reports, that their place in the system may be more readily seen, and the completeness and symmetry of the whole more fully appear.

SCHOOL INSPECTION PROPER.

I respectfully invite attention to the provisions of the thirteenth Section of the Manual of the Common Schools Act:—

"From and after the first day of November which will be in the year of our Lord one thousand eight hundred and seventy six,* the Provincial aid to Teachers and Assistants, qualified and employed as aforesaid, shall be regulated in part according to the class of license, and in part according to the quality of the instruction given in the School as determined by the semi-annual examination of pupils by an Inspector, as follows: For the School year, or rateably as above, Male Teachers of the first class, one hundred and ten dollars; of the second eighty dollars; of the third class, sixty dollars; Female Teachers of the first class, seventy dollars; of the second class, fifty dollars; of the third class, forty dollars; in addition, each Teacher whose School shall be reported by the Inspector, in respect of quality of instruction, as entitled in any half year to the first rank, shall receive for the half year, at the rate of forty dollars per year; the second rank, at the rate of twenty five dollars; the third rank, at the rate of ten dollars, or rateably as above: each such Assistant shall receive a sum equal to one half the grants to Teachers."

The provisions of the Law, therefore, require that in one year from this time a portion of the Provincial grants to Teachers shall be conditioned upon the quality of the instruction given in the Schools. The quality of the Teacher's work, whatever may be the class of license held by him, is to be determined by the Inspector, on a careful examination of the pupils. It is necessary to secure in this way, both to the people of the School Districts and of the Province, a full and trustworthy knowledge of the value of the work done in the Schools; and Inspectors having professional qualifications and special competency are absolutely necessary to enable the Department to overtake this duty. But from difficulties, temporary in their character, and chiefly incident to the introduction of the law—such as incomplete District organization, inadequate School accommodation and appliances, and an insufficient supply of qualified Teachers,—only a limited portion of the Province will be prepared next year for the operation of Section 13. I here repeat the statements on this subject published in my last Report, pp. xxxix. and xl.:

"The sum provided for the remuneration of Inspectors renders it impossible to secure their exclusive labors in the service. The performance of their duties has, in most instances, contributed very largely indeed to the successful working of the Law. It would have been altogether out of my power to have secured the proper enforcement of the provisions of the Law and the decisions of the Board.

* Since extended to 1877.

of Education without the help of local Inspectors. The view expressed on this subject in the "Remark" under the 41st Regulation of the Board has been shewn, by the experience of the past three years, to be correct. I am also confirmed in the soundness of the view expressed in the closing sentence of the "Remark" referred to, and which is embodied in Regulation 42. The following are the Remark and Regulation:—

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

"Regulation 42.—*Uniform certification of Candidates for Inspectorships:* In view of the operation of Section 13 of the Law, all candidates for the office of Inspector thereunder shall have taught for a period of at least three years, and shall have obtained a License of the Grammar School Class in accordance with Regulations 30 and 31; and upon appointment to office each Inspector shall spend one Term at the Provincial Training School, or such time as the Board of Education may require, with a view to a more perfect acquaintance with the methods of School Management and Teaching to be employed in the Schools of the Province."

"In the course of two years from this time, a very considerable portion of the Province will have become so familiar with correct modes of procedure under the law as to ensure the regular support and proper conduct of Schools. The Board of Education, on this view, will require, within two years, the authority of the Legislature *gradually* to reduce the number of Inspectors to seven, and otherwise to provide for the thorough and systematic inspection of the work done in the Schools. I have not the shadow of a doubt that this is our true educational policy—the only one that will cause our School System in its development, to yield genuine fruit 'after its kind.' I would direct attention to the views I expressed on this subject in the Education Report for 1872, pp. xxix to xxxvii."

It appears to me of the first importance that the Board of Education and the Chief Superintendent be placed at once in a position to *prepare* for the systematic inspection of a portion of the Schools, as required by Section 13. A population of about 40,000, on the average, could be efficiently served by one Inspector: where the population is dense the number would be somewhat greater, and where sparse, less. I respectfully suggest that the Board be empowered to erect, from time to time, by proclamation in the *Royal Gazette*, or otherwise, the territory of the Province into not more than seven Divisions for the purpose of inspection, and to appoint a qualified Inspector for each Division. It should be provided that on the proclamation of any Division, the provisions of Section 12 of the Manual of the Common Schools Acts shall cease to be operative within the limits of such Division.

Under the plan suggested, the Board of Education would be able to proclaim one or two Divisions next autumn, and thereafter *gradually*, from year to year, as the interests of the School service permitted, to complete the remaining Divisions. According to the best judgment I am now able to form, it would be practicable to proclaim the last Division within five years, possibly four, from the proclamation of the first Division. In the mean time, those portions of the Province not embraced within the limits of a Division, would be supervised by Inspectors as at present, and, in respect of Teachers' grants, Section 12 would be operative therein. These provisions for inspection and Teachers' grants would be the best adapted to the condition of Schools in such portions of the Province, while those of Section 13 would meet adequately the needs of those parts whose educational condition was more advanced.

A TEACHERS' RESERVE AID-FUND.

In my Report for 1872, pp. xxix. to xxxvii., I called attention to the importance to the School System, of an Aid-Fund for Teachers disabled by age or ill health, while engaged in the School Service; and I indicated the principles which, in my judgment, should regulate its administration. I have seen no reason to modify the opinions then expressed; on the contrary, I am confirmed in their soundness and re-assured of their importance. The suggestions which I then offered, and here renew, were based upon the existence of such a system of inspection as is required for the satisfactory administration of Section 13, and with which I have already dealt. An Aid-Fund whose benefits were secured to Teachers irrespective of the merits of their services would, in my opinion, prove injurious to the educational interests of the Province. But it is a necessity that the Schools have the services of men and women of ability and good culture. Such persons will not be had in sufficient numbers without an Aid-Fund, for while many will feel it a duty and a delight to give themselves to the noble work of thinking, and laboring, and *living* for the welfare of the children of New Brunswick, they will be deterred or turned aside, earlier or later, from such a purpose by the possible prospect of want in their days of weakness or old age.

The business of teaching does not often afford opportunities for the accumulation of money; but those who possess the abilities and culture which are required for success in teaching, would be able to secure at least a fair competency by devoting themselves to other callings. It is therefore politic in the interest of education, and simply just in itself, that the School system in this Province protect from want those who toil honorably and successfully in its service. If the revenues at the command of the Legislature would enable this to be done without diminishing the grants now provided to Teachers, I would be glad; but if such is not the case, I would recommend that the grants now provided by Sections 12 and 13 remain as at present, and that the Chief Superintendent be empowered, on the proclamation of the first "Division," to reserve thereafter two per cent. of the Teachers' Grants throughout the Province, to be applied under the Regulations of the Board of Education, as a Reserve Aid-Fund in behalf of Teachers who may thenceforward be disabled in the School service by reason of age or ill health. The quality of their work, as determined under the operation of Section 13, and their period of service thereunder, should be, in the main, the criteria for the application of this Fund. In respect of Teachers employed without the limits of a School Division, it should be provided that whatever rank any Teacher's School may obtain at its first inspection under Section 13, he shall be entitled, in this behalf, to such rank for each year that he may have been employed since the erection of the first "Division." It should also be provided that the amount reserved for this Fund should in no case exceed that to be reserved from the ordinary grants provided for Male Teachers of the first class.

SECONDARY EDUCATION.

No system of Elementary Education can permanently prosper unless adequate means exist for the promotion of Secondary Education. These parts of one whole, act, react, and interact each upon the other; but it is a matter of history that the action is primarily from the higher to the lower. In all the Provinces the establishment of Colleges and Grammar Schools preceded that of Common Schools. The genesis of education has been substantially the same in all countries, and

every informed and thoughtful mind will receive the statement that unless due regard is had to the claims of the higher education, both by its *encouragement* in an unlimited number of School Districts, and by taking *permanent security* in the same behalf through the establishment and endowment of a limited number of Secondary Schools, it will be impossible to secure the abiding elevation and progress of the Common Schools of New Brunswick. The present enactments recognize this relation between Elementary and Secondary instruction, but the means provided for the promotion of the latter are not, I submit, well adapted to the end in view.

Superior Schools.—We have now reached that position with respect to Elementary instruction, when it is necessary, in my opinion, to *encourage* a longer attendance of the pupils at the Common Schools generally, and also of the pupils entering the higher classes or Schools established in the more populous Districts. At present, the special encouragement offered by the law to such Schools is the following:—

"When any District shall have engaged, with the consent of the Inspector, a competent Teacher, and shall have raised for the support of such Teacher the sum of two hundred dollars or upwards, it may receive from the Provincial Treasury a sum equal to the amount so raised, not exceeding three hundred dollars per annum, to be paid to the Teacher upon it appearing to the Chief Superintendent that the School has been satisfactorily taught, and that payment has been made to the Teacher at the rate of two hundred dollars or upwards per annum by the Trustees; but not more than one such School shall be allowed in any one Parish."

The main defects in this provision will be evident from the following considerations:—

(1) If the Parishes of any County be compared with each other, it will be found that they are of unequal area and very unequal population; and if the Parishes of the whole Province be compared with each other, the disproportion in respect of area and population will be found to cover a very extended scale. Thus the Parish is not an equitable basis on which to rest permanently the apportionment of this grant. Several Inspectors have requested that provision be made for more than one grant in populous Parishes. As the least populous Parish would be taken as the unit of such an appropriation, either the aggregate grant would be very largely increased, or the amount of each grant would be very much less than at present.

(2) By limiting the number of these grants to one for each Parish, (as at present, or to two or more in large Parishes, as some have suggested,) the result desired is only very partially reached. The Common Schools throughout the Parish are not, as a whole, or in any considerable numbers, directly stimulated. Generally one District has manifest advantages over the other Districts, and receives the grant without competition. If there be competition, it continues only a Term or two, since Trustees and Teachers are indisposed to grapple with the real causes of their defeat, it being easier to attribute such defeat to the favoritism of the Department towards the successful School.

(3) The receipt of the grant is not dependent upon the continuance at School of the pupils in the advanced classes. They may or they may not continue. The School may be "satisfactorily taught," even if there be few or none receiving advanced instruction.

County Grammar Schools.—Before suggesting a remedy for these defects, it is necessary to refer to the provisions hitherto relied on by the Legislature as guaran-

teering to the people of the several Counties, and thus to the people of the Province, Schools for Secondary Instruction, below the University. These provisions have reference to County Grammar Schools. In my report for 1873, p. xv., I used the following language :—

"While it is gratifying to know that considerable work is being done by these Schools to promote secondary education, I think it may be questioned whether County Grammar Schools are the most suitable means for the permanent advancement of the higher education of the Province. With the exception of the Grammar Schools of Saint John and York Counties, none of these Schools have sufficient funds at command to secure such an equipment as the service really demands. It is worthy of consideration whether there should not be fewer of these secondary Schools with larger endowments. Every one has heard of the man who built a superb house of two stories, but neglected to provide any stairway by which access could be had to the upper one. The Province has provided Common Schools and a University, but it is by no means clear to me that any adequate organic provision exists, by which the desired communication may be permanently established between them."

The following considerations are sufficient, I think, to show that County Grammar Schools cannot furnish any adequate guarantee to the Province in behalf of secondary instruction :—

(1) For the most part these Schools must be located in Districts of comparatively small population. There can therefore be but limited opportunities afforded in the community for procuring suitable boarding accommodation for non-resident pupils; and neither the equipment nor the endowment of the School is sufficient to induce the Teachers to assume such obligations as would be necessary to provide it on their own account.

(2) But few of the Districts in which these Schools are situated contain Churches of all the principal religious denominations of the Province at which pupils could attend divine service.

(3) In point of fact, the County Schools are really filling the place and doing the work of District Schools, while in a majority of instances the annual grant has not even secured to these District Schools superior apparatus, but has been applied solely to the reduction of the local assessment. In no instance are the School House and apparatus equal to those supplied by the Trustees of Saint Stephen for their Superior School. Only a few of the Schools are giving instruction to non-resident pupils, and of these pupils a good proportion are not residents of the County.

These considerations are, I think, of great importance. I am persuaded that it is illusory to expect to reach through County Grammar Schools the end desired. It requires a complete and extensive outfit of house accommodation and apparatus, and a superior teaching staff. Provision is needed not only for the study of the Languages and Mathematics, but also for Industrial Drawing and Designing, and Agricultural Chemistry. The Schools established as a guarantee that Secondary instruction shall not be left merely to the voluntary efforts of the Districts, require to be brought more directly under Provincial control, and to assume more of a Provincial character before the public.

Legislation needed—Data.—In view of the defects which I have pointed out in the existing provisions in behalf both of advanced instruction in the ordinary Schools, and of secondary instruction generally, I believe it to be necessary for the Legislature to adopt more complete and comprehensive legislation. There are at present 132 Parishes in the Province, and the number must steadily in-

crease. The existing enactment, therefore, makes provision for the disbursement of some \$20,000, as extra grants to Superior Schools. During the last School Term, there were 50 Superior grants awarded; and in view of the large amount of improved School accommodation recently provided throughout the Province, there can be little doubt that the number of these grants will very rapidly increase. In five years from this time the aggregate amount of these grants can hardly be less than \$15,000, probably more, unless there be difficulty in securing Teachers. The grant provided to each County for a Grammar School is \$400, except to Saint John, which receives \$600, and York, which is aided solely by a grant from the Senate of the University. The aggregate, therefore, of the grants provided by law for County Grammar Schools is \$5,800, while nearly \$3,000 are also appropriated under the Common Schools Act to the Teachers of these Schools.

I respectfully present for the consideration of the Legislature the following remedial propositions:—

(1) That the Grammar School Acts be repealed, to take effect on the 31st October; and that the property at present held by the Grammar School Trustees be transferred to the School Trustees of the District in which it lies.

ENCOURAGEMENT of *Advanced Instruction in all Schools*.—(2) That there be annually appropriated under the Regulations of the Board of Education, a sum not exceeding \$10,000, to be applied as follows:

(a) A sum not exceeding \$7,000, to be apportioned to the Schools throughout the Province, according to the number of pupils who shall pass a satisfactory examination in the Course prescribed by the Board for the highest Advanced class of the District Schools, each School to receive at the rate (say) of \$15 per pupil passing in the ordinary Course, and \$20, in the optional Course; provided that no School receive hereunder more than \$150 a year. As the end in view requires the hearty co-operation of the people and Teacher, one-half of the amount received should, I think, be paid to the Trustees towards the efficient maintenance of the School, and one-half to the Teacher.

This amendment should become operative within each "Division" on its proclamation, and Section 85 of the Manual of the Common Schools Acts should thenceforth cease to be operative therein.

Such an enactment as is here suggested would remove the defects I have pointed out as incident to the administration of the existing Superior School grant, and would supersede it as rapidly as "Divisions" were created for purposes of inspection. It might be thought, on a first view, that there would be danger of directing the Teacher's energies towards his advanced class to the neglect of his lower classes. But when it is borne in mind that this grant is to be appropriated only in Schools which are being "ranked" under Section 13, according to the standing of all the classes, and that the "rank" of the School not only affects the amount of the ordinary Provincial Grant, but the position of the Teacher's contingent claim on the Reserve Aid-Fund, I think it will be seen that any such fear is groundless.

(b) A sum not exceeding \$3,000, to be apportioned to District High School classes, according to the number of pupils who shall pass a satisfactory examination in the last year of the Course prescribed by the Board for such classes; each School to receive at the rate (say) of \$30 per pupil, provided that no School receive hereunder more than \$400 a year. For the reasons assigned above (a), I think that one-half of the amount received should be made payable to the Trustees towards the efficient maintenance of the School, and one-half to the Teacher;

though it might be better, in this case; that the entire amount should be paid to the Trustees.

This grant, as well as the previous one (a), would be open not only to all those Districts from which the Grammar School grant would be taken, but also to all Districts complying with the Regulations of the Board for its receipt.

This amendment should come into operation on November 1st.

PERMANENT SECURITY *in behalf of Secondary Instruction by the endowment of a limited number of High Schools.*—(3) That the Board of Education be empowered to erect the territory of the Province into three School Divisions for Secondary Instruction, and to appropriate annually a sum not exceeding \$10,000, towards the establishing and permanent maintenance of three High Schools for the Province, one for each School Division, under the control and management of the Board of Education, and the School Trustees of Chatham, Saint John, and Fredericton, respectively; each High School to be open free of charge to qualified pupils residing within the territory of the School Division, and, in the event of straitened accommodation in any Term, each Parish within the School Division to be equally entitled to the admission of pupils, according to its population. The grant to be appropriated as follows:—(a) A sum not exceeding \$3,000 to be applied towards defraying the expenses of board of needy pupils in attendance at these High Schools. (b) A sum not exceeding \$3,000 to be appropriated in aid of the salaries of Masters and Teachers in each School.

The Trustees should be required to employ all their corporate powers as fully for the accommodation, equipment, support and control of the Division High School (except as limited below), as for the District Schools entrusted to them by the provisions of the law. They should also be required to furnish, at a reasonable tuition fee, suitable School privileges, in other Schools under their charge, for all pupils resident within the School Division, and non-resident in the District, who shall apply for the same for the specific purpose of qualifying for entrance to the Division High School.

The Head Master of each of these Schools should be appointed and paid by the Board of Education, and the other Masters and Teachers should be appointed by the Trustees, and paid partly by them and partly by the Board.

A staff of thoroughly qualified Teachers, and the greatest degree of permanence in their positions, compatible with the efficiency of the School, would be conditions essential to the successful working of the plan proposed.

This amendment should take effect on September 1st, in respect of the organization of the Schools; but provision should be made that the existing grants to Teachers shall continue to October 31st, and that the grants proposed herein shall take effect from November 1st. It would be necessary also to provide for a Board of seven Trustees for Chatham, and that it should have power to issue Debentures equal in amount and time to those issued by the Trustees of Incorporated Towns.

RECAPITULATION.

To recapitulate: I suggest that suitable and permanent provision be made for Inspection; that a Teachers' Reserve Aid-Fund constitute an integral part of our School system; that adequate provision be made both for the encouragement and security of Secondary education; and that suitable permanent accommodation be made for the vigorous working of the central Training School for the special preparation of Teachers.

By the adoption of these suggestions, those connected with the administration of the educational affairs of the Province, as well as the people generally, will have clearly before them the complete outline of our School system, and will govern themselves accordingly. Their efforts will have a definite aim. It is time that the relations of one part of the system to another were clearly defined, in order that the unity of the whole may appear, and that one part may uphold and support the other. I respectfully submit the foregoing suggestions as supplying that which is now lacking, and as adapted to evoke concurrently all the forces of the School organism—from the Primary School to the University—in the permanent elevation of every interest dear to the people of New Brunswick.

The annexed tabular view may serve to render more clear the completeness of our School System by the incorporation of the suggestions which I have offered:—

SCHOOL SYSTEM OF NEW BRUNSWICK.

ELEMENTARY INSTRUCTION.								SECONDARY INSTRUCTION.							
DISTRICT SCHOOLS.								DISTRICT AND DIVISION SCHOOLS.				PROVINCIAL UNIVERSITY.			
Primary Department.				Advanced Department.				High School Department.				Collegiate Department.			
1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year	9th Yr or First Class.	10th Yr or Second Class.	11th Yr or Third Class.	12th Yr or Fourth Class.	13th Yr or Fresh-man Class.	14th Yr or Junior Class.	15th Yr or Senior Class.	
Grade.	Gr.	Gr.	Gr.	Gr.	Gr.	Gr.	Gr.	Class.	Class.	Class.	Class.	Class.	Class.	Class.	
And under the Special control of School Trustees.												SENATE. of the			
The Provincial Normal School for the special preparation of Teachers.															
Under the Control of the Board of Education.												Under the Control			

BUILDINGS FOR THE PROVINCIAL NORMAL SCHOOL.

On the 31st of March, 1876, William Elder, Esquire, M. P. P., for the City and County of St. John, moved in the Assembly the following Resolution:—

Whereas an adequate supply of properly qualified Teachers is essential to the success of the Common Schools:

And Whereas the building at present used for a Training and Model School is not large enough, and in many respects unsuited to the purpose for which it is used, and is prejudicial to the health of the Teachers, Students, and Pupils; therefore

Resolved, That an humble address be presented to His Honor, the Lieutenant Governor, praying that he will be pleased to cause enquiries to be made into these facts, and to take the same into His Honor's most serious consideration.

In advocating this Resolution, Mr. Elder made an eloquent and powerful plea for adequate facilities for the training of Teachers. We quote from the report of the *Daily Telegraph*:—

Mr. Elder directed attention to the two propositions which the Resolution contained, undertaking to adduce conclusive evidence of the truth of both. If he did so; if he established the facts to the satisfaction of the members of that House, he would ask all to lay aside all mere party considerations, and in view of the general good, to unite in pressing the matter on the attention of the Government in the terms of the concluding portion of his Resolution.

In reference to the first proposition, he said the time had passed away when it could be held that any man, however ill-fitted for other purposes, might successfully resort to teaching as an occupation. A great advance on that opinion was now held, for it was now universally conceded that the mere acquisition of knowledge did not qualify a man to impart it; not every linguist could teach languages, nor every scientist the details of science. Teaching was an art, and like all other arts it required special study and special experience. The Government

and the Legislature had admitted this fact by establishing what they called model and training schools. The people of the country had admitted it by asking for trained teachers—nay, for teachers trained within recent years—of whom a large supply could not be had. The experience of other countries confirmed this view, for there was no country which took the lead in education which could not point proudly to its normal schools and colleges, in which the economies of school work were dealt with, and in which teachers, by actual experiments, as well as by theoretical instruction, acquired the art of teaching. But if, notwithstanding the evidence in favor of his proposition, any one doubted that the training of teachers formed an important element in their qualifications, then he would ask him who held that view to visit the model school in Fredericton, to mark the manner in which instruction was imparted by two of the best lady teachers he had ever seen handle a class, and to try and interest those classes in the same way for fifteen or twenty minutes. It was quite impossible for any one who had not studied the teaching art to do so, and from all these considerations he looked upon it as undoubtedly true that an adequate supply of qualified (by which he meant thoroughly trained) teachers was essential to the success of the common schools.

Now this point being proved or admitted, he would ask what had the Province done to supply this great want, to secure general efficiency in this vital matter? So far as the providing of teachers was concerned, he admitted that the Province had done well. In the model and training schools, he found some of the best teachers he had ever seen doing similar work. He found that they were aided and stimulated by a distinguished Superintendent. But then these very teachers were handicapped by the greatest disadvantages, and were obliged to carry on their work with an extraordinary waste of power, and even at no small risk to their own health and that of the teachers and pupils under their care. He made this statement as the result of thorough personal examination; he invited every one to test its truth, and affirmed that it could not be controverted. All this arose from the want of suitable buildings, buildings of sufficient size, proper adaptation and arrangement, and which could be so ventilated as to enable all concerned in the work of education, as therein conducted, to bring all their powers to bear upon the discharge of their respective duties.

Mr. Elder referred to the Normal School building formerly used in St. John. The school was held in the basement of another large building, and comprised subterraneous apartments, which constituted everything but a model school building. But the students in that building, whose numbers were not very large, did not suffer a tithe of the inconvenience experienced by those who met in the present building, which was an old military barrack, with thick walls, and was cut up into small rooms, without any adequate means of ventilation for so large a number of persons, and with less than half the space required for either the model or training schools. In the former they were only able to show four grades, whereas they ought at least to be in a position to enable the teachers under training to see eight grades taught; in the latter they had not room for half the average number of teachers, which it was known the school service required; in both departments they had to seek ventilation by raising or lowering windows, and admitting cold draughts of air, at the close of every hour, during which process various contrivances had to be adopted to prevent the inmates from taking cold. The Legislative buildings in which they sat were bad enough in regard to ventilation, but he could truthfully say that he had suffered more inconvenience from this cause in three hours in the model and training schools in Fredericton than he had done during all the time he had been in the House of Assembly. In enforcing this point, Mr. Elder asked honorable members to picture to themselves their position if they should be compelled to occupy a building half the size of the present one, a building which had not even the advantage of being erected for the purposes for which they used it, a building in which they would be crowded together, and could only secure ventilation in the manner described in regard to the Normal school. In the latter building, they had no common hall, though they required one daily, and had, in all kinds of weather, to repair to the Temperance hall. In the latter building, though common instruction was an essential feature of the work, not only in the ordinary elementary branches, but in music, and though they need a common room for public exhibitions, no such room could

be had. It was for these reasons that he contended that teachers and taught were handicapped, and were compelled to carry on their work under great disadvantages, mental and physical. These they had to endure for ten months in the year, while the members of the Legislature had only to suffer the effects of a bad building for two months in the year.

And matters were getting worse in the Normal school with the increase of candidates who desired to be trained. In the summer of 1873, there were only 16 entered for training; in 1874, 65; in 1875, 83; and in the present year, 119. But these numbers gave no adequate idea of the wants of the school service. Dr. Rand, making a liberal estimate, had concluded that the average period of a teacher's services might be raised to ten years. He (Mr. Elder) on looking at the statistics felt disposed to make the average period lower, considering more especially the average period which ladies taught; but let it be admitted that one-tenth of the teachers left the service every year, and what did this fact involve? They had now 1,100 teachers in the school service. According to this estimate, they ought to be able to turn out 110 annually; 1,250 teachers demanded the annual training of 125; 1,400 of 140, and 1,500, the number soon to be required, of 150. But we had to bear in mind the fact, that of the 1,100 teachers in the school service, there were at least 200 who had not been trained, and another respectable number who had not been adequately trained, and who required and desired to come up for additional training and a higher classification. Add to all this the fact, that the Acadian population, who had been so sadly neglected in regard to education, and who had on that account suffered so much socially and politically, were now looking towards the common schools for education and looking to the Board of Education for teachers. The fact was that at this moment the Province required appliances for admitting from 150 to 200 candidates annually, in order to give some liberty of choice to trustees, and in order to meet the pressing necessities of the country. But it was a fact capable of demonstration that the present facilities, even if all their discomforts and perils were to be left out of sight, were not adequate to the training of more than half the number of teachers required.

It would, no doubt, occur to every one that if we had the means such a state of things should not be permitted to exist. But he would show that it was more economic to provide the Normal school than to dispense with it. The Provincial expenditures on education might now be stated as follows:—

Annual Provincial Grant,	- - - - -	\$130,000
County Fund,	- - - - -	80,000
District Fund, about equal to the two preceding, say	- - - - -	210,000
Total.	- - - - -	\$420,000

To this ought to be added the cost of text books, grants to poor districts, and other expenses involved in the giving up of the time of the pupils, cost of supporting them, etc. The entire annual expenditure was greatly over half a million of dollars, but suppose it only reached that sum, he would put this point to the practical men of the House. It was upon the qualifications, the energy, the enthusiasm of the teacher that the school system would have to depend for success. These were secured through the Normal school. Suppose then that a suitable building for the purpose could be had for \$50,000, and he had satisfied himself that such was the case; suppose that the annual interest on that sum would be about \$3,000 a year, and this Government could borrow the money for less. The annual cost of the Normal School Building, which would add nothing to the cost of teaching, would in that case be greatly under one per cent. on the other annual expenditures. But this outlay of one per cent. was that which gave the system its power—was that which made the expenditure of 99 per cent. successful and effectual for the purposes for which it was made. He put it to the practical men of the House—the men who looked at such matters from a business standpoint—if this outlay, which gave power to the system, was not indispensable, and if the outlay was not a most economic expenditure. He illustrated the point by reference to the purchase of mill privileges, reserves of forest, erection of proper buildings, etc., and asked if it would be any economy to stop short of securing the power to drive the mill, or of superseding inferior by superior motive power. He maintained that every consideration of economy demanded that suitable

Normal school buildings should be erected without delay. He would argue the case also on considerations of justice and humanity and public policy. As matters now stood taxation was all but universal. But were the benefits of the system also universal? Such was not the case, for many districts could not get any teachers, while many others had only inferior teachers. The taxation was universal, but the benefits enjoyed were only partial. The case might be argued from another point of view. The improvements made in the art of teaching in recent years had been of the most humane and valuable character. They were all familiar with the great discoveries which had been made in surgery in recent years, by means of which, what had been a comparatively barbarous art, had been transformed into one which was the very reverse, one in which, by means of various agents, the sense of pain had been comparatively overcome. The analogous changes in the modes of teaching and in the school economies had been as great and as beneficial as the discoveries in surgery. Now why should not all be enabled to share in these benefits? Was it not a humane, a noble aim to aspire at reaching this result? What consistency was there in an earnest contest for the common schools, and in our endeavors to dot the country with suitable school buildings, the glory and pride of our country, if we at the same time neglected to provide a decent Normal school building for the training of teachers? The latter work was of a foundation character, and how could the superstructure long stand if the base was not thoroughly laid? But still further he contended that if we were again driven back on the economic ground, we could show from other considerations that this was an economic measure. No one disputed that the building of a bridge, or of a piece of railroad might be justified by economic considerations. But what was the value of such material works compared with that of educating and stimulating the genius of the youth of our country? The benefits of the material work were necessarily circumscribed—they affected one locality and then ultimately passed away. Not so with the expenditures directed to the education of youth—to their intellectual and moral development. These results remained during all time and could never be lost; they acquired strength and power as the centuries rolled along and were transmitted from one generation to another; their entire force was not even expended in this world, but extended to that which was to come. Even as regards this world, the expenditures on this vital necessity of the school system, on this all pervading benefit, were sure to bring an ample return. It was well to have bridges and railroads; it was well to have a country of large extent; a country of great lakes and noble rivers, but it was better still to have a country which produced names which shed lustre on it, showing that its people breathed no Baotian atmosphere, a country of mechanics, inventors, engineers, poets, historians, statesmen, etc., who would play a great part in directing its onward course. Now how was this to be done? We did not know all the conditions under which genius was developed, and under which great names arose. But this we did know, that such men appeared in times of great national development, pride and manhood, and what so fitted to inspire such feelings as a complete educational system, proclaiming to the youth of the country the care of the Government and the Legislature in giving them the highest educational advantages and making them feel proud of the land of their birth? He would like to see such a state of things in our own Province, that here there might be no "flowers born to blush unseen and waste their sweetness on the desert air;" no "mute inglorious Miltons;" no "Cromwells guiltless of their country's blood," but a country in which the entire youth should enjoy the benefit of generous culture. Not seldom it proved true that it was from amongst the rural masses, from among the youths of frugal life that the largest brains and brightest intellects were evolved. This was an argument for the general diffusion of the best educational advantages, and it implied, as he had already contended, that if these were granted, the material as well as the intellectual returns would be ample.

The arguments for perfecting our educational system being so strong and so unanswerable, it might be asked, why had not these considerations produced greater political effects? The answer was obvious. The teachers of the model and training schools had no common mode of exercising any political influence. The candidates were in the same position. The same might be said of the 40,000 or 50,000 children who repaired to the common schools. If a bridge or a railroad

were wanted, the members interested could bring a pressure on the Government to obtain it. One member in one part of the country could aid another, and the service could be reciprocated. The Government must, in the nature of things, be influenced by political pressure. But the teachers could not exercise such pressure. Their voice was not heard, their influence was not felt within those walls; but he would ask the members of that House to "put themselves in the place" of the teachers of the Normal school; he would ask them to put themselves in the place of the candidates who repaired to it, and of the children who were taught in it; he would ask them, by every feeling of chivalry and of humanity, to consider the case of the 50,000 children who needed to have properly trained teachers supplied to them; he would ask them to imagine those 50,000 children arranged before them, with their bright eyes, their ardent hopes, their winning ways; he would ask them to consider these little constituents, and to treat their necessities in the same way as they would the demands of powerful political claimants. If they did so, they would not deny them a suitable training school for their teachers, but would give them one, not profuse in ornamentation, but fair and chaste in appearance, a common benefit and a common pride. * * *

Extract from the Journal of the Assembly for April 11th, 1876:—

"Pursuant to notice, On motion of the Honorable Mr. Fraser, seconded by the Honorable Mr. King,

Resolved, That the House do now resolve itself into Committee of the whole upon the following Resolutions:—

Resolved, That it is the opinion of this House that steps should be taken, without any unnecessary delay, to procure plans and specifications and seek tenders for the erection in Fredericton of a Provincial Normal School with Model Departments; and further

Resolved, That if the cost of such building, site and furnishing included, do not exceed the sum of \$50,000, then that the work of construction be undertaken during the recess, but if the lowest tender be in excess of that sum, that the plans, specifications, and all tenders be submitted to this House for further action thereon: and further

Resolved, That, with a view to meet the expenses of such building, tracts of vacant Crown Lands in blocks of not more than one thousand acres each, be set aside for sale at public auction, at an upset price of not less than two dollars per acre, sales thereof to be made from time to time, as may be considered most advisable by the Governor in Council, the proceeds thereof to be applied to meet such expense; and further

Resolved, That until such sales of land can be effected, so as to secure the highest possible price not less than the said upset figure of \$2 per acre, that the Governor in Council be authorized to apply to the Dominion Government to advance from the amount now at the credit of the Province with them, such sum as may be required to meet the cost of construction of such Normal School, not exceeding, however, the said amount of \$50,000.

The Honorable Mr. Fraser, a Member of the Executive Council, acquainted the House that His Honor the Lieutenant Governor having been informed of the subject matter of the Resolutions, recommended them to the consideration of the House.

The House then went into Committee of the whole, of the said Resolutions.

Mr. Ryan (Albert) in the Chair of the Committee.

Mr. Speaker resumed the Chair.

The Chairman reported that the Committee having had the Resolutions referred to them under their consideration, had agreed to the same.

Ordered, That the Report be accepted.

The Resolutions reported from the Committee were then read, and upon the question put thereon from the Chair, were severally concurred in by the House."

EXAMINATIONS FOR LICENSES—QUESTIONS, MARCH, 1876.

The applications for copies of the papers given at each Examination for License to teach, being very numerous, these papers will be regularly published hereafter in the EDUCATIONAL CIRCULAR. The following are the question-papers given at the March Examination, 1876:—

I. [1] SCHOOL MANAGEMENT.—*Time, 1 hour 30 min.*

- 1 Define the term School Organization. State several principles most important to be observed in the organization of all Schools.
- 2 What is meant by the principle of emulation? Under what conditions would you avail yourself of it in the management of a School?
- 3 What are the moral faults to which pupils of various ages are most liable? Explain the principles which you should bear in mind in dealing with these faults.
- 4 Show some of the effects of injudicious punishment upon the temper and character of children.
- 5 State principles which should guide you in constructing a Time-Table; draw up one for a week for a School of 50 pupils comprising three classes, and from it give a specimen of your Working Programme for one day. (You are not supposed to have any regular Assistant.)

I. [2] TEACHING.—*Time, 1 hour 30 min.*

- 1 Distinguish between Education and Instruction, and show the relation of the latter to the former.
- 2 Illustrate your principles of method:—
 - (1) In the teaching of Arithmetic.
 - (2) In the teaching of Composition.
 - (3) In the teaching of Form.
- 3 What method of teaching the first steps of Reading do you mean to adopt? What do you consider to be the principal advantages of that method over any other with which you are acquainted?
- 4 What class of subjects do you consider most suitable for Oral Lessons? Describe the method by which you propose to conduct such lessons.
5. Write out notes, as below, of an oral lesson adapted (1) to pupil 7 years of age; (2) 12-14 years of age.

Subject:—RESPIRATION.

Matter.
1
2
3
&c.

Method.
1
2
3
&c.

I. [3] THE SCHOOL SYSTEM.—*Time, 30 min.*

- 1 State the principles which control the distribution of the Provincial Grants to Teachers and the County Fund to Trustees.
- 2 If a school District fails to provide the means necessary for a school, what remedy does the Law provide?
- 3 Describe the best arrangement for seating a schoolroom.
- 4 What is the nature of the "Contract" between the Teacher and Trustees? What is necessary to the legality of such Contract?
- 5 What is the duty of the Teacher (1) in respect of a Time-Table; (2) in respect of the children in the play ground; (3) in respect of the semi-annual 'Return' of the Trustees?

I. [4] CANADIAN HISTORY.—Time, 1 hour.

- 1 In what respects are the names of the Cabots, Martin Frobisher and Sir Humphrey Gilbert associated with early discovery in North America?
- 2 Give a short account of Pontiac's conspiracy, its rise and defeat.
- 3 Name the prominent leaders and the chief events in the war of 1812-15.
- 4 Into how many periods may the History of Canada be divided? What are the characteristics of each period?
- 5 What are the leading subjects of legislation over which the Dominion and Provincial Parliaments respectively have jurisdiction?

Answers must be written on this paper.

I. [5] MENTAL ARITHMETIC.—Time, 8 min.

- 1 At what per cent. interest will \$20 become \$30 in 5 years?..... *Ans.*
- 2 A borrowed of B at one time \$100 which he kept 5 months and at another \$250 which he kept 2 months, and in payment he lent B \$1,000. How long must B keep it?..... *Ans.*
- 3 If goods are bought for $\frac{8}{9}$ of their market price and sold for 4 per cent. more than the market price, what per cent is gained?..... *Ans.*
- 4 What are the present worth and discount of \$50 due in 6 years, 8 months, at 5 per cent.?..... *Ans.*
- 5 Divide 3872250 by 125..... *Ans.*
- 6 Square 97 and multiply the result by 25..... *Ans.*

Answers must exhibit the whole operation.

I. [6] ARITHMETIC.—Time, 1 hour 30 min.

- 1 Explain, as if for a class, the method of practice, and apply it to find the value of 2 tons 7 cwt. 1 qr. 15 lbs. at £1 3s. 4½d. per ton.
- 2 What is the weight avoirdupois of £500,000 in gold, the price being £3 18s. per oz. Troy?
- 3 The length of a room is 20 ft. 6 in., the breadth 15 ft. 9 in., the height 10 ft. 6 in. What will it cost for plastering at the rate of 20 cents a yard for the ceiling and 15 cents for the walls? Allow for a door 6 ft. 9 in. by 4 ft. 2 in. and a fire-place 5 ft. 6 in. by 5 ft. 3 in.
- 4 What is the difference between the true and the Bank discount always equal to? Test the correctness of your answer by finding the difference between the true and the Bank discount on a Note drawn April 1st for six months and discounted June 15th, at 6 per cent. per annum.
- 5 What debt can be discharged in a year by monthly payments in geometrical progression, the first being \$1 and the last \$2,048?
- 6 Give and investigate the formula for the solution of all such questions as the preceding one.
- 7 If a perpetuity of \$363 can be purchased for \$11,260 ready money, what is the rate of interest?
- 8 Find the cube root of 102503.232.
- 9 Explain the terms Discount, Geometrical progression, Cube Root, Arbitration of Exchange, and Perpetuity.

The Examiner will estimate Parts I and II of equal value in this paper.

I. [7] GEOGRAPHY.—Time, 1 hour 30 min.

PART I.

- 1 Mention the names of the chief African explorers, with the districts which they have visited. What progress has been made lately in African discovery?
- 2 Compare the extent and general outline of Europe with those of Asia, Africa, or America.

- 3 Describe the physical features, climate and productions of the Dominion of Canada? What is the amount of its revenue, its population, and the estimated value of its chief manufactures?
- 4 Describe the great mountainous belt which sweeps from east to west across Asia and Europe. Give the names and positions of the leading ranges in it.
- 5 Give a general account of the shape and dimensions of the earth. Explain as if to a class how the latter has been determined.
- 6 How would you find from the globe the distance in miles between any two places on the 40th parallel?

PART II.

Draw from memory an outline map (1) of the Province of Quebec and (2) of the continent of Asia, with the mountain ranges and chief rivers accurately marked.

I. [8]

COMPOSITION.—Time, 1 hour.

- 1 As indicated below, make an elegant paraphrase of the following passage from Wordsworth's "Excursion":—

"Many a time,
On holidays, we rambled through the woods;
We sat—we walked; he pleased me with report
Of things which he had seen; and often touched
Abstrusest matter, reasonings of the mind
Turned inward; or at my request would sing
Old songs, the product of his native hills;
A skilful distribution of sweet sounds.
Feeding the soul, and eagerly imbibed
As cool refreshing water, by the care
Of the industrious husbandman, diffused
Through a parched meadow-ground in time of drought."

- (1) Frame questions on the preceding passage; (2) write formal answers in your own words to each of your questions; and (3) using whatever connecting words or phrases may be required, write your answers to complete the paraphrase.
- 2 In what kind of verse is the passage written? Scan the second line. Point out any irregularity in the measure of any subsequent line.
- 3 Point out the figures of speech in the passage, and explain the excellence of any that you think specially forcible. Write out specimens of other figures of speech from any author.
- 4 Point out the graphic words and phrases, and show how vividly they represent the meaning. Quote from any other author ideas parallel or similar to any of the above, but differently expressed.
- 5 Weave the following separate propositions into a compound sentence:—
 - A. You will then see not only the things.
 - a1. He has put which into the sketch (subs. obj.)
 - x B. You will also see those things.
 - b1. He has found it necessary to leave out which. (subs. obj.)
 - 1 a1 b1. Place yourself at the author's stand-point. (adv. cond.)
 - 2 a1 b1. Invest yourself with his feelings and sentiments. (adv. cond.)
 - 3 a1 b1. And look. (adv. cond.)
 - a2 b3. You would look through his eyes. (adv. comp.)

I. [9]

ENGLISH GRAMMAR.—Time, 1 hour.

- 1 What is the general distinction between the objective with *of*, and the possessive case? Which should be used when the possessor is antecedent to a relative? A bust of Cicero: A bust of Cicero's: Explain the difference.
- 2 What is Tense? Give the different usages of the present and past tenses.

- 3 Distinguish between a sentence and a clause. Name the different kinds of clauses and give an example of each.

- 4 Give the *general* analysis of the following passage :—

He *had felt* the power
Of Nature, and *already* was prepared,
By his intense conceptions, *to receive*
Deeply the lesson *deep* of love *which* he,
Whom Nature, by *whatever* means, has taught
To feel intensely, *cannot but receive*.

- 5 Give the detailed analysis in the Form indicated below :—

FORM.

SUBJECT.		PREDICATE.		
Enlargement of Subject.	Simple Subject.	Simple Pred.	Completion of Pred.	Extension of Pred.

- 6 Parse in tabular form the words in *italics*.

FORM.

Word.	Class.	Sub-Class.	Inflection.	Syntax.	Rule of Syntax.

- 7 In what other ways than as in the passage above may the government of the Infinitive Mood be accounted for?
- 8 What are the distinctive features of the prescribed Text-book of English Grammar?

I. [10]

BRITISH HISTORY.—Time, 1 hour.

- 1 What is meant by the Feudal System? Trace briefly its decline.
- 2 What were the causes and what the effects of the Crusades?
- 3 State the chief facts connected with the legislative union of England and Scotland.
- 4 Describe the process by which a Bill becomes an Act of Parliament.
- 5 Make a Table shewing the genealogy of the House of Brunswick.

BOOK-KEEPING.—Time, 45 min.

- 1 Explain as if to a class of pupils the terms Dr. and Cr., and show the class what is meant by balancing an account.
- 2 What general principles should guide you in *Journalizing*? What would be your Journal entry for the following :—
I commence business with Cash \$6,000; Mdse. \$3,000; Notes against others, \$2,000; Debt against Samuel Hamilton, \$750. I owe on my Notes, \$800, and to John Peters on account, \$500.
Robert Jones buys \$400 worth of Mdse. on acct.; I sell Mdse. \$250, and receive Cash \$100, Note at three mos. \$150; I get the Note discounted at 7 $\frac{1}{2}$ cent.
- 3 Write a specimen of a Joint Promissory Note and a Bill of Exchange.

I. [12]

CHEMISTRY OF COMMON THINGS.—Time, 45 min.

- 1 What is the process by which animal and vegetable substances decay? What remedies should be taken against this decay near human dwellings? In what way does chloride of lime act on an infected atmosphere?

- 2 What are the constituents of the atmosphere? What important part does each play as regards vegetation?
- 3 What do you mean by the circulation of matter? What offices do the plant and animal respectively perform on this circulation?
- 4 How does chemical affinity differ from all other kinds of attraction?
- 5 How is hydrogen gas prepared and collected?

Answers must contain the whole operation.

1. [13]

ALGEBRA.—Time, 1 hour 30 min.

- 1 Show that $(a+b)^2(b+c-a)(c+a-b) + (a-b)^2(a+b+c)(a+b-c) = 4abc^2$.
- 2^a Demonstrate the Rule for finding the Greatest Common Measure.
- 3 Simplify the following expressions:—

$$(a) \frac{3}{x+1} - \frac{2x-1}{x^2+x-1} - (b) \frac{1}{1+x+2x^2} - \frac{x}{1-x}$$

- 4 Find the value of x in $\frac{x+1}{7} + x(x-2) = (x-1)^2$.
- 5 There is a certain rectangular floor, such that if it had been two feet broader, and three feet longer, it would have been sixty-four square feet larger; but if it had been three feet broader, and two feet longer, it would have been sixty-eight square feet larger: Find the length and breadth of the floor.
- 6 Show fully by means of examples and the necessary explanations, how you would infer the rule for multiplying together quantities of different signs, and also for multiplying a negative term by another negative term.

Female candidates are not required to work the following questions, but credit will be given for them if worked.

- 7 From $x^2 + xy = 12$, $xy - 2y^2 = 1$, find x and y .
- 8 Prove that every quadratic equation can be put in the form $x^2 + px + q = 0$, where p and q represent some known numbers, whole or fractional, positive or negative.
- 9 Show that such numbers as the following question presupposes are not possible:—Find two numbers whose sum, product, and the sum of whose squares, are equal to each other.

$$10 \frac{\sqrt{a} + \sqrt{a-x}}{\sqrt{a} - \sqrt{a-x}} = \frac{1}{x} \text{ find } x.$$

1. [14]

GEOMETRY.—Time, 1 hour 30 min.

- 1 Prove that the complements of the parallelograms which are about the diagonal of any parallelogram, are equal to one another.
- 2 Describe a parallelogram equal to a given rectilinear figure, and having an angle equal to a given rectilinear angle.
- 3 Prove that all the exterior angles of any rectilinear figure are together equal to four right angles.
- 4 If a straight line be divided into any two parts, the square on the whole line is equal to the sum of the squares on the other two parts, together with twice the rectangle contained by the parts.
- 5 The quadrilateral figure whose diagonals bisect each other, is a parallelogram.

Female candidates are not required to work the following, but credit will be given for work done.

- 6 Describe an equilateral and equiangular pentagon in a given circle.

- 7 Find a point in a given line that shall be equi-distant from another given point and a given line.
- 8 Given the vertical angle, the base and the sum of the sides of a triangle, to construct it.
- 9 Construct a triangle, having given the radius of the inscribed circle, one angle and the height taken from it.

The necessary calculations must be made.

I. [15] NATURAL PHILOSOPHY.—Time, 1 hour 30 min.

- 1 Define *force*, *velocity*; *variable velocity*; and state how the latter is measured.
- 2 Prove that in accelerated motion, the force being constant, the square of the velocity is proportioned to the space. In what space will a body acquire a velocity of 1,000 feet per second.
- 3 When two pressures act on a point, show that the line of action of the resultant is in the diagonal of the parallelogram whose sides represent the two forces in magnitude and direction.
- 4 In a system of pulleys made by one string, show that when the number of moveable pulleys is n , $P : W :: 1 : 2n$.
- 5 What are the directions in which the power may be applied in an inclined plane? Prove that if the power act parallel to the plane, $P : W :: H : L$.
- 6 What are the requisites of a good balance? How can a balance be tested? How may the exact weight of a body be found by aid of a false balance?
- 7 If in a balance one arm be .98 of the other, and a body placed in the scale of the shorter arm balance 14.7 ounces in the other scale, find the true weight of the body.

I. [16] GENERAL HISTORY.—Time, 1 hour 30 min.

1. What was the immediate cause of the Peloponnesian War? How long did it continue? Who is its great historian? What plan of warfare did the Athenians follow during the life of Pericles? Describe the chief incidents of the war after his death.
- 2 What was the original boundary of the Macedonian Empire? What tribes inhabited its soil? Name in order the accessions to the Empire in the time of Philip; sketch the career of his son Alexander in Asia.
- 3 Give a connected account of the second Punic War from the following heads: Its origin, Hannibal's march to Italy; how he became master of Northern Italy; his signal victory at Cannæ. His first check; the disorganization of his army at Capua; the treatment he received from his countrymen. The success of Publius Scipio in Spain. The fate of Hasdrubal in attempting to oppose Scipio. The war carried into Africa. The recall of Hannibal. The final battle on the plain of Zama.
- 4 Name the chief Asiatic races who came in contact with those of Europe during the middle ages. Who were their principal leaders? Describe briefly the conquests of Tamerlane—sometimes called Timor the Tartar.
- 5 Describe briefly the fall of Constantinople in 1458.
- 6 Name the chief events in connection with the life of one of the following historical characters:—Charlemagne, Frederic the Great, Maria Theresa, Napoleon, Nelson, Wellington.

No Tables are required for this Exercise.

I. [17] PRACTICAL MATHEMATICS.—Time, 1 hour.

Female candidates are not required to work this paper, but credit will be given for work done.

- 1 A tank which is circular and 8 feet in depth, contains 10,000 gallons; what is its diameter?
- 2 Prove $\sin(A+B) = \sin A \cos B + \sin B \cos A$.
- 3 Find the sine, cos. and tangent of 45° .

- 4 Show how to measure the height of an object situated on an inaccessible height, when a horizontal base can be measured in the same vertical plane with the top of the object.
- 5 Draw the plan and find the area of a field from the following dimensions in links:—The longest side A B is a straight line. Passing from A to B, the offsets on the left are, at A, 0; at 248 from A, 34; at 342, 73; at 412, 139; at 464, 113; at 502, 142; at 603, 0.
- 6 From the top of a lighthouse, A B, 102 feet high, built on a vertical promontory, the angle of depression E A C, of a ship was 30° , and at the bottom, B, of the lighthouse the angle of depression, F B C, was 15° ; required the horizontal distance, C D of the vessel, and the height, D B, of the promontory.

II. [1] SCHOOL MANAGEMENT.—*Time, 1 hour 30 min.*

- 1 Explain the principles upon which you would proceed to classify your pupils.
- 2 Make out a list of faults to be avoided by Teachers in the management of their Schools.
- 3 How do you propose to deal with a pupil who is habitually inattentive or who invariably comes late to School?
- 4 What should be the characteristics of a Teacher in the exercise of his authority in School?
- 5 Construct a Time-Table for one week for a School of 50 pupils, comprising three classes, and from it give a specimen of your Working Programme for one day.

II. [2] TEACHING.—*Time, 1 hour 30 min.*

- 1 Describe three methods adopted in teaching the first steps of Reading. Which of them do you prefer, and on what grounds?
- 2 Specify some of the faults which you have observed in the reading of many advanced pupils, and state what you consider the best exercises for effectual correction.
- 3 Describe the method you would adopt in giving systematic instructions in Writing.
- 4 Outline a course of Lessons in Oral Geography, and state briefly your method when your pupils are prepared to use a Text-book.
- 5 Write Notes for an Oral Lesson on (1) Coal or Iron, (2) Respiration or Circulation of the Blood. (Write Matter and Method separate and opposite, and state the age of the pupils for whom the Lesson is designed.)
- 6 Distinguish between *teaching* and *telling*, and illustrate the difference by a Lesson on some Rule in Arithmetic.

II. [3] THE SCHOOL SYSTEM.—*Time, 30 min.*

- 1 State in detail the sources whence the salaries of Teachers are derived.
- 2 What is District Assessment? How is it levied?
- 3 Under what conditions are Teachers' Agreements terminable?
- 4 What persons are eligible for Provincial Examination? How are candidates' papers estimated?
- 5 How do you find the per centage of pupils daily present on an average during any given term?

II. [4] CANADIAN HISTORY.—*Time, 1 hour.*

- 1 In what respect are the names of the Cabots, Martin Robisher and Sir Humphrey Gilbert associated with early discovery in North America?
- 2 Give a short account of Pontiac's conspiracy, its rise and defeat.
- 3 Name the prominent leaders and the chief events in the war of 1812-15.

- 4 Into how many periods may the History of Canada be divided? What are the characteristics of each period?
- 5 What are the leading subjects of legislation over which the Dominion and Provincial Parliaments respectively have jurisdiction?

Answers must be written on this paper.

II. [5]

MENTAL ARITHMETIC.—Time, 8 min.

- 1 Find price of 328 articles at 17s. 6d. each. *Ans.*
- 2 Bought cloth for 60 dollars and sold it at $\frac{1}{4}$ more than it cost; for how much was it sold? *Ans.*
- 3 When an article is sold at $\frac{3}{4}$ of its cost, what is the loss per cent.? *Ans.*
- 4 Find the difference of the squares of 54 and 60. *Ans.*
- 5 Multiply the sum of $\frac{3}{4} + \frac{2}{3} + \frac{5}{6}$ by $2\frac{2}{3}$ of $\frac{1}{2}$ *Ans.*
- 6 Sold a watch for \$30 and thereby lost 20 per cent.; at what price should it have been sold to have gained 20 per cent.? *Ans.*

II. [6]

ARITHMETIC.—Time, 1 hour 30 min.

- 1 Define a vulgar fraction and a decimal fraction respectively; and show how these definitions may be illustrated by a diagram.
- 2 What is meant by ratio, and what by proportion? Show how the Rule of Proportion may be deduced from the general principle that "the product of the extremes is equal to the product of the means."
- 3 A piece of cloth, when measured with a yard measure which is two thirds of an inch too short, appears to be $10\frac{1}{2}$ yards long. What is the true length?
- 4 Divide 1134567 by 473 in the duodenary scale.
- 5 How many yards of carpet 2 ft. 6 in. wide will be required to cover a floor 27.3' ft. long and 20.16' ft. wide?
- 6 If I remit to my agent \$25,000, with instructions to deduct his brokerage at 1 per cent., and invest the remainder in Bank Stock then selling at 7 per cent. premium, what amount of Stock do I receive?
- 7 In what time will £5 14s. 8½d. amount to nine times itself at 6 per cent.?
- 8 Find the Compound Interest and amount of \$240 for 5 years at three per cent., payable quarterly.
- 9 Explain the term *properties of numbers*. Name six of the most important properties.

The Examiner will estimate Parts I and II as of equal value in this paper.

II. [7]

GEOGRAPHY.—Time, 1 hour 30 min.

PART I.

- 1 Describe the physical aspect of one of the following countries:—Germany, France, Spain, or European Turkey.
- 2 Give an account of the average height, and chief characteristics of one of the following ranges:—Rocky Mountains, Alps or the Himalayas.
- 3 Take an imaginary journey up the Rhine, the Elbe or the Danube, and note the chief points of interest.
- 4 Compare the extent and population of Ontario with the other Provinces of the Dominion.
- 5 Explain the cause of land and sea breezes.
- 6 Find from the Globe the duration of twilight at any given place on a given day.

PART II.

Draw from memory an outline Map (1) of Nova Scotia, (2) of North America, and indicate the chief mountains and rivers.

II. [8]

COMPOSITION.—Time, 1 hour.

- 1 What is *transposition*? What Rules would you observe in transposing from the *Metrical* to the *Prose Order* of Construction? Transpose the following passage to the *Prose Order* without altering the sense:—

"In his steady course
No piteous revolutions had he felt,
No wild varieties of joy and grief,
Unoccupied by sorrow of its own.
His heart lay open; and, by Nature tuned
And constant disposition of his thought
To sympathy with man, he was alive
To all that was enjoyed where'er he went,
And all that was endured.

- 2 Arrange the following clauses into a complex sentence:—

1a1. A wise student carefully masters all the details of those books.
(adv. time.)

a2. Those books suit his capacity. (attr.)

A. He contents himself with a general outline of any work.

2a1. Any work is not so suitable. (attr.)

- 3 Name some of the most important principles to be observed in the construction (1) of Sentences, (2) of Paragraphs.

- 4 Construct a complete and lucid narrative from the following outline:—

THE SOLDIER'S HORSE.

The soldier's horse—great favourite—soldier very kind to it—the horse never so happy as when its master is on its back—war breaks out—the soldier goes to battle—he is shot—falls off his horse—dies—no one comes near him till three days pass—then friends came to bury him—they find the horse standing over him—it had had no food—but it stood driving away the birds of prey from the body of its dead master.

- 5 Name the mechanical points to be attended to in form of a letter. Write a letter to your uncle, describing a *holiday ramble*.

II. [9]

GRAMMAR.—Time, 1 hour.

- 1 What are the distinctive features of the prescribed Text-book of Grammar?
2 Define the terms *inflection*, *gender*, *number*, *case*, *mood*, *voice*.
3 Give all the inflections of *come*, *boy*, *man*, *me*, *go*, *thou*, *I*, *soon*, *in*, *good*, *merry*.
4 Name the different kinds of adverbial clauses and give an example of each.
5 Give the *general analysis* of the following passage:—

From his sixth year, the Boy of whom I speak,
In summer, tended cattle on the hills;
But through the inclement and the perilous days
Of long-continuing winter, he repaired,
Equipped with satchel, to a school, that stood,
Sole building on a mountain's dreary edge.

- 6 Give the detailed analysis in the following Form:—

SUBJECT.		PREDICATE.		
Enlargement of Subject.	Simple Subject.	Simple Pred.	Completion of Pred.	Extension of Pred.

- 7 Parse in tabular form the words in *italics*.

FORM.

Word.	Class.	Sub-Class.	Inflection.	Syntax.	Rule of Syntax.

- 8 Give the past tense and past participle of all the irregular verbs that occur in the preceding passage.

II. [10]

BRITISH HISTORY.—*Time, 1 hour.*

- 1 Give a short account of the Manners and Religion of the ancient Britons.
- 2 Name the most distinguished Kings before the Norman Conquest, and describe some great events in the reign of one of them.
- 3 Who were the most distinguished statesmen, warriors and authors in the Reigns of Elizabeth and Queen Anne?
- 4 What circumstances led to the war which terminated in the Independence of the United States?
- 5 What battles were won by British troops under the command of the Duke of Wellington? Recount one of these battles.

II. [11.]

BOOK-KEEPING.—*Time, 45 min.*

- 1 What is meant by Assets, Bill of Lading, Consignee, Indorser, Invoice?
- 2 Make the proper entries in the Day Book, Cash Book, and Ledger, for the following:—
Robert Jones invests in business \$4,000 in cash, \$3,500 in mdze., and a balance of \$210 to his credit with T. Robertson; he owes Robt. Thomas \$240. He takes for his private use \$100, and goods to the value of \$250
- 3 Write a specimen of "A Letter with an Order."

II. [12]

CHEMISTRY OF COMMON THINGS.—*Time, 45 min.*

- 1 What is the composition of carbonic acid? What important part does it play in vegetation? Name two ways in which it may be prepared.
- 2 Give a short description of the preparation and refining of cane sugar.
- 3 Give the composition of starch, dextrin, gum, cane sugar, and woody fibre.
- 4 Whence are vegetable oils obtained? Into how many classes are they divided? Give the characteristics of each class.

Answers must contain the whole operation.

II. [13]

ALGEBRA.—*Time, 1 hour 30 min.*

Female Candidates are not required to work this paper, but credit will be given for work done.

- 1 Explain the terms *factor*, *coefficient*, *power*, and *exponent*.
- 2 If $a=1$, $b=2$, $c=3$, $d=4$, find the numerical value of the following expression:—

$$\frac{a^2 + 2ab + b^2}{a + b} - \frac{b^2 + 2bc + c^2}{b + c} + \frac{c^2 + 2cd + d^2}{c + d}$$

- 3 Divide $x^3 - (a + b + c)x^2 + (ab + ac + bc)x - abc$ by $x^2 - (a + b)x + ab$.
- 4 Cube $(a + b + c)$ and find the product of $x^2 + xy - y^2$ by $x^2 - xy + y^2$, applying formulæ in both cases.
- 5 Find the quotients of $x^6 + y^6 - 2x^2y^3$ by $(x - y)^2$ and $x^6 + y^6 + 2x^2y^3$ by $(x + y)^2$ by the use of formulæ.

- 6 From $\frac{2x-6}{3x-8} = \frac{2x-5}{3x-7}$, find x .

- 7 From $\sqrt{x+4ab} = 2a - \sqrt{x}$, find x .

- 8 Find two consecutive numbers such that the half and the fifth of the first taken together shall be equal to the third and the fourth of the second taken together.

- 9 From $x + 2y + 3z = 6$, $2x + 4y + 2z = 8$, $3x + 2y + 8z = 101$, find x , y , z .

- 10 Show by means of operating upon an example how you would lead a pupil to infer the Rule of Subtraction.

Female Candidates are not required to work this paper, but credit will be given for work done.

II. [14]

GEOMETRY.—*Time, 1 hour 30 min.*

- 1 What is a plane superficies, a straight line, an angle, a circle?
- 2 If one side of a triangle be produced, the exterior angle is greater than either of the interior opposite angles.
- 3 If a straight line falling upon two other straight lines makes the alternate angles equal to one another, these two straight lines are parallel.
- 4 The opposite sides and angles of a parallelogram are equal to one another and the diagonal bisects it.
- 5 Equal triangles, between the same parallels, are upon equal bases.
- 6 Describe a square upon a given straight line.
- 7 In a given straight line find a point equally distant from two given points.
- 8 If the exterior angle and one of the opposite interior angles in one triangle be respectively double those of another, the remaining opposite interior angle of the former is double that of the latter.

III. [1]

SCHOOL MANAGEMENT.—*Time, 1 hour 30 min.*

- 1 State briefly and clearly how you would proceed to organize a School.
- 2 In what way can Parents, Trustees and others be induced to visit and take an interest in your School?
- 3 Show how you propose to employ your pupils during recess on stormy or rainy days.
- 4 Name some of the motives you would employ in striving to secure the interest and co-operation of your pupils.
- 5 Draw up a Time-Table and a Working Programme for a School supposed to have three classes in each of the subjects taught.

III. [2]

TEACHING.—*Time, 1 hour 30 min.*

- 1 Detail the various steps you would adopt in teaching the first stages of Reading.
- 2 What are the best arrangements for lessons in Writing? State fully the causes of the failures in this subject.
- 3 Outline a first year's course in Number.
- 4 Illustrate by means of a question in Recitation your mode of teaching Arithmetic.
- 5 Write Notes for a lesson on one of the following subjects: Dog, Camel, Lead, or Sponge. (Set down your *matter* and *method* separate and opposite, and state the age of the pupils for whom the lesson is designed).

III. [3]

THE SCHOOL SYSTEM.—*Time, 30 min.*

- 1 When does the Annual School Meeting take place? What notice should be given of it, and who are qualified to vote at it?
- 2 Where do the School Terms begin and end?
- 3 How can you determine the number of teaching days in any Term? Find the number of teaching days in the current Term.
- 4 Who is responsible for the pupils' conduct in going to and returning from School?
- 5 What is the Teacher's duty (1) with respect to a Time-Table, and (2) with respect to the temperature of the Schoolroom?

III. [4]

NEW BRUNSWICK HISTORY.—*Time, 1 hour.*

- 1 Who were the United Empire Loyalists? Give an account of their landing in New Brunswick, and of some of the difficulties between them and the original settlers.

- 2 What circumstances led to the formation of New Brunswick into a separate Province? How long has it been a separate Province? State what you know of its first Legislature.
- 3 Give a short account of what is known as the "Aroostook War."
- 4 What do you understand by Responsible Government? When was it adopted in New Brunswick? What names are prominently associated with its introduction?
- 5 Describe (1) how Laws are made in our Province, and (2) how criminals are apprehended and punished.

Answers must be written on this paper.

III. [5]

MENTAL ARITHMETIC. — Time, 8 min.

- 1 What is the interest of \$542 for 4 years at 5 per cent. *Ans.*
- 2 Find the price of 21 yards at 41 cents. *Ans.*
- 3 If 19 yards cost \$152 what will 163 yards cost? *Ans.*
- 4 Divide the sum of $\frac{2}{3} + \frac{1}{2} + \frac{7}{10}$ by 16. *Ans.*
- 5 What cost $11\frac{1}{2}$ yards at $12\frac{1}{2}$ cents each. *Ans.*
- 6 Divide 2.17 by .0007. *Ans.*

Answers must contain the whole operation.

III. [6]

ARITHMETIC. — Time, 1 hour 30 min.

- 1 Explain the terms Notation, Numeration, Product, Quotient, Prime Number, and Ratio.
- 2 Multiply 649875 by 789. Express your answer in words as well as in figures.
- 3 Reduce 1 acre to inches and test the accuracy of your work by reversing the process.
- 4 Reduce $\frac{5}{8}$ of $\frac{3}{4}$ of 3 $\frac{1}{2}$ oz. to the fraction of 2 lbs. Troy.
- 5 Multiply 6842.365 by 3.421 and divide the product by 49,0084.
- 6 If 15 men working 12 hours per day can reap 60 acres in 20 days, how long will it take 30 boys working 10 hours per day to reap 96 acres, 6 men being equal to 10 boys?
- 7 Find by Practice the price of 181 cwt. 3 qrs. 15 lbs. (short weight) at £2 3s. 9d. per cwt.
- 8 A man having 900 acres of land sold $\frac{1}{4}$ of it at one time, and one half of the remainder at another time, what per cent. of it remained unsold?
- 9 What mistakes in Notation have you observed to be very common? What is the cause of such mistakes? How would you correct the habit of making them?

The Examiner will estimate Parts I and II as of equal value in this paper.

III [7]

GEOGRAPHY. — Time, 1 hour 30 min.

PART I.

- 1 Define the terms Meridian, Longitude, Ecliptic, Zone, and explain the cause of day and night.
- 2 Take an imaginary journey round the coast of Great Britain and note the chief headlands and the mouths of the chief rivers.
- 3 Give the boundaries of Ontario and name its chief towns, rivers and mountains.
- 4 Give the situation of the following places, and note any important facts respecting Manchester, Cork, Aberdeen, Calcutta, New Orleans, Pictou, Mecca, Damascus.
- 5 Describe the climate of New Brunswick. Compare New Brunswick and Nova Scotia as respects area and population.

PART II.

Draw from memory an outline map of New Brunswick, with the chief rivers and towns accurately marked.

III. [8]

COMPOSITION.—Time, 1 hour.

Reading Lesson.—The Blind Man.

1 OUTLINE.—On their way home James and Harry see a blind man sitting—has lost his road—is unwell—James runs for a drink of water—Harry brings him a piece of bread—blind man gets better—they help him on his feet—lead him along the road—boys call them to play—they take no notice—lead him along the bridge—across the park—put him on the straight road—blind man thanks them—often see him afterwards—they and the blind man become great friends.

Questions.—Whom did James and Harry see on their way home? In what plight was he? How did he feel? What did James bring him? What did Harry bring him? What good did they do? What did they do next? Who called them? How did they act? Where did they lead him? Where did they put him? What did the blind man do? Whom did they often see? What did they become afterwards?

(a) Write in order *Formal Answers* to the above questions.

(b) From your formal answers make a complete story as told by James to his father.

2 Correct or justify the following expressions :—

He don't understand your question. Is his answers given correct? I educate him daily in grammar. Greater events were now on the wing? We had not ought to act so foolish. There was considerable of a difficulty in the last passage. I mind the time when I should have wrote the passage the same as you. These news are not comforting. I expect soon to hear that money will be plenty. It is not fit for such as us to arrange the matter between you and they.

III. [9]

GRAMMAR.—Time, 1 hour.

- 1 Write out the present subjunctive of three irregular verbs.
- 2 Classify the following words :—*man, calm, sound, me, up, till, when.*
- 3 Give all the inflections of *we, us, move, pretty, lady, book, before.*
- 4 What are the essential and subordinate parts of a sentence?
- 5 Analyze in the prescribed Form :—

(a) "Him had I marked the day before."

(b) "Many a time,
On holidays, we rambled through the wood."

(c) "He by appointment waited for me here.
Under the covert of these clustering elms."

FORM.

SUBJECT.		PREDICATE.		
Enlargement of Subject.	Simple Subject.	Simple Pred.	Completion of Pred.	Extension of Pred.

6 Parse in tabular form the first of the sentences given for analysis.

FORM.

Word.	Class.	Sub-Class.	Inflection.	Syntax.	Rule of Syntax.

[No.

chief rivers and

l man sitting—
arry brings him
fect—lead him
d him along the
an thanks them
t friends.

at plight was he?
? What good did
Where did they
om did they often

old by James to

? I educate him
e had not ought to
t passage. I mind
These news are
It is not fit for

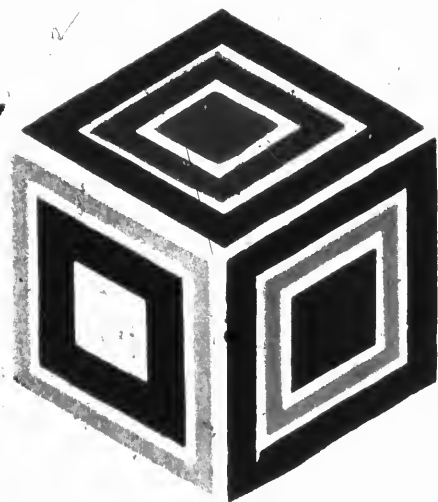
when.

re.

Extension of Prod

alysis.

Rule of Syntax



MANUAL OF COLOUR.

We publish below the Manual of Colour prepared for the use of students in the Department of Science and Art, by R. REDGRAVE, R. A. The annexed diagram illustrates the harmonious relations of colour, presenting at one view the exact surface quantities in which colours harmonize with each other. The centre of each lozenge contains a primary hue,—namely, yellow as three, red as five, and blue as eight, of surface measurement. Each primary is surrounded by its harmonizing secondary,—namely, purple as thirteen to three yellow, green as eleven to five red, and orange as eight to eight blue. These secondaries are again surrounded by their harmonising tertiaries; thus citrine as nineteen to thirteen purple, russet as twenty-one to eleven green, and olive as twenty-four to eight orange. The relative quantity of each hue which should be present in any ornamental arrangement is thus placed before the eye, which is assisted in its judgment, not only as to full hues of colour, but as to hues when diluted into tints or darkened into shades.

There are few subjects so attractive to pupils as that of colour. It holds no unimportant place in every well ordered primary school, where it should be treated simply as a property of bodies. To teach the pupil to recognize, discriminate, and name the more common colours, and to accustom his eye to their harmonious combinations, are the two points to be aimed at in lessons in the primary classes. In the more advanced classes, colour should be treated as a science and an art. No subject yields a more attractive series of oral lessons.

Sight is the most nearly perfect of all our senses. Its conceptions of whatever properties of objects can be seen are more vivid and complete than when ideas of the same properties are conveyed to the mind by any one of the other senses. Horace understood the importance of this sense when he sang:

Sounds which address the ear are lost, and die
In one short hour; but that which strikes the eye
Lives long upon the mind; the faithful sight
Engraves the knowledge with a beam of light.

Colour is emphatically a subject for the sense of sight. To teach it, the colours themselves must be shown. No descriptions will convey any idea of them to one who has never seen the colours. It is well-known that individuals possess very different degrees of distinguishing not only tints and shades of the same colour, but the colours most strikingly opposed to each other. Indeed, the same colour will be called by entirely different names by different individuals. Comparatively few persons can distinguish a scarlet from a vermillion, or a crimson from a carmine. Many confound a blue with a green. By the investigations of Brewster and Wilson, it has been discovered that a deficiency in the power to discern colour is more prevalent than was supposed. From calculations based on various examinations made in England and Scotland, it appears that one person out of every fifteen is unable to distinguish all of the ordinary colours; one in fifty-five confounds red with green; one in sixty brown with green; one in forty-six blue with green. Of the three primary colours, red appears to be the most difficult to be distinguished; it is the distracting colour of the three. Some persons can not see it at all as a colour, for it appears to them as black, but most commonly it is mistaken for green. Yellow is the colour which less frequently escapes perception. There are but a very few persons, even among those who are called colour-blind, that do not see yellow perfectly. A pure blue is in the next degree least likely to be mistaken, and with some it is the most vivid colour of the

three. Green is frequently mistaken for red, and often for blue. Those who can not distinguish red regard purple as blue, and orange as yellow. Red and green are the two colours which are most commonly not distinguished, yet it so happens that these are the two colours used as signals on rail-roads and ships. Persons appointed as railroad signalmen should be carefully tested as to their powers of distinguishing between the colours of red and green, before they enter upon duty.

No doubt, many teachers will be slow to credit some of the foregoing statements. They have only to institute a careful test of their own pupils, and their doubts will be removed.

It is now generally believed that defect in distinguishing colours can be remedied by early training and careful education of the eye. There is no good reason why any pupil should leave our schools without such a knowledge of colour as will not only sharpen his observing powers and give him a wide command of pictorial language, but also give him most valuable hints in the development of industrial ornament and in the cultivation of a correct taste.

Teachers of primary classes will find some good hints for oral lessons on colour in Sheldon's Elementary Instruction. Teachers of advanced classes require a fuller and deeper knowledge of the subject. Few, however, can readily possess themselves of the works of Field, Chevreul, and Jones. The following Manual is published for such, and is chiefly compiled from these standard writers on Colour. Of course, no teacher will think of using the matter in the form here given. He must make himself familiar with the subject, and present it in oral lessons adapted to the capacity of his scholars.

SECTION I.

Colour gives to the world of form beauty and ornament, and seems superadded to the necessity of creation; but it has its use also; it assists us to distinguish form; it aids us in determining distance and space, and enables the eye more readily to separate objects, and parts of objects, from each other.

1. The source of colour is Light;
2. It is lost and destroyed by Darkness.
3. Light is represented by White;
4. Darkness by Black;
5. And the many intermediate colourless tints between light and darkness, by the mixture of Black and White in various proportions: these tints are called Grey.
6. Formerly light was considered to be a primary element, but experiment has shown that white light is divisible into three separate rays, which are severally Yellow, Red, and Blue,
7. These rays cannot be further decomposed or divided; and as being the primary elements of light, and unattainable by any mixture, they are called *Primary Colours*.
8. By mixing these primary colours in varied proportions, all *Hues* of colour are obtained;
9. By diluting these hues with White, all *Tints* of colour;
10. Or by toning the hues with Black, all *Shades* of colour, are produced.
11. Colour has been divided into Inherent colour and Transient colour.
12. Inherent colours being all material or coloured substances, as those of the dye, or the pigments used by the painter, &c.
13. Transient colours are those formed by the decomposition of light, such as the hues of the rainbow, the prism, or the ocular spectrum.
14. It is necessary to remember that pigments, such as those used by the dyer or painter, are but the representatives of colours; and that they but very imperfectly represent the primaries: there is no Yellow pigment, for instance, of which it can be safely averred that it is free from any mixture either of Red or

Blue: nor any Blue so pure as to be without any mixture of Yellow or Red. If pigments could be obtained truly representing each primary, the laws of colour might be perfectly illustrated: but since this is not possible, either as respects purity of colour or power of mixing, explanations of the laws of harmony are beset with many difficulties. Even when pigments are obtained which nearly represent the respective primaries from various causes, such as difference of transparency or opacity, chemical components, or other qualities, they do not perhaps mix to produce even an approach to a perfect secondary colour.

14. The three primaries, Yellow, Red, and Blue, in the state of transient colours (that is to say, in the colours of the prism), when re-composed, or mixed by the contrary process to that by which they have been de-composed or separated, produce White light.

16. Field, in his work on Chromatography, has shown that material colours, mixed in the proportion of *three* Yellow, *five* Red, and *eight* Blue, are neutralised and destroyed.

17. Any two of them, mixed in these proportions, produce a perfect secondary, which harmonises with the remaining primary.

18. Thus *three* Yellow and *five* Red produce Orange, which harmonises with the remaining primary Blue in the proportion of eight, either as to surface or intensity;

19. Or *five* Red and *eight* Blue produce Purple, which, in a like manner, harmonises with Yellow in the proportion of three Yellow to thirteen Purple.

20. Or *eight* Blue and *three* Yellow produce Green, harmonising with Red in the proportion of five Red to eleven Green.

21. The three colours thus produced, namely, Orange, Purple and Green, are each complementary to, or complemented by, a primary.

22. Orange is complementary to Blue and Blue to Orange.

23. Purple is complementary to Yellow, and Yellow to Purple.

24. Green is complementary to Red, and Red to Green.

25. To satisfy the eye and produce harmony of colour, the presence of all the three primaries is required, either pure or in combination; thus, Red when not supported by the due proportion of Yellow and Blue is harmonised by the presence of the secondary Green, which is the union of those two primaries, and which is therefore called the complement to Red.

26. This is proved to be a physical want of the organs of sight by a simple experiment. If in a strong sunlight we gaze fixedly upon a red wafer placed in the middle of a sheet of white paper, and then suddenly remove it, a green spot of the same form will appear for a short time to replace it, gradually fading away as the nerves of the eye, fatigued with looking at the red, recover their tone by its removal.

27. This fleeting image of the object which floats before the eye is called an Ocular Spectrum. In a like manner, on looking at the sun when low in the horizon, an ocular spectrum of the form of the sun, but of a purple hue, will float before the eye as it is removed from gazing on the sun's brightness.

28. In these instances the eye decomposes the light, derived in one case from the paper, in the other from the sun; the nerves, fatigued with looking intensely at one primary, are unable to receive the rays of that colour, the other two rays therefore become mingled to produce the secondary colour of the ocular spectrum.

29. It should be remembered that as any one of the primary colours, by mixture with either of the others, loses its purity, and becomes in a degree secondary, the secondary which is complementary to it must contain more of the remaining primary: thus, if Red tends towards Scarlet, which is an Orange Red (a Red with Yellow in it), the Green, to be truly complementary, should incline towards the remaining primary Blue, and be a Blue Green.

30. When the Red, on the contrary, tends towards Crimson, which is a Purple Red, (a Red with Blue in it), then the complementary Green should incline towards Yellow, and be a Yellow Green; and the like rule holds good as to the other primaries.

31. Painters describe colours as being Warm colours or Cold colours: Orange and Red, and their hues and tints, being warm; Blue and Green being cold colours.

32. The mixture of secondary colours produces the tertiary colours.

33. Thus, the two secondaries, Orange and Green, produce the tertiary CITRINE.

which harmonises with PURPLE in the proportion of nineteen Citrine to thirteen Purple.

34. Purple and Green produce the tertiary OLIVE, which harmonises with ORANGE in the proportion of twenty-four Olive to eight Orange.

35. Orange and Purple produce the tertiary Russet, which harmonises with the secondary GREEN in the proportion of twenty-one Russet to eleven Green.

36. Whilst the union of two primaries results in a new and perfect hue, every mixture of the three has a tendency to neutralise or destroy colour;

37. From this cause, the tertiary compounds are more neutral than the secondaries, each being composed of the three primaries, with one predominant.

38. Thus, Yellow predominates in Citrine, and imparts many of its peculiar qualities to that tertiary;

39. Red predominates in Russet, the warmest of the tertiaries;

40. And Blue, being in excess in Olive, renders that tertiary the coldest and darkest of the three.

41. It is necessary to note certain properties of Contrast between the various primaries and one another, and their complementary secondaries.

42. Thus, Yellow is of all colours the most allied to light;

43. While its complementary, Purple, is the darkest of all hues.

44. They contrast, therefore, as to light and dark.

45. Red is the most exciting and positive of all colours;

46. Its complementary, Green, the most soothing and grateful to the eye.

47. Red and Green are non-contrasting as to light and dark;

48. But they are contrasting as to their power of exciting the eye and as to power of colour.

49. Blue is the coldest and most retiring of all colours;

50. Its complementary, Orange, the warmest and most advancing.

51. Their contrast is therefore both as to advancing and retiring and as to hot and cold.

Questions on Section I.

1. What is the source of colour?
2. What destroys colour?
3. How is light represented by the artist?
4. How is darkness represented?
5. What mixture produces the intermediate between light and dark?
6. Is light a simple element, or may it be decomposed?
7. What are the component parts of light called?
8. What results are obtained by mixing the primary colours?
9. How are tints of colour produced?
10. What is the nature of shades of colour?
11. How has colour been divided?
12. To which of these divisions do coloured substances and pigments belong?
13. What is the nature of transient colours?
14. Do the pigments, or material colours of the dyer or painter, truly represent the primary colours? or is it possible to obtain pigments that perfectly represent any or all of them?
15. Can the primary rays be again united, to produce a colourless ray of light?
16. What is the case with pigments?
17. In what proportions must the three primaries be mixed to neutralise each other?
18. When only two primaries are to be mixed, what is the result?
19. Describe those primaries which being mixed produce Orange, and name the relative proportions.
20. Name the primaries and their proportions which being mixed produce Purple, and what is its harmonising primary?
21. How do we name the mixture of two primaries? and what is such mixture called in relation to the remaining primary?
22. 23. 24. Describe the several complements of the primaries and secondaries.
25. What is required to satisfy the eye, and produce a sense of harmony of colour? What is the nature of a complementary colour?
26. Describe some natural fact which illustrates this law of colour.
27. What do we name the fleeting image that is seen by the eye when fatigued with looking intensely at a coloured object?
28. What is the cause of this image being produced?
29. What is necessary in the complementary secondary when the primary colour is tinged with another primary?
30. Describe the complementary of Crimson-Red.
31. What are cold colours? What are warm colours?
32. How are the tertiary colours produced?
33. Describe the secondaries which produce the tertiary Citrine.
34. Name the secondaries which produce the tertiary Olive, and its harmonising proportion with Orange.
35. Describe the secondaries which compose Russet, and the proportion in which it harmonises with the remaining secondary.
36. What is the result of mixing the three primaries in any proportions?
37. What is the composition of the tertiaries?

3.]

- | | |
|--|---|
| 38. What is the primary that predominates in Citrine? | 45. Describe the nature of Red? |
| 39. Name the dominant primary in Russet? | 46. Name the properties of Green. |
| 40. And in Olive. | 47. Do Red and Green contrast as to light and dark? |
| 41. Are there any other contrasts of colour which it is desirable to know? | 48. Are there any respects in which they do contrast? |
| 42. What are the properties of Yellow? | 49. What qualities are inherent in Blue? |
| 43. What marked quality is to be observed in Purple? | 50. Has Orange any contrasting quality? |
| 44. How do Yellow and Purple contrast? | 51. How does it contrast with its primary Blue? |

SECTION II.

1. BESIDES those inherent contrasts of colour with each other, spoken of in the latter part of the last section (41-51), there are others which may be called transient contrasts.

2. Of these, the successive contrast has already been described (Sect. I., 25-27); under which name is comprehended all the phenomena observable when we remove the eyes from a coloured object on which they have long dwelt.

3. In this case, an image of the object floats before the eye coloured with the complementary of the real colour of the object.

4. Again, when the eye is removed from a coloured object to dwell on another object also coloured, the new colour is modified by the complementary of the first colour.

5. This class of changes has been called mixed contrasts.

6. The simultaneous contrast of colours comprises all the phenomena which take place when colours are seen simultaneously in juxtaposition: for a scientific explanation of these laws we are indebted to M. Chevreul (see Preface).

7. Simultaneous contrasts are of two kinds:

8. The one, the *contrast of depth* or intensity, by which an apparent change of depth of tint results from placing two tints or shades in close proximity;

9. The other, the *contrast of hue*, or the apparent change in colour from the like approximation of tints, hues, or shades.

10. These changes arise from a property common to all coloured bodies of reflecting, along with their own proper hue, a certain amount of the complementary rays and of white or undecomposed light.

11. From this cause we find that when two *tints* of the same colour, but of unequal depth, are placed in close contact, the light tint will appear still lighter and the dark tint still darker; these effects being most evident at the edges where the tints are in union, and getting fainter towards the opposite margin.

12. When, however, two different *hues* of colour are juxtaposed, they receive a double modification; first, as to their *depth*, the light colour appearing lighter, the dark colour appearing darker;

13. Secondly, as to their *hue*, each becoming tinged with the complementary colour of the other.

14. Thus also will it be found, that complementary colours in juxtaposition mutually enrich each other;

15. When Yellow and Purple, for instance, are arranged side by side, the Yellow is apparently deepened in tint and enriched by the extra Yellow rays given out by the proximate Purple, at the same time the Purple is enlivened and enlightened by its contrast with the lighter primary, and enriched in colour by the extra Purple rays given out by its Yellow complementary.

16. But, in order to full harmony, it is necessary that the juxtaposed colours should be of equal intensity of hue. Thus the law of harmony will be found in complementary contrasts of colour with analogy of hue. When analogy of hue is wanting, that is to say, when a full hue of colour is juxtaposed with a tint or shade of its complementary, their mutual enrichment of each other decreases in the ratio of their decrease of analogy of hue.

17. By juxtaposition inharmonious combinations are rendered still more inharmonious. Thus, if Purple and Blue are placed side by side, both colours are injured.

18. The Blue is apparently darkened in shade by the neighbourhood of the Purple; and becomes greenish from the action of the extra Yellow rays given out by the Purple,

19. Whilst the Purple is dirtied in the direction of Russet by the admixture of the extra Orange rays reflected from the surface of the adjoining Blue.

20. These effects are greatly modified by dividing the colours from each other by lines of White; the eye readily decomposing for itself the harmonising colour required, and resolving the discord.

21. In contrasting colour with a ground of White, the colour is enriched, the White ground overpowering the extra White rays given out by the colour.

22. In contrasting colour with a Black ground, the colour appears diluted or weakened, the extra White rays given out by the colour being increased by those reflected from the Black surface.

23. Black grounds should not be opposed to colours which have a luminous complementary, since these must tend to diminish the brilliancy of the ground, whilst the reverse will arise from the opposition of colours which have a dark complementary.

24. Thus, Blue on a Black ground tends to give it a Brown shade by the Orange complementary rays which are invariably produced by the Blue.

25. Whilst Orange on a Black ground renders the ground more intense from the Blue extra rays reflected by Orange.

26. Cold, negative grounds, require the opposition of warm colours.

27. Red, which in colour is intermediate between light and darkness, being the contrast of Grey, which holds the same place in colourless media; Red also being the most positive of colours, harmonises agreeably with both the neutrals, Black and White.

28. Grey increases the brilliancy of all the primary colours when in juxtaposition with them.

29. It may also act as a colour, and form with the darker hues and shades harmonies of analogy;

30. While with the lighter hues and tints it may form harmonies of contrast.

31. Arrangements of the primary colours with Black are always agreeable.

32. Black also may be arranged with the darker hues to form harmonies of analogy, and with the luminous hues and tints to produce harmonies of contrast.

33. When ornamental forms of any colour are placed on grounds of the complementary colour, they should be surrounded by a margin of a lighter or darker tint.

34. This is necessary to define them clearly, and to overcome the tendency the complementary colours have to become confused from the extra rays they each give out, the effect of which is most evident at the edges where they come in contact.

35. This treatment is more especially required when the colours used are Green and Red, since these do not contrast as to light and dark, and are therefore more apt to flow into one another than colours of more decided contrasts, such as Purple and Yellow.

36. When the ground is dark and the ornamental forms of a light complementary hue, these forms should be edged with a lighter tint.

37. When the ornamental forms are dark on a luminous complementary ground, the forms should be edged with a darker line.

38. This is also the case with *self-tints*, dark forms on a light ground requiring to be bordered with an outline still darker.

39. These "laws of simultaneous contrast" agree with the practice of the Oriental and Mediaeval ornamentists, who separated coloured ornamental forms from coloured grounds by edgings of White or Black, and used ornamental forms of any colour on White or Black grounds without outline or edging.

40. They also used gold in the same manner as the neutrals White and Black, for dividing colours from coloured grounds.

Questions on Section II.

1. What other contrasts of colour are there besides those spoken of in the former section?

2, 3. Name the first of these contrasts, and describe the appearance classed under it.

4, 5. What is meant by mixed contrast, and the modification of coloured surfaces it describes?

6. When coloured surfaces are placed in juxtaposition, what name is given to the apparent changes they undergo?

7, 8, 9. Does this contrast of juxtaposition include more than one class of changes? If so, describe them.

10. Explain the reason of these apparent alterations?

- 11, 12, 13. Explain the nature of the simultaneous contrast of colours, and the double modification juxtaposed coloured surfaces undergo.
14. What is observable when complementary hues of colour are viewed in juxtaposition?
15. Describe the effect of the complementary colours Yellow and Purple.
16. Are colours in juxtaposition equally enriched when a tint is placed beside a full hue of its complementary? Name the law in this case.
17. What effect has the simultaneous contrast on inharmonious hues? Are Purple and Blue enriched by juxtaposition?
18. What effect has the Purple on the Blue?
19. How is the Purple changed by its configuration to the Blue?
20. What effect has the interposition of White?
21. How is colour affected when it is placed on a White ground?—And why?
22. Describe the effect of colour placed on a Black ground.
23. Why should colours which have a luminous complementary not be opposed to Black grounds?
24. Describe the effect produced on a Black ground by the introduction of Blue forms upon it.
25. Why does the introduction of Orange render a Black ground more intense?
26. What colours should be opposed to cold, neutral grounds?
27. Why are Red and Grey agreeable in combined arrangements?
28. What is the effect of Grey in juxtaposition with primary colours?
- 29, 30. What harmonious arrangements may be formed with the various classes of colours and Grey?
31. What effect has Black in combined arrangements with the primaries?
32. What classes of harmonious arrangements may be formed with Black and the various hues and tints of colour?
33. How should we treat coloured ornamental forms on a ground complementary to them?
34. Why is it necessary to border such forms with a lighter or darker tint?
35. Why is this especially necessary with full hues of Red and Green?
36. How should we treat luminous complementary forms on a dark ground?
37. Should the same treatment be followed with dark complementary forms on a light ground?
38. Do these laws refer to self-tints also?
39. Do these laws of simultaneous contrast agree with the Oriental and Mediæval practice?
40. How did the Oriental and Mediæval artists treat Gold, in respect to colour?

SECTION III

BEFORE concluding this short Catechism of Colour, it is necessary to add a few remarks on other varieties of combination, and on the harmonies of tints and shades.

The simplest arrangements of colour, combinations of the primaries and secondaries in their perfect state as full *hues*, are those which are most obvious and perhaps most commonplace, and were those used in the earliest ages, as well as at present among the least cultivated races of mankind. Yet even these combinations, to be perfectly harmonious, require great skill in their distribution, otherwise their characteristic simplicity speedily degenerates into coarse vulgarity.

The relative numerical value of full hues of the primary, secondary, and tertiary colours, both to each other and to their complementaries, has already been given. (See 16-20, 33-35, Sect. I.)

1. But there are many other combinations of great refinement, and which are productive of the most beautiful effects when skillfully treated:

2. Such are those of mixed hues, of tints, and of shades, either separately or combined. Gradations of tint, shade and hue, must be numerous, according to the power of perceiving them; and this power greatly varies in different individuals. Much of the refinement of colouring depends on a keen and delicate perception of gradations. Those totally unused to study the refinements of colour in Nature or in Art rarely go beyond the perception of the primary and secondary hues, with two or three tints, or shades of each; while it is possible that between White and either of the darker primaries a hundred tints might be plainly discernible by those skilled in the choice of colours, since they certainly distinguish tints of colour which are wholly imperceptible to others. To the painter and ornamentist the study of gradations is of the greatest importance.

3. Combinations of the mixed primaries (primaries slightly tinged with other primaries, see Sect. I, 29), with secondaries of different numerical proportions to those which form them in their perfect state (see Sect. I, 18-20), require a nice sense of relation, and in the present state of the science of colour depend more on the educated eye, or a fine organisation, to regulate their harmonies, than on any fixed rules of proportion. In the harmonies of tertiary *hues* as well as of *tints*, or of *tints* and *hues*, some of the most refined and beautiful arrangements will be found. Field tells us ("Chromatography," p. 149) that "the infinite variations of tint, hue, and relation, of which the tertiaries are susceptible, and which actually occur in nature, give a boundless license for the display of the

most captivating harmonies of colour, and the most chaste and delicate expressions," and,

4. While the discords are certainly less displeasing to the eye in this class of arrangements, from the readiness with which that organ extracts the necessary complements from the neutrals Black and White, with which such hues and tints are blended, it is not less certain that,

5. When perfect harmony is attained, from its refinement the pleasure is greater than from those of the simpler and more obvious kinds of contrast.

6. The primaries not only harmonise with the secondaries, and these with the tertiaries, in their state of full hues in the before-mentioned proportions, but their tints also harmonise.

7. Thus Primrose, which is a *tint* of Yellow, is in harmony with Lilac, which is a *tint* of Purple; while Straw-colour, which is a *tint* of Orange slightly neutralised, is contrasted with a negative Blue tint.

8. The luminous primaries and secondaries may be used in their full hues with tints of their dark complementaries; thus, Orange with Pale Blue, Yellow with Lilac, &c.

9. But in these cases the surface of the contrasting *tint* must be increased in proportion to its dilution with White.

10. When it is desirable in decoration to have a dominant colour in large masses, the primaries or secondaries may be used neutralized into *shades*, and the harmonies obtained by the introduction of small portions of the pure complementary.

11. Thus, Blue lowered in tone by Black, (Indigo) may be supported by small proportions of Orange, margined by a lighter tint or White. In the same way Marrone, which is a mixture of Red with the neutral Black, may be harmonised with pure Green edged with a lighter tint, with Black or with White.

12. The good colourist, moreover, has not only to study harmony of combination, but suitableness and local fitness; and he will require to vary his scale of colour in depth and tone for different fabrics and different purposes. For some aspects and uses a cold treatment of colour is desirable, for others, depth and richness are necessary: some fabrics, as carpets for instance, require a low-toned and somewhat negative general hue; in others, as chintzes, and all cleansing garment fabrics, a White ground left partly uncovered is the most appropriate treatment: from which it follows, that in many cases the numerical proportions of the full hues must be largely varied by the introduction of the neutrals to allow of the dominant treatment required, and to give the enhancing complementaries their due force and brilliancy in the proposed or required arrangement.

Questions on Section III.

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| <ol style="list-style-type: none"> 1. Are there any other agreeable combinations of colour besides those of the primary, secondary, and tertiary hues, in the proportions already given? 2. Name what these consist of. 3. How is it necessary to vary the secondaries to render them complementary to primaries tinged with other primaries? 4. Why are inharmonious combinations of <i>tints</i> less discordant than those of full <i>hues</i>? 5. Why do the harmonies of the tertiaries and of <i>tints</i> give greater pleasure to the eye than those of the primary and secondary hues? | <ol style="list-style-type: none"> 6. Do <i>tints</i> of the complementary colours harmonise as do their full hues? 7. Give an instance of such harmonious contrast of <i>hues</i>. 8. May full <i>hues</i> and tints of colour be used together? 9. Should the same relative proportion be observed when tints are contrasted with full hues? 10. When large and dominant masses of colour are required, how should they be enriched and supported? 11. Give an instance of such treatment. 12. Are there not other considerations requiring the attention of the designer? 13. Name some of these considerations. |
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THE SCRAP-BOOK.

EDUCATION means developing capacity and modifying temperament in the best interests of humanity. A considerable field for development exists, and a considerable modification is possible. The secret of mental education is not the storing of the mind, but the making of it. It is the evolving of power or faculty: faculty of intellect, science; faculty of emotion, feeling. The associated development of the faculties, and the coordination of their functions is the aim of education.

SOME TEACHERS affect to condemn method in their work. Method, say they, is repressive. They have a great horror of a dead level of uniformity. But nothing is clearer than this, that all sound teaching must be conditioned on the one hand by the nature of mind, and on the other by the nature of knowledge. A beautiful correlation exists between the two sets of principles derived from these sources. These principles, or laws, are as uniform as all others which pervade nature, but the modes of their utilization by the skilful teacher may be as varied as those by which the machinist avails himself of the law of gravitation. All teaching which regards method is mere sciolism. Reverses Edward Thring, M. A., Headmaster of Uppingham School, England, recently said: "After all, the more important thing is not what is taught, but how it is taught." This truth has been uttered a thousand times during the last twenty years; but every teacher, it seems, has to be convinced by his own experience that it is truth.

DIFFICULT as is the task of educating the child, it is easy, says Mr. Lake, (one of the College of Preceptors, Caterham, England), compared with the task of educating the parent. But this is what the successful teacher often has to do. There is not an influence that he brings to bear but is counterpoised or thwarted by a thousand influences, subtle, secret and complicated, which he can only partially know, and only indirectly attack.

THERE are two great current fallacies that need to be brought to light: (1) that all parents know their children better than any body else; and (2) that all mankind are born teachers, and the only reason they do not practice teaching is that they do not want to.

A CLASSIFICATION of Parents! There is the careless parent, the busy parent, the fidgety parent, the wavering, anxious, fond, sanguine, earnest parent; the *dead* parents (the theory of marriage making one not having been entirely realized), and the *venable* parents. The latter need not be studied in class. They understand "wholesome neglect." They think their children have faults. They are grateful to you for letting them know what these are. They do not think that all their children's faults reflect on them. They make allowance for difficulties, do not expect perfection. They have confidence in you, and they let you finish the work you begin. They aid and supplement and intensify the teacher's action.

A CLASS may be told a thing twenty times over, and yet not know it. Talking to a class

is not necessarily teaching. There are several time-honored metaphors on this subject, which need to be received with some grains of allowance, if we would get at an exact idea of what teaching is. Chiselling the rude marble into the finished statue; giving the impression of the seal upon the soft wax; pouring water into an empty vessel;—all these comparisons lack one essential element of likeness. The mind is, indeed, in one sense, empty, and needs to be filled. It is yielding, and needs to be impressed. It is rude, and needs polishing. But it is not, like the marble, the wax, or the vessel, a passive recipient of external influences. It is itself a living power. It is acted upon only by stirring up its own activities. The operative upon marble, unlike the operative upon marble, must have the active, voluntary co-operation of that upon which he works. The teacher is doing his work only so far as he gets work from the scholar. The very essence and root of the work are in the scholar, not in the teacher.

TEACHING is causing any one to know. Now no one can be made to know a thing but by the aid of his own powers. His own senses, his own memory, his own powers of perception, reason, and judgment, must be exercised. The function of the teacher is to bring about the exercise of the pupils' faculties. The means to do this are infinite in variety. They should be varied according to the wants and the character of the individual to be taught. Neither eye nor ear, nor any other sense or faculty, will avail to the acquisition of knowledge, unless the power of attention is cultivated. Attention is the first act or power of the mind that must be roused. It is the very foundation of all progress in knowledge, and the means of awakening it constitute the first step in the educational art.

WHEN, by any means, positive knowledge, facts, are once in possession of the mind, something must next be done to prevent their slipping away. You may tell a class the history of a certain event; or, you may give them a description of a certain place or person; or you may let them read it; and you may secure such a degree of attention that, at the time of the reading or description, they shall have a fair, intelligible comprehension of what has been described or read. The facts are for the time actually in the possession of the mind. Now, if the mind was, according to the old notion, merely a vessel to be filled, the process would be complete. But mind is not an empty vessel. It is a living essence, with powers and processes of its own. And experience shows, that in the case of a class of undisciplined pupils, facts, even when fairly placed in the possession of the mind, often remain there about as long as the shadow of a passing cloud remains upon the landscape, and make about as much impression.

The teacher must seek, then, not only to get knowledge into the mind, but to fix it there. In other words, the power of the memory must be strengthened. Teaching, then, most truly, and in every stage of it, is a strictly co-operative process. You cannot cause any one to know, by merely pouring out stores of knowledge in his hearing, any more than you can make his body grow by spreading the contents of your market-basket at his feet. You must rouse his power of attention,

that he may lay hold of, and receive, and make his own, the knowledge you offer him. Learning, so far as the mind of the learner is concerned, is a growth; and teaching, so far as the teacher is concerned, is doing whatever is necessary to cause that growth.

ONE OF THE ancients observes that a lamp loses none of its own light by allowing another lamp to be lit from it. He uses the illustration to enforce the duty of liberality in imparting our knowledge to others. Knowledge, he says, unlike other treasures, is not diminished by giving. The illustration fails to express the whole truth. This imparting of knowledge to others, not only does not impoverish the donor, but it actually increases his riches. *Docendo discimus*—by teaching we learn. A man grows in knowledge by the very act of communicating it. The reason for this is obvious. In order to communicate to the mind of another a thought which is in our own mind, we must give to the thought definite shape and form.

SOME TEACHERS are ambitious to do a great deal of talking. Some have a fatal facility of talk. The measure of their success, in their own eyes, is their ability to keep up a continued stream of talk. At best, this is only the pouring into the exhausted receiver of what is poured out again. We cannot be reminded too often that there is no teaching except so far as there is active co-operation on the part of the learner. The mind receiving must reproduce and give back what it gets. This is the indispensable condition of making any knowledge really our own. For every word given by the teacher there should be many words of answering reproduction on the part of the scholars. Youthful minds under such tutelage grow apace.

IT IS INDEED a high and difficult achievement in the educational art, to set young persons to, bring forth their thoughts freely for examination and correction. A pleasant countenance and a gentle manner, inviting and inspiring confidence, have something to do with the matter. But, whatever the means for accomplishing this end, the end itself is indispensable. The scholar's tongue must be used as well as the teacher's. The scholar's thoughts must be broached, as well as the teacher's. Indeed, the statement needs very little qualification or abatement, that a scholar has learned nothing from us except what he has expressed to us again in words. The teacher who is accustomed to harangue his scholars with a continuous stream of words, no matter how full of weighty meaning his words may be, is yet deceiving himself, if he thinks that his scholars are materially benefited by his intellectual activity, unless it is regarded as a co-awaken and exercise thereof. If, after a suitable period, he will honestly examine his scholars on the subjects on which he has himself been so productive, he will find that he has been only pouring water into a sieve. Teaching can never be this one-sided process. Of all the things we attempt, it is the one most essentially and necessarily a co-operative process. There must be the joint action of the teacher's mind and the scholar's mind. A teacher teaches at all only so far as he causes this co-active energy of the pupil's mind.

THE SPELLER should not be placed in a pupil's hands till he is in the last state of the fourth Reader.

IT IS POSSIBLE to use a spelling-book so as to interest the pupil; and in no other way can any book be made of real use. Words are in fact treasure-houses in which is stored the wisdom of the ages. A simple word often times unlocks the history of a nation. Could we know its etymological changes—its biography, so to speak—we might know a thousand things of the people who used it,—their enlightenment through civilization, their demoralization through luxury; or, it might be, their stern morality, their barbaric rudeness or their rustic simplicity. No study is more charming than word study; and a child may learn to enjoy searching in and among words for treasures of meaning, with as much zest as he would seek for bright shells among the pebbles of the beach. To be sure, this is not the work of a day, nor a week; but such a spirit should animate the teacher from the beginning.

TRAIN THE EYE of the pupil if you would make him a good speller. Teach him to see words. Use every means to fix a picture of each word in the mind, so that he can recall how it looks. This produces a much more permanent impression on the memory than the mere recitation of the letters of a word. For instance, take the word "chatham." The child in preparing his task may repeat with mumbling lips, "ch-tham, ch-tham," over and over again for minutes, and, as a result, be able to repeat the letters correctly at the recitation which comes an hour later, yet that impression may be entirely effaced three days afterward. But if the word were *looked at* in the right way for half a minute, it would not be easily forgotten; it would be permanently photographed upon the mind, so that he could recall the picture at will.

TEACHERS should most carefully show their scholars *how* to study. This should be one of the great matters about which the teacher is full of solicitude. The following is one of the effective ways in which a spelling lesson may be studied. The pupil takes his slate and pencil and acts upon these directions:

1. Look at the word long enough to see it perfectly.
2. Shut the book, think how the word looks, then write it upon the slate. Proceed thus with each word of the lesson.
3. Compare the words as written with the printed page, and make a check against the errors.
4. Repeat the process where mistakes have been made, looking more carefully still at the name in the mind.

It is of the greatest importance to see the word *plainly* and *clearly*. Teach the scholar to look at it sharply enough and long enough to make sure of this; for it is more difficult to obliterate the wrong impression than it would be to secure the right one in the first place.

Not only single words, but phrases and whole sentences, should be studied in the way suggested.

TEACHING TO RECALL words as written. Spelling depends mainly on the eye, so pronunciation depends on the ear. If children never heard any thing but correct pronunciation, they would themselves pronounce correctly. The teacher should never mispronounce a word for the purpose of securing the right letters from the pupil in spelling. For example, the pupil spell the word

"altitude," "al-ti-tude," do not (as so many teachers do) mispronounce the word, "altitude," for the sake of leading the pupil to say *t* instead of *c*. Such a practice does as much harm as good. It merely substitutes one error for another.

In giving out the words to be spelled, whether in the oral or written exercise, the teacher should pronounce them *once* only. In oral spelling the pupil should pronounce the word correctly after the teacher, before naming the letters.

IN ORAL SPELLING it is recommended simply to divide one syllable from another by a pause. For example, suppose the word to be "notification," it should be spelled *no-ti-fi-ca-tion*, (the dashes indicating slight pauses). The old method—"no-ti-fi-ca-tion" is a needless tax upon the time and wits of the pupil. The former method is shorter, more natural, and less confusing to the mind.

THE TEACHER should set the example, and require the pupils to recite in a pleasant, conversational quality of voice, as if they were telling something in an interesting manner. Every oral exercise may be conducted in a way to give a pleasant stimulus to the mind, or to stupefy its faculties. Nothing excites the mind to a more healthful action than do cheerful, inspiring tones of voice. "Someone has said that 'wooden tones' are the appropriate utterance of 'blockheads' only.

THE NATURAL way of acquiring words, with their pronunciation and meaning, is by their use. A pupil ought never to be called upon to spell a word to which he does not attach some meaning better even an incorrect one than none at all. To establish the habit, therefore, of using the words and associating their meaning with them, the pupil should progressively be required to construct sentences introducing the words of the spelling lesson; this is a more useful exercise than repeated learned definitions.

IN WRITING an exercise to be written, the following method is recommended. The teacher pronounces a word or phrase *once* distinctly; a pupil with a clear voice and good pronunciation repeats it; all write what was dictated; and another pupil, who writes with medium rapidity, repeats the word or phrase as soon as he has written it. The teacher then proceeds with the next word or phrase. After the whole lesson has been written, the

class may exchange slates with each other, the teacher, or a qualified pupil under his direction, spells each word correctly. Each pupil checks the errors on the slate that he holds. The slates are returned to their owners, the number of errors reported and afterward corrected.

As a rule, the pupil should be allowed but one trial, whether in oral or written spelling.

It will be a good occasional exercise for the teacher to dictate a sentence, requiring the pupil to spell all the words in succession; or a pupil may dictate sentences, original or selected.

Vary the method of conducting the lesson from time to time so that it may not be monotonous.

Words frequently mis-spelled should be carefully written on the blackboard, where they may be viewed and corrected.

In teaching spelling as in every other subject, only by the teacher being interested himself can he inspire interest in the class.

I have used as text-books at different times Davie's *Lexicon*, Chamber's *Euclid*, Galbraith and Haughton's *Euclid*, and Todhunter's *Euclid*. In my judgment, Wormell's *Modern Plane Geometry* is superior to any of these as an introduction to the science. The physical conceptions and illustrations embodied in the work, would, I think, in addition to their practical utility, occasion peculiar delight in the minds of many to whom the bare abstractions of the science are unintelligible and therefore repulsive. Every successful teacher of the old editions of *Euclid* had to supply some practical examples and physical applications of the propositions, *from his own store*. This work will enable the *average* teacher to do what hitherto could only be done by a specialist in Geometry. I should not omit to mention that Wormell is one of the few mathematical writers who give due prominence to *logical* methods. This fact makes his text book in my judgment, much superior to the old editions as a means of *introducing the science*. PROFESSOR THOMAS HADAMARD, *Lib. D., Université de New Brunswick*.

Wormell's *Modern Geometry* is now exclusively used in the Provincial Normal School as the text book in Plane Geometry; and after September, 1891, the Examinations in this subject will assume a thorough knowledge of such portions of this text book as is required by the Syllabus prescribed by the Board of Education.

UNIVERSITY OF NEW BRUNSWICK, FREDERICTON.

In this Institution Students may either take a full Undergraduate Course leading to the Degree of A. B., or they may take a special Undergraduate Course and pursue only such studies as may be necessary for obtaining a Diploma in such special course, or they may, on application to the President, be admitted to such Lectures as they can profitably attend. It is not therefore necessary for admission to a *special course* or courses of Lectures that a Student be acquainted with Classics or attend the Lectures of the Classical Professor.

From each County in the Province there may be admitted on the average as many as four "Free Scholars," who are entitled to all the privileges and advantages of the University without being required to pay the the usual fees for instruction. There is a Scholarship for each County of the annual value of \$60 and tenable for two years. The holders of such scholarships are also exempted from the regular tuition fee of \$22.50 per annum.

On the opening of the Term on September 20, 1876, the Scholarships for the undermentioned Counties will be vacant:—

<i>Albert.</i>	<i>Kent.</i>	<i>Sunbury.</i>
<i>Charlotte.</i>	<i>Northumberland.</i>	<i>Victoria.</i>
<i>Gloucester.</i>	<i>Restigouche.</i>	<i>Westmorland.</i>

There are three Scholarships of the value of \$60 each, awarded by competition every year, namely: The Mathematical Scholarship in the Senior Class, The Scholarship in English Language and Literature in the Junior Class, and The Classical Scholarship in the Freshman Class. These Scholarships are open only to such Students as do not already hold a County Scholarship. A valuable Achromatic Microscope is awarded by competition in the Junior Class for proficiency in Natural Science, and a prize of Books for proficiency in French in the Senior Class.

In the Academical year 1876-7, the Douglas Gold Medal will be given for the best Essay on "*An old and a new Country as a field for enterprise.*" The Alumni Gold Medal for the best translation into Latin Prose of a portion of the "*Tattler.*"

The Dufferin Medals, of which there are two, one Gold and the other Silver, will be awarded for superior excellence in the following branches of Natural Science, namely, Chemistry, Zoology and Botany.

The University is amply supplied with apparatus for teaching and illustrating the various branches of physical science. It has Chronometers and powerful Telescopes for the different purposes of Astronomy; first-class instruments for Surveying, Engineering and Navigation; Achromatic Microscopes by the best makers; and its Chemical Laboratory is well stocked with apparatus and substances for teaching practical and experimental Chemistry.

All necessary information respecting Matriculation, Courses of Study, Fees, &c., will be found in the University Calendar, copies of which may be had on application either to the President or Registrar of the University, or at the Education Office.

OFFICIAL NOTICES.

No. 1.

It having come to the knowledge of the Board of Education that Trustees and Teachers in certain Districts have disregarded the provisions of Regulation 19 by substituting, either in whole or in part, other days than those specified therein as the Christmas Vacation, - It is Ordered, That Trustees and Teachers be notified through the Educational Circular, that (where the permission, in case of an emergency, no portion of the County Fund will be appropriated to the Trustees, or Provincial Grant to the Teacher, on account of any day or days on which School has been open contrary to the express provisions of the Board of Education as contained in Regulation 19 throughout; and that they be hereby cautioned not to include such days, or the attendance made therein, in their attested Returns to the Education Office.

January 15th, 1876.

No. 2.

ORDERED BY THE BOARD OF EDUCATION, 1st, That Wormell's Modern Geometry, with an Appendix by President Jack of the University, be hereby prescribed as the text-book in Plane Geometry for use in all Schools, in place of Chambers' Euclid. 2nd, That in all classes hereafter formed in Plane Geometry, Wormell's Modern Geometry shall be exclusively used as the text-book.

January 15th, 1876.

No. 3.

The Board of Education has been pleased to cancel the Licenses heretofore held by D. S. Chesnut, Baie Verte, Westmorland; and John Lynch, Tay Creek, Douglas, York.

Jan 1st, 1876.

No. 4.

The Chapter of the Consolidated Statutes relating to Schools was published in the *Royal Gazette*, June 14th, 1876, and is now in force. The following Sections of the Chapter include those by which amendments of general interest have been made in the law as published in the *Manual of the Common Schools Act*, 1875. The numbers in brackets [] attached to the Sections, refer to the "Manual"; the new Sections are without brackets:—

3. [4, 13, 14.] To furnish the Inspectors with the numbers and boundaries of the Districts within the respective Counties, and from time to time, as new Districts are created, or boundaries altered, to furnish such new boundaries; and the certificate of the Inspector shall be evidence of such boundaries.

13. [13.] From and after the first day of November which will be in the year of our Lord one thousand eight hundred and seventy seven, the Provincial aid to Teachers and Assistants, qualified and employed as above-said, shall be regulated in part according to the class of license, and in part according to the quality of instruction given in the School as determined by the semi-annual examination of pupils by an Inspector, as follows: For the School year, or rateably as above, Male Teachers of the first class, one hundred and ten dollars; of the second class, eighty dollars; of the third class, sixty dollars; Female Teachers of the first class, seventy dollars; of the second class, fifty dollars; of the third class, forty dollars; in addition, each Teacher whose School shall be reported by the Inspector, in respect of quality of instruction, as entitled in any half year to the first rank, shall receive for the half year, at the rate of forty dollars per year; the second rank, at the rate of twenty-five dollars; the third rank, at the rate of ten dollars, or rateably as above: each such Assistant shall receive a sum equal to one half the grants to Teachers.

36. [37.] The Inspector may in writing require the Trustees of any District to exempt from District rates, in whole or in part, any person residing more than two miles from the School house, and who may have children between five and twenty years of age, or who may have as an inmate of his household any child between such years who actually attends a School, and who is not an inmate of his household temporarily with a view to such attendance, and the Trustees shall in either of such cases exempt such person accordingly.

42. [42.] If relief be granted by the proper authority for reducing Parish rates to any person by reason of his having been over rated by the Assessors of Rates, he shall, upon request made upon the Trustees, and on producing a certificate from the Clerk of the Peace, be entitled to have his District assessment rectified in accordance therewith, and such excess shall not be collected, or if collected, shall be credited on his rate for the next year, or shall be recoverable in an action of debt against the Board of School Trustees.

52. No person shall be entitled to vote at any School meeting on any question whatsoever unless he shall be a ratepayer, either resident in the District or non-resident in the Parish and owning property in the District, such ratepayers to be hereinafter designated as ratepayers of the District, and unless he shall have paid all District School rates imposed upon him for the then preceding year in case any shall have been imposed.

53. [51.] At all meetings the majority of ratepayers of the District present shall elect from their number a Chairman to preside over the meeting, who shall decide all questions of order, and shall take the votes of qualified voters only, deciding according to the majority of votes. Trustees shall act as Secretary of the meeting, and when there is no Secretary of the Board of or he is not present, the meeting shall elect a Secretary to the meeting; the minutes of the meeting shall be read to the meeting before its close, and shall be signed by the Chairman and Secretary, and transmitted to the Trustees within ten days after the meeting; such minutes shall be preserved by the Trustees and be open at all reasonable times to the inspection of any ratepayer.

[71. (1).] [71.] It shall be the duty of the Board of Trustees, and they are hereby empowered—

(1). To provide School privileges free of charge for all children from five to twenty years of age, inclusive, who may be resident in the District, and, when authorized by the School meeting, improved School accommodation, as far as possible in accordance with the provisions of Section fifty-nine, with power to admit to School privileges pupils from other Districts, and if the Trustees shall deem it necessary, they may exact from such pupils such reasonable tuition fees as may be sanctioned by the Inspector. Persons above twenty years of age who desire to attend School in the District in which they reside, shall have the right to do so free of charge, if there is sufficient School accommodation. Any person who may be assessed for District School rates in two or more Districts, shall have the right to send his children to the School of any District in which he may be assessed, or part of them to the School of one District, and part to the School of another District as last aforesaid. Any parent, master, or guardian, who pays District School rates in any District shall be entitled to send any child under his care, custody or control, to the School of such District.

75. [72.] It shall be the duty of the Board of Trustees, and they are hereby empowered, to meet as soon as practicable after the annual election (or the appointment) of a Trustee or Trustees, and appoint a Secretary to the Corporation, who may be of their own number, and who shall forthwith give a Bond to Her Majesty, with two sureties, in a sum at least equal to that to be raised by the District during the year, for the faithful performance of the duties of his office, and the same shall be forthwith lodged by the Board of Trustees with the Clerk of the Peace for the County; and Trustees failing to take such Bond from their Secretary, such Bond should have been taken; and such Secretary shall keep the records, accounts and moneys of the Board, and in pursuance of the orders of the Board collect and disburse all School moneys of the District, have charge of the School property, safely keep and deliver up when required to the Trustees the papers and moneys of the Corporation, including the records of the School meetings, and perform all other duties which the Board may prescribe in relation to their corporate affairs. The Secretary shall be entitled to receive five per cent. commission on all sums collected upon District assessment by him or under his direction; (except as hereinafter provided), for the support of the Schools of the District, excepting in cases where payment is made before demand or notice given by the Secretary, in which cases he shall be entitled to two and one-half per cent., and shall make a deduction to such persons of two and a half per cent.; and the Secretary shall be entitled to two and one-half per cent. on all sums collected by him or under his direction, (except as hereinafter provided), for the purchase or erection of a School house, or the purchase of School grounds, and any ratepayer entitled to the like deduction of two and one-half per cent. on demand or notice, shall be entitled to the like deduction of two and one-half per cent. on the amount of his rates. The Secretary shall not be entitled to any percentage on the amount of the County fund apportioned to the District. Where the rates are collected in whole or in part by the Parish collector, as hereinafter provided, the Secretary shall be entitled to no commission on the rates collected by the Parish collector, unless the percentage received by the Parish collector is less than five per cent., when the Secretary may receive the difference between such percentage and five per cent. And where the rates in whole or in part are collected by the Parish collector, ratepayers shall have the right to the deduction as aforesaid for voluntary payment, and the School meeting may allow to the Secretary, in case of the collection by the Parish collector in whole or in part, such compensation for his services as Secretary as they may see fit, not exceeding five per cent. on the amount so collected by the Parish collector, and the same may be paid out of the District funds, or included in any District assessment.

79. [76.] It shall be the duty of every collector receiving said list and precept at or before the time that he is collecting other Parish rates, to collect such School rates at the same time and in the same manner as he shall collect the Parish rates, and pay the same over as directed; but if the Collector receives such list and precept at any other time, he may, if he shall so wish, proceed to such collection forthwith; the Parish Collector shall be entitled to the usual per centage allowed him for collecting Parish rates, not exceeding five per cent.

81. No action shall be brought against any School Trustee individually, or against the Trustees in their corporate capacity, or against the Secretary of the Trustees, for anything done by virtue of the office of Trustee or Secretary, unless within three months after the act committed, and upon one month's previous notice thereof in writing, and the action shall be tried in the County where the cause of action arose. The defendant in any such action may plead the general issue, and give the special matter in evidence. If it appears that the defendant acted under the authority of this Chapter, or of any Act in amendment hereof, or of other Regulations made pursuant to the powers herein given, or that the cause arose in some other County, the jury shall give him a verdict.

83. [79.] It shall be the duty of the Board of Trustees—

(1). To cause to be prepared and read, at the annual meeting, a Report for the year then ending, which Report shall, amongst other things, contain a statement of the educational condition of the District, and of its needs, and exhibit a full account of the receipt and ex-

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penditure of all School moneys during such year, and which account shall have been duly audited as hereinafter provided:

(2). To prepare and forward to the Chief Superintendent, within two weeks after the close of each School term, a true return, duly sworn to before a Justice of the Peace, of the state of the School, according to the form drawn up for that purpose by the Superintendent:

(3). To call all meetings as provided for by this Act.

88. [84.] He shall make to the half-yearly return of the Trustees an affidavit in the following form:—

I, (Name of Teacher), holding a valid license of _____ class from the Board of Education of New Brunswick, do swear that I have taught and conducted the School _____ or the _____ department of the _____ School District in accordance with the requirements of Chapter forty of the Consolidated Statutes of "Schools," (or do I acknowledge thereof), and the Regulations of the Board of Education, for the period of _____ Legally authorized teaching days during the School Term ending _____ A. D. 18____; that my text books, unauthorized by the Board of Education have been used in the School, or department as the case may be; that the School Register has been faithfully and impartially kept, and that to the best of my knowledge and belief the grand total days' attendance made by the enrolled pupils in the said period was _____ (the number to be expressed in words at length); that my agreement with the Trustees is in accordance with the Law and the Regulations in that behalf, and that there is no collusion or understanding by which any portion of the agreement is to be made of no effect.

Sworn to _____ this _____ day of _____ A. D. 18____ (Name of Teacher)
before me _____ J. P.

92. [88.] On complaint under oath of any ratepayer of a District that any person whether as Trustee, Secretary of Trustees, or other person, improperly withholds from the Board of Trustees money or other property belonging to the District, the Inspector may in writing require such person to deliver over to the Trustees within a time limited by him such money or property, and if such order is not complied with within the time so limited, a County court judge may on application of the complainant, and of proof of the above facts, summon the person so charged, and make enquiry into the matter and may deal summarily therewith, and make such order or orders as to him may seem just, and with or without costs, which orders shall be enforceable as other orders of the court.

No. 5.

The Board of Education has been pleased to amend the following REGULATIONS so as to read as below, and to direct their publication in the EDUCATIONAL CIRCULAR.

August 4th, 1876.

Regulation 2.—Form of Teacher's* Agreement: Each Teacher and licensed Assistant before entering on duty in any District shall make a written agreement with the Board of Trustees, (each party retaining a duly executed copy of the same), in accordance with the following form:—

First. Contract made this _____ day of _____ A. D. 18____, between, (Name of Teacher or Assistant,) holding a valid license of _____ class, granted under the authority of the Board of Education of New Brunswick, hereinafter referred to as the Teacher, of the one part, and _____ The Trustees of School District Number _____ the Parish or Parishes of _____ in the County or Counties of _____ or _____ The Board of School Trustees of Saint John, or as the case may be, hereinafter referred to as the School Corporation, of the other part.

Second. The Teacher, in consideration of the below mentioned Agreement by the School Corporation, hereby agrees with the School Corporation diligently and faithfully to teach a School in the said District during the School Year or Term, ending on the thirty first day of October, or thirtieth day of April, as the case may be, A. D. 18____, or so much thereof as may expire.

Third. And the School Corporation agrees with the Teacher licensed as aforesaid, to pay the Teacher in half yearly instalments, (or quarterly, or monthly, as may be agreed upon) at the rate of _____ dollars for the School Year or Term, as the case may be, exclusive of the Provincial allowance to be received by the Teacher from the Chief Superintendent.

Fourth. And it is mutually agreed that this Contract shall continue from School Year to School Year unless notice in writing of an intention to terminate the same shall be given by either of the parties in one month before the date specified in the foregoing clause second, or failing such notice, then one month before the time to which the same is continued by this clause.

Fifth. And it is mutually agreed that both parties to this Contract shall be in all respects subject to the provisions of the chapter of the Consolidated Statutes relating to Schools, and any Acts in Amendment thereof, in addition thereto and the Regulations thereunder made by the Board of Education.

In testimony whereof, the said parties have hereunto set their seals.

A. B. (Name of Teacher,) _____ [Seal]
C. D. (Name of Trustee or a majority of)
E. F. (Name, or, in Cities or Incorporated) Corporate Seal
G. H. (Name of the Chairman)

Witness: I. K.

Regulation 18.—The School Year: In respect of Teachers' Contracts, School Returns to the Chief Superintendent, the payment of Provincial allowances to Teachers, and the apportionment of the County Fund to School Trustees, the School Year shall be regarded as beginning on the first of November, and shall consist of two terms: A Winter Term, opening on November 1st, and closing on April 30th; and a Summer Term, opening on May 1st, and closing on October 31st.

Regulation 19.—1. Holidays: (1) The anniversary of the Queen's Birthday and Dominion day shall be holidays in all the public Schools; also any day proclaimed as a public holiday throughout the Province, and Good Friday. Also, the second Thursday in January, except in the cities of St. John and Fredericton, and incorporated Towns organized under Sec. 96 of the Law.

* See oath of Teacher.

[See Reg. 18.]

NOTE.—All Contracts entered into after the publication hereof are to be in accordance with the foregoing Form.

2. *Vacations:* (1) Except in the Student-teachers' departments of the Normal School, there shall be a Christmas vacation of two weeks (ten days other than Saturdays) in all Schools, beginning and closing as follows:—

When Christmas falls on	Vacation shall begin on	School shall re-open on
Sunday,	Saturday, December 24,	Monday, January 1
Monday,	Saturday, " 23,	Monday, " "
Tuesday,	Saturday, " 22,	Monday, " "
Wednesday,	Saturday, " 21,	Monday, " "
Thursday,	Wednesday, " 21,	Wednesday, " "
Friday,	Wednesday, " 20,	Wednesday, " "
Saturday,	Wednesday, " 22,	Wednesday, " "

But when Christmas falls on Thursday, Friday, or Saturday, the Vacation in the City of St. John shall begin on Saturday, Dec. 24th, 10th or 15th, (as the case may be), and the Schools shall re-open on Monday, Jan. 5th, 4th, or 3rd, (as the case may be).

(2) Except in the Student-teachers' departments of the Normal School, there shall be a Summer Vacation of four weeks, (twenty week-days other than Saturdays) in all Schools, at such time or times as the Board of Trustees shall decide.

(3.) In the Cities of Saint John and Fredericton, and in incorporated towns organized under Sec. 20 of the law, there shall be ten days additional in the Summer Vacation, with an Easter Vacation (beginning on Good Friday) of three days, the same being week-days other than Saturdays.

5. *Length of Daily Session.*—The hours of Teaching shall not exceed six each day, exclusive of at least an hour allotted for noon for recreation. The Board of Trustees, however, may, if it desires, restrict the number of hours to five, and for the youngest children to four. After-school recess shall be allowed about the middle of the morning and the middle of the afternoon sittings. In the youngest departments or classes especially, care should be exercised that the work is not continued too closely or too long in the school-room. [The Board of School Trustees of Saint John may, in its discretion, permit one daily session during the Winter Term; but the Board of Education reserves to itself the right of withdrawing at any time the permission herein granted.]

Regulation 22.—(a) For "thirty minutes," read "twenty minutes."

NOTE.—The foregoing amendments of Regulation 22 are now in force.

Regulation 31.—CLASS II: For "Geometry,"—The 1st Book of Euclid," read "Plane Geometry."—The first eight Chapters of Wornell's Modern Geometry (N. B. School Series)."

CLASS I: For "Geometry,"—The first four Books of Euclid. [The first two Books only will be required for female candidates, but credit will be given for any additional work.] Read "Plane Geometry,"—Wornell's Modern Geometry completed, (N. B. School Series.) [To the end of Section 2 of Chap. XII will be required of female candidates, but credit will be given for any additional work.]

ADVANCED SCHOOL CLASS: For "Two additional Books of Euclid, Solid and Spherical Geometry," read "Plane, Solid and Spherical Geometry, Wornell's."

NOTE.—The foregoing amendments of Regulation 31 are to take effect on November 1st 1875.

No. 6.

A copy of No. 2 or 3 of the EDUCATIONAL CIRCULAR will be mailed from the Education Office, postage paid, to any address on receipt of 25 cents, or five copies, in one parcel, on the receipt of \$1.

THEODORE H. RAND,

Chief Superintendent of Education.

EDUCATION OFFICE,
FREDERICTON, N. B.

ESTABLISHED 1822.

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SCHOOL DESKS AND SEATS.

HEMENWAY'S PATENT ADJUSTABLE SCHOOL DESKS AND SEATS

can be readily adjusted "with respect to height so that the Pupils of different ages may be able to sit with their feet squarely on the floor," as required by Regulation 7 of the Board of Education.

DOUBLE DESKS.

Desk 36 inches long, and two Chairs,.....\$5 50.
Desk 46 inches long, and two Chairs,.....\$5 75.

SINGLE DESKS.

Desk 18 inches long, and Chair,.....4 00.
Desk 24 inches long, and Chair,.....4 25.

The two sizes can be graduated by the Teacher to seat Pupils from 5 to 17 years of age; and by a recent improvement we are able to warrant that the height of Chair cannot be changed except by the use of the wrench.

THE CHEAPEST APPROVED DESKS AND SEATS, HAVING
IRON STANDARDS.

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ON SHORT NOTICE.

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