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THE EDUCATIONAL CIRCULAR.

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

THEODORE H. RAND,
Chief Supt. Education.

EDUCATION OFFICE,
Fredericton, N. B., May 2, 1881.

DISBURSEMENT OF PROVINCIAL GRANTS AND APPORTIONMENT OF COUNTY FUND FOR THE SUMMER TERM ENDED OCTOBER 31, 1880.

There were 97 teaching days in this Term in St. John, and Portland; and 98 in Fredericton, Woodstock, Andover, St. Stephen, Milltown, St. Andrews, North Head, Moncton, Dorchester, Shediac, Salisbury, Elgin, Sussex Station, Newcastle, Chatham, Bathurst, Bathurst Village, Tracadie, Caraquet, Dalhousie, Campbellton, Buctouche, Richibucto, Lakeville, and some other Districts. In distributing the Provincial Grants and apportioning the County Fund to the Districts above named, the time the Schools were open and the attendance made, were raised to the basis of 108 days—the full Term required of the Schools in the country.

In the following statement, names in *Italics* indicate the Teachers who taught in poor Districts, and whose Grants, and those to the Trustees from the County Fund, were increased beyond the ordinary amounts. The Grants to licensed and eligible Class-Room Assistants (c. r. a.) are one-half the ordinary Grants to Teachers, according to the class of License and rank of School. The ordinary Provincial Grants per Term were, as provided by Sec. 13 of Chap. 65 of the Consolidated Statutes, as follows:—

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

COUNTY OF ALBERT.

NAME	Prov'l Grant to Teachers.			LOCALITY.	No. of District.	County Fund to Trustees.						
	Class.	Legally authorized days actually employed.	Amount of Grant.			1	2	3	4	AMOUNT.		
										5	6	7
Annie J. Moore.....	2	103	\$23 83	Alma.....	2	103	37	2218½	\$14 30	\$15 75	\$30 05	
Thos. E. Colpitts.....	1	103	148 48	"	5	108	00	4039	15 00	28 08	43 08	
Marilla Strong, c. r. a.....	2	103	42 50	"	7	30	14	1030	13 47	7 30	20 83	
Selina E. Brewster.....	2	100	32 71	"	6	100	28	1785	19 01	12 67	32 28	
Francis Doherty.....	2	50	29 03	"	7	30	14	1030	13 47	7 30	20 83	
Nettie A. Colpitts.....	3	103	20 00	Coverdale.....	1	108	30	1381½	15 00	9 81	24 81	
Mary E. Bacon.....	2	69	15 97	"	2	69	23	608½	9 58	4 32	13 90	
Alice M. M. Charters.....	2	108	25 00	"	3	108	25	1571	15 00	11 16	26 16	
Mary Jonah.....	2	107	24 77	"	5	107	37	1991½	14 85	14 14	28 99	
Janetta O. Steeves.....	3	103	26 60	"	6	103	32	2440	20 00	17 33	37 33	
Dora E. Smith.....	2	55	10 97	"	7	55	17	597	7 03	4 24	11 27	
Eunice J. Bennett.....	2	103	25 04	"	13	108	18	1132	14 85	8 04	22 89	
Minnie A. Dobson.....	2	103	25 00	"	14	103	23	1854½	15 00	13 17	28 17	
HENRY C. CHARTERS.....	2	.....	17 82	" April, '80.	4	.....	.....	.....	.....	.....	.....
BERNARD STEEVES.....	2	.....	17 82	" do.	10	.....	.....	.....	.....	.....	.....
Elise M. Trimble.....	2	104½	32 24	Elgin.....	1	104½	25	2009	19 35	14 27	33 62	
RALPH COLPITTS.....	1	98	104 71	"	2	196	83	5030	30 00	35 72	65 72	
Mary J. Steeves.....	2	98	65 00	"	3	.....	.....	.....	.....	.....	.....
Tea, pd. in Kings Co.....	2	107	33 03	"	5	107	29	570	.....	4 04	4 04
Kate E. Carroll.....	2	107	33 03	"	7	103	24	1427	20 00	10 15	30 13	
John F. Peters, A. B.....	3	108	40 00	"	8	108	42	2722	15 00	19 33	34 33	
Walter W. Gladstone.....	3	108	30 00	"	9	94	59	3142½	13 05	22 31	35 36	
George H. Laskey.....	2	94	34 81	"	10	102	25	1668½	14 16	11 42	25 58	
Maudie E. Copeland.....	2	102	23 00	"	12	107½	40	2519½	14 92	17 89	32 81	
Sarah E. Beck.....	1	107½	34 83	"	15	105	46	2742	19 43	19 47	38 90	
Manly W. Wilson.....	2	103	38 88	"	1	108	46	2520½	15 00	17 90	32 90	
Lena P. Woodworth.....	2	103	25 00	Harvey.....	2	103	39	2403	15 00	17 06	32 06	
Annie J. Godfrey.....	1	88½	128 79	"	3	88½	74	3044	12 28	21 62	33 90	
BERNARD N. NORLES.....	3	76	7 04	"	4	103	33	1759	15 00	12 49	27 49	
Clara J. McCully, c. r. a.....	3	103	40 00	"	7	103	38	3312	20 00	23 52	43 52	
Roswell Wilbur.....	3	100	24 71	"	8	100	14	753½	13 51	5 35	23 86	
John Cairns.....	1	103	52 43	"	12	.....	.....	.....	.....	.....	.....
Martha E. Copp.....	3	103	20 00	Hillshoro.....	1	103	29	1197	15 00	8 50	23 50	
Jennie Moore.....	3	107	124 00	"	2	215	07	5428½	20 86	38 55	68 41	
Emma L. Bishop.....	3	103	20 00	"	3	216	95	5588½	30 00	39 63	69 63	
JOSHUA THOMPSON.....	2	108	65 00	"	4	103	53	3107	15 00	22 06	37 06	
Nettie McLatchey.....	2	108	40 00	"	5	103	60	3027	15 00	21 49	36 49	
CHIPMAN BISHOP.....	2	106	24 53	"	6	100	60	4646	14 71	32 99	47 70	
Isabella T. Gross.....	3	97½	9 03	"	7	103	21	1416	15 00	10 05	25 05	
Edwin Steeves.....	3	108	26 66	"	8	103	37	2423	20 00	17 21	37 21	
Mona Milton.....	2	103	25 00	"	9	103	16	1034	15 00	7 34	22 34	
John C. Beatty.....	3	107	19 81	"	10	107	47	2767½	14 85	19 65	34 50	
Edna A. Gorham.....	3	103	20 00	"	11	103	39	1617	15 00	11 48	26 48	
Elizabeth Keating.....	2	105	24 30	"	12	105	26	1610½	14 57	11 50	26 07	
Beattie C. Steeves.....	3	106	26 10	" & Elgin.....	13	106	16	1448½	10 61	10 29	20 90	
Ellen C. Steeves.....	3	103	20 00	"	14	103	37	1647	15 00	11 60	26 60	
Mona Milton.....	1	40	27 18	"	15	40	19	690	7 40	4 90	12 30	
Kate A. Dawson.....	2	105½	39 04	Hopewell.....	1	213½	95	5535	29 04	39 30	68 34	
Pamela J. Carter.....	2	103	25 00	"	2	213	92	4566½	20 57	34 56	64 13	
Oliva E. Reid.....	1	105	55 00	"	4	103	22	1025	19 07	13 67	32 74	
Flora H. Bartlett.....	2	105	24 30	"	6	107	33	2037½	14 85	14 82	29 67	
Ada F. Irving.....	3	103	25 45	"	.....	.....	.....	.....	.....	.....	.....
Howard Steeves.....	1	107	34 67	"	.....	.....	.....	.....	.....	.....	.....
Allen W. Bray.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ada Russell.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nath. Duffy.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Martha E. Bray.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Leonora L. Rogers.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Esther Russell.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Wm. J.
Mary E.
Nelson
Nettie
Abbie

Theresa
Gussie
John H.
Isabella
Eliza A.
L. J. St
Cath. A.
Sarah S.
Elide J.
Wm. Ta
Samuel
Eliza M.
Helen J.
Wm. M.
Maria
Jno. A.
Alex. M.
Marlebo
Mary L.
Becca R.
G. L. S.
Isabel A.
Emma E.
Mary Eli
Lydia S.
Samuel
Minnie
Alice M.
Hepsey
Kate Cr
F. Jane
Louisa
Ellen C.
Lillie B.
Mary Co
Mrs. W.
Annie
Gertrude
J. H. Ha
Mary E.
Wayman
Annie B.

COUNTY OF ALBERT.—Continued.

Trustees.		Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
COUNT.		NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
On account of average attendance of Pupils.	Total amount from County Fund.										On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	7	5	4	3	2	1	2	3	4	5	6	7	
5 75	\$30 05	Wm. J. Jones.....	2 105	\$30 06		Hopewell.....	7	86	.....		Returns too late.		
8 03	43 03	Mary E. Carnwath.....	3 108	20 00		"	9	99	57	\$13 31	\$12 92	\$26 73	
2 67	32 25	Nelson Smith.....	3 99	27 62		"	8	81	13	720	14 09	5 12	20 11
9 31	24 51	Nettie Russell.....	3 81	24 99		" & Harvey	11	84	23	1162	11 68	8 26	19 92
4 32	13 90	Abbie M. Smith.....	3 84	15 57									
1 16	26 16			\$2322 10				2075		111,080	\$905 58	\$705 22	\$1000 80

COUNTY OF CARLETON.

1 27	33 02	Theresa B Perkins.....	3 108	\$25 00	Aberdeen.....	1 108	45	2250	\$15 00	\$13 07	\$28 07
7 72	65 72	Gussie F. Crawford.....	2 103	46 42	"	3 108	30	1834	15 00	10 65	25 05
1 04	4 04	John Home.....	1 106	73 95	"	4 106	29	1393	14 78	8 07	22 85
too late.		Annie M. Kilpatrick.....	3 107	19 81	"	5 107	48	1725	14 85	10 02	24 87
1 13	50 13	Isabella R. Joyner.....	2 103	34 61	"	6 108	44	1682	15 00	9 77	24 77
1 33	54 33	Eliza Atkerson.....	2 107	48 32	"	7 107	32	1117	14 92	6 49	21 41
1 31	25 35	L. J. Sherwood.....	2 106	78 49	"	10 106	41	3403	19 61	19 79	39 40
4 22	25 35	Cath. A. Budar.....	2 108	43 33	"	11 108	22	2289	20 00	13 29	33 29
5 59	32 51	Sarah Smith.....	2 107	41 48	"	13 107	20	1665	19 89	9 67	29 56
4 77	33 80	Elide J. Alexander.....	3 108	40 00	Brighton	1 108	26	1627	15 00	9 45	24 45
9 00	32 06	Wm. Taylor.....	1 62	38 74	"	2 62	35	1404	8 61	8 15	16 76
06	32 06	Samuel A. Couillard.....	1 96	72 49	"	3 96	60	2759	13 32	16 02	29 34
09	33 90	Eliza Mooers, c. r. a.....	3 45	6 77	"	3 105	53	2809	14 67	16 83	31 40
09	33 90	Helen McAdam.....	3 105	31 73	"	4 105	53	2809	14 67	16 83	31 40
49	27 49	Wm. McIntosh.....	1 104	62 59	"	5 104	45	2505	14 44	14 55	28 99
52	43 52	Maria Sharpe.....	2 102	56 64	"	6 102	28	2394	18 88	13 90	32 78
35	23 35	Jno. A. McGuire.....	1 96	66 65	"	7 96	32	1941	13 32	11 27	24 69
too late.		Alex. McLean.....	2 46	17 03	"	9 46	32	512	6 38	2 97	9 35
50	23 50	Marleborough J. Dow.....	2 106	63 69	"	11 106	23	1372	19 61	7 97	27 58
55	65 41	Mary L. Britton.....	3 103	42 00	"	12 103	32	1909	14 30	11 07	25 37
68	69 68	Becca R. Todford.....	2 88	30 01	" & Aberdeen	17 88	28	1174	12 23	6 82	19 10
06	37 06	G. L. S. Jamieson.....	2 105	38 88	Northampton.....	2 105	26	1935	14 67	11 24	25 61
06	37 06	Isbel A. McBride.....	3 98	18 16	"	3 98	25	1466	13 60	8 51	22 11
49	36 49	Emma E. Milbery.....	2 99	22 91	"	4 99	42	1738	13 74	10 10	23 84
99	47 70	Mary Elligood.....	3 108	20 00	"	5 108	38	1154	15 00	6 70	21 70
05	25 05	Lydia Siscock.....	2 107	33 02	"	7 107	17	1634	14 50	9 49	23 99
05	25 05	Samuel D. Alexander.....	1 108	75 00	Kent.....	1 108	81	4871	15 00	28 28	43 28
21	37 21	Minnie A. DeWolfe.....	3 108	20 00	"	2 108	45	3371	15 00	19 57	34 57
34	22 34	Alice L. Patterson.....	3 96	17 79	"	3 96	45	1805	13 32	10 48	23 80
65	34 50	Hepsey A. Gregg.....	2 108	25 00	"	4 108	38	2713	15 00	15 75	30 75
48	26 48	Kate Crabb.....	3 105	25 35	"	5 105	55	2796	19 43	16 23	35 66
50	26 50	F. Jane Miller.....	3 108	26 66	"	7 108	22	1601	20 00	9 30	29 30
57	26 57	Louisa J. Brown.....	3 102	25 20	"	3 102	30	1583	18 83	9 22	28 10
63	26 63	Ellen Cummings.....	3 97	23 96	"	9 97	17	625	17 95	3 63	21 58
90	12 90	Lillie B. Miles.....	3 106	19 64	"	10 106	46	2040	14 71	11 84	26 55
30	65 30	Mary Corbett.....	3 87	21 49	"	11 87	19	651	16 11	3 78	19 89
56	64 13	Mrs. W. Leonard.....	3 105	19 46	"	13 105	35	1033	14 57	6 03	20 60
67	32 74	Annie A. Cogswell.....	2 108	38 33	" & Peel	14 108	26	2211	20 00	12 84	32 84
52	29 52	Gertrude Wiggins.....	3 99	18 34	" & Perth.....	15 99	21	1056	13 74	6 13	19 87
		J. H. HARPER.....	2 104	107 47	Peel.....	1 104	47	3176	14 44	18 44	32 88
		Mary E. Boyer.....	2 103	50 00	"	2 103	31	1571	15 09	9 12	24 12
		Wayman A. Smyth.....	1 89	38 39	"	3 89	37	2171	13 74	12 60	26 34
		Annie K. Taylor.....	3 90	27 77	"	4 90	33	2072	16 65	12 03	28 68

COUNTY OF CARLETON.—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	7	4	3	2	1	2	3	4	5	6	7
J. Wilnot Lawrence.	2	86½	\$56 03	Peel.....	5	86½	27	1544	\$16 01	\$8 97	\$24 98
Annie Thompson.....	2	108	50 00	"	6	108	43	3178	20 00	18 45	38 45
Jane D. Reid.....	1	71	31 21	" & Brighton.....	7	71	40	1547½	0 85	8 99	18 24
Annie L. Flemming.....	3	90	16 68	Richm'd & Woods'k	1	90	33	1649	12 49	9 57	22 06
Belle C. Price.....	2	106	24 53	"	2	105 54	1813	14 57	10 53	25 10	
Susie V. Henderson.....	2	108	25 00	"	3	108 44	2689	15 00	15 61	30 61	
Pauline Kilburn.....	2	100	23 14	" & Woods'k	5	100	22	1087½	13 88	6 31	20 19
Chas. Campbell.....	2	108	40 00	"	7	108	38	1778	15 00	10 32	25 32
J. H. Hoyt, A. B., Ap. '80	1	11	11 88	"	8	107	24	1227	14 85	7 12	21 97
Catherine E. Garety.....	2	107	24 77	"	9	83	26	1347	11 52	7 82	19 34
Mary C. H. Flemming.....	2	83	19 21	"	10	108	36	2269	15 00	13 17	28 17
F. E. Kinney, April '80	2	108	35 65	"	12	105	20	1220½	14 57	7 09	21 66
Eva E. McDougall.....	2	108	37 50	"	13	102½	30	2015½	14 23	11 75	25 98
Ida B. Jones.....	2	105	31 61	"	14	108	26	1351	15 00	7 52	22 52
Alice A. Lawrence.....	2	108	55 00	"	16	65	46	1330	9 02	7 72	16 74
S. Irene Kirkpatrick.....	2	65	12 04	"	17	108	23	2181	20 00	12 66	32 66
Maude B. Kilburn.....	2	108	64 24	Simonds.....	1	108	36	2968	15 00	17 22	32 22
Catherine Givan.....	1	108	55 00	"	2	98	27	1437½	13 60	8 35	21 95
Edmund W. Stevens.....	2	98	22 66	"	3	108	30	1335½	15 00	7 76	22 76
Emma B. B. Ebbett.....	2	108	25 00	" & Wicklow	4	104½	60	2972½	14 61	17 36	31 97
Georgia Fox.....	1	104½	31 00	"	6	104	20	1025½	14 44	5 45	20 89
Counsel T. Hendry.....	2	104½	38 87	Wakefield.....	1	107	23	1622½	14 85	9 82	24 67
Joanna M. Ring.....	2	107	19 31	{ Wakefield, Wilnot	1	98½	27	1363	13 67	7 91	21 58
Eugenie E. Cox.....	2	98½	47 86	and Simonds	3	94	30	1610	13 05	9 35	22 40
Amasa Plummer.....	3	94	17 42	Wakefield.....	5	55½	31	1151	7 70	6 68	14 38
Wilnot E. Sipprell.....	2	55½	20 55	"	116½	.....	3433	14 04	19 03	34 57	
Frank B. Carvell.....	2	48	11 11	"	6	48	30	985½	6 66	5 72	12 38
Trustees' claim for April, 1880.	1	93	96 59	"	7	98	63	3659	13 60	21 24	34 84
Jennie Gatchell.....	2	107½	71 59	"	8	107½	30	2010½	14 92	11 73	26 65
W. B. Wiggins.....	3	108	25 00	"	9	108	30	1807½	15 00	11 02	26 02
W. SHERMAN HANNAH.	3	107	19 81	"	14	107	15	1029	14 85	5 99	20 83
Agnes M. Gibson.....	2	108	25 00	Wicklow.....	3	108	25	1333½	15 00	7 74	22 74
Matilda E. Campbell.....	2	107	33 03	" & Simonds	4	107	15	1351	19 50	7 72	27 22
May Hume.....	3	107	39 63	"	6	107	27	1221	10 80	7 09	25 63
Ida E. Williams.....	2	108	25 00	"	7	108	44	2419	14 85	14 04	28 89
A. Judson Clark.....	3	108	20 00	"	9	108	31	1438½	15 00	8 35	23 35
Annie A. Taylor.....	2	108	25 00	"	10	108	40	2156	15 00	12 52	27 52
Cath. A. Kilpatrick.....	2	107	24 77	"	12	107	36	2031	14 85	11 79	26 64
Jane McKay.....	2	108	25 00	"	13	108	37	2107	15 00	12 76	27 76
Lizzie M. Sincock.....	2	105 74	53	"	14	105 58	2988	14 57	17 35	31 92	
Agnes L. White.....	2	107	24 77	"	15	107	30	2288	14 85	13 28	28 13
Wm. J. McKILGAN.....	3	107	59 45	Wilnot.....	3	107	36	1532	14 85	8 89	23 74
Albina C. Tracy.....	2	108	40 00	"	4	108	74	4291½	15 00	24 92	39 92
Ada F. Turner.....	2	108	37 50	"	5	108	43	2144	15 00	12 45	27 45
Peter W. Cody.....	2	107	44 58	"	6	107	53	2558½	14 85	10 60	25 45
Annie B. Boyer.....	3	108	49 89	"	7	108	44	2300	15 00	16 26	31 26
Georgia A. Wheeler.....	3	108	40 00	"	9	108	29	1640	15 00	9 57	24 57
Annie A. True.....	2	104	36 11	"	11	104	26	1120	14 44	6 50	20 94
Kate A. McKay.....	3	108	44 41	"	12	106	27	1106	14 71	6 94	21 65
Sarah J. McVaid.....	2	98	60 82	"	13	98	28	1453	13 60	8 47	22 07
Flora E. Dunn.....	1	108	106 66	"	14	108	16	1703	20 00	9 80	29 80
Louisa J. Merrithew.....	3	107	65 85	"	15	107	16	986	14 85	5 44	20 29
Richard S. Bowers.....	2	92½	21 40	Woodstock.....	1	92½	48	1536½	12 84	8 02	20 86
Balance to Trustees for April, 1880.	.....	.....	.....	.....	.....	.....	.....	.....	7 65	.....	7 65
Merab S. McGuire.....	3	107	65 85	.....	.....	.....	.....	.....	14 85	5 44	20 29
Jane Price.....	2	92½	21 40	.....	.....	.....	.....	.....	12 84	8 02	20 86

Pro

J. Louise
Lizzie S
Minnie S
James J.
Isiah J.
Chas. M
Elizabeth
Angelina
Almira J.
Mary A.
Chas. O'I
Susan Pr
Lizzie H.
W. T. Ke
Minnie E
Mrs. Robt
Lizzie Ck
Mary Mill

Robert Lih
Louisa V.
Sarah A. J
J. Newton
Mary McK
Marjory M
Emma J. M
Julia E. T
Charles Co
Fannie J.
Laura McC
Martha Rit
Marianne C
Lizzie A. R
S. W. Irons
Cornelia A
Clara Dagg
Wealthy A.
H. V. McKi
J. A. Dush
Emily G. Bl
Ellen Roger
L. S. Pickett
Sarah E. G
St. Anna W
John Gillesp
Annie Dale
Tca. pd. in S
Lizzie D. Po
Walter G. H
Samuel M. E

COUNTY OF CARLETON.—Continued.

stees.
 INT.
 Total amount from County Fund.
 7
 17 824 93
 5 38 43
 9 18 81
 7 92 06
 3 25 10
 1 30 61
 1 29 19
 2 25 32
 2 21 97
 2 19 34
 2 25 17
 2 16 07
 2 23 93
 2 23 84
 2 32 07
 2 32 23
 2 41 35
 2 12 76
 2 31 77
 2 20 20
 2 24 67
 2 21 33
 2 12 49
 2 14 48
 2 34 57
 2 12 33
 2 34 81
 2 26 65
 2 26 02
 2 20 83
 2 21 74
 2 21 52
 2 26 39
 2 23 59
 2 23 37
 2 26 64
 2 27 76
 2 31 92
 2 28 13
 2 23 74
 2 39 92
 2 27 45
 2 31 45
 2 24 67
 2 20 91
 2 21 65
 2 22 07
 2 20 29
 2 7 65
 2 30 22
 2 11 76

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
J. Louise LaDernie	3	1074	\$19 90	Woodstock	2	1074	36	1974	\$14 92	\$11 46	\$26 38
Lizzie S. Laverty	2	108	25 00	"	3	108	29	1691 1/2	15 00	9 82	24 82
Minnie S. Carman	2	1074	24 88	"	4	1074	25	1607	14 92	9 83	24 25
James McCoy	1	98	55 00	"							
Isiah J. McCoy, c. r. a.	1	90	25 25	"							
Chas. McLEAN	1	98	84 71	"							
Elizabeth Cupples	1	98	35 00	"							
Angelina Faulkner	1	94	33 57	"							
Amira J. McDonald	2	98	25 00	"	5	965 1/2 rsd.	484	32320 raised	134 00	187 64	321 64
Mary A. Munroe	2	98	25 00	"							
Chas. O'Donnell	1	974	54 72	"							
Susan Price	2	98	25 00	"							
Lizzie H. Corbett	1	98	35 00	"							
W. T. Kerr	2	98	74 26	"							
Ninnie E. Wiley	2	97	60 23	"	6	195	85	4327	27 07	25 12	52 19
Mrs. Robert Miller	3	107	19 31	"	7	107	43	2285	14 85	13 27	28 12
Lizzie Clara Watson	2	108	32 33	"	9	108	35	2679	30 00	15 53	35 53
Mary Miller	1	108	35 00	Waketfield	2		45		Returns too late.		
			\$426 73				4650	227,409	\$1070 00	\$320 64	\$2990 70

COUNTY OF CHARLOTTE.

Robert Limond, M. D.	1	90	\$82 32	Campobello	1	278	137	6227	\$38 61	\$51 44	\$90 05
Louisa V. Rees	3	95	41 00								
Sarah A. Macartney	2	93	40 49	Clarendon	2	108	34	1508	20 00	12 45	32 45
J. Newton Thorne	3	108	66 60								
Mary McK. Mabey	3	106	19 64	Dufferin	1	106	38	2299	14 71	18 99	33 70
Marjory McCann	2	108	25 00	"	2	108	55	2169	15 00	17 92	32 92
Emma J. McLaughlin	3	105	19 46	Dur. barton	2	105	24	1441 1/2	14 57	11 00	26 47
Julia E. Thompson	2	73	37 73	" & St. Patrick	2 1/2	96	33	1672 1/2	13 32	13 80	27 12
Fannie J. Thompson	1	23	7 45	"							
Charles Cogan	2	100	37 04	"	3	100	26	1591	13 88	13 14	27 02
Laura McCann	2	90	20 83	"	5	90	21	868	12 49	7 17	19 66
Martha Rideout	2	104	24 07	"	6	104	44	2177	14 44	17 98	32 42
Marianne Garcelon	2	87	20 13	"	7	87	30	1269	12 03	10 48	22 56
Lizzie A. Roulstin	2	75	17 36	" & St. David	7 1/2	75	38	2113	10 41	17 45	27 86
S. W. Irons	1	97	94 24	Grand Manan	1	214 rsd.	145	\$967 raised	29 70	74 07	103 77
Cornelia A. Watt	2	97	49 62								
Clara Daggett, c. r. a.	3	90	13 54	"	2	48	78	2220	6 66	18 34	25 00
Wealthy A. Frankland	1	48	15 55	"	3	88	69	2134	12 21	17 63	29 84
H. V. McKiel	2	88	42 77	"	4	194	135	5871	26 93	48 50	75 43
J. A. Dusham	1	106	123 91	"	5	101	40	2763 1/2	14 02	22 83	36 85
Emily G. Blatch	2	88	36 65 1/2	"	6	102	53	2641	14 16	21 82	35 98
Ellen Rogers	1	101	51 41	"	7	50 1/2	22	1098	9 35	9 89	19 24
L. S. Pickett	2	102	75 62	"	2	103	48	2356 1/2	14 30	19 47	33 77
Sarah E. Gully	2	50 1/2	28 04	"	3	108	42	1872	15 00	15 40	30 46
St. Anna W. rd.	2	103	35 75	Lepreaux	5	108	28	1645	20 00	13 59	33 59
John Gillespie	3	108	30 00	"	5	108	28	1645	20 00	13 59	33 59
Annie Daley	3	108	59 85	"	1	107	11	454 1/2		3 75	3 75
Tea. pd. in St. John Co.	2	107	37 16	" & Musquash	1	107	31	1366 1/2	14 85	11 29	26 14
Lizzie D. Poole	2	107 1/2	59 73	"	3	107 1/2	43	2348 1/2	14 92	19 40	34 32
Walter G. Holmes	2	103 1/2	92 26	"	4	103 1/2	54	1995 1/2	14 87	16 48	30 85

COUNTY OF CHARLOTTE.—Continued.

NAME.	Prov'l Grant to Teachers.			LOCALITY.	County Fund to Trustees.							
	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	
Agnes E. Crickard.....	2	108	\$62 50	Pennfield.....	5	108	26	1502	\$15 00	\$12 41	\$27 41	
James F. Covey.....	1	73	40 97	St. Andrew.....	1	642	303	20760	89 16	171 49	260 65	
A. W. Wilkinson, A. B.	1	20	11 22									
Mary E. Hanson.....	1	98	35 00									
Addie Hanson.....	1	98	35 00									
Augusta B. Wade.....	2	98	25 00									
S. Agnes Aldgr.....	2	98	25 00	St. Croix.....	6	107	30	1467 1/2	14 85	12 12	26 97	
Maggie G. Jones.....	2	98	20 00									
George M. Johnston.....	2	107	39 62	St. David.....	1	22	38	544	3 05	4 40	7 54	
Thomas A. Hart.....	2	108	40 00									
James F. Mulligan.....	2	86	21 37	St. George.....	1	431	213	11635	50 66	96 15	156 01	
Agnes E. Reay.....	2	86	19 90									
Annie S. L. Perley.....	2	22	5 09	" & Pennfield	2	108	25	1300	15 00	10 51	25 51	
Mary Dudley Dibblee.....	1	94	30 40									
Katharine F. Brown.....	3	80	21 37	" & Stephen	3	108	12	676	15 11	5 53	16 69	
Ida M. Markee.....	2	82	18 97									
Barbara A. Mitchell.....	2	92	21 29	" & Stephen	4	108	40	2050 1/2	15 00	16 94	31 94	
Laura E. Morrell.....	3	107	24 77									
Abner Gaskill.....	2	80	29 62	" & Stephen	5	108	53	2210 1/2	11 10	18 01	29 11	
Georgia A. Thompson.....	2	60	13 88									
Louis E. Young.....	2	90	45 89	" & Stephen	7	90	33	3021	16 75	24 05	41 70	
Lydia Maxwell.....	2	90	20 83									
Teresa C. McAleeman.....	2	105 1/2	24 41	" & Stephen	8	90	22	3284 1/2	14 04	27 13	41 77	
Co. Fund to Trustees for April, 1880.....												
Isabel Black.....	3	80	14 82	" & Stephen	9	108	24	1872	20 00	15 46	44 14	
Georgia Thompson.....	2	80	2 50									
W. CAMP.....	1	65	93 47	" & Stephen	10	108	39	2034	11 10	16 80	27 90	
Geo. W. Hoben, A. B.....	1	43	21 90									
Thomas O'Malley.....	2	108	40 00	" & Stephen	11	108	24	1455	15 00	12 27	27 27	
Eliza H. Knight.....	1	107 1/2	34 84									
Eliza Macgowen.....	1	107 1/2	34 84	" & Stephen	12	108	21	1258 1/2	15 00	10 40	25 40	
Georgia Kelly.....	2	103	65 00									
Eliza G. Crawley.....	3	60	14 83	" & Stephen	13	107	81	4178 1/2	14 85	34 52	49 37	
George Allen.....	3	103	54 78									
George Bogie.....	3	108	35 00	" & Stephen	14	108	67	3763	15 00	31 08	46 08	
Annie Gilmour.....	2	108	50 00									
Hugh Copley.....	2	83	48 87	" & Stephen	15	106	33	2231	19 61	19 26	38 87	
Catherine Condie.....	2	108	50 00									
Bal. to Trustees, Ap. '80.....				" & Stephen	16	108	31	1828	15 00	15 10	30 10	
Eliza A. Perley.....	2	108	25 00									
Adelaide B. Camp.....	3	108	20 00	" & Stephen	17	108	87	3528	12 42	11 75	24 17	
Thomas F. Dwyer.....	2	107	39 62									
James Dolherly.....	3	108	30 00	" & Stephen	18	48	23	653	6 66	5 39	12 65	
Cath. L. Speer.....	3	106	32 72									
Clara M. Clark.....	3	108	20 00	" & Stephen	19	108	30	1975	15 00	16 31	31 31	
Alice M. Murray.....	3	68	15 72									
R. J. Love.....	2	89	87 35	" & Stephen	20	108	24	2183	15 00	13 03	28 03	
H. Cawley.....	3	108	30 00									
Florence S. Brown.....	3	81	15 01	" & Stephen	21	108	38	3028	15 00	25 01	40 01	
Lena J. Wathen.....	2	102	47 20									
Minnie G. McKay.....	2	106	61 76	" & Stephen	22	108	32	1845	13 60	15 24	28 84	
Emma S. McCann.....	3	108	20 00									
Lizzie A. McCann.....	3	108	26 66	" & Stephen	23	108	37	2280	6 85	5 32	9 17	
Rachel M. Turner.....	2	108	25 00									
Eva T. McCann.....	2	108	25 00	" & Stephen	24	108	43	2800	6 66	5 39	12 65	
Grace M. Pomroy.....	3	98	18 16									
Emma Powers.....	2	37	40 85									
Charlotte Thompson.....	2	48	11 11									

Pro

A. E. Mill
Samuel C.
Mary J.
Mary E. C.
Annie L.
Eliza A.
Josephine
Ida A. Mi
Sarah A.
James A.
Chas. B. V.
George J.
James D.
John B. B.
Alice M. F.
Annie M.
Emma S. M.
Eleanor S.
George A.
E. L. Fical
Rolland H.
Charlotte N.
Tillie S. Ki
Joanna T.
Lydia M. R.
Sarah E. G.
Albert E. M.
Charlotte M.
Fannie Sam
Eva F. Moo
Fred. O. Su
Annie Chas
Fannie M.
Arthur M.
Mz. M. You
Wm. Wetm
Annie L. Ha
Flora Fout
Ina Welch.
Wm. Rommel
Jane D. Hus.
G. W. Merser
Helen Mehan.
Clara Welch.
Susan William
Katie H. Nort
Fannie Hornil
James D. Skel
Tharsille J. H.

COUNTY OF CHARLOTTE.—Continued.

stees.
NT.
Total amount from County Fund.
7
1 \$27 41
0 260 65
2 26 87
9 34 39
3 34 60
2 7 54
3 33 03
1 34 03
3 29 26
2 23 57
1 33 66
2 29 41
2 20 33
1 41 70
2 23 63
1 41 77
3 30 09
1 27 90
150 01
25 81
16 09
31 15
30 64
33 47
44 14
27 57
25 40
49 37
46 06
33 57
30 10
21 19
36 10
27 68
17 22
33 81
44 53
31 31
33 03
40 01
30 64
33 84
9 17
12 65

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	AMOUNT.				
								Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	3	2	1	2	3	4	5	6	7	
A. E. MILLIGAN, Ap. 1830	2	108	\$11 98	St. James.....	16							
Samuel O. Turner.....	2	106	50 15	St. Patrick.....	2	106	48	2548	\$14 78	\$21 05	\$35 83	
Mary J. Linton.....	2	108	60 00	"	3	108	11	1121	20 00	9 20	29 20	
Mary E. Currey.....	2	83	19 21	Do., Dumbarton & St. Croix...	4	83	24	878	11 52	7 25	18 77	
Annie L. Rigby.....	2	106	36 80	St. Patrick.....	5	106	18	838	14 71	6 02	21 63	
Eliza A. Turner.....	2	108	45 00	"	7	108	33	1754	15 00	14 40	29 40	
Josephine Hanson.....	3	108	43 33	" & St. George	9	108	31	2342	20 00	10 35	30 35	
Ida A. Mitchell.....	2	101	35 00	"	10	101	33	1452	14 02	12 00	26 02	
Sarah A. Joye.....	2	90	20 83	St. Stephen.....	1	90	47	1022	12 49	8 45	20 94	
James A. Freeze, A. B.	1	96	53 87									
Chas. B. WARREN.....	1	98	108 48									
George J. Clarke.....	1	98	55 00									
James D. Lawson.....	1	81	46 48									
John B. Bogart.....	1	98	55 00	"	2	947	493	38599	131 52	318 84	450 36	
Alice M. Robinson.....	2	98	25 00			rsd.		raised				
Annie M. Harvey.....	1	98	35 00									
Emma S. Morrison.....	1	98	35 00									
Eleanor S. Dowling.....	1	98	35 00									
George A. Inch.....	1	98	114 42									
E. L. McAllister.....	1	98	35 00									
Rolland H. Lyle.....	2	96	39 18									
Charlotte M. Caswell.....	2	98	25 00	"	3	754	200	23746	104 71	106 16	300 87	
Tillie S. Kirk.....	2	93	25 00			rsd.		raised				
Joanna T. Johnston.....	2	98	25 00									
Lydia M. Randall.....	3	98	20 00									
Sarah E. Gilley.....	2	20	4 63	"	4	20	20	343	2 78	2 84	5 62	
Albert E. Milligan.....	2	65	24 07									
Charlotte M. Robinson.....	3	67	12 42			5	132	79	3626	18 32	29 95	48 27
Fannie Sands.....	3	45	10 41	"		6	45	21	722	6 25	5 90	12 21
Eva F. Moore.....	3	78	14 45	"		6	73	27	1320	10 83	10 00	21 73
Fred. O. Sullivan.....	2	101	37 68	"		7	101	35	1001	14 09	15 70	29 79
Annie Chase.....	3	58	10 84	"		7	58	20	651	8 12	5 38	13 50
Fannie M. Murdock.....	2	106	30 67	" & St. David	3	106	27	2122	19 61	17 53	37 14	
ARTHUR M. SMITH.....	1	41	77 14	West Isles.....	2	41	59	1302	5 69	11 27	16 96	
Mrs. M. Youse, Apr. '80	2	...	37 65	"	3	...	...	...	...	...	...
Wm. Wetmore.....	1	105	91 21	"								
Annie L. Hart.....	3	105	19 45	"		5	105	81			Returns too late.	
Floa Fountain.....	2	86	28 87	"		6	86	41	1658	11 94	13 70	25 64
Ira Welch.....	2	108	60 93	"		6	108	20	1582	15 00	13 07	28 07
Wm. Romms.....	2	108	87 82	"		7	108	55	5002	20 00	40 27	66 27
			\$1607 70				4622		\$1020 80	\$252 41	\$882 30	

COUNTY OF GLOUCESTER.

Jane D. Hussey.....	2	108	\$40 00	Bathurst.....	3	108	48	2205	\$20 00	\$29 98	\$49 98
C. W. Mersereau, A. B.	1	98	95 00	"							
Helen Mehan.....	1	97	74 45	"	2	230	121	7357	34 58	100 03	134 61
Clara Welch.....	3	22	5 49	"		rsd.		raised			
Susan Williams.....	3	103	31 79	"	4	103	42	2648	19 07	36 01	55 08
Katie H. Norton.....	3	103	23 84	"	4	103	23	1439	14 30	19 57	33 87
Fannie Hornbrook.....	2	55	31 69	"	5	55	37	1170	7 63	16 04	23 67
James D. Skelly.....	3	108	40 00	"	6	108	27	1274	15 00	17 32	32 32
Thersille J. Hachey.....	3	102	37 91	"	7	102	32	2283	18 88	31 04	49 92

COUNTY OF GLOUCESTER.—Continued.

Prov'l 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.	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 McAlear	2	81	\$15 01	Bathurst	8	91	25	667	\$11 24	29 07	\$20 31
Mary Desbrisay	2	94	45 13	"	9	94	22	859	13 05	11 60	24 74
Annie Reardon	3	103	25 45	"	10	103	17	587	19 07	7 98	27 05
Ellen J. Murphy	3	106	19 64	Do. New Bandon	10A	106	19	1028	14 71	13 98	28 69
Annie E. Egan	3	107	33 01	Bathurst	11	107	30	2251	10 80	30 61	60 41
Luce Blanchard	3	72	13 34	"	12	72	54	1253	9 09	17 03	27 02
Elizabeth J. Buttimer	2	106	64 15	"	13	106	34	1510	14 71	20 54	35 25
Clara F. Welsh	2	83	24 16	"	14	100	24	1450	14 71	19 72	34 43
Caroline Welsh	2	83	10 27	"	16	216	87	5389	20 86	73 27	104 13
Jennie Rainey	2	93	65 00	"	17	103	24	991	20 00	11 43	31 43
Ellen Burns	2	96	64 12	"	2	107	24	1208	14 85	16 43	31 28
Grace Hillock	3	108	60 00	Beresford	2	108	24	991	20 00	11 43	31 43
Robert J. Hamilton	2	107	59 43	"	2	107	24	1208	14 85	16 43	31 28
JEROME BOUDREAU	1	108	97 83	"	4	216	100	8503	30 00	115 61	145 61
Philomene Boudreau	1	108	42 54	"	5	324	134	5797	45 00	78 82	123 82
Francis Roy, c. r. a.	3	103	15 50	"	6	107	42	2390	14 85	32 50	47 35
Agnes Frennette	3	108	25 00	"	7	106	23	907	14 71	12 34	27 05
Gertrude Commeau	3	108	32 50	"	8	82	23	326	15 17	18 03	33 20
Kate A. Cotter	3	107	44 59	"	9	91	20	1127	16 84	15 32	32 16
Francaes Aubé	3	106	40 22	" & Bathurst	9	91	20	1127	16 84	15 32	32 16
Mary Annie Ross	3	82	20 25	"	10	108	44	2349	15 00	31 94	46 94
Hannah Ahern	3	91	22 48	"	11	108	34	2463	20 00	33 49	53 49
Mary A. Devereaux	3	91	22 48	"	12	102	38	3103	18 88	42 19	61 07
Philomene Aubé	3	108	30 00	" & Bathurst	13	102	30	2580	18 88	35 09	53 97
Marie Roy	3	108	43 33	"	2	215	136	5704	20 85	77 56	107 41
Olga Boudreau	3	102	31 47	"	3	91	32	3063	Returns too late		
Marie Laplante	3	102	40 93	"	5	74	75	3063	10 27	41 72	51 99
Louis Pelletier	3	107	53 47	Caranquet	6	80	50	1922	12 01	26 14	38 15
Jos. E. Lanteigne	3	108	42 50	"	7	103	60	2345	14 30	38 63	52 93
Jane Doucet	3	63	38 38	"	10	213	106	3329	29 56	45 26	74 82
Peter G. Paulin	3	74	28 45	"	1	...	23	...	Returns too late		
Sylvain Cormier	3	57	32 28	"	2	79	50	3890	11 07	12 47	23 57
Elodie Landry	3	29	8 61	"	2	80	31	917	11 10	12 47	23 57
Justé Haché	3	103	50 98	"	2	79	50	3890	11 07	12 47	23 57
J. A. E. Blackhall	3	108	54 49	"	4	108	30	2245	15 00	30 52	45 52
Wm. Taylor	3	105	42 50	"	7	84	26	1433	11 66	19 48	31 14
Flora Campbell	3	106	32 72	Inkerman	7	84	26	1433	11 66	19 48	31 14
Lucy Doucet	3	80	29 63	"	4	108	30	2245	15 00	30 52	45 52
Peter P. Hachey	3	79	31 08	"	7	84	26	1433	11 66	19 48	31 14
Bernard D. Ferguson	3	103	60 83	"	4	108	30	2245	15 00	30 52	45 52
Julia A. Foley	3	84	15 57	"	7	84	26	1433	11 66	19 48	31 14
Onesimo Blanchard	3	108	54 89	"	4	108	30	2245	15 00	30 52	45 52
Mary S. Theriault, c.r.a.	3	108	21 09	New Bandon	4	108	69	4053	15 00	65 09	70 09
Mary U. Landry	3	107	54 47	"	5	107	53	2607	19 80	35 46	55 26
Estela Doye	3	105	47 24	"	5	105	26	1353	14 57	18 47	33 04
Agnes E. Doucett	3	108	29 86	"	6	108	32	1199	15 00	15 08	30 08
Mary Elizabeth Sisk	3	103	25 45	"	7	103	13	791	10 07	10 76	20 83
KATIE S. McLEAN	2	105	81 55	"	8	105	37	1638	14 57	22 28	36 85
JAMES McINTOSH	1	108	106 50	"	0	216	76	3429	29 03	46 63	75 66
Annie H. Eady	3	103	32 50	"	10	108	39	2937	20 00	39 93	59 93
Annie E. Smith	2	108	66 60	"	2	108	20	1080	15 00	14 65	29 65
Jos. P. Pinet	3	108	35 00	Saumarez	3	108	37	1137	15 00	15 46	30 46
Oliver Robicheau	3	98	39 83	"	6	108	54	2073	15 00	36 34	51 34
A. T. P. Plamondon	3	103	35 00	"	7	96	40	2228	13 32	30 29	43 61
Chas. F. Brisson	3	96	37 77	"	1	108	67	3999	15 00	64 87	69 87
Theophile Goguin	3	108	54 89	Shippegan	2	108	54	5305	15 00	72 95	87 95
Arthemise Saindon	3	108	59 83	"	2	108	54	5305	15 00	72 95	87 95

Prov'l

NA

6

Vitaline Legé
Pierre P. F.
Françoise F.
Katie J. Wis

Odanie Galla
Erlie Maillet
Frank X. Pou

J. W. Harnett

John McMillin
Annie McLain
Silvain Babin
Mary McDonald
Andrew LeBlanc
William Thurro
Damien Bourge
Agnes Hachey
Jerome Belliveau
Joseph D. LeBl
William Bourqu
Louis Cormier
Aurelia B. Carpi
Robert Brown
Justine Gallant
Auguste Bonner
Phillias A. Richa
Ethel Ayer
Pierre Belliveau
Tea. pd. in West
Margaret Welles
G. H. Allen
Annie A. Wathai
Mary E. Welles
G.H. Cowperthwa
Sarah Forster
Daniel Gillis
Winifred McDoug
George A. Coate
Annie L. Chrysta
Lillias J. Wilson
Janet Eddy
Henrietta Leger
Mary Morton
Celeste Richard
Marie Celina Bour
Marie B. Bourque
Robert Sutherland
Clara A. Young
Peter J. Richard
Urtain Babincau

COUNTY OF GLOUCESTER.—Continued.

Trustees.		Prov'l Grant to Teachers.			Locality.			County Fund to Trustees.					
COUNT.		NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days attendance of Pupils.	AMOUNT.		
On account of average attendance of Pupils.	Total amount from County Fund.										On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	7	6	5	4	3	2	1	2	3	4	5	6	7
9 07	\$20 31	Vitaline Legere.....	3 104	\$24 18		Shippegan.....	3	104	43	2154	\$14 51	\$20 29	\$43 80
1 69	24 74	Pierre P. Frenette....	3 108	70 48		"	4	210	85	6640	40 00	90 28	130 28
7 98	27 05	Francoise Frenette....	3 108	33 33		"	9	108	12	1056	20 00	14 37	34 37
3 98	25 60	Katie J. Wiseman.....	3 108	59 28		"							
0 61	50 41								2539				
7 03	27 02								135,740				
0 54	35 35										\$975 97	\$1845 53	
9 72	34 45												\$2321 50
3 27	103 11												
3 47	33 45												
6 43	31 25												

COUNTY OF KENT.

5 61	145 01	Obabie Gallant.....	3 47	\$10 89		Acaadiaville.....	2	47	30	679	\$8 69	\$4 82	\$13 51
		Erbe Maillet.....	3 108	20 00		"	3	108	24	622	16 28	12 54	28 82
		Frank X. Fountain....	3 108	40 00		"	5	108	38	1940	20 00	13 76	33 76
3 82	123 82	J. W. Harnett.....	2 98	40 00		Carleton.....	1	108	60	4948	15 00	35 11	50 11
		John McMillin.....	3 106	29 44		"	3	106	42	1381	14 71	9 80	24 51
2 50	47 35	Annie McLean.....	3 83	25 89		"	4	83	36	1767	16 28	12 54	28 82
2 34	27 05	Sylvain Babin.....	3 86	23 88		"	8	86	40	1581	11 94	11 22	23 16
3 05	33 29	Mary McDonald.....	1 103	33 37		Dundas.....	1	103	45	2881	14 30	20 44	34 74
3 32	32 16	Andrew LeBlanc.....	3 105	29 16		"	2	105	30	1321	14 57	9 39	23 96
1 94	46 94	William Thurrott.....	2 108	40 00		"	3	108	57	2914	15 00	20 68	35 68
1 49	53 49	Damien Bourgeois....	2 107	39 62		"	4	107	73	3677	14 85	20 09	34 94
1 19	61 67	Agnes Hachey.....	3 108	25 00		"	5	108	31	1582	20 00	11 23	31 23
0 09	53 97	Jerome Belliveau....	3 108	30 00		"	6	108	36	1404	15 00	9 96	24 96
5 61	107 41	Joseph D. LeBlanc....	3 107	29 72		"	7	107	51	2504	14 85	17 77	32 62
too late		William Bourque.....	3 95	26 38		"	8	95	38	1592	13 19	11 30	24 49
72	51 49	Louis Cormier.....	3 99	27 49		"	9	99	30	1152	13 74	8 17	21 91
14	38 15	Aurelia B. Carpenter..	3 108	20 00		& Moncton	10A	108	16	1156	15 00	8 20	23 20
68	52 98	Robert Brown.....	3 103	28 60		"	102	103	39	1153	14 30	8 19	22 49
26	74 82	Justine Gallant.....	3 100	18 53		"	11	100	49	2293	13 88	16 26	30 14
too late		Auguste Bonneau....	3 108	30 00		"	11A	108	75	2927	15 00	20 77	35 77
47	23 57	Philias A. Richard....	3 106	29 44		"	12	106	38	2085	14 71	14 79	29 50
89	63 56	Ethel Ayer.....	3 69	12 79		"	13	61	47	2026	12 63	14 37	27 00
52	45 52	Pierre Belliveau....	3 22	6 11		"	17A						
48	31 11	Tea. pl. in Westm'd Co.				& Shediac							
09	70 09	Margaret Wellwood....	3 108	25 00		Harcourt.....	3	108	12	795	20 00	5 64	25 64
46	55 35	G. H. Allen.....	2 105	38 88		"	5	105	74	3973	14 57	28 19	42 76
47	33 64	Minnie A. Wathan, c.r.a.	2 58	13 42		"	6	105	20	931	19 43	6 61	26 04
08	30 68	Mary E. H'ltwood....	3 105	24 34		"							
76	29 53	G.H. Cowperthwaite, AB	1 98	94 83		"							
23	26 35	Sarah Forster.....	1 98	74 06		"							
63	76 95	Daniel Gillis.....	1 98	94 06		Richibucto.....	1	432	103	12940	60 00	91 81	151 81
93	59 98	Winifred McDougall..	2 98	37 50		"							
66	29 65	G. BEA. COATES.....	1 108	154 42		"							
40	50 46	Annie L. Chrystal....	2 108	65 09		"							
24	51 24	Lillias J. Wilson.....	2 108	50 09		"	2	432	154	12015	60 00	85 25	145 25
39	43 61	Janet Eddy.....	3 108	25 00		"							
37	69 37	Henrietta Legere.....	3 105	36 61		"	3	105	28	1745	19 43	12 38	31 81
95	87 55	Mary Morton.....	2 107	44 58		"	5	107	20	1174	14 85	8 33	23 18
		Celeste Richard.....	2 108	49 89		"	6	108	32	2674	15 00	18 97	33 97
		Marie Cellina Bourque..	3 106	38 74		"	7	106	40	3164	14 71	22 45	37 16
		Marie B. Bourque.....	3 106	44 41		"	8	106	51	4007	14 71	28 43	43 14
		Robert Sutherland....	3 103	35 00		"	9A	103	25	1436	15 00	10 15	25 15
		Clara A. Young.....	2 100	44 35		"	10	106	26	1940	14 78	13 81	28 59
		Peter J. Richard.....	3 105	39 15		"	11	105	33	1841	14 64	13 06	27 70
		Vivian Babineau.....	3 107	39 63		"	12	107	42	2055	14 85	14 58	29 43

COUNTY OF KENT.—Continued.

NAME.	Prov'l Grant to Teachers.		LOCALITY.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	COUNTY FUND TO TRUSTEES.				
	Class.	Legally authorized days actually employed.						Amount of Grant.	AMOUNT.			
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	2	1	2	3	4	5	6	7		
Francois Landry.....	3104	28	88	St. Louis	1	104	34	1563	24	44	\$11 06	25 53
Edmond Melancon.....	3157	24	16	"	2	87	69	3222	12	08	22 86	63 17
Ed. Melancon, Apr. '50.	3117	30	00	"	1	117		1885	15	00	13 22	63 17
Marie A. Babineau.....	3108	20	00	"	3	108	87	5045	15	00	35 80	50 53
Mary C. Daigle.....	3108	20	00	"	4	108	39	2343	15	00	16 62	27 22
Appoline Richard.....	3105	19	46	"	6	105	29	1806	14	57	12 81	27 22
Eugene Daigle.....	3106	29	44	" & Richibucto	7	106	35	2170	14	71	15 39	29 10
Daniel Arseneault.....	3105	29	16	"	8	105	20	1472	14	57	10 44	25 00
Susanne Maillet.....	3104	19	27	"	11	104	27	2062	14	44	14 20	25 00
Cyrille Cormier.....	3103	28	60	St. Marys.	1	103	65	3023	14	30	21 45	25 00
Janet P. McKay.....	2108	25	00	"	2	108	32	1514	15	00	10 74	25 47
Euphemia Girouard.....	3103	19	09	"	3	103	52	1992	14	30	14 17	28 47
Magnie Morrison.....	3105	25	95	"	6	105	31	2325	19	33	16 50	25 00
John LeBlanc.....	3100	34	71	"	7	100	51	1410	18	51	10 00	28 31
Mary E. Colbourne.....	3108	20	00	"	10	108	18	1069	15	00	7 56	22 23
Delphine Gaudet.....	3108	25	00	"	11	108	31	1948	20	00	14 18	21 18
Pacifique A. Belliveau.....	3108	37	50	"	12	168	33	1835	20	00	13 02	23 00
Hilaire Hebert.....	31 49	13	61	"	13	49	38	1107	6	50	7 55	14 05
Ellen Chrystal.....	21 99	22	91	Weldford	1	99	27	1017	13	74	7 22	20 56
Mrs. James Thurrott.....	2107	24	89	"	2	107	36	2142	14	92	15 26	29 00
Flora McKendrick.....	3108	26	66	"	2	108	16	1305	20	00	9 26	25 00
Caroline M. Worman.....	2108	25	00	"	3	108	23	1190	15	00	8 44	21 41
John Gillis.....	3108	30	00	"	3	108	37	2046	15	00	14 32	21 41
Francis D. Cullen.....	3106	36	96	"	4	106	31	1436	19	71	10 19	21 41
A. J. W. Peters.....	3108	30	00	"	5	108	24	833	15	00	5 91	23 41
Joanna Plume.....	3108	20	00	"	5	108	12	614	15	00	4 30	19 53
Domitile Bernard.....	3108	20	00	"	6	108	59	2331	15	00	16 54	31 54
Maude E. Powell.....	2105	24	30	"	8	105	30	1444	14	57	10 25	24 54
J. F. Dorothy.....	1108	55	00	"	9	108	48	3030	15	00	21 55	33 12
Moseley T. Wathen.....	3107	29	72	"	10	107	27	1021	14	55	7 24	19 53
Mary Collins.....	3105	26	66	"	11	108	14	664	20	00	4 71	24 71
Sarah Hutchison.....	2108	25	00	"	12	108	27	1961	15	00	13 92	25 00
Wm. McMichael.....	31 99	27	62	"	13	99	27	1149	13	81	8 15	21 21
Isabella Wheten.....	2108	25	00	"	14	108	36	2104	15	00	14 53	25 00
Lizzie L. Starrak.....	2108	25	00	"	15	108	32	2212	15	00	15 29	25 00
Alma M. Graham.....	2108	25	00	"	16	108	47	3015	15	00	21 22	25 00
Annie Brown.....	3107	19	81	"	17	107	43	1674	14	55	11 22	21 21
Agnes Holmden.....	3108	25	00	"	18	108	17	877	20	00	6 12	11 12
Althea Sherwood.....	3106	19	64	"	19	106	49	2372	14	71	16 23	21 21
Wm. J.C. Nutty.....	31 98	34	01	"	20	98	15	781	18	33	5 55	24 31
Mary E. Atkinson.....	3108	25	00	"	22	108	17	911	20	00	6 46	24 31
CHARLES LEE BARNES.....	1 911	125	66	Wellington	1	102	34	raised	14	00	15 97	24 31
Maggie A. Graham.....	2108	49	59	"	2	108	50	2238	15	00	15 88	29 53
Mary Alma Carter.....	2103	62	75	" & St. Mary's	3	103	30	1783	14	37	12 65	30 53
Grace Orr.....	2102	57	18	"	4	103	40	1960	14	30	13 06	32 53
Cath. McDonald.....	3104	38	52	"	5	104	40	2310	14	44	16 23	32 53
M. Margaret Michaud.....	1 98	55	00	"	7	324	140	10306	45	00	73 12	118 12
Margaret Maillet.....	1 98	55	00	"	7	324	140	raised	45	00	73 12	118 12
Philo's Belliveau, c. r. a.	21 98	20	00	"	7	324	140	raised	45	00	73 12	118 12
Mary Routanne.....	21 98	45	00	"	7	324	140	raised	45	00	73 12	118 12
Belle Steeves.....	2109	43	73	"	8	105	40	1985	14	57	14 09	24 31
Julia Bourgeois.....	3101	23	37	"	9	101	52	2540	14	09	18 62	24 31
Hippolyte Godet.....	3105	35	00	"	10	108	52	2533	15	00	18 11	24 31
Hippolyte I. Godet.....	3108	39	91	" & Richibucto	12	108	53	1562	15	00	13 24	24 31
			31					3622				
								108,602				
								21,462 75				
								31,408 40				
								8,901 16				

W. E. Ella J. Annie Namie Marga Thom Mary Etha Isabel Christ Phebe Margi Maria Maria Hanna William Alma Percy Mattie E. Pm Alice S. Mary J. Jane C. Kate B. Chas. Co. Ft. for A. Charlot Webster. Abram George Ella G. W. C. I. H. Alle Zephie. Anasa Jane Br. Co. Fu. for A. Jessie L. Ta. pd. Ta. pd. George Deborah Adalaid Zena A. D. S. Ft. Sarah P. Jones It. Hedley M. Amel Annie E. Fred. H. Rebecca James E. Celia E. Amelia J. David A.

COUNTY OF KINGS.

USTEES.		Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
UNT.		NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	AMOUNT.					
Attendance of Pupils.	Total amount from County Fund.							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.
3	7	6	5	4	3	2	1	2	3	4	5	6	7
00	25	W. E. Hornbrook.....	1	99	\$92 00	Cardwell.....	1	202	72	3768	\$28 11	\$25 10	\$53 21
86	3 17	Ella Kennedy.....	3	103	23 94	" & Salisbury	3	107	37	2382	14 85	15 87	30 72
20	3 17	Annie E. Spicer.....	2	107	24 77	" & Elgin.....	6	107	31	2576	14 85	17 16	32 01
80	3 17	Nannie H. Price.....	2	107	24 77	" & Waterford	7	108	29	1201	15 00	8 00	23 00
62	31 62	Margaret L. Horseman	2	108	25 00	Greenwich.....	2	105	32	2279	14 57	15 18	29 75
81	27 28	Thomas Morrisay.....	3	65	24 07	"	3	108	32	1978	15 00	13 17	28 17
39	30 10	Mary E. Simpson.....	2	105	24 30	"	4	108	32	1978	15 00	13 17	28 17
44	25 00	Ella Williams.....	2	108	25 00	"	4	108	32	1978	15 00	13 17	28 17
20	25 00	Isabella J. Wallace.....	2	103	23 33	"	4	108	32	1978	15 00	13 17	28 17
45	25 00	Christiana S. Travis.....	3	108	20 00	"	5	108	23	1150	15 00	7 60	22 60
74	25 47	Rhebe E. McMonagle.....	3	107	19 81	Hammond.....	3	107	17	899	14 85	5 99	20 84
17	25 47	Margie R. Sherwood.....	3	108	20 00	"	4	108	36	1495	15 00	9 96	24 96
50	25 45	William J. Virtue.....	3	108	40 00	"	5	108	35	1555	20 00	10 36	30 36
00	28 21	Maria S. Coy.....	2	100	23 14	"	6	100	33	1785	11 88	11 89	25 77
50	28 21	Hannah Raymond.....	1	107	31 67	Hampton.....	1	107	19	880	14 85	5 86	20 71
18	28 21	William Levinge.....	1	108	75 00	"	2	212	77	4369	29 44	29 10	58 54
02	28 21	Alma S. Sprout.....	2	104	43 32	"	3	108	52	3288	15 00	21 10	36 10
22	14 6	Percy H. Warneford.....	2	108	40 00	"	3	81	17	1000	11 31	6 66	17 97
20	29 5	Hattie C. Fowler.....	2	108	18 85	" & Uplam	6	108	50	2367	15 00	19 10	34 10
26	29 5	E. Pud'gton.....	2	108	40 00	"	7	108	23	1031	15 00	6 87	21 87
26	29 5	Alice S. Charleton.....	3	108	20 00	"	8	106	31	1835	14 71	12 23	26 94
44	29 41	Mary J. DeVoe.....	2	104	24 53	"	9	104	21	1183	14 44	7 88	22 32
32	29 41	Jane C. Sharp.....	2	108	25 00	Havelock.....	1	108	42	2087	15 00	13 90	28 90
19	29 41	Kate Brown.....	2	108	40 00	"	2	108	39	2120	15 00	14 12	29 12
36	29 41	Chas. W. Belyea.....	2	108	40 00	"	2	117	39	2616	15 00	17 42	32 42
54	29 41	Co. Fund to Trustees for April, 1880.				"	5	108	25	1592	15 00	10 61	25 61
55	29 41	Charlotte E. Gosline.....	3	107	56 33	"	6	107	21	1576	19 80	10 50	30 30
12	29 41	Webster D. Keith.....	3	106	29 44	"	7	106	52	2418	14 71	16 11	30 82
71	29 41	Abram S. Atkinson.....	1	107	54 49	"	8	214	96	6180	29 70	41 16	70 86
22	29 41	George H. Miner.....	2	107	24 77	"	9	108	24	1057	15 00	7 05	22 05
15	29 41	Ella G. Parlee.....	1	108	5 94	April, 1880.	10	108	40	2509	15 00	16 72	31 72
33	29 41	W. C. BURNHAM, A. B.....	3	108	30 00	Havelock.....	11	108	19	1508	20 00	10 04	30 04
22	29 41	H. Allen Scribner.....	3	108	54 94	"	12	108	38	2430	15 00	16 19	31 19
22	29 41	Zephie Saunders.....	3	108	93 33	"	13	117	39	3195	15 00	21 28	36 28
22	29 41	Anasa Ryder.....	1	108	35 00	"	14	96	3	1060	17 76	13 05	30 81
22	29 41	Jane Brown.....	2	96	29 61	" & Salisbury	15	3	138	.....	0 92	0 92	0 92
76	29 41	Co. Fund to Trustees for April, 1880.				Do., Salisbury & Brunswick.	23	4	276	.....	1 84	1 84	1 84
50	29 41	Jessie Brown.....	3	108	30 00	Kars.....	2	108	52	1442	15 00	9 61	24 61
50	29 41	Tea. pd. in Westm'd Co.				"	3	108	19	1351	15 00	10 53	25 53
50	29 41	George W. Foster.....	3	108	30 00	"	4	108	19	1316	20 00	8 76	28 76
50	29 41	Deborah M. Worden.....	1	104	33 70	"	5	101	19	949	14 44	6 32	20 76
50	29 41	Adelaide E. Ganong.....	2	79	29 25	"	1	181	71	3608	25 12	24 02	49 14
50	29 41	Zena A. McQueen.....	1	102	33 05	Kingston	2	99	11	519	18 41	3 46	21 87
50	29 41	D. S. Flewelling.....	1	101	41 59	April, 1880.	3	108	17	926	15 00	6 17	21 17
50	29 41	Sarah Pickett.....	2	99	46 05	Kingston	4	108	13	611	15 00	4 07	19 07
50	29 41	JOHN H. FLEWELLING.....	3	108	20 00	"	5	108	65	4223	27 48	28 13	55 61
50	29 41	Hedley P. Hayes.....	2	108	20 00	"	6	107	29	2004	14 85	13 35	28 20
50	29 41	M. Amelia Ganong.....	3	108	20 00	"	7	105	24	9074	14 87	6 05	20 62
50	29 41	Annie E. Kierstead.....	2	98	25 00	"	8	89	14	1072	16 47	7 14	23 61
50	29 41	Fred. H. Wetmore.....	2	107	24 77	"							
50	29 41	Rebecca Bennett.....	2	105	19 46	"							
50	29 41	JAMES E. WETMORE.....	2	105	19 46	"							
50	29 41	Celia E. Gray.....	2	107	24 77	"							
50	29 41	Amelia J. Theal.....	3	89	32 96	"							
50	29 41	David A. Murphy.....	3	89	32 96	"							

COUNTY OF KINGS.—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					Prov'l G		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	AMOUNT.					NAME
								Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	6	
6	5	4	3	2	1	2	3	4	5	6	7	8	9
Sarah E. Watters.....	2	92	20	Kingston.....	10	92	32	1321	\$12 77	\$8 81	\$21 58		Mary E. Bray..
Augusta E. Crawford.....	2	105	33	".....	11	105	39	2066	14 57	13 76	28 33		William J. Dun
Abram Belyea.....	2	60	22	".....	12	60	39	1609	8 33	10 72	19 05		Edw. M. Sharp.
Bessie M. Ratalick.....	3	108	30	".....	13	108	32	1359	15 00	9 05	24 05		Alfred T. Daxte
EDWIN C. HAYES.....	2	108	51 89	Norton.....	1	216	88	4131	30 00	27 51	57 51		Esaua Dunn..
Annle A. Herrington.....	2	108	25 00	".....	2	108	61	2829	15 00	18 34	33 34		Mary L. Frost..
FRANK H. HAYES.....	2	108	173 88	".....	3	108	27	1332	15 00	8 27	23 27		George N. Pear
Jessie M. Fowler.....	2	108	25 00	" & Studholm	5	108	37	1942	14 20	12 34	26 54		Victor Girdwood
Eliza E. Johnson.....	2	102	23 33	".....	5	102	31	1492	15 00	16 67	31 67		Hattie Lawson..
Edwin A. Hayes.....	2	108	49 98	" & Studholm	7	108	45	2053	15 00	10 27	25 27		Annie M. Smith
Annie Jackson.....	2	108	25 00	Rothsey.....	4	108	20	950	15 00	6 59	21 59		Sarah A. Feetha
Edith Darling.....	2	108	25 00	".....	5	108	23	1408	15 00	9 29	24 29		Margie E. Ellsw
Peter Brennan.....	2	108	53 33	" & Simonds	19	108	19	1185	20 00	9 29	29 29		Henry A. Perkin
Rebecca J. Neill.....	2	108	25 00	Hampt'n & Simonds	20	108	11	202	15 00	1 35	16 35		Brunce Vail...
John D. Wetmore.....	3	105	29 16	Springfield..	1	105	41	2544	14 57	16 05	31 02		Tracy J. in St. Jo
J. Herbert Wright.....	3	108	55 00	".....	2	108	50	2835	15 00	19 55	34 55		Fred C. Taylor..
Emma Gunter, c. r. a.....	3	49	4 54	".....	2	108	39	1537	11 66	10 24	21 90		Etie M. Arnstr.
JAMES R. MACE, A. B.....	3	71	26	".....	3	84	39	1332	20 00	9 27	29 27		Edw. J. Lockhar
Robt. J. Kincaid.....	2	84	33 26	".....	4	108	29	1392	14 44	9 27	23 71		Joseph A. Pearson
Jennie B. McFarland.....	3	105	25 00	".....	4	105	29	1019	11 73	6 99	18 72		Sarah T. Lockha
Bessie Key.....	2	84	19 55	".....	5	84	17	1019	11 73	6 99	18 72		Esaua M. Pearso
Agnes Northrup.....	2	107	24 77	".....	6	107	15	977	14 85	6 51	21 36		Edna A. Wetmor
Agnes D. Gray.....	2	104	24 07	".....	7	104	40	1670	14 44	9 27	23 71		John W. Caulfich
Mina A. Stout.....	2	104	61 45	".....	8	104	24	1360	14 44	9 27	23 71		Fannie A. Carpen
Hannah B. Wheaton.....	3	106	31 91	" & Kingston	9	106	27	1463	14 71	9 25	23 96		Estie Henderson
Debbie A. Reed.....	2	106	24 55	".....	12	106	32	2342	14 71	15 00	29 71		R. McKilligan..
Maggie A. Bates.....	2	101	31 16	".....	13	101	23	1724	18 69	11 48	30 17		Patha Lane.....
George M. Wetmore.....	2	107	52 88	" & Kingston	14	107	9	827	19 80	5 54	25 34		Irish J. Wagner
Judson B. Clark.....	2	103	33 14	".....	15	103	28	935	14 30	6 30	20 60		Hilli Nugeat...
John DeLong.....	2	83	30 73	".....	16	83	17	820	11 52	5 47	16 99		William McKay..
David J. Hamilton.....	3	71	19 72	".....	21	71	27	894	9 85	5 06	15 91		Amanda S. Scott.
James Boyle.....	3	106	39 25	Studholm.....	1	106	26	1658	19 61	11 39	31 00		Hannah V. Monch
Frankie Parlee.....	2	108	33 33	".....	2	108	13	1478	20 00	9 25	29 25		
Eliza M. Fenwick.....	2	108	25 00	".....	4	108	23	1358	15 00	9 04	24 04		
Hiram W. Folkins.....	2	108	164 39	".....	5	108	27	2340	20 00	15 59	35 59		
Andrew Sprague.....	2	94	27 19	".....	6	94	19	1027	17 40	6 34	23 74		
CLARA E. BURRIDGE.....	1	92	78 13	".....	7	108	34	1800	15 00	12 63	27 63		
GAVIN HAMILTON.....	1	103	138 88	".....	8	92	40	2249	12 77	14 97	27 74		
GEO. W. FOWLER.....	1	103	81 59	" & Sussex.....	10	103	35	1954	14 20	13 01	27 21		
Maggie E. Ryan.....	2	108	25 00	".....	11	108	46	2223	15 00	14 51	29 51		
JOHN F. ROGERS.....	2	107	102 03	".....	12	108	40	1946	15 00	12 26	27 26		
Selina Crawford.....	3	85	21 00	".....	13	107	33	1944	14 85	12 95	27 80		
B. M. NORTHROP.....	1	104	118 58	".....	14	85	10	542	15 73	3 61	19 34		
Ada Kincaid, c. r. a.....	3	101	9 36	".....	15	104	71	3492	14 51	23 26	37 77		Elizabeth Hebert..
A. ABELIA KIERSTEAD.....	2	93	51 23	".....	16	93	25	1389	12 91	9 25	22 16		Sara Costello...
Perley T. Kierstead.....	3	83	23 05	".....	17	83	26	528	11 52	3 52	15 04		Thomene Bellang
Athelina E. Sharp.....	2	108	25 00	".....	19	108	29	1788	15 00	11 91	26 91		Edna Albert.....
Julia E. Chapman.....	3	108	20 00	".....	20	108	22	1760	15 00	11 72	26 72		Henetta Proulx..
EDWIN V. KING.....	2	108	63 77	".....	25	216	78	3649	30 00	24 30	54 30		Rebecca Proulx..
Maggie E. Burgess.....	2	108	25 00	".....	25	216	78	3649	30 00	24 30	54 30		Edwin Perron...
GEO. H. RAYMOND, A. B.....	1	103	150 44	Sussex.....	1	204	82	4808	28 32	32 02	60 34		Edna Martin.....
Louisa M. Nowlan.....	2	101	62 06	".....	2	101	32	1335	15 00	18 50	33 50		John J. Pelletier
S. F. WILSON, A. B.....	1	82	128 25	".....	2	82	223	13315	50 16	88 68	147 84		Marjorie Cyt.....
S. A. McLeod, A. B.....	1	15	11 19	".....	2	15	19	1137	14 19	7 57	21 73		Bryan Martin...
Douglas S. Flewelling.....	2	20	8 16	".....	2	20	223	13315	50 16	88 68	147 84		Marjorie Albert..
J. Clarence Sharp.....	1	76	77 82	".....	2	76	82	2748	15 00	18 50	33 50		Rebecca Caullieu
Jeanmie E. Murray.....	1	98	74 52	".....	4	102	26	1137	14 19	7 57	21 73		Edw. Resignal...
Jeanmie S. Barnett.....	2	98	45 00	".....	5	108	62	2748	15 00	18 50	33 50		Ray Bellefleur..
Mary A. Ryan.....	3	102	18 00	" & Hammond	4	102	26	1137	14 19	7 57	21 73		Erny Daigic...
Edward Conley.....	2	108	40 00	".....	5	108	62	2748	15 00	18 50	33 50		Estasia Martin...

COUNTY OF KINGS.—Continued.

Total amount from County Fund.	Prov'l Grant to Teachers.				LOCALITY.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	County Fund to Trustees.			
	NAME	Class.	Legally authorized days actually employed.	Amount of Grant.						PARISH.	AMOUNT.		
											On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
7	6	5	4	3	2	1	2	3	4	5	6	7	
21 55	Mary E. Bray	2 101	22 37		Sussex, Waterford & Cardwell	6 101	43	2019	\$14 02	\$13 45	\$27 47		
24 25	William J. Dunlap	3 81	22 49		Sussex.	7 81	33	1324	11 21	8 82	20 06		
19 06	Sarah M. Sharp	2 105	65 00		"	9 105	27	1737	15 00	11 57	26 57		
24 66	Alfred T. Baxter	2 108	64 62		Sussex, Norton & Uplam.	10 108	41	2167	15 60	14 44	30 04		
27 51	Emma Dunn	2 107	21 89		Sussex.	11 107	26	1118	14 92	7 45	22 37		
23 84	Mary L. Frost	1 104	84 83		"	12 104	15	984	19 25	6 56	25 81		
23 25	George N. Pearson	2 103	60 00		"	13 103	23	1226	15 00	8 17	23 17		
25 07	Rat Girwood	1 104	52 96		Uplam.	1 104	49	2182	14 44	14 53	29 97		
21 24	Hath. Larson	2 108	33 33		" & Simonds	2 108	20	1347	20 09	8 07	28 07		
24 28	Annie M. Smith	2 103	23 83		"	3 103	57	2757	14 30	18 36	32 66		
29 29	Sarah A. Featham	2 108	25 09		"	4 108	42	1475	15 00	9 82	24 82		
16 35	Maggie E. Ellsworth	2 108	25 00		" & Hammond	5 108	43	2184	15 00	14 53	29 53		
31 22	Henry A. Perkins	3 109	30 00		"	6 109	32	1792	15 00	11 31	26 31		
	Flance Vail	2 108	25 00		"	7 108	39	2113	15 00	14 07	29 07		
31 25	Teacher in St. John Co.	1 108	50 00		" & St. Martins	10 108	57	3141	20 00	2 09	22 09		
21 25	Fred C. Taylor	2 108	24 77		Waterford & Ham'd	1 108	37	2911	20 00	19 30	39 30		
21 27	Ede M. Armstrong	2 107	24 77		"	2 107	36	1927	14 58	12 53	27 08		
18 72	Edw. J. Lockhart	3 108	26 66		Waterford, Elgin & Alma.	3 108	14	1537	20 00	10 24	30 24		
21 25	Essie A. Pearson	2 108	25 00		Waterford.	5 108	33	1101	15 00	7 33	22 33		
25 24	Sarah T. Lockhart	3 108	26 66		"	6 108	26	1651	20 00	11 26	31 26		
25 29	Essie H. Pearson	3 108	26 66		"	7 108	23	1492	20 00	9 94	29 94		
24 06	Veia A. Wetmore	2 106	30 47		"	8 106	36	1802	14 71	12 00	26 71		
20 31	Lu W. Caulfield	1 108	55 00		Westfield.	2 108	45	3379	15 00	22 50	37 50		
29 17	Fannie A. Carpenter	2 108	25 00		"	3 108	26	1067	15 00	7 11	22 11		
25 31	Maggie Henderson	2 107	24 77		"	4 107	26	1161	14 85	7 53	22 38		
29 06	E. McKilligan	2 83	34 58		"	6 83	22	1165	11 52	7 76	19 28		
16 09	Patha Lane	2 104	24 07		"	7 104	19	1250	14 44	8 33	22 77		
15 81	Paul J. Wagner	2 107	49 76		"	8 107	18	971	19 89	6 47	26 36		
20 05	Hallie Nugent	3 107	25 08		"	9 107	12	1162	19 50	7 73	27 23		
20 85	William McKay	3 104	38 50		"	11 104	19	987	19 25	6 57	25 82		
14 04	Amanda S. Scott	3 107	19 81		"	12 107	22	1569	14 83	10 05	24 88		
5 29	Hannah V. Monahan	3 92	17 25		"	13 92	19	1259	12 63	8 40	21 03		
4 21													
7 05			\$702 71				485		\$2083 63	\$1065 92	\$3055 55		

COUNTY OF MADAWASKA.

1 16	Embeth Hebert	3 108	\$44 89	Madawaska	1 108	57	4148	\$15 00	\$22 30	\$47 30
1 04	Ada Costello	3 108	26 66	"	2 108	46	2811	20 00	21 89	41 89
1 01	Delomene Bellanger	3 108	26 66	"	3 108	32	1176	20 00	9 16	29 16
1 72	Baria Albert	3 108	30 00	"	4 108	36	1250	15 00	9 75	24 75
1 59	Beretta Proulx	3 108	20 00	St. Ann	1 108	43	3299	15 00	25 68	40 68
1 51	Becca Proulx	3 108	33 33	"	2 108	40	5687	20 00	44 28	64 28
1 51	Sam Perron	3 105	41 31	"	3 105	59	2747	14 57	21 39	35 96
1 51	Edw. Martin	3 108	25 00	"	4 108	48	2412	15 00	18 78	33 78
1 51	Edw. J. Pelletier	3 108	43 33	St. Basil	1 108	40	3968	20 00	23 11	43 11
1 51	Genevieve Cyr	3 108	20 00	"	2 108	28	2627	15 00	20 46	35 46
1 51	Ernan Martin	3 108	30 00	"	3 108	44	2442	15 00	19 01	34 01
1 51	Emyline Albert	3 108	29 96	"	4 108	34	1872	15 00	14 58	29 58
1 51	Becca Beaulieu	3 108	20 00	"	5 108	47	2124	15 00	16 54	31 54
1 51	Becca Resignal	3 108	20 00	"	9 108	16	1066	15 00	8 30	23 30
1 51	Mary Bellefleur	3 108	20 00	"	7 108	34	1444	15 00	8 91	23 91
1 51	Becca Paigie	3 108	30 00	St. Francis	2 108	34			Returns too late.	
1 51	Becca Martin	3 108	20 00	"	3 108	28	1888	15 00	14 70	29 70

COUNTY OF MADAWASKA.—Continued.

NAME.	Prov'l Grant to Teachers.			LOCALITY.	No. of District.	County Fund to Trustees.							
	Class.	Legally authorized days actually employed.	Amount of Grant.			No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.			
										On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	3	2	1	2	3	4	5	6	7		
Mary E. Trudel.....	3	108	\$20 00	St. Hilaire.....	1	108	37	2102	\$15 00	\$16 37	\$31 37		
Flavia Albert.....	3	94	17 42	"	1	94	39	1645 1/2	13 05	14 37	\$27 42		
F. X. Babinault.....	3	108	30 00	"	2	108	42	2408 1/2	15 00	18 76	\$33 76		
Joseph Cyr.....	3	108	30 00	"	4	108	17	1470	15 00	11 45	\$26 45		
Julia Albert.....	3	108	20 00	"	7	108	28	1512	15 00	11 77	\$26 77		
Sophia Lepante.....	3	108	26 66	St. Jacques.....	4	108	17	1619	20 00	12 61	\$32 61		
Thomas Chasse.....	3	108	40 00	"	5	108	26	1867 1/2	20 00	14 54	\$34 54		
Philomene Daigle.....	3	73	13 53	St. Leonard.....	2	73	48	1549	10 13	12 06	\$22 19		
Victoria L. Gagnon.....	3	108	20 00	"	3	108	32	2174	15 00	16 93	\$31 93		
Euphemia H. Soucie.....	3	108	45 00	"	4	108	44	3074	15 00	13 97	\$33 97		
Edward J. Hianveau.....	3	108	55 00	"	5	108	27	1935 1/2	15 00	15 09	\$30 09		
Hern. A. Couillard.....	3	108	55 00	"	7	108	22	1351	15 00	10 52	\$25 52		
Francis Leveque.....	3	108	30 00	"	8	108	27	1311 1/2	15 00	10 21	\$25 21		
Mary E. Pelletier.....	3	63 1/2	15 68	"	9	63 1/2	25	955 1/2	11 75	7 44	\$19 19		
Anna Corbin.....	3	108	20 00	"	13	108	56	3300	15 00	25 70	\$40 70		
Julia Leveque.....	3	108	20 00	"	14	108	59	2978	15 00	23 19	\$38 19		
Euphemia Thibedeau.....	3	108	20 00	"	17	108	43	2164	15 00	16 83	\$31 83		
			\$940 43					1255		73 57 1/2	\$214 50	\$670 00	\$1086 10

COUNTY OF NORTHUMBERLAND.

Elizabeth A. Gillies.....	2	105	\$30 37	Alnwick.....	1	105	33	2051	\$19 43	\$14 38	\$33 81	
Janet Sewell.....	3	107	26 41	"	2	107	24	1798	10 80	12 09	\$22 89	
Blanche M. Henderson.....	3	92	17 05	"	3	92	12	718	12 77	5 03	\$17 80	
Isaiah P. Savoy.....	3	108	53 00	"	4	108	35	1577 1/2	15 00	13 16	\$28 16	
Delina Pouliot.....	3	20	4 64	"	5	20	30	325	3 71	2 37	\$5 88	
Helen Young.....	3	108	25 20	"	6	108	36	1640 1/2	20 00	11 50	\$31 50	
Jane J. Carruthers.....	3	108	20 00	"	7	108	52	2437	15 00	17 08	\$32 08	
Kate Loggie.....	1	108	35 00	"	8	108	50	2102 1/2	15 00	14 73	\$29 73	
Maggie J. E. McRae.....	2	58	17 89	"	8 1/2	58	37	1520	10 73	10 09	\$20 82	
Eutrope Savoy.....	3	45	12 50	"	13	83	50	1492	11 52	10 46	\$21 98	
Isaac Des Roche.....	3	38	10 55	"								
MAGGIE PERLEY, Ap. '80			5 94	"								
TERESA B. HOLT.....	2	106	36 41	Blackville.....	1	106	34	1673 1/2	14 71	11 76	\$26 47	
Julia Jordan.....	3	105 1/2	19 55	"	2	105 1/2	40	1656	14 64	11 61	\$26 25	
Lizzie S. McIntosh.....	2	58	13 42	"	5	58	25	791 1/2	8 12	5 54	\$13 66	
W. H. GRINDLEY.....	2	108	51 88	"	6	108	43	2123 1/2	15 00	14 88	\$29 88	
JOHN FLANAGAN.....	2	108	75 05	"	7	108	46	2176	15 00	15 25	\$30 25	
John Curran.....	2	108	106 44	"	9	108	45	2747 1/2	20 00	19 26	\$39 26	
Sarah A. Bamford.....	3	108	26 66	"	11	108	28	1788	20 00	12 53	\$32 53	
Sarah A. Bamford, bal.			5 84	"								
Anna M. Pond.....	3	108	26 66	"	11 1/2	108	32	2564 1/2	20 00	17 96	\$37 96	
Teresa H. Moran.....	3	86	21 25	Bliss'd & Black'le	1 1/2	86	34	1615 1/2	15 92	11 32	\$27 24	
Elsibet Archibald.....	2	58	13 42	Blissfield.....	2	58	24	912 1/2	3 05	6 29	\$14 34	
L. CHARLOTTE HAMMOND.....	2	108	49 38	"	2 1/2	108	25	1814 1/2	15 00	12 74	\$27 74	
Julia F. Bates.....	2	108	31 25	"	3	108	18	1223 1/2	20 00	8 58	\$28 58	
Rowland Crocker.....	3	108	30 00	"	3 1/2	108	48	2254	15 00	15 89	\$30 89	
William Munroe, Jr.....	2	97	35 92	"	4	97	37	2107 1/2	13 46	14 78	\$28 24	
HEDLEY V. HENDERSON.....	2	108	17 82	April, '80.....								
Chas. G. D. Roberts.....	1	98	55 00	"								
Kate M. Williston.....	1	98	35 00	"								
Cecelia Alexander.....	1	91	82 80	Chatham.....	1	423	107	13156	58 74	92 25	\$150 99	
Minnie R. Haviland.....	3	98	20 00	"				raised				
MARION E. JACK.....	2	98	34 50	"	2	98	44	2404	13 60	16 56	\$30 16	
H. GILBERT HUESTIS.....	1	108	84 71	"	3	108	80	5187 1/2	15 00	36 37	\$51 37	
Ettie Wathen, c. r. a.	3	93	8 61	"								

Helley
MURIA C
Do
Maggie
Annie Q
Mary R
Annie M
Margare
Bridget
Mary R.
John Mc
Wm. A.
JAMES N
HELENA
Maggie J
James C
Leticia A
Annie L.
Mary L.
Alexa R
Charles
Janna
S. Grace
Amy Arc
Helena R
Enza M.
Maggie J
Adelaide
Helen Mc
Ellen W
Annie J.
Elizabeth
Bridget M
Co. Fund
April, 1
Michael F
Eliza Buel
Susie Cray
Hannah E
Elizabeth
Sadie E. M
Maggie Pe
Benj. Park
Annie P.
Thomas D
Annie Mc
Robert Mo
Donald Mc
Mary J. Ru
Ellen M. D
C. M. Hurr
F. A. McCr
Gloria Park
Eliza Hicke
Annie M. J.
Annie Rore
Sarah J.
Wm. Siver
Lizzie E. M
John Ham

COUNTY OF NORTHUMBERLAND.—Continued.

USTEES.		Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.							
DUNT.		NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	AMOUNT.						
attendance of Pupils.								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.
c	7	6	5	4	3	2	1								2	3	4	5	6	7
3	37	Helley V. Henderson	2	102	337 77	Chatham	4	102	66	3407 1/2	14 16	23 50	338 05	
3	37	MARIA C. BALDWIN	2	108	54 71	do	6	108	35	2591 1/2	15 00	18 17	33 17	
1	45	do do. Apr. '80	2	108	19 40	Rank	6	108	35	2591 1/2	15 00	18 17	33 17	
1	77	Maggie S. Gordon	2	107	24 77	Chatham & Glenelg	6 1/2	107	44	2122	14 85	14 88	29 73	
1	61	Annie Quinlan	1	96	34 28	"	8	311	239	14958	43 19	104 88	148 07	
1	54	Mary R. Tweedie	1	92 1/2	23 46	"	8	311	239	14958	43 19	104 88	148 07	
1	06	Annie McIntosh, c. r. a.	3	92 1/2	9 44	"	8	311	239	14958	43 19	104 88	148 07	
1	03	Margaret Dunn	3	94	19 18	"	9	423	255	13772	58 74	90 57	155 31	
1	03	Bridget Flanagan	1	98	35 00	"	9	423	255	13772	58 74	90 57	155 31	
1	04	Mary R. Davidson	2	95	24 23	"	9	423	255	13772	58 74	90 57	155 31	
1	07	John Melhuis	3	97	29 69	"	9	423	255	13772	58 74	90 57	155 31	
1	52	Wm. A. Duke	2	95	38 77	"	9	423	255	13772	58 74	90 57	155 31	
1	21	JAMES N. WATKIN	1	108	90 65	Derby	1	108	35	1406	15 00	9 86	24 86	
1	44	HELENA HORGAN	2	108	36 88	"	1 1/2	108	60	2474	15 00	17 35	32 35	
1	70	Maggie R. Gray	2	108	31 25	"	2	108	10	401 1/2	20 00	2 82	22 82	
1	19	James C. Carruthers	3	108	30 00	"	2	108	43	1682	15 00	11 79	26 79	
1	53	Leticia A. Wilson	1	59	19 12	"	4	59	27	1148	8 19	8 05	16 24	
1	00	Annie L. Brown	2	107 1/2	58 54	Hardwicke	1	107 1/2	42	2173 1/2	14 02	15 24	30 16	
1	00	Mary L. Walsh	2	99	28 65	"	2	99	43	1123 1/2	18 32	7 88	26 20	
1	00	Alexa Russell	2	107 1/2	64 01	"	2	107 1/2	23	1061	14 02	7 46	22 48	
1	00	Charles Anthony	3	108	33 38	"	5 1/2	108	15	1160	20 00	8 13	28 13	
1	00	Janna Atkinson	2	96	35 53	"	6	96	62	1504	17 76	10 54	28 30	
1	00	S. Grace Young	2	107	24 77	Ludlow	3	107	17	1091 1/2	14 85	7 66	22 51	
1	00	Amy Archibald	2	104	24 07	"	4	104	45	3189 1/2	14 44	22 36	36 80	
1	00	Helena Rees	2	108	25 00	Glenelg & Chatham	1 1/2	108	35	2146	15 00	15 05	30 05	
1	00	ELIZA M. ADAMS, Ap. '80	2	108	17 82	"	1	108	31	2373	20 00	16 04	36 04	
1	00	Maggie M. McIntosh	2	108	86 66	"	1	108	19	1512	20 00	10 60	30 60	
1	00	Aldelaide Ritchie	3	108	33 33	"	5 1/2	108	41	2171 1/2	15 00	15 23	30 23	
1	00	Helen McDonald	3	104	25 69	" & Chatham	6	104	16	1245	10 25	8 73	27 98	
1	00	Ellen Wall	2	102 1/2	58 88	"	7	102 1/2	44	2905	18 97	20 37	39 34	
1	00	Annie J. McLeod	2	108	80 40	"	7 1/2	108	27	1837	20 00	12 88	32 88	
1	00	Elizabeth McLaughlin	3	45	8 34	"	8	45	16	305 1/2	6 25	2 14	8 39	
1	00	Edgert M. Hackett	3	45	8 34	"	8	45	16	305 1/2	6 25	2 14	8 39	
1	00	Co. Fund to Trustees April, 1880	1	114		"	8	114		1259	19 48	8 88	28 31	
1	00	Michael Flinn	2	93 1/2	57 44	Nelson	1	93 1/2	84	3274	12 98	22 95	35 93	
1	00	Eliza Buckley	2	108	65 00	"	2	108	28	2485	15 00	17 42	32 42	
1	00	Sadie Crain	3	107	59 62	"	3	107	25	1139	14 85	7 99	22 84	
1	00	Hannah E. Pine	3	98 1/2	29 75	"	7	98 1/2	19	888	13 67	6 23	19 90	
1	00	Elizabeth Atchison	3	108	20 00	"	8	108	57	2464 1/2	15 00	17 28	32 28	
1	00	Sadie E. Mercereau	3	103	19 09	"	9	103	41	1887	14 30	13 23	27 53	
1	00	Maggie Perley	2	102	42 48	Newcastle	1	102	26	1223	14 16	8 58	22 74	
1	00	Benj. Parker	3	106	49 00	"	2	106	30	1477	14 71	10 36	25 07	
1	00	Annie P. Gilman	2	108	86 66	"	2 1/2	108	19	1482	20 00	19 39	39 39	
1	00	Thomas Dunn	3	102	40 13	"	3	102	25	1433	14 16	10 05	24 21	
1	00	Annie McEachran	3	83	33 31	"	4	83	32	1828	15 36	13 12	28 48	
1	00	Robert Moir	2	106	78 36	"	5	106	33	1798	14 71	12 61	27 32	
1	00	Donald McIntosh	1	108	95 00	"	6	324	168	9011	45 00	67 39	112 39	
1	00	Mary J. Russell	2	108	64 72	"	6	324	168	9011	45 00	67 39	112 39	
1	00	Elen M. Donovan	3	108	60 00	"	6	324	168	9011	45 00	67 39	112 39	
1	00	C. M. Hureusson	1	98	144 13	"	7	964	453	30165 1/2	133 88	211 51	245 39	
1	00	F. A. McCully, A. B.	1	96	84 86	"	7	964	453	30165 1/2	133 88	211 51	245 39	
1	00	Gertrude Parker	1	98	35 00	"	7	964	453	30165 1/2	133 88	211 51	245 39	
1	00	Eliza Hickey	1	98	35 00	"	7	964	453	30165 1/2	133 88	211 51	245 39	
1	00	Annie M. Hanson	2	95	24 23	"	7	964	453	30165 1/2	133 88	211 51	245 39	
1	00	Annie Morell	2	96	63 93	"	7	964	453	30165 1/2	133 88	211 51	245 39	
1	00	Sarah J. Reid	2	98	65 00	"	7	964	453	30165 1/2	133 88	211 51	245 39	
1	00	Wm. Stewright	3	98	55 00	"	7	964	453	30165 1/2	133 88	211 51	245 39	
1	00	Lizzie E. Moran	3	98	38 59	"	7	964	453	30165 1/2	133 88	211 51	245 39	
1	00	John Hamilton	2	108	63 33	Northesk	1	108	21	1015	20 00	7 12	27 12	

COUNTY OF NORTHUMBERLAND.—Continued.

NAME.	Prov'l Grant to Teachers.		Locality.	County Fund to Trustees.							Prov'l	
	Class.	Legally authorized days actually employed.		PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.			
									On account of Teachers employed.	On account of average attendance of Pupils.		Total amount from County Fund.
6	5	4	2	1	2	3	4	5	6	7		
Wm. R. Welsh	2	102	\$47 21	Northesk	2	102	17	\$91	\$18 88	\$6 25	\$25 13	
Lizzie Murphy	3	101	24 96	"	3	101	20	1109	18 69	7 78	26 47	
Ellie B. McLean	3	103	20 00	"	4	103	32	1362	15 90	10 25	26 15	
Joseph S. Bennett	2	67	24 81	"	5	67	19	771	9 30	5 41	14 71	
Maggie Miller	2	104	24 18	"	6	104	54	2252	14 51	15 79	30 30	
Eva T. S. Austin	2	76	17 59	"	10	76	46	1425	10 55	10 00	20 55	
Alice Adams	2	90	20 83	"	11	90	41	1716	12 49	12 03	24 52	
Helen J. McLeod	2	103	41 65	"	12	103	51	1343	14 39	9 42	23 81	
Mary J. McRoberts	2	101	42 26	Southesk	7	101	25	1534	14 09	10 72	24 81	
David M. Phinney	3	73	31 51	"	8	73	49	964	13 51	6 75	20 26	
Ida H. Adams	2	103	37 50	"	9	103	35	1202	15 00	8 43	23 43	
Cornelius Launey	3	103	35 00	"	13	103	52	1375	15 00	9 63	24 63	
Annie Fisher	3	108	40 00	"	14	108	17	994	15 06	6 97	21 97	
Kate E. Falconer	3	105	58 89	"	15	105	31	1188	14 57	8 33	23 29	
			2172 23				378	213,088	1512 10	1408 23	3000 30	

L Jennie C
Geo. W. Di
Benj. Haye
Tea. pd. in
S. L. T. Wig
David Patte
Augusta Pe
Kerza E. De
Charles E.
Robertson C
William Sci
Wm. J. Niel
Emeline L. I
Emeline A.
Sarah E. Ha
T. Wm. Perr
Lois J. Jenk
LeBaron Ste
Isabel Richa
Janet J. Str
Mary J. Long
Mary Nisbet.
Wm. C. McK
W. Jiles Cra
Emma J. Fo
Trustees' clai
Henry F. Per
Mary A. Hor
Wm. Kerr...
Kate A. L. M
Julia Cairns.
Ernest Wall...
William Quin
Hannah Park
Ella Johnson
W. F. McDon
William Tillet
Samuel H. Mc
Arabina E. O
Adelia A. Da
Maggie E. Tay
S. A. W. Dak
Eza C. Kierst
Sam. J. Thori
Elizabeth S. C
Emily A. Wh
Ananda Stra
Eugenia A. Cr
Gertrude T. A.
Trustees' claim
Alfred McDon
Priscilla S. Bel
Lizzie A. McCr
Mary A. Monte
R. J. Craft...

COUNTY OF QUEENS.

Amelia J. Beacom	2	105	\$32 55	Brunswick	3	105	14	924	\$19 52	\$5 03	\$24 55
Frank M. Kelley	2	69	51 09	"	4	69	23	1260	12 77	6 87	19 64
Jane Muir	2	108	45 00	"	5	108	11	\$51	15 00	4 64	19 64
Tea. pd. in Kings Co.				Do., Havelock & Salisbury	23		6	227		1 24	1 24
Rachel J. Robinson	2	108	45 00	Cambridge	1	108	43	2401	15 00	13 42	28 42
John J. Clarke	1	98	50 15	"	2	98	65	3172	13 67	17 29	30 96
Aggie E. Bulycia	2	105	43 73	"	4	105	18	1155	14 57	6 30	20 87
Lizzie McJ Hunter	3	105	31 74	"	5	105	33	1724	14 64	9 49	24 14
Malena D. Brown	2	79	58 49	" & Waterboro	6	79	24	1503	14 63	8 20	22 83
Minnie E. Mott	2	108	66 52	"	7	108	31	2412	20 00	13 15	33 15
Nettie L. Belyca	2	107	44 58	"	8	107	15	973	14 85	5 30	20 15
Annie A. Colwell	3	102	30 70	"	9	102	19	1053	14 16	5 74	19 90
L. J. Flower	2	108	65 94	"	10	108	43	1936	15 00	10 55	25 55
Wm. BALMAIN	2	106	70 75	" & Johnston	10	106	27	1478	14 71	8 06	22 77
Do. bal. Apr. '80			19 74								
Lemuel W. Fowler	2	107	59 43	"	12	107	32	2539	14 85	13 84	28 69
Augusta A. Morrell	2	108	59 19	Canning	1	108	31	1914	15 00	10 43	25 43
Tea. pd. in Sunbury Co.				& Sheffield	1		3	274		1 50	1 50
Carric C. Palmer	3	108	32 50	"	2	108	13	1045	15 00	5 69	20 69
Frankie L. Dykeman	3	97	39 11	"	3	97	25	1499	18 04	8 17	26 21
John O'Mar	1	85	51 14	"	4	85	5	376	15 73	2 05	17 78
Angelina Wasson	3	107	32 19	"	7	107	43	2657	14 85	14 48	29 33
Maggie M. Bowden	2	100	41 65	"	8	100	62	3295	13 88	17 96	31 84
Diana S. Dunn	2	84	34 90	Chippm'n & Northfld	1	84	29	1405	11 66	7 66	19 32
Geo. W. Flenning	2	108	80 00	"	3	108	23	2165	20 00	11 79	31 79
JAMES R. BAUNTON	2	102	62 59	"	4	102	36	1072	14 16	10 73	24 89
ANNE S. LANGIN	1	108	110 63	"	6	108	43	2589	15 00	14 11	29 11
John R. Dunn	2	102	75 47	"	9	102	26	1397	18 88	7 61	26 49
Annie H. McDougall	2	105	34 01	"	11	105	34	2294	14 64	12 50	27 14
Bertha L. Briggs	3	108	53 33	"	12	108	37	3195	20 00	17 41	37 41
Fannie E. Fraser	2	100	32 85	"	15	100	21	1544	19 79	8 42	28 21
Geo. G. Williams	3	108	42 50	Gagetown	1	108	21	1126	15 00	6 14	21 14
David Wilson, A. B.	1	104	72 21	"	3	104	50	5262	20 44	28 68	49 12
J. Leslie Smith	2	108	80 00	"	3	108	50	5262	20 44	28 68	49 12
Fred. B. Whelpley	2	96	70 29	Do. & Hampstead	3	96	12	528	13 32	2 88	16 20
James Barnett	2	51	35 36	Gagetown	4	51	29	950	7 08	5 22	12 29

COUNTY OF QUEENS.—Continued.

Prov'l 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.			
		5	4					3	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
L. Jennie Oakley.....	3	101	\$37 41	Gagetown.....	5	101	17	1071 1/2	\$14 02	\$5 94	\$10 86
Geo. W. DILL.....	2	108	\$5 94	" & Canning	6	103	40	2885	15 00	15 72	30 72
Benj. Hayes.....	2	108	80 00	" & Cambridge	8A	108	16	1031	15 00	5 62	20 62
Tea. pt. in Sunbury Co.				" & Burton	14		5	3691		1 69	1 69
S. & L. T. Wiggins.....	2	106	79 01	Hampstead.....	1	108	25	1932	14 71	10 52	25 23
Augusta Peters.....	1	107 1/2	69 89	"	2	107 1/2	16	1045 1/2	14 92	5 70	20 62
David Patterson.....	2	108	52 50	" & Gagetown	2A	108	16	1054	15 00	5 75	20 75
Kezia E. Davis.....	3	87	26 17	"	4	87	32	1297 1/2	12 08	7 07	19 15
Charles E. Webb.....	3	106 1/2	29 57	" & Greenwich	6	106 1/2	39	1275	14 78	6 35	21 73
Robertson Gardner.....	2	108	80 00	" & Gagetown	7	108	30	1753 1/2	15 00	9 56	24 56
William Sewell.....	2	108	70 59	"	8	108	18	768	15 00	4 19	19 19
Wm. J. Nickerson.....	3	108	55 00	"	9	108	15	695	15 00	3 79	18 79
Emeline L. Harrison.....	3	108	32 50	" & Petersville	15	108	32	1314 1/2	15 00	7 16	22 16
Faeline A. Akerley.....	3	103	25 00	Johnston.....	1	108	36	2198 1/2	15 00	11 98	26 98
Sarah E. Hannu.....	2	108	45 00	"	2	108	19	998 1/2	15 00	5 43	20 43
T. Wm. Perry.....	2	108	52 50	"	3	108	31	1659	15 00	8 66	23 66
Lola J. Jenkins.....	2	107 1/2	37 23	"	5	107 1/2	25	1319	14 92	7 19	22 11
LeBaron Starkey.....	2	108	80 00	"	6	108	15	1110	20 00	6 05	26 05
Isabel Richardson.....	3	108	25 00	"	11	108	33	1617	15 00	8 81	23 81
Janet J. Strong.....	3	86	15 94	"	14	86	35	1114	11 94	6 07	18 01
Mary J. Long.....	2	97	22 45	" & Springfield	15	97	16	484	13 46	2 64	16 10
Mary Nisbet.....	2	105 1/2	24 41	"	16	105 1/2	19	1584 1/2	19 52	8 64	28 16
Wm. C. McKnight.....	3	89	32 90	"	17	89	30	1350 1/2	12 35 1/2	7 39	19 74
W. Miles Craft.....	2	108	80 00	Petersville.....	1	108	44	2287	15 00	12 47	27 47
Emma J. Fowler.....	3	101 1/2	31 31	"	2	101 1/2	32	1891	18 78	10 31	29 09
Trustees' claim, Ap. '80				"	2	116		1561 1/2	14 87	8 51	23 38
Henry F. Perkins.....	2	108	80 00	"	3	108	36	1823	15 00	9 93	24 93
Mary A. Horrigan.....	3	107	19 81	"	5	107	42	1026 1/2	14 85	5 59	20 44
Wm. Kerr.....	3	106	29 44	"	6	106	32	1543	14 71	8 41	23 12
Kate A. L. McCloskey.....	3	108	20 00	"	8	108	33	2707	15 00	14 75	29 75
Julia Cairns.....	2	57	13 19	"	9	57	16	599 1/2	7 91	3 27	11 18
Ernest Wall.....	2	108	80 00	"	10	108	36	2378 1/2	15 00	12 96	27 96
William Quinn.....	2	98	35 55	"	11	98	36	1468	13 32	8 09	21 32
Hannah Parks.....	2	108	25 00	" & Hampstead	12	108	28	1196	15 00	6 52	21 52
Ella Johnson.....	2	104	58 40	"	13	104	16	836 1/2	19 25	4 56	23 81
W. F. McDonald.....	2	104	28 88	"	14	104	30	812 1/2	14 44	4 43	18 87
William Tillev.....	2	87	54 77	Waterboro.....	17	87	24	973	12 08	5 30	17 38
Samuel H. Moore.....	3	92	54 00	"	1	92	46	2278 1/2	12 77	12 42	25 19
Arabia E. Orchard.....	3	78	24 07	"	2	78	34	2355 1/2	14 44	12 84	27 28
Addie A. Darton.....	3	100 1/2	21 53	"	3	100 1/2	26	1573	15 00	8 58	23 18
Maggie E. Taylor.....	2	107	61 33	"	4	107	46	2901	14 55	15 80	30 65
E. A. W. Baker.....	2	108	50 00	"	5	108	30	2080 1/2	20 00	11 34	31 34
Era C. Kierstead.....	3	71	32 96	"	6	71	23	1037	9 55	5 65	15 60
Sam'l. J. Thorne.....	3	107 1/2	40 77	"	7	107 1/2	33	1976	14 92	10 76	25 68
Elizabeth S. Clark.....	1	98	74 12	"	8	98	20	1583	18 13	8 69	26 76
Emily A. White.....	2	108	33 33	"	9	108	23	1452	20 00	7 91	27 91
Amanda Straight.....	2	88	27 15	"	10	88	23	1475	16 28	8 04	24 32
Eugenia A. Craft.....	2	104	24 07	Wickham.....	1	104	37	1891	14 44	10 30	24 74
Gertrude T. Akerley.....	2	106 1/2	24 64	"	3	106 1/2	10	615 1/2	14 78	3 35	17 12
Trustees' claim, Ap. '80				"	3	117		732	15 00	3 69	17 12
Alfred McDonald.....	2	108	40 00	"	3	108	18	843 1/2	15 00	4 99	19 60
Priscilla S. Belyea.....	2	103	25 00	"	4	103	30	1840	15 00	10 03	25 03
Lizzie A. McCready.....	2	103	23 83	"	5	103	38	1580 1/2	14 30	8 62	22 91
Mary A. Monteith.....	3	106	20 00	"	6	108	24	1249 1/2	15 00	6 81	21 81
h. J. Craft.....	3	105	38 88	"	6	105	18	1287	19 43	7 05	26 48
			\$2080 88					188,829 1/2	\$1320 45	\$756 00	\$2077 05

COUNTY OF ST. JOHN.—Continued.

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Amounts in Pupils.
Total amount from County Fund.
7

NAME.	Prov'l Grant to Teachers.			LOCALITY.	County Fund to Trustees.						
	Class.	Legally authorized days actually employed.	Amount of Grant.		No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Michael Kelly.....	2	99	\$48 88	Musquash.....	0	99	16	11524	\$18 32	\$10 82	\$20 14
Anna B. Horton.....	3	108	26 66	".....	10	108	29	1529	20 00	14 34	34 34
Peter McIntyre.....	1	107	93 71	Lancaster.....	13	213	102	7217	29 56	67 77	97 33
Mary G. Gunn.....	2	106	62 19								
Geo. H. Fulton.....	1	87	67 26								
S. L. Tilley Frost.....	1	6	8 57								
Grace Murphy.....	1	964	74 42								
Helen Dale.....	2	81	20 87								
Jennie M. Rowan.....	2	14	6 49								
Jessie Sutherland.....	2	964	64 74								
Jennie M. Rowan.....	2	83	58 41								
Hannah White.....	2	14	6 48								
Angelina Sanburn.....	2	964	24 87								
SARL. J. JENKINS, A. B.	1	97	148 13								
Amelia J. Laskey.....	2	97	25 00								
Alice Green.....	2	97	25 00								
James Crawford.....	1	97	94 80								
Mary M. Roes.....	1	97	75 00								
Eliza Wethers.....	3	96	19 80								
Hannah White.....	2	1	0 20								
Kate A. Kerr.....	1	97	75 00								
Wm. J. Roulston.....	1	97	80 00								
Ames E. Livingston.....	2	97	25 00								
Lillie E. Baxter.....	2	97	25 00								
John Brooks.....	2	97	40 00								
Bernard B. Smyth.....	2	97	80 00								
John R. McCloskey.....	2	94	77 94	Town of Portland.....	4302	2331		597 50			\$2030 85
Sarah Smith.....	3	1	0 2								
Sarah Smith.....	2	94	48 98								
Ellen O'Grady.....	2	97	60 00								
Ellen Lawlor.....	2	96	19 80								
Mary Marry.....	2	97	20 00								
Alicia McCarron.....	2	97	25 00								
Sarah Burchill.....	2	97	65 00								
Frances Bourgeois.....	2	97	45 00								
WM. FARLEY.....	1	97	142 54								
Sarah Taylor.....	1	97	75 00								
Dartie A. McLeod.....	1	97	75 00								
Mary W. Green.....	1	97	75 00								
Catherine Armstrong.....	1	97	35 00								
Maria DeW. Nelson.....	2	97	65 00								
Amy Iddles.....	2	97	25 00								
Ada McDonald.....	2	97	25 00								
Sarah A. Armstrong.....	2	97	45 00								
Jos. Wetmore.....	2	94	62 95								
Jl. Annie Paul.....	2	954	24 62								
Philip Walsh.....	1	97	80 00								
John Ed. Dean.....	1	58	49 51								
S. L. Tilley Frost.....	1	39	29 57								
Margaret Wood.....	2	97	50 80								
Isabel Humphrey.....	2	97	25 00								
Lizzie J. Thomas.....	2	97	25 00								
Henry Town.....	1	97	55 00								
Margt. A. Watts.....	1	97	35 00								
Lizzie S. Reid.....	2	97	25 00	City of St. John.....							
Wm. C. Simpson.....	1	97	55 00								
Maggie Stohart.....	2	97	25 00								
Hattie A. Howard.....	2	97	25 00								

6 88 56
0 24 60
2 25 57
2 23 12
2 23 43
5 24 35
3 29 54
2 25 18
1 25 23
1 26 23
2 22 48
2 21 43
2 20 96
2 24 68
2 22 86
2 26 92
2 26 64
2 25 45
2 23 63
2 23 15
2 24 62
2 24 50
2 23 36
2 27 67
2 23 54
2 26 68
2 24 57
2 25 25
2 23 46
2 24 61
2 29 66
2 22 68
2 23 42
2 23 12
2 22 91
2 22 17
2 29 12
2 22 22
2 22 61
2 23 12

153,500⁴ raised.

COUNTY OF ST. JOHN.—Continued.

NAME.	Prov'l Grant to Teachers.			LOCALITY.	County Fund to Trustees.				Prov			
	6	5	4		3	2	AMOUNT.					
							1	2		3	4	5	6	7
	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.	
Mary Shortland.....	1	79	\$64 78									
Ellen McKenna.....	1	13	10 22									
Francis McLeod.....	2	97	65 00									
Bridget Cosgrove.....	3	97	51 04									
Elizabeth Estey.....	1	97	35 00									
Amelia Duval.....	1	54	19 51									
Minnie F. Smith.....	2	43	11 03									
W. Carey Vincent.....	2	97	69 31									
Edwin H. Frost.....	2	97	40 00									
Emma S. Frost.....	2	97	45 00									
DAVID P. CHISHOLM.....	1	97	154 42									
John Thompson.....	1	97	95 00									
Abigail A. Williams.....	1	97	35 00									
Kate R. Bartlett.....	1	97	35 00									
Annie M. Hea.....	1	97	35 00									
Minnie R. Everett.....	2	97	25 00									
Maggie A. Nisbet.....	2	97	25 00									
Chas. C. Connolly.....	1	97	67 50									
James R. Sugrue.....	2	97	80 00									
James Barry.....	2	97	80 00									
Janie H. Sullivan.....	2	10	2 57									
Minnie C. Power.....	2	87	22 43									
Mary A. Tobin.....	2	97	25 00									
Agnes O'Sullivan.....	2	97	25 00									
Winifred P. Hayes.....	1	97	35 00									
Kate Sugrue.....	1	97	35 00									
THOMAS STOTHART.....	1	97	154 42									
Wm. J. Wilson.....	1	97	95 00									
Cath. Barton.....	1	62	22 37									
R. Spiers Nicolson.....	1	35	19 84	City of St. John.								
Fannie L. Hanson.....	2	97	25 00									
Margaret Nealis.....	2	97	25 00									
Mary A. Collins.....	2	18	4 64									
Ellen McKenna.....	1	79	23 50									
Lizzie Lawlor.....	2	97	25 00									
Mary E. Walsh.....	2	97	25 00									
Mary J. Rodgers.....	3	97	20 00									
MRS. J. F. CARR.....	1	97	131 96									
JANET P. ROBERTSON.....	1	97	170 07									
SARAH J. PARRIN.....	1	97	131 96									
HANNAH CRAWFORD.....	1	97	110 60									
Elizabeth K. Poole.....	1	62	55 15									
Catharine Barton.....	1	35	39 85									
Bertha A. B. Bell.....	1	97	75 00									
Henrietta Taylor.....	2	97	65 00									
Mary Cameron.....	1	97	75 00									
Addie Chamberlain.....	1	97	75 00									
Maggie C. Sharpe.....	2	97	65 00									
Clara B. Peters.....	2	97	25 00									
Lydia E. Williams.....	1	97	35 00									
Henrietta M. Thompson.....	2	97	25 00									
Helen Adam.....	2	97	25 00									
Harriet D. Gregg.....	2	97	25 00									
Henry S. Bridges, M.A.....	1	97	95 00									
Wm. M. McLean.....	1	97	95 00									
Israel T. Richardson.....	3	97	30 00									
Andrew Nesbit.....	1	97	55 00									
JOHN MONTGOMERY.....	1	97	114 42									
Alban T. Emery.....	1	97	55 00									

John McK
 Kate E. C.
 Lydia J. F.
 Geo. U. H.
 Sara E. W.
 Margt. Bri
 Mary A. M.
 Era O. Ste
 Caroline E.
 Thomas O'
 Mary Agne
 Teresa O'B
 Isabella Bu
 Henrietta A
 Lillie Herri
 Jane Brown
 H. T. Colpi
 Eleanor J. I
 Cora M. Wh
 Carrie M. K
 Geo. F. Fow
 Evelina D. J
 Mary McLa
 Cath. Donat
 Bethia P. T.
 Catharine J.
 John Little
 Maggie E. I
 Kate S. Hop
 Annie M. H
 Etta Barlow.
 Tea. pd. in H
 Florence N.
 Emma L. Cla
 Trustees' clai
 Clarence L. J
 Fred. M. Wal
 Amelia H. Pe
 Louisa B. Bea
 Mary Bowes.
 Maggie M. M
 Emma F. Ber
 May McAlpin
 Minnie A. R.
 Mary Roberts
 Hannah L. H
 Mary Anderso
 Tea. pd. in H
 Alice E. Lan.
 Lillie M. Kay
 Fannie A. Bro

COUNTY OF ST. JOHN.—Continued.

attenuance of Pupils. Total amount from County Fund.	Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
	NAME.	Class.	Legally authorized days actually employed.	Amount of Grant	PARISH.	No. of District.	AMOUNT.					
							Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attend- ance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
7	6	5	4	3	2	1	2	3	4	5	6	7
	John McKinnon.....	2	97	\$40 00	City of St. John..	7783 rsd.	4157	207,187 raised.	\$1080 27	\$2700 70	\$3871 00	
	Kate E. Carr.....	2	97	25 00								
	Lydia J. Fullerton.....	1	97	35 00								
	Geo. U. Hav.....	1	97	114 42								
	Sara E. Whipple.....	1	97	35 00								
	Margt. Brittain.....	1	97	35 00								
	Mary A. McLeod.....	1	95	34 26								
	Era O. Stewart.....	2	97	25 00								
	Caroline E. Huestis.....	1	97	35 00								
	Thomas O'Rielly.....	1	97	55 00								
	Mary Agnes Naumery.....	2	97	25 00								
	Teresa O'Brien.....	1	97	35 00								
	Isabella Burchill.....	3	97	20 00								
	Henrietta McGrath, ora Lillie Harrington.....	3	78	8 04								
	Jane Brown.....	2	49	15 12								St. Martins.....	1	40	13	381	9 07	3 58	12 65
	H. T. Colpitts.....	1	108	55 00								
	Eleanor J. Patterson.....	1	108	35 00								
	Cora M. Whitney.....	2	106	24 53								
	Carrie M. Kelley.....	2	95	21 08								
	Geo. F. Fownes.....	2	107	39 62								
	Evelina D. Brown.....	2	107	24 89								
	Mary McLaren.....	3	108	26 66								
	Cat. Donovan.....	3	101	24 99								
	Bethia P. Tabor.....	2	108	25 00								
	Catharine Martin.....	2	105	32 40								
	John Little.....	2	105	51 84								
	Naggie E. Russell.....	3	107	26 41								
	Kate S. Hopkins.....	2	99	22 01								
	Amie M. Hopkins.....	3	45	8 34	Simonds.....	1	186	104	5117	25 83	48 05									73 88
	Eta Barlow.....	2	42	9 72								
	Tea. pd. in Kings Co.....											
	Florence N. D'Orsay.....	2	106	63 98								
	Emma L. Clark.....	2	108	65 00								
	Trustees' claim, Apr. '80											
	Clarence L. Darrow.....	2	107	53 08								
	Fred. M. Walsh.....	2	106	39 25								
	Amelia H. Peatman.....	3	108	20 00								
	Louisa B. Beau.....	3	108	25 00								
	Mary Bowes.....	3	32	5 93								
	Naggie M. Murphy.....	3	108	26 66								
	Emma F. Berry.....	2	107	24 77								
	May McAlpine.....	3	104	19 27								
	Minnie A. Robertson.....	2	98	30 24								
	Mary Roberts.....	3	108	25 00								
	Hannah L. Holland.....	3	108	25 45								
	Mary Anderson.....	2	108	25 00								
	Tea. pd. in Kings Co.....											
	Alice E. Larsson.....	2	108	33 33	Do. & St. Martins	21	108	9	730	20 00	6 96	26 96
	Elise M. Kay.....	2	105	32 40								
	Tannie A. Brown.....	2	103	28 83								
			\$3306 55					\$821	660,038	\$2521 40	\$5823 06	\$7615 45

COUNTY OF SUNBURY.

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		
Cath. A. Bryson	2	101	\$31 16	Blissville	1	101	12	1130	\$18 69	\$5 97	\$24 66		
Carrie E. Boyd	2	89	26 78	& Gladstone	2	89	29	1678	12 35	8 87	21 22		
Olive M. Smith	2	107	44 58	"	3	107	43	1150	14 85	6 13	20 98		
Sadie J. Turner	2	100	62 37	"	5	100	37	1311 1/2	18 51	6 93	25 44		
Janet E. McKenzie	2	103	66 66	"	6	103	17	1183 1/2	20 00	6 26	26 26		
Phebe A. Hart	2	61	24 48	"	7	61	27	1145	11 29	6 05	17 34		
Henrietta R. Hoben	2	103	37 50	Burton	2	103	20	1116	15 00	5 90	20 90		
A. W. B. Garrison	2	92	51 10	"	4	92	43	2053 1/2	12 77	10 86	23 63		
Edith J. Bulley	2	107	64 58	"	5	107	26	1267 1/2	14 85	6 70	21 55		
Amanda E. Barker	2	108	65 00	"	6	108	23	1238 1/2	15 00	6 53	21 53		
J. Frank Scriber	2	108	60 00	"	7	108	26	1756	15 00	9 28	24 28		
Mary Hayes	3	108	20 00	"	8	108	44	2456 1/2	15 00	12 99	27 99		
Lizzie Brown	2	108	50 00	"	9	108	42	2412 1/2	20 00	12 75	32 75		
George A. R. Hoben	3	108	50 89	"	10	108	38	3415 1/2	19 07	18 06	37 13		
Theresa A. Carr	3	108	40 00	"	11	108	33	3401 1/2	15 00	7 41	22 41		
Wm. B. DeLong	3	108	93 33	"	12	108	17	1022 1/2	20 00	5 41	25 41		
Annie J. Hart	3	108	33 33	"	13	108	29	1655	20 00	8 75	28 75		
Charlotte A. Adams	3	108	66 66	& Gagetown	14	108	10	928	20 00	4 91	24 91		
Charles L. Tracey	3	108	65 00	Gladstone	1	108	73	3335	15 00	7 63	32 63		
Mary J. McQuestion	2	107	68 08	"	2	107	16	1009 1/2	15 00	5 34	20 34		
Annie Smith	2	94	72 01	"	3	107	37	1047	19 80	5 53	25 33		
George B. Nevers	2	108	38 18	"	4	94	20	1071	13 05	5 68	18 73		
ARTHUR L. BELYEA	3	108	64 25	Maugerville	6	108	37	2240 1/2	14 30	11 85	26 15		
Sarah G. McCloskey	2	107	123 89	"	1	108	39	2171 1/2	15 00	11 48	26 48		
Elias W. Henry	1	107	40 00	"	2	107	30	1942 1/2	14 85	10 27	25 12		
Mary Jarvis	3	108	59 43	Lincoln	3	108	24	1353 1/2	15 00	7 16	22 16		
Marion J. Pickard	2	108	65 00	"	1	107	37	2574	14 85	13 01	28 46		
Annie B. Adams	2	108	45 00	"	3	108	52	3347	15 00	17 70	32 70		
Mary E. McLeary	2	108	50 00	"	4	108	31	1564 1/2	15 00	8 27	23 27		
Tea. pd. in York Co.	2	108	38 47	"	5	108	37	1882 1/2	15 00	9 97	24 97		
John Clarke	3	75	27 77	Lincoln and New Maryland	1A	...	4	245	.....	1 30	1 30		
John P. Stuart	2	88	55 48	Northfield	5	75	26	744	13 88	3 93	17 81		
Tea. pd. in Queens Co.	2	78	27 48	"	8	88	14	993	16 28	5 25	21 53		
Louisa Bulyea	2	98	40 82	{ Northfield and } Chipman }	1A	...	26	941	.....	4 97	4 97		
Annie E. Colwell	3	108	44 08	Sheffield	1	98	19	1258 1/2	13 60	6 65	20 25		
Geo. H. V. Bulyea, B.A.	2	108	95 00	" & Canning	1A	108	12	854	15 00	4 52	19 52		
IDA A. H. BARKER	2	108	76 88	{ Do., & Manger- } ville }	2	324	57	3834 1/2	45 00	20 27	65 27		
Alberta H. Clayton	3	108	68 97	Sheffield	3	108	11	534 1/2	15 00	2 83	17 83		
Leveret S. Randall	2	108	82 65	"	4	108	42	2860	15 00	15 12	30 12		
ESSIE A. BRIDGES	2	108	31 69	"	6	68 1/2	25	1143 1/2	12 68	6 05	18 73		
Annie E. Gough	2	108	60 00	"	7	108	32	2538	15 00	13 42	28 42		
Geo. E. Balmain	2	108	60 00	"	7	108	32	2538	15 00	13 42	28 42		
			\$2304 70				1240	68,644 1/2	\$600 67	\$362 08	\$1028 60		

Lydia J. I
Rupert W.
Annie E. I
Alice A. M
Melvina J.
Judson C.
County Fu
tees, Ap
Clotilda J.
Richard A
Robert Col
David J. H
Charles M
George E.
Mrs. Lydia
Kosa Ch. I
Kosa Ch. II
John T. T
Annie E. I
Sarah B. I
Annie C. Sh
Mary A. Tr
Annie Mill
Emma A. I
L. B. Moreh
Matilda J.
Mrs. D. W.
Helen Morr
Tea. pd. in C

Frederick G
Ruth E. Wal
John S. Raw
Jessie J. Wel
Annie A. Jon
Frank Allen
Wm. C. Tren
Wm. M. Spenc
John G. Lam
Samuel C. M
Melbourne T
Annie E. Fite
Emeline Corn
Bliss Marven.
Henry Leger.
Pacificque E.
Jude D. Hebe
Julia Loversis
S. A. McLeod,
Thomas Harri
Laura Leaman
Ma Richardson

COUNTY OF VICTORIA.

tees.
T.

Total amount from County Fund.

24 66
21 02
20 96
25 44
26 56
17 34
20 90
23 66
21 55
21 55
24 28
27 99
37 13
22 41
25 41
28 75
24 91
32 63
20 34
25 33
18 71
26 15
26 48
25 12
22 16
23 46
32 70
24 27
24 23

1 29
17 81
21 55

4 47

65 27
17 33
18 12
18 42

1023 60

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
Lylia J. Irvine.....	2	108	\$64 83	Andover.....	1	108	35	2214	\$15 00	\$14 75	\$29 75
Rupert W. Grover, A.B.	1	93	91 17	"	3	180	60	3829	26 24	25 51	51 75
Annie E. Newcombe.....	3	96	59 02	"	4	63	19	436	9 44	2 90	12 34
Alice A. Manzer.....	3	68	20 46	"	5	58	39	902	8 05	6 01	33 76
Melvina J. Hammond.....	12	49	11 34	"	80			1417 1/2	10 26	9 44	
Judson C. Manzer.....	12	9	3 33	"	2	102	27	1250	14 16	8 33	22 49
County Fund to Trustees, April, 1880.....	3	102	23 60	Grand Falls.....	3	58	42	1019	10 73	6 79	17 52
Clotilda J. Brown.....	1	58	52 10	"	7	213	114	4250	29 57	28 31	57 88
Richard Ahern.....	1	55	72 30	"	9	98	19	720	13 60	4 84	18 44
Robert Coldwell.....	3	98	51 05	"	1	216	54	2278 1/2	30 00	15 17	45 17
David J. Horsman.....	1	108	112 82	Gordon.....	1	75	24	1167	13 88	7 77	21 65
Charles Melhan.....	3	98	68 85	Drummond.....	2	16	13	251	2 98	1 67	4 63
George E. Baxter.....	1	108	68 85	"	3	108	20	1271	20 00	8 47	28 47
Mrs. Lydia J. Baxter.....	3	75	18 53	"	4	108	29	2600	20 00	17 36	37 36
Rosa Ch. Hansen.....	3	16	3 85	"	6	108	25	1548	20 00	10 31	30 31
Rosa Ch. Hansen.....	1	108	90 00	"	1	108	51	2315	15 00	15 42	30 42
John T. Tutthill.....	3	103	26 66	Lorne.....	2	108	42	2676	14 71	17 83	32 54
Annie E. Hiteout.....	2	108	50 00	Perth.....	3	108	35	2927	20 00	14 84	34 84
Sarah B. Bruswell.....	3	103	43 23	"	6	54	10	371	10 33	2 47	12 80
Annie C. Slood.....	1	106	71 05	"	9	108	32	1770	20 00	11 79	31 79
Mary A. Truswell.....	3	108	43 23	"	10	97	18	1303 1/2	17 95	9 63	27 58
Annie Miller.....	3	54	27 65	"	12	108	29	2744 1/2	20 00	18 23	38 23
Emma A. Brymer.....	3	108	66 46	"	11	107	31	3055 1/2	19 80	20 35	40 15
L. B. Morehouse.....	3	97	38 92	"	15			252		1 68	1 68
Matilda J. Boulton.....	2	108	60 00	& Kent.....							
Mrs. D. W. Coughley.....	2	107	86 10								
Helen Morrison.....											
Tea pd. in Carleton Co.			35				774	41,930	\$381 68	\$279 37	\$661 05

COUNTY OF WESTMORELAND.

Frederick Goodwin.....	3	108	\$56 66	Botsford.....	1	108	36	2702 1/2	\$20 00	\$16 11	\$36 11
Ruth E. Walker.....	3	108	29 96	"	2	108	29	893	15 00	5 15	20 15
John S. Raworth.....	2	108	60 00	"	3	108	37	1803	15 00	10 75	25 75
Stacie J. Welch.....	3	89	27 43	"	4	89	23	932	10 47	5 38	15 85
Jessie A. Jones.....	2	108	37 50	"	6	108	35	2140	15 00	12 35	27 35
Wm. J. McConnell.....	3	105	64 73	"	7	105	33	1782	19 43	10 23	29 71
Frank Allen.....	3	108	70 00	"	9	108	49	2482	15 00	14 32	29 32
Wm. C. Trenholm.....	2	108	79 32	"	10	108	30	1665	15 00	9 61	24 61
Wm. M. Spence.....	3	108	70 00	"	11	108	29	1787	15 00	10 31	25 31
John G. Lamb.....	2	108	80 00	"	12	108	38	2602 1/2	15 00	15 01	30 01
Samuel C. Murray.....	2	108	60 00	"	13	108	33	2031 1/2	15 00	12 01	27 01
Melbourne Tingley.....	2	97	53 87	"	15	97	58	2630 1/2	13 46	15 40	28 82
Annie E. Fitchet.....	3	82	18 66	"	16	150	65	1	20 83	19 91	40 74
Emeline Cormier.....	3	88	26 49	"	17	108	43	2037	15 00	12 04	27 04
Bliss Marven.....	3	107	52 84	"	18	107	29	1933	19 80	11 15	30 95
Henry Leger.....	3	108	73 18	"	19	108	32	1693	20 00	9 77	29 77
Pacifique E. Burke.....	3	107	46 23	"	20	107	33	1765	19 80	10 18	29 98
Jude D. Hebert.....	3	108	32 50	Dorchester.....	1	108	14	950	15 00	5 48	20 48
Julia Lowerison.....	1	83	82 49	"	2	320	147	7799	44 44	45 00	89 44
S. A. McLeod, A. B.....	1	15	11 19	"							
Thomas Harrison, A. B.....	1	98	45 00	"							
Laura Leaman.....	2	94	41 38	"							
Ma Richardson.....				"							

COUNTY OF WESTMORELAND.—Continued.

Prov'l 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.	Grand Total dis. attend-ance of Pup. "	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
Arthur W. Teed.....	2	108	\$52 50	Dorchester.....	3	103	33	1477½	\$15 00	\$8 52	\$23 52
George B. Phelan.....	2	108	\$0 00	" & Sackville	4	108	32	2568	20 00	14 82	34 82
John J. Black.....	2	108	79 49	"							
Thyrza McManus.....	2	108	45 00	"		5	216	\$9 3568½	30 00	20 59	50 59
Aimé M. Viennecau.....	2	108	70 00	"		6	108	92 4139	15 00	23 88	38 88
Jude D. Landry.....	2	108	73 18	"		7	108	70 4605	50 00	26 57	46 57
John E. McGuire.....	2	99	54 95	"		8	99	30 1854	13 74	19 63	24 43
Sarah E. McHugh.....	2	107	42 06	"		9	107	60 3880	19 80	23 38	42 18
Moses M. Cormier.....	2	105	53 81	"							
Melaine Leger.....	2	103	42 44	"		10	208	95 4689½	28 87	27 10	55 97
H. A. LeBlanc.....	2	103	68 45	"		11	108	60 3100½	19 07	17 28	36 35
Chas. C. T. LeBlanc.....	2	108	42 50	"		15	108	51 3243	15 00	18 71	33 71
Lizzie V. Holte.....	2	103	62 07	"		16	103½	60 3569½	14 37	20 59	34 96
Ed. M. Belliveau, c. r. a.	2	108	50 00	"							
Madeline Cormier.....	3	30	14 10	"		17	108	\$8 5267½	15 00	30 30	45 30
Madeline Cormier.....	3	100	\$ 55½	"							
Honore D. Cormier.....	3	101½	39 93	"		18	101½	58 1499½	14 02	8 65	22 67
Eva J. McFarlane.....	3	107½	32 36	"		19	107½	70 2401½	14 92	13 85	28 77
ANNIE M. GIFFORD.....	2	97	64 12	"		20	97	30 15501	13 40	8 94	22 34
M. Jackson Steeves.....	2	105	43 72	"		21	105	29 1903½	14 57	10 93	25 50
Sarah J. Price.....	2	103	65 09	"		22	108	30 1867	15 00	10 77	25 77
Katie A. Holt.....	3	88	26 49	"		23	88	55 2446½	12 21	14 11	26 32
Philias Bourgeois.....	3	102	40 13	"		24	102	60 3194	14 16	18 43	32 59
Adelaide Landry.....	3	107	39 64	"		25	107	60 3001½	14 85	17 31	32 16
Maurice Gaudet.....	3	108	72 76	"		26	108	45 2893	20 00	16 63	36 63
Geo. L. Edgett.....	2	97½	36 10	Moncton.....	1	97½	43	2269½	13 53	13 09	26 62
Annie A. Duffy.....	2	108	33 33	"		2	108	32 2357	20 00	13 60	33 60
Evariste LeBlanc.....	3	108	70 00	"		3	108	60 3641	15 00	17 54	32 54
Mrs. T. Surette.....	2	103½	23 95	"		4	103½	46 1693½	14 37	9 76	24 13
SAMUEL C. WILBUR.....	1	94	202 59	"							
James G. McCurdy.....	1	97	54 44	"							
De Lancy M. Trites.....	1	98	40 00	"							
Cath. Hennessy.....	1	98	35 00	"							
Eunice J. Brown.....	1	98	35 00	"							
Theora Fillmore.....	2	97	24 74	"		5	1122	77 4722½	155 83	272 46	423 29
J. Maggie Harris.....	2	94	23 93	"							
Anastasia F. Devere.....	2	97	24 74	"							
Addie A. McCarthey.....	2	61	15 56	"							
Maggie P. Simpson.....	3	86	17 54	"							
Caroline A. Trenholm.....	3	98	20 00	"							
James R. Sullivan.....	2	107½	30 80	"		7	107½	37 1440½	14 02	8 35	22 37
Mary Wier.....	2	106	32 71	"		8	106	29 2040½	19 61	11 77	31 38
J. A. Collicott.....	2	108	40 00	"		9	108	50 2978½	15 00	11 89	26 89
G. J. Dobson.....	3	90	24 89	"		10	90	51 2463½	12 49	14 21	26 70
Reverdy Steeves.....	2	108	40 00	"		11	108	34 2694	15 00	12 68	27 68
Annie A. Colpitts.....	3	108	26 69	"		12	108	13 1523	20 00	8 79	28 79
Alberta Steeves.....	2	108	25 00	"		13	108	21 1267½	15 00	7 31	22 31
Samuel C. Alward.....	2	108	40 00	"		14	108	50 3183½	15 00	18 37	33 37
Carrie A. Keith.....	3	108	26 66	"		15	108	27 1208	20 00	6 97	26 97
Narcisse Gould.....	3	103	30 00	" & Shediac	15						
Francis L. Steeves.....	2	108	40 00	"		10	108	77 4418½	15 00	25 47	40 47
Mary J. Campbell.....	2	108	33 33	"		17	108	19 1185	20 00	6 84	26 84
Willett W. Keith.....	3	108	40 00	"		18	108	49 3452	20 00	19 92	39 92
Frances A. Gaskin.....	2	70	16 20	"		10	70	20 656½	9 72	3 79	13 51
Samuel R. McFarlane.....	2	99	27 49	"		20	99	35 1043	13 74	6 01	19 75
Jer. Donovan.....	3	108	30 00	"		21	108	36 1486½	15 00	8 57	23 57
Neil McDougall.....	3	108	40 00	"		23	108	23 1865	20 00	10 75	29 75
Flora A. Powell.....	2	106	32 71	"		25	106	17 1731	19 61	9 99	29 60
Sarah H. Burk.....	3	108	43 33	"		26	108	38 2409	20 00	13 90	33 90

Pro

John Mc
John Bra
M. L. Hys
Thos. H.
Mary Wri
Mrs. Jade
Mrs. Chas
Mary E. J
Wm. A. J
Annie H.
W. Amasa
Jennie J.
Eunice P.
Amos W. B
Hanford C
Minnie Mc
John Keet
James E.
J. Harry I
Jas. E. Fi
L. L. Wort
W. H. P. S
Josie E. C.
Isadore Re
Aug. J. C.
Mary J. M
Clara P. At
Addie V. B
Augusta A.
Henry C. C
Jas. S. Trau
Sophie Silli
Mittie Barr
Elith A. F
Sophia M. J
Ctus. E. Lu
Thea. H. B
Bertha J. C
M. ALLEN W
Luena G. S
Marinda Hii
Hypolyte I
Philomene I
Edward T. F
Eugene The
Francis H.
A. J. Denton
Agnes Lawso
Mary Steadi
Sophia M. N
Fl. P. Godet.
Sophie J. Lk
WM. A. BARN
Mary O. Barn
Philias J. B.

COUNTY OF WESTMORELAND.—Continued.

Trustees.		Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
COUNT.		NAME	Class.	Legally authorized days actually employed	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	AMOUNT.			
On account of average attendance of Pupils.	Total amount from County Fund.									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	7	6	5	4	3	2	1	2	3	4	5	6	7
38 52	83 52	John McGowan	3 106	285 41	Moneton	27	106	31	2376	\$19 61	\$13 71	\$33 32	
1 82	34 52	JOHN BRITAIN	1 107	129 94	Salisbury	1	215	117	8787	29 86	50 70	80 56	
20 59	50 53	M. L. Ryan	1 108	74 40	"	2	108	35	1814	15 00	10 47	25 47	
23 88	33 63	Thos. H. Demill	3 108	30 00	"	3	108	23	1461	15 00	8 43	23 43	
20 57	46 57	Mary Wright	3 108	20 00	"	4	106	22	1333	19 61	7 69	27 30	
9 69	24 43	Mrs. Jabez J. Steeves	2 106	32 71	"	5	108	17	1110	15 00	6 40	21 40	
12 38	42 18	Mrs. Chas. Jones, Jr.	3 108	20 00	"	7	108	42	16734	15 00	9 63	24 63	
7 10	55 97	Mary E. McLeod	2 108	25 00	"	9	104	30	26752	19 25	15 44	34 69	
7 26	26 55	Annie Henry	2 108	33 33	"	10	108	25	17521	20 00	10 11	30 11	
8 71	33 71	W. Amasa Clark	2 108	40 00	"	11	108	30	16252	15 00	9 36	24 36	
0 53	34 55	Jennie J. Hour	3 107	19 83	"	12	107	50	27711	14 85	15 99	30 84	
0 39	45 42	Eunice Price	2 108	33 33	"	14	108	36	2579	20 00	14 88	34 88	
8 65	32 67	Amos O'Brien	2 104	38 51	" & Havelock	15	104	27	15561	14 44	8 98	23 42	
3 85	28 77	Hanford C. Keith	2 67	24 81	"	16	67	72	22801	9 30	13 16	22 46	
8 94	35 55	Nimmo McNaughton	2 107	24 83	"	18	107	52	24581	14 92	14 18	29 10	
0 63	25 43	John Keenan	2 103	38 14	"	19	103	44	2457	14 30	14 75	29 05	
3 31	26 33	James E. Graves	3 105	29 16	"	20	105	23	1152	14 57	6 63	21 22	
3 31	26 33	J. Harry Huestis	2 103	38 14	"	21	103	38	1841	14 30	10 62	24 92	
3 31	26 33	Jas. E. Flaherty	2 95	46 90	Salisbury, Brunswick & Havelock	23	95	0	429	17 58	2 47	20 05	
3 31	26 33	L. L. Wortman	1 108	52 45	Do. & Coverdale	24	206	134	8419	28 60	48 57	77 17	
3 31	26 33	W. H. P. Starratt	2 103	38 14	"	1	102	5	2481	18 83	1 43	20 31	
3 31	26 33	John E. Chase	3 102	58 38	Sackville	2	103	47	2984	15 00	17 22	32 22	
3 31	26 33	Isadore Read	3 108	59 92	"	3	106	28	2837	19 71	16 37	36 08	
3 31	26 33	Aug. J. C. McHaffrey	3 106	42 75	"	4	108	25	1552	20 00	8 95	28 95	
3 31	26 33	Mary J. Murray	2 108	82 70	"	5	108	46	28051	15 00	16 19	31 19	
3 31	26 33	Clara P. Atkinson	1 108	74 83	"	6	108	45	2096	15 00	12 09	27 09	
3 31	26 33	Addie V. Bulmer	2 103	45 00	"	7	107	62	2287	14 85	13 19	28 04	
3 31	26 33	Augusta A. Pipes	2 35	17 28	"	8	35	21	731	6 48	4 22	10 70	
3 31	26 33	Henry C. Charters	1 107	112 03	"	9	316	242	12344	43 89	74 10	117 99	
3 31	26 33	Jas S TRUENAN	3 107	25 19	"	10	108	32	1404	15 00	8 10	23 10	
3 31	26 33	Sophie Silliker, c. r. a.	1 103	52 43	"	11	216	134	61071	30 00	35 24	65 24	
3 31	26 33	Mittie Barnes	2 108	44 15	"	12	108	40	3289	15 00	18 98	33 98	
3 31	26 33	Edith A. Fawcett	3 108	32 50	"	13	108	56	2980	15 00	17 20	32 20	
3 31	26 33	Sophia M. Harslman	1 108	110 26	"	15	107	29	1693	19 80	9 81	29 61	
3 31	26 33	CHAS. E. LUND	1 108	154 25	"	16	107	50	2536	14 85	14 63	29 48	
3 31	26 33	Thos. H. BELVEN	3 108	39 38	"	4	104	48	2908	14 44	11 59	26 03	
3 31	26 33	Bertha J. Cook	1 108	50 94	"	5	107	42	1965	14 85	11 17	26 02	
3 31	26 33	M. ALLEN WALL	3 107	69 29	"	6	106	74	2243	14 71	12 95	27 66	
3 31	26 33	Lufena G. Smith	1 107	54 48	"	7	108	48	2437	15 00	14 06	29 06	
3 31	26 33	Marinda Hicks	3 104	28 88	Shediac	8	107	60	3978	14 85	22 96	37 81	
3 31	26 33	Hippolyte LeBlanc	3 107	15 83	"	10	535	221	16142	74 30	98 13	167 43	
3 31	26 33	Philonee Leger	2 106	29 44	"	11	108	35	2494	15 00	14 39	29 39	
3 31	26 33	Edward T. Richard	3 108	30 00	"	12	103	31	1625	14 30	9 37	23 67	
3 31	26 33	Eugene Theriault	2 107	39 62	"	13	108	67	4347	20 00	25 08	45 08	
3 31	26 33	Francois H. Legere	1 98	35 00	"	10	108	52	4241	15 00	24 45	39 45	
3 31	26 33	A. J. Denton, A. B.	1 94	33 74	"	11	108	35	2494	15 00	14 39	29 39	
3 31	26 33	Agnes Lawson	2 98	25 00	"	12	103	31	1625	14 30	9 37	23 67	
3 31	26 33	Mary Steadman	3 97	29 68	"	13	108	67	4347	20 00	25 08	45 08	
3 31	26 33	Sophia M. Nesbit	1 98	35 00	"	10	108	52	4241	15 00	24 45	39 45	
3 31	26 33	Fl. P. Godet	3 97	29 68	"	11	108	35	2494	15 00	14 39	29 39	
3 31	26 33	Sophie J. Lloyd	1 98	35 00	"	12	103	31	1625	14 30	9 37	23 67	
3 31	26 33	WM. A. BARNES	1 98	35 00	"	13	108	67	4347	20 00	25 08	45 08	
3 31	26 33	Mary O. Barnes	2 103	23 83	"	12	103	31	1625	14 30	9 37	23 67	
3 31	26 33	Philias J. Boudreau	3 108	40 00	"	13	108	67	4347	20 00	25 08	45 08	

COUNTY OF WESTMORELAND.—Continued.

Prov'l 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.	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
Narcisse Boudreau	3	108	\$40 00	Shediac	14	108	46	3359	\$20 00	\$22 25	\$42 25
Annie L. McDonald	3	108	20 60	"	16	108	30	1680	15 00	9 69	24 69
Peter H. Leger	3	107	29 72	" & Dundas	17	107	47	1738	14 85	10 32	25 17
Georgia Kay	3	96 1/2	17 89	"	20	96 1/2	10	898	13 39	5 13	18 57
Ferd. M. Cormier	3	108	69 83 1/2	" & Botsford	21	108	51	2490 1/2	15 00	14 40	29 40
W. R. Welsh	2	108	60 00	Westmoreland	1	108	80	4390 1/2	15 00	25 30	40 30
Minnie Munroe, c. r. a.	3	73	13 51	"	2	108	66	3230	14 71	18 64	33 35
JAMES DOWLE	2	106	94 52	"	4	106	49	2114	15 00	12 26	27 26
EDGAR S. READ	2	108	95 65	"	4	108	48	1502 1/2	8 74	8 67	17 41
Daniel Morrison	1	57	42 53	"	5	63	48	1502 1/2			
JOHN N. WELLS	1	108	115 35 1/2	"	6	108	72	3123	15 00	18 65	33 65
Annie Bowser, c. r. a.	3	99	27 22	"	7	108	30	1511	15 00	8 72	23 72
W. W. Wells	2	108	60 00	"	8	108	60	2063	15 00	11 90	26 90
Eliza Avar	2	108	64 83	"	9	168	22	1649	20 00	9 45	29 45
Ettie Goodwin	3	108	33 33	"							
			\$711 71				681	369,095	\$270 88	\$219 37	\$490 25

Louisa V
Lellia
Albert I
Addie J
John Mc
Annie J
Annie J
Martha
Mary E.
Sarah A.
Annie L.
Brunswic
Lily A. G
Florence
Mary E. I
Sadie A.
Geo. R. P
Geo. W. I
L. Jane G
Jas. T. H
James R.
L. E. WOR
Annie A.
Frances I.
Ella J. Th
Annie M.
Louisa Pic
Sarah A. I
Berton C.
Robt. M. R
Alice K. M
Joanna Pe
Annie T. M
Julia R. Ba
Ellen M. F
Jennie Lyk
Ellen M. F
Julia R. Ba
James Vroc
R. SPIERS N
Jereiah M
Sarah G. D
Elizabeth O
Rebecca F.
Lizzie H. Y
Ma McAdan
Mary Helen
J. Rosa Rue
Clas. A. Mu
W. Egerton
Jennie H. E
Ellen B. Sau
Margaret A
Ruth Long
Mary C. K. J
Clas. Lunnin
Agnes Boyd.

COUNTY OF YORK.

Henry Sykes	2	85	\$31 48	Bright	1	85	32	1320 1/2	\$11 80	\$6 38 1/2	\$18 18 1/2
GILLIS H. BURWELL	1	107 1/2	90 15	"	3	107 1/2	34	2235 1/2	14 02	10 73	24 75
Mary A. Jones	3	94 1/2	28 44	"	5	94 1/2	20	1098	13 12	5 27	18 39
Fred. P. Johnston	2	103	45 00	"	6	103	29	1190 1/2	15 00	5 88	20 78
Barbara J. Cliff	3	103	60 00	"	6 1/2	103	21	1391	20 00	6 68	26 68
W. H. Anderson	2	58	28 64	"	7 1/2	58	18	657	10 73	3 15	13 88
Celia A. Fisher	3	103	62 03	"	8	103	17	919	15 00	4 41	19 41
John Watson	3	103	43 75	"	9	103	30	1207 1/2	20 00	6 09	26 09
C. Bertha Yerna	3	103	44 89	" & Queensbury	10	108	21	1293	15 00	6 21	21 21
James Hartin	3	107	39 54	Canterbury	1	107	23	938	14 85	4 50	19 35
Minnie A. Craig	3	108	39 33	"	2	108	42	2701 1/2	15 00	12 97	27 97
Fred. Carpenter	2	105 1/2	58 61	"	3	105 1/2	20	1182	14 64	5 63	20 27
A. B. Cronkhitte	3	95	37 37	"	4	95	32	1865 1/2	13 19	8 96	22 15
Hannah L. S. Darling	3	103	40 00	"	7	103	22	1623	15 00	7 82	22 82
Edw' T. MILLER	1	103	132 93	"	8	207	84	4233 1/2	28 74	20 43	49 17
Maggie London	2	104	63 32	"	9	107	75	4122 1/2	14 85	19 20	34 05
Edmund London	2	107	59 43	"	10	106 1/2	29	2504	19 71	12 02	31 73
Lizzie R. Dunlap	3	106 1/2	52 50	"	12	103	23	767	20 00	3 68	23 68
Martha McLachlin	3	108	31 25	"	13	107	21	1737 1/2	19 80	8 35	28 15
John Furlong	3	107	39 63	"	20	108	20	1478	20 00	7 10	27 10
Maggie Alexander	2	35	10 80	"	21	108	40	1200 1/2	15 00	10 20	25 20
Sarah J. Alexander	3	73	18 04	"	22	60	26	984 1/2	8 33	4 73	13 06
Mary E. Moore	3	108	25 00	"	23	192 1/2	97	5149	26 72	24 72	51 44
Anna M. Gibson	3	60	14 83	" & Woolst'k	23	192 1/2	97	5149	26 72	24 72	51 44
A. W. Steeves	2	93	30 24	"	1	90	59	3890	13 32	18 68	32 00
Alice J. Lundon	2	94 1/2	21 80	"	2	85	61	2729 1/2	11 80	13 10	24 90
Rebecca Dayton	2	96	39 99	Douglas	3	108	50	3108 1/2	15 00	14 02	29 02
Alonzo Kelly	2	85	47 21	"	4	107 1/2	31	1600 1/2	14 92	7 71	22 63
Phebe P. Coulter	1	108	75 00	"	5	108	27	939	15 00	4 51	19 51
Theodosia A. Hartt	2	107 1/2	44 80	"	6	108	27	939	15 00	4 51	19 51
Mary E. Allen	3	108	20 00	"	7	108	10	793	14 78	3 81	18 59
Alice M. Johnston	2	108	37 50	"	8	106 1/2	10	793	14 78	3 81	18 59
Sarah E. Howe	2	106 1/2	30 95	"							

COUNTY OF YORK.—Continued.

tees.
VT.
Total amount from County Fund.
7
22 23
24 6
23 17
18 57
29 49
40 36
33 25
27 29
17 41
13 6
23 72
26 30
29 45
14 00 25
13 13
25 65
15 22
20 75
26 68
13 28
19 41
26 60
21 21
19 21
27 67
29 82
22 15
22 22
49 11
34 65
31 72
23 68
25 15
27 10
20 51
13 66
51 44
32 60
21 29
23 82
22 65
19 31
18 67
15 23

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		
Louisa Winter	2	97	\$40 40	Douglas	9	97	32	1546 1/2	\$13 46	\$7 43	\$20 89		
Lelitia A. Bird	3	108	50 00	"	10	108	31	1930	20 00	9 27	29 27		
Albert Perkins	2	108	52 50	"	11	108	45	2659 1/2	15 00	12 77	27 77		
Addie J. Freeze	2	108	86 44	"	12	108	28	2250	20 00	10 80	30 80		
John Moser	1	22	26 22	"	13	22	25	307	3 05	1 47	4 52		
Annie J. Sanson	2	108	60 00	"	14	108	27	2261	20 00	10 86	30 86		
Annie Johnston	2	106	63 89	"	15	106	33	1333 1/2	14 71	6 40	21 11		
Martha A. Bird	3	107	79 27	"	16	107	19	1287 1/2	19 80	6 18	25 98		
Mary E. L. Grammon	2	108	65 09	"	17	108	42	2020	15 00	9 70	24 70		
Sarah A. Meek	3	108	50 57	"	19	108	12	1215 1/2	20 00	5 84	25 84		
Annie L. Hartley	2	53	30 88	Dumfries	1	53	20	1284	7 36	3 50	10 86		
Brunswick W. Fox	3	108	44 68	"	2	108	25	1284	15 00	6 17	21 17		
Lily A. Goodspeed	2	86	35 82	"	3	86	39	1983	11 94	9 52	21 46		
Florence E. Cronkhite	3	104 1/2	19 36	"	4	104 1/2	25	1482	14 51	7 12	21 63		
Mary E. Ring	3	108	20 00	"	7	108	36	2138	15 00	10 27	25 27		
Sadie A. Harner	2	60	18 50	"	8	60	13	811 1/2	11 11	3 90	15 01		
Geo. R. Parlin, A. M.	1	97 1/2	54 72										
Geo. W. Fenwick, A. B.	1	97 1/2	54 72										
L. Jane Gregory	1	97 1/2	34 82										
Jas. T. Horsman, A. B.	1	97 1/2	54 72										
James R. Mace, A. B.	1	96	53 88										
L. E. WORTMAN, A. B.	1	...	23 77	April, '80.									
Annie A. Tucker	1	76 1/2	27 32										
Frances I. Ross	1	17	6 07										
Ella J. Thorne	1	96	34 29										
Amelia M. Atherton	1	96	34 29										
Louisa Pickard	1	96	34 29										
Sarah A. Brymer	1	96	34 29										
Berton C. Foster, A. B.	1	96	53 88										
ROSE M. RAYMOND, A. B.	1	...	24 03	April, '80.									
Alice K. Meagher	1	96	34 29	City of									
Joanna Peters	1	96	34 29	Fredericton				1184					
Annie T. Moore	1	96	34 29										
Julia R. Bateman	1	64 1/2	23 03										
Ellen M. Freeman	1	31 1/2	11 26										
Jennie Lyle	1	96	34 29										
Ellen M. Freeman	1	64 1/2	23 03										
Julia R. Bateman	1	31 1/2	11 26										
James Vroom	1	48	20 04										
R. SPIERS NICOLSON	1	48	54 56										
Jeremiah Meagher	1	96	53 88										
Sarah G. Duff	1	92	32 88										
Elizabeth O'Regan	1	91	32 51										
Rebecca E. Gallagher	2	91	23 31										
Lizzie H. Yandall	2	96	24 48										
Ma McAdam	2	93	23 75										
Mary Helen Loring	1	96	46 79										
J. Rosa Ruel	2	34	21 75	Kingsclear	1	04	45	2095 1/2	13 05	10 06	23 11		
Clas A. Murray	2	107	39 62	"	2	107	47	2798	14 85	13 44	28 29		
W. Egerton Everett	2	108	40 00	"	3	108	38	2263	15 00	11 35	26 35		
Abram Grant	2	108	40 00	"	4	108	30	1596	15 00	7 67	22 67		
Jennie H. Estey	3	107 1/2	19 94	"	5	107 1/2	31	931 1/2	14 92	4 47	19 39		
Ellen B. Saunders	3	107	19 31	"	6	107	22	1826 1/2	14 85	6 37	21 22		
Margaret A. Moffitt	2	107	30 96	"	7	107	33	1968	19 80	9 45	29 25		
Ruth Long	3	103	26 66	"	9	103	19	1290	20 00	6 10	26 10		
Mary C. B. Morris	2	103	25 00	"	10	103	27	1284	15 00	6 17	21 17		
Clas Lunnin	3	103	30 00	Manners-Sutton	1	103	39	1547	15 00	7 43	22 43		
Agnes Boyd	2	103	25 00	"	2	103	63	3406 1/2	15 00	16 36	31 36		

COUNTY OF YORK.—Continued.

NAME.	Provl Grant to Teachers.			LOCALITY.	County Fund to Trustees.						
	CLASS.	Legally authorized days actually employed.	Amount of Grant.		No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Michael Connelly.....	3	92	\$25 55	Manners-Sutton	3	92	26	1228	\$12 77	\$5 90	\$18 67
Hannah A. Barker.....	3	108	20 00	"	4	108	20	1336	15 00	6 12	21 12
Mary McKenzie.....	3	107	19 81	"	5	107	38	1502 1/2	14 85	7 12	22 66
Annie C. Hartt.....	3	108	25 00	"	10	108	22	1232	20 00	5 57	25 57
Susie A. Yardie.....	2	79 1/2	18 39	New Maryland.	1	107 1/2	37	1167	14 92	5 60	20 52
Ada B. Miller.....	3	28 5 19 1/2									
Alice L. Gough.....	2	108	25 00	Do. & Lincoln	1A	108	22	1487 1/2	15 00	7 14	22 14
Addie DeWitt.....	2	108	25 00	New Maryland	2	108	22	1555 1/2	15 00	7 48	22 48
Minnie Cameron.....	2	105	24 30	"	3	105	20	874 1/2	14 57	4 20	18 77 1/2
Mary U. Miller.....	3	108	26 06	"	4	108	14	747 1/2	15 00	3 59	18 59 1/2
Rachel Watson.....	2	61	14 81	North Lake	14	64	31	1276 1/2	8 88	6 09	14 97 1/2
John A. Atherton.....	2	83	30 78	"	15	83	42	1404 1/2	11 52	6 76	18 28 1/2
Sarah Graham.....	3	108	20 00	"	18	108	38	1793	15 00	8 61	23 61
Ella M. Atherton.....	3	106	31 90	Prince William	1	106	34	2003	14 71	9 61	24 32
James H. Hoyt, A. B.....	1	106	97 37	"	2	106	43	3266	14 71	15 68	30 39
Matilda Graham.....	2	106	49 18	"	4	106	52	2724 1/2	14 71	13 08	27 79 1/2
Abigail Henry.....	2	101	35 05	"	5	101	37	2059	14 02	9 89	23 91 1/2
Ruth M. Henry.....	2	108	66 66	"	6	108	20	1404 1/2	20 00	6 73	26 73 1/2
Adelaide V. Gartley.....	2	108	37 50	"	7	108	50	2371 1/2	15 00	11 39	26 52 1/2
Frances A. Green.....	2	108	45 00	"	9	108	27	2200 1/2	15 00	10 57	25 57 1/2
Trustees' claim, Apr. '80				"		117		2047	15 00	9 83	24 83
Jennie M. Orr.....	1	1108	40 00	Queensbury.	10	108	27	1480	15 00	7 11	22 11
Anabell Hooper.....	3	105	42 65		1	105	32	1987 1/2	14 57	9 55	24 12 1/2
S. Emma Burden.....	2	107	24 77		3	107	23	1325 1/2	14 85	6 37	21 22 1/2
Helen S. Graham.....	3	107	19 81		4	107	28	1798	14 85	8 63	23 48 1/2
Mary M. L. Carman.....	3	108	20 00		5	108	35	2070	15 00	9 94	24 94 1/2
James F. Vanbuskirk.....	2	108	40 00		6	108	33	1747	15 00	8 39	23 39 1/2
Isabella A. Mitchell.....	3	108	20 00		7	108	25	1404	15 00	6 74	21 74 1/2
Iva E. Yerxa.....	2	101	23 37		8	101	41	2035 1/2	14 02	9 77	23 79 1/2
Janet C. Mitchell.....	3	108	20 00		10	108	18	1008	15 00	4 84	19 84
Eliza Stuart.....	2	108	25 00		11	108	31	2105	15 00	10 11	25 11 1/2
Annie M. Hoyt.....	2	108	42 20	St. Marys,	1	108	25	1579 1/2	15 00	7 58	22 58 1/2
Emma Russell.....	2	103	42 89	"	14	103	54	3138	14 30	15 07	29 37 1/2
Louisa F. Morgans.....	1	1104	52 95	Southampton	2	412	218	10261 1/2	57 19	49 27	106 46 1/2
Mary A. Marsh.....	2	108	64 40								
Barabara Staples.....	3	108	59 22								
Minnie Burpee.....	3	92	34 08								
W. TEMPLE DAY.....	1	107	92 12								
L. Annie Veazey.....	1	106	73 79								
Alice Clayton.....	2	105	43 75								
Mary Lawson.....	1	97	79 09								
John A. Gunter.....	2	102	61 75								
Mauda J. Lint.....	2	108	49 78								
Ellen F. Peake.....	2	106	64 07								
Mary A. McBean.....	2	108	54 91								
Abigail Starkey.....	3	106	79 01								
Ellen F. P. Peake.....	1	101	46 73								
Maggie McBean.....	2	108	50 00								
Mary E. Young.....	2	105	56 20								
Robert M. Dennison.....	2	100	60 88								
Louisa Forbes.....	2	104	32 09								
Louisa H. Hartley.....	1	57	18 47								
D. E. Whitehead.....	2	102	42 48								
Elsapie McFarlane.....	3	108	20 00								
Jane Tore.....	3	65	12 04								
Sarah H. Haines.....	2	107	24 77								
W. W. B. Anderson.....	1	85	43 28								
Kato Flewelling.....	3	107	19 81								
Irene Lint.....	2	100	30 85								

David M. M
Coelia E. Sn
Annie A. Y
Ellen M. Sa
Galia J. E. Cl
Gerie L. B
Martha V. G
Ellen C. Ell
George T. Br
Miss Fletcher
Minnie L. M
Kate L. Smit
Rouzel S. Ste
Ethrin A. B
Mary J. Dou
CHAR. A. MIL
Mary O. Wat

COUNTIES

Albert,
Charlotte,
Chester,
Kent,
King's,
Northumberland,
Perth,
Richmond,
St. John,
Somerset,
Victoria,
Westmoreland,
York,

*Not in Un
†Provincial
‡Provincial

COUNTY OF YORK.—Continued.

Trustees.		Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
MOUNT.		NAME.	Classes.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	AMOUNT.					
Attendance of Pupils.	Total amount from County Fund.							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	7	6	5	4	3	2	1	2	3	4	5	6	7
1 90 21 67		David M. Mackenzie.....	2	73	\$36 04	Southampton.....	13	73	31	1576	\$13 51	\$7 57	\$21 08
1 42 21 42		Cecelia E. Smith.....	3	108	45 00	Stanley.....	1	108	27	1295	15 00	6 22	21 22
1 22 21 66		Annie A. Young.....	3	108	44 61	"	14	108	10	\$433	20 00	4 05	24 05
1 57 21 67		Ellen M. Sansom.....	2	108	86 06	"	10	108	31	2489	20 00	11 95	31 95
1 60 20 32		Celia J. E. Clark.....	2	107	29 72	"	3	108	51	3052	15 00	14 66	29 66
7 11 22 11		Gertie L. Barker.....	3	84	31 14	"	5	84	32	1463	11 66	7 03	18 69
7 18 22 4		Martha V. Gilmore.....	2	108	34 99	"	6	108	70	2223	15 00	10 67	25 67
1 20 18 77		Ellen C. Elliott.....	3	108	60 00	"	7	108	28	2053	20 00	9 86	29 86
1 59 18 53		George T. Bradley.....	2	99	51 99	"	8	99	20	1027 1/2	18 32	4 93	23 25
1 09 14 97		Ira Fletcher.....	3	105	38 89	"	9	105	15	1247 1/2	14 57	5 99	20 56
1 76 18 5		Minnie L. McAdam.....	3	61	24 47	"	10	61	17	690	11 29	3 31	14 60
1 61 21 61		Kate L. Smith.....	3	99	27 31	"	11	99	47	2177	13 74	10 45	24 19
1 61 21 32		Bouzel S. Stevens.....	3	97	58 57	"	12A	97	23	1303	13 46	6 28	19 74
1 68 30 29		Edwin A. Bustin.....	3	108	40 00	"	13	108	36	2108A	20 00	12 10	32 10
1 08 23 31		Mary J. Douglas.....	2	108	86 66	"	14	108	35	2471 1/2	20 00	11 87	31 87
1 89 23 31		Chas. A. Miles.....	2	107 1/2	147 88	"	15	107 1/2	38	3423 1/2	19 89	16 44	36 33
1 73 26 52		Mary O. Wade.....	2	108	50 00	"	16	108	16	1427 1/2	20 00	6 88	26 88
1 53 26 52					47				5522				
1 57 50 44					\$6735				237,406 1/2		\$2030 07	\$1140 03	\$3170 10

GRAMMAR SCHOOLS.

FOR SUMMER TERM ENDED 31ST OCTOBER, 1880.

LOCALITY.		TEACHERS.	Legally authorized days or time Principals' Department open.	Amount of Provincial Grant.
COUNTIES.	PARISHES.			
Albert.....	Hopewell.....	Nathaniel Duffy.....	108	\$200 00
Carleton.....	Woodstock.....	James McCoy.....	98	200 00
Charlotte.....	Saint Andrews.....	James F. Covey, A. B., A. W. Wilkinson, A. B.,	73	149 79
Gloucester.....	Bathurst.....	George W. Mersereau, A. B.,	20	44 59
Kent.....	Richibucto.....	C. H. Cowperthwaite, A. B.,	98	200 00
Kings.....	Hampton.....	John Raymond.....	6 months.	200 00
Northumberland.....	Chatham.....	Chas. G. D. Roberts, A. B.,	98	200 00
Queens.....	Gagetown.....	David Wilson, A. B.,	104	102 59
Restigouche.....	Dalhousie.....	Alex. Ross, A. B.,	98	200 00
Saint John.....	City of Saint John.....	H. S. Bridges, M. A.,		1300 00
Embury.....	Sheffield.....	Geo. H. V. Bulvea, A. B.,	108	200 00
Victoria.....	Andover.....	Rupert W. Grover, A. B.,	93	189 79
Westmoreland.....	Shediac.....	A. J. Denton, A. B.,	98	200 00
York.....	Fredericton.....	G. R. Parkin, A. M.,		1500 00
				\$3,177 06

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

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

‡Provincial aid paid from the "University Grant."

SUPPLEMENTARY.

Payments of Provincial Grants (not included in the foregoing statement) made up to April 30th, 1881, in pursuance of the following notice issued by the Department, June 10th, 1880.

"In reference to the Schools examined by the Inspector during the Summer Term, 1880, the Inspector will note any Teachers who were in charge of these Schools the past Winter Term, but who have removed to other Schools for the current Term. At the close of this Term, all such cases will be reported to the Board of Education, with a view of securing a Rank for the Schools taught during the year 1879-80 by such Teachers. Sec. 5 (3) requires that a School Department shall, on and after November 1, 1880, have been in charge of the same Teacher 'for more than one Term,' in order to be eligible for classification."

NAMES.	AMOUNT.	NAMES.	AMOUNT.
ALBERT COUNTY.		CHARLOTTE COUNTY.	
Annie J. Moore.....	\$19 06	Jos. H. Atkinson.....	\$19 14
Mary E. Bacon.....	12 77	Susie E. Perley.....	12 07
Alice M. Charters.....	20 00	Tillie Lawrence.....	19 06
Janetta A. Steves.....	32 90	H. V. McKiel.....	12 15
Eunice J. Bennett.....	19 81	Jane G. Wilson.....	6 59
Geo. Smith, A. B.....	5 47	Mary Mch. Mabey.....	12 27
James T. Horsman.....	13 85	Lizzie D. Jackson.....	2 35
Lena P. Woodworth.....	20 00	Eliza A. Perley.....	40 00
John Cairns.....	16 68	Emma J. McLaughlin.....	27 62
Emma L. Bishop.....	18 16	Hugh Copley.....	3 85
John C. Beatty.....	20 00	Mrs. Mann.....	3 97
Nath. Duffy.....	20 00	Lizzie A. McCann.....	21 22
Martha E. Bray.....	19 43	Cath. Condie.....	16 16
Mary E. Carnwath.....	20 00	Mary J. Monahan.....	19 83
		Eliza M. Pettigrove.....	6 78
		Patrick Casey.....	20 00
	\$258 11	Teresa C. McAleenan.....	39 27
		Eva F. Morrell.....	9 03
		Lottie Lord, c. r. a.....	6 84
		Alex. Murray.....	6 13
CARLETON COUNTY.		GLOUCESTER COUNTY.	
Annie L. Flemming.....	\$3 74	Luey White.....	\$2 11
Annie Snider.....	19 14	Mary Kerr.....	5 00
Wm. H. Anderson.....	12 50	Margaret Burke.....	6 27
Hugh T. Parlee.....	11 53	Peter P. Hachey.....	10 32
Wm. Taylor.....	8 65	William McInnis, A. B.....	15 45
Lillie B. Miles.....	21 77	Janet Ferguson.....	29 00
Charles Rogers.....	11 43	Stanislaus Doucet, c. r. a.....	5 02
Belle Price.....	19 77	Agnes Haché.....	29 16
Pauline Kilburn.....	11 67	Elizabeth Hachey.....	4 33
Lizzie S. Laverty.....	12 18	Olga Boudreau.....	2 56
Maud B. Kilburn.....	14 35	Mary Arseneau.....	8 61
Mary M. Yerxa.....	11 32	Marceline Godin.....	4 92
Ida I. Kirkpatrick.....	19 92	Philip Boudreau.....	13 21
John Geddes.....	6 83	Joseph E. Poirier.....	10 79
Isabel McKilligan.....	5 67	Jos. E. Lanteigne.....	11 22
Hepsey A. Gregg.....	20 00	Annie E. Rivers.....	6 27
F. Jane Miller.....	16 66	Essie M. Rivers.....	10 54
Mary Corbett.....	5 34	Mary Dempsey.....	10 04
Minnie A. DeWolfe.....	20 00	T. A. P. Plamadon.....	4 56
Amasa Plummer.....	18 63	P. U. Landry.....	4 91
Jemie Getchell.....	8 88	Charles F. Brison.....	10 63
W. S. Hannah.....	20 00	L. M. L'huillier.....	3 63
Matilda Campbell.....	12 39	Jane D. Hussey.....	6 04
Agnes L. White.....	12 50		
A. Judson Clark.....	16 49		
Wm. J. McKilligan.....	19 43		
Florence J. Carvell.....	20 00		
Alice A. Good.....	20 00		
Lizzie M. Owens.....	8 97		
Mary M. Penny.....	20 00		
Georgia A. Wheeler.....	10 66		
Cath. A. Kilpatrick.....	5 00		
H. Gertrude Wiggins.....	4 58		
G. Lee S. Jameson.....	19 43		
	\$478 83		
		KENT COUNTY.	
		Pierre Belliveau.....	\$2 54
		George H. Allen.....	29 09
		Margaret Mallett.....	20 00
		Joseph Roussey.....	6 39

KRN
Cyrille Cormi
Ellen Chrysta
Mary A. Watl
Amelia Dobso
Althea Sherw
Grace Orr.....
Kate McDonal

KI
W. E. Hornibr
Jane C. Sharpe
H. Allen Scrib
Agnes Northrup
John D. Wetm
Robert J. Kinc
Adeleide E. Ga
George M. Wet
Andrew Spragn
John F. Rogers
Edwin V. King
Halley V. Haye
Frank H. Hayer
George N. Pear
Annie E. Bucha
Celia Frost.....
Maggie M. Cunn
George W. Fowl
Herbert G. Burj
Rosanna Dunn..
Douglas S. Flew
Celia A. Wetmo
James S. Clark.

NORTHUMB
Helen McDonald
Lina S. McIntos
Thomas G. McKa
Emmett A. Gill
Amy Archibald..
Benjamin Parker
Helen J. McLeod
Maggie J. Barron
Sarah A. Bamfory

QUEEN.
S. A. W. Baker..
Lemuel W. Fowles
Annie A. Colwell..
Nettie L. Belyea..
I. W. N. Baker..
Judson B. Clark..
Deean London..
David P. Harris..
James R. Barton..
Bertha L. Briggs..
W. B. DeLong..
David Patterson..
I. A. Currey, A. M..
Ezra E. Davis..
T. William Perry..
John H. DeLong..
LeBaron Starkey..
S. J. Thorne..
William Balmain..
Stephen H. Estabrc
H. B. Hetherington.

(t) made Depart.

1880, the term, but such cases as taught shall, in Term, in

AMOUNT.

\$19 11
12 07
19 66
12 15
6 59
12 27
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3 85
3 97
21 22
16 16
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6 73
20 09
33 27
9 03
6 84
6 19

\$305 22

\$2 11
5 09
6 27
10 26
15 46
20 00
5 02
20 16
4 33
2 86
8 01
4 92
13 21
10 79
11 22
6 27
10 84
10 04
4 95
4 91
10 63
3 63
6 04

\$98 42

\$2 54
20 00
20 00
20 00
6 20

NAMES.

AMOUNT.

KENT COUNTY.—Con.

Cyrille Cormier.....	\$11 92
Ellen Chrystal.....	36 10
Mary A. Wathan.....	16 49
Amelia Dobson.....	6 66
Althea Sherwood.....	3 84
Grace Orr.....	18 20
Kate McDonald.....	19 14

\$161 19

KINGS COUNTY.

W. E. Hornibrook.....	\$18 33
Jane C. Sharpe.....	4 81
H. Allen Scribner.....	20 00
Agnes Northrup.....	19 81
John D. Wetmore.....	10 43
Robert J. Kincaid.....	17 14
Adelaide E. Ganong.....	19 57
George M. Wetmore.....	26 41
Andrew Sprague.....	5 00
John F. Rogers.....	19 81
Edwin V. King.....	20 00
Hedley V. Hayes.....	23 07
Frank H. Hayes.....	20 00
George N. Pearson.....	4 10
Annie E. Buchanan.....	19 40
Celia Frost.....	4 14
Maggie M. Cunningham.....	12 39
George W. Fowler.....	20 00
Herbert G. Burgess.....	20 00
Essama Dunn.....	16 09
Douglas S. Flewelling.....	18 70
Celia A. Wetmore.....	19 62
James S. Clark.....	19 49

\$387 31

NORTHUMBERLAND COUNTY.

Helen McDonald.....	\$10 79
Lizzie S. McIntosh.....	3 42
Thomas G. McKay.....	4 78
Elizabeth A. Gillis.....	11 50
Amy Archibald.....	4 81
Benjamin Parker.....	19 74
Helen J. McLeod.....	11 02
Maggie J. Barron.....	18 97
Sarah A. Bamford.....	5 84

\$91 77

QUEENS COUNTY.

S. A. W. Baker.....	\$20 00
Lemuel W. Fowler.....	19 05
Annie A. Colwell.....	12 50
Nettle L. Belyea.....	19 57
I. W. N. Baker.....	20 00
Judson B. Clark.....	15 29
Duncan London.....	12 23
David P. Harris.....	19 83
James R. Barton.....	20 00
Bertha L. Briggs.....	26 68
W. B. DeLong.....	20 00
David Patterson.....	9 40
L. A. Currey, A. M.....	20 00
Rezia E. Davis.....	16 66
T. William Perry.....	12 59
John H. DeLong.....	12 59
LeBron Starkey.....	26 21
S. J. Thorne.....	20 00
William Balmain.....	19 74
Stephen H. Estabrooks.....	26 66
H. B. Hetherington.....	25 76

NAMES.

AMOUNT.

QUEENS COUNTY.—Con.

Emma J. Fowler.....	\$4 61
W. B. Flewelling.....	12 39
Charles D. Lowery.....	20 00
L. J. Flower.....	26 44

\$457 89

RESTIGOUCHE COUNTY.

Lizzie A. McNair.....	\$25 79
James A. Chisholm.....	19 83
Annie B. Doyle.....	19 22
Lizzie J. Harquail.....	20 00
Flora McDonald.....	26 66
Julian G. Noble.....	12 50
Ed. Carney.....	9 19
Maggie McLean.....	12 28

\$135 47

SUNBURY COUNTY.

Theodosia A. Hartt.....	\$20 00
Maggie Alexander.....	20 00
Olive M. Smith.....	26 66
Henrietta R. Hoben.....	12 50
W. B. Welsh.....	19 40
Parker Nason, c. r. a.....	10 00
Annie J. Smith.....	20 00
Susie A. Yardie.....	18 20
J. Newton Thorne.....	20 00
George W. Hoben, A. B.....	19 49
Diana S. Dunn.....	19 74
Mary E. McLeary.....	9 61
Gertrude Barker.....	19 53
John P. Stuart.....	6 61
John Clark.....	11 25
John Coldwell.....	19 83
Louisa Bullyea.....	20 00

\$293 21

VICTORIA COUNTY.

Melvina J. Hammond.....	\$18 17
Rosa Ch. Hanson.....	12 09
Melvina A. Barker.....	8 54
Judson C. Manzer.....	1 66
Jane D. Reid.....	12 50
Joseph Barnes.....	5 00
Alice A. Manzer.....	11 22
John T. Tutthill.....	26 66
James Ledingham.....	16 66
Lizzie J. McJ. Hunter.....	16 52

\$129 02

WESTMORELAND COUNTY.

Eva O. Goodwin.....	\$16 52
David Grant.....	16 75
John James Mahoney.....	6 66
Eliza A. Joyce.....	12 50
Arthur W. Bent.....	12 50
Singleton Allen.....	13 67
John McC. Stephens.....	20 00
Jane Jones.....	19 66
Emelino Cormier.....	12 50
John Friel.....	12 50
Charles J. Cole.....	10 89
Emily C. Blatch.....	19 14
Adelaide Landry.....	19 83
Laura A. Leaman.....	18 97
John E. McGuire.....	10 84
John McGowan.....	19 66

NAMES.	AMOUNT.	NAMES.	AMOUNT.
<i>WESTMORELAND COUNTY.—Con.</i>		<i>YORK COUNTY.</i>	
M. Jackson Steeves.....	\$4 53	B. Chesley McKeen.....	\$12 20
Eustache Melançon.....	12 18	John W. Freeman.....	12 50
Edith LeBlanc.....	12 50	Mrs. Dayton.....	18 50
Dominick Legere.....	10 26	J. Byron Grant.....	20 00
Annie A. Bourgeois.....	25 08	Annie J. Sansom.....	19 33
Arthur W. Teed.....	19 23	Helen McAdam.....	12 25
George B. Phalon.....	19 83	Letitia A. Bird.....	20 00
George J. Oulton.....	6 15	Albert Perkins.....	7 25
A. W. D. Knapp.....	11 42	Mary Jones.....	11 10
Mary A. Lyons.....	19 68	Tilly A. Goodspeed.....	6 14
Mittie E. Barnes, c. r. a.....	8 03	Agnes M. Gibson.....	4 56
Thomas C. Chapman.....	19 32	Charles A. Murray.....	19 51
W. Amasa Clark.....	12 50	Abram Grant.....	12 50
Annie E. Henery.....	26 66	Ellen B. Saunders.....	12 33
Mrs. Jabez J. Steeves.....	26 17	Hannah A. Barker.....	2 22
Allen Wall.....	20 00	G. Ward Merrithew.....	20 00
Allen E. Wall, c. r. a.....	7 01	A. W. B. Garrison.....	19 33
Jennie J. Hoar.....	19 81	Adelaide V. Gartley.....	12 50
Eugene Theriault.....	5 00	Abigail Henry.....	12 50
Mary Steadman.....	20 00	Helen S. Graham.....	1 57
William A. Barnes.....	20 00	Louisa J. Howland.....	17 69
Peter H. Leger.....	12 39	Louisa J. Duffy.....	19 11
Henry Tower.....	19 83	Robert H. Davis.....	19 49
Charles Avard, c. r. a.....	9 23	Samuel D. Alexander.....	16 75
James Doyle.....	19 83	Louisa F. Morgans.....	14 33
Susie Goodwin, c. r. a.....	9 91	Mary C. Wade.....	13 50
Melbourne Tingley.....	19 22	Isabel Anderson.....	16 66
W. W. Wells.....	16 58	Susan Moore.....	9 33
John S. Raworth.....	20 00	Cath. Brown.....	5 27
		Jennie F. Babbitt.....	20 00
	\$695 31		\$410 71

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Prov

Lelia J. T
Haggie J.
Thos. E. C.
Marilla St
Selina E.
Nellie Ru
Susan E.
Nettie A.
Lavinia J.
Janetta O.
Est. to Tru
Octobe
Pannetta J.
Minnie A.
Mary L.
Ralph Colp
Mary J. Ste
Angelina
Sarah A. S
Trustees' c
Olivia Geld
John Forbe
Geo. H. Las
Alice M. Ai
Thomas H.
Hanley W.
Carrie M. K
Annie J. Go
Nath. Duffy
Mary E. Ba
Josephine J.
Roswell Wil
Lena P. Wo

DISBURSEMENT OF PROVINCIAL GRANTS AND APPORTIONMENT OF COUNTY FUND FOR THE WINTER TERM ENDED APRIL 30, 1881.

There were 116 teaching days in this Term in St. John, Portland, Fredericton, Woodstock, Andover, St. Stephen, Mill-Town, St. Andrews, North Head, Moncton, Dorchester, Shediac, Shediac No. 10½ & No. 11, Elgin No. 2, Salisbury, Sussex Station, Newcastle No. 7, Chatham, Bathurst and Bathurst Village, Tracadie, Caraque, Dalhousie, Campbellton, Buctouche, Richibucto, Wellington No. 7, Carleton No. 1, Sweeneyville No. 12, St. Mary's, Lakeville, Wakefield No. 7, Clifton No. 5, Springfield No. 3, Bright No. 3, Kingsclear No. 2, Jollicure. In distributing the Provincial Grants and apportioning the County Fund to the Districts above named, the time the Schools were open, and the attendance made, were raised to the basis of 117 days—the full Term required of the Schools in the country.

COUNTY OF ALBERT.

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
Lelia J. Turner.....	3	82	\$14 02	Alma.....	2	82	43	2013	\$10 51	\$9 72	\$20 23
Maggie J. Martin.....	3	59	13 44	".....	3	59	49	1644	10 08	7 93	18 01
Thos. F. Colpitts, A. B.	1	117	75 00	".....	5	234	77	5581	30 00	26 95	56 95
Marilyn Strong.....	2	117	45 00	".....	6	117	36	2628	20 00	12 69	32 69
Salina E. Brewster.....	2	117	86 16	".....	8	98	22	1305	16 75	6 34	23 09
Nellie Russell.....	2	24	6 84	".....	1	29	13	247	3 72	1 19	4 91
Susan E. Pulsifer.....	3	74	16 87	Coverdale.....	2	117	26	2019	15 00	9 74	24 74
Nettie A. Colpitts.....	3	29	30 00	".....	6	117	29	2447	20 00	11 81	31 81
Lavinia J. McLatchey.....	2	117	25 00	".....	7	.....	.....	.....	3 90	.....	3 90
Jenetta O. Steeves.....	3	117	53 33	".....	9	117	23	1883	20 00	9 11	29 11
Bal. to Trustees from } October, 1880. }				".....	14	54	22	3094	6 92	3 91	10 83
Pamella J. Carter.....	3	117	26 66	".....	1	117	13	1313	20 00	6 37	26 37
Minnie A. Dobson.....	2	54	40 76	Elgin.....	2	227	82	6416	29 35	30 97	60 32
Margt. L. Horsman.....	2	117	33 33	".....	4	113	19	932	7 35	4 50	11 85
Ralph Colpitts.....	2	113	73 01	".....	5	103	31	2018	17 60	9 74	17 34
Harry J. Steeves.....	2	114	44 23	".....	6	107	.....	15004	19 81	7 24	27 05
Angelina A. Hubley.....	2	113	32 13	".....	6	117	23	10354	15 00	8 13	23 13
Sarah A. Stevens.....	2	103	29 33	".....	7	117	13	1301	20 00	6 32	26 32
Trustees' claim Oct. '80				".....	9	117	38	25824	15 00	12 40	27 40
Olivia Geldert.....	2	117	40 00	".....	11	116	22	1691	14 87	8 16	23 03
John Forbes Peters.....	3	117	53 33	".....	12	117	42	2585	15 00	12 47	27 47
Geo. H. Lasky.....	2	117	77 40	".....	15	116	35	2097	19 83	10 12	29 95
Alice M. Amette.....	3	117	24 78	".....	1	117	33	34924	15 00	16 80	31 80
Thomas H. DeMill.....	3	117	30 00	Harvey.....	2	117	33	2196	15 00	10 60	25 60
Manley W. Wilson.....	3	116	92 01	".....	3	305½	104	5275	39 16	25 47	64 63
Carrie M. Kelly.....	2	117	25 00	".....	4	117	39	17554	15 00	8 48	23 48
Annie J. Godfrey.....	2	117	65 00	".....	5	117	20	15004	15 00	7 27	22 27
Nath. Duffy.....	1	111½	52 40	".....							
Harry E. Bacon.....	2	109	23 28	".....							
Josephine M. Kinnie.....	2	85	18 16	".....							
Eswell Wilbur.....	1	117	95 00	".....							
Lena P. Woodworth.....	2	117	25 00	".....							

\$12 20
12 50
18 50
20 00
19 33
12 25
20 00
7 29
11 10
6 14
4 36
19 31
12 50
12 33
3 22
20 00
19 33
12 50
1 97
17 09
19 14
19 49
16 75
14 33
13 50
16 66
9 33
5 55
20 00
\$410 74

COUNTY OF ALBERT.—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	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 Cairns.....	3	113	\$38 63	Harvey.....	6	113	38	3320½	\$19 31	\$16 03	\$35 34	
David Gillespie.....	3	110½	37 77	".....	7	110½	30	1416	18 88	6 84	25 72	
Araminta Milton.....	2	109	31 04	".....	9	109	16	1609	18 63	7 77	26 40	
Abbie M. Smith.....	3	103	52 94	" & Hopewell	11	103	18	1475	18 45	7 12	25 57	
Jennie Moore.....	1	112	52 04	".....	12	112	19	1744	14 36	8 42	22 78	
Trustees' claim Oct. '80				".....		103		1437	14 30	6 04	21 34	
Laura E. Forbes.....	3	52½	11 90	".....	13	52½	19	930	8 90	4 52	13 43	
John C. Beatty.....	2	117	40 00	Hillsboro'	1	117	29	1236	15 00	5 97	20 97	
J. Trueman Steeves.....	2	117	00 00	".....	2	234	95	6171	30 00	29 80	59 80	
Nettie McLatchey.....	3	117	00 00	".....	3	234	89	6120½	30 00	29 56	59 56	
Chippman Bishop.....	2	117	75 00	".....	4	117	58	2784	15 00	13 44	28 44	
Isabella S. Gross.....	2	117	45 00	".....	5	117	70	4003	15 00	19 35	34 35	
Annie E. Dolson.....	2	117	40 00	".....	6	93	52	3489	11 92	16 85	28 77	
Alex. Smith.....	2	117	40 00	".....	7	113	34	2604	20 00	12 57	32 57	
S. C. Wilbur.....	2	93	31 79	".....	8	117	40	2211½	14 48	10 68	25 16	
Naomi Robertson, c.r.a.	2	110	3 42	".....	11	116	20	1274½	14 87	6 15	21 02	
Beattie C. Steeves.....	2	117	80 00	".....	12	103½	32	2154	13 90	10 40	24 30	
Mona Milton.....	2	117	38 64	" & Elgin	13	117	19	1448½	20 00	6 99	26 99	
Kate A. Dawson.....	2	116	24 78	".....	15	117	21	1907	20 00	9 21	29 21	
Elta M. Milton.....	2	103½	61 14	" & Elgin	1	111	46	2657	14 23	12 83	27 06	
Flora E. Reid.....	3	117	79 49	".....	1	115	54	3789	14 74	18 30	33 04	
Oleva H. Bartlett.....	1	117	109 86	Hopewell.....	2	234	90	6127½	30 00	29 59	59 59	
Ada Russell.....	2	115	78 48	".....	3	117	21	1017	20 00	9 26	29 26	
Allen W. Bray.....	2	117	55 00	".....	4	81	12	892½	13 84	4 33	18 17	
Rufus P. Steeves.....	2	117	45 00	".....	7	234	78	5719½	30 00	27 64	111 79	
Martha E. Bray.....	3	81	26 66	".....	8	107½	40	2481	13 78	11 98	25 76	
Leonora L. Rogers.....	3	117	18 47	".....								
Ada F. Irving.....	2	117	78 97	".....								
William J. Jones.....	3	117	40 00	".....								
Mary E. Carnwath.....	3	107½	64 18	".....								
Trustees' claim Oct. '80												
Nelson Smith.....												
			\$2739 28				1988	195,100	\$948 37	\$652 43	\$1600 80	

COUNTY OF CARLETON.

Teresa B. Perkins.....	3	49	\$3 38	Aberdeen.....	1	49	43	1082½	\$6 23	\$4 62	\$10 90	
Gussie F. Crawford.....	2	106	22 64	".....	3	106	49	2308	13 59	9 86	23 45	
John Home.....	1	117	55 00	".....	4	117	30	2304½	15 00	9 85	24 85	
Nehemiah J. Sipprell.....	3	112	28 72	".....	5	112	42	3118	14 35	13 23	27 58	
Isabella R. Joyner.....	2	117	25 00	".....	6	117	45	1633	15 00	6 93	21 93	
George Elder.....	3	108	27 69	".....	7	108	32	1661½	13 84	7 10	20 94	
L. J. Sherwood.....	2	117	80 00	".....	10	117	41	3461	20 00	14 79	34 79	
Eliza Ackerson.....	2	117	25 00	".....	13	117	30	1592	15 00	6 80	21 80	
William Taylor.....	1	116	54 52	Brighton.....	2	116	47	2572	14 87	10 99	25 86	
Ambrose H. Sherwood.....	1	95	44 65	".....	3	95	84	4000½	12 17	17 10	29 27	
Eliza Moores, c. r. a.....	3	93½	7 97	".....	4	114	56	2534	14 61	10 33	25 44	
Helen McAdam.....	3	114	19 49	".....	5	117	31	1757½	15 00	7 51	22 51	
Wilmont E. Sipprell.....	2	117	25 00	".....	6	117	32	1594	15 00	6 81	21 81	
Annie B. Adams.....	2	117	40 00	" & Pecl...	7	117	47	2744½	15 00	11 73	26 73	
Marlborough J. Dow.....	2	43	9 18	".....	8	97	18	971	12 43	4 15	16 58	
Annie A. Cogswell.....	2	43	9 18									
Maggie E. Gilmore.....	3	54	9 23									

Prov'l

NAI

Blanche M. A
Louise M. A
Hannah Cog
Isaac B. Curri
Becca H. Ted
S. D. Alexan
Lulu Winter
M. A. DeWol
Kate Crabb.
Mary Corbett
Helen Murph
James Keena
Bello C. Price.
John A. McG
Lillie B. Miles
Donald McDo
Richard Sutt
Jane Dore...
Charles T. Ba
Annie M. Kip
Alder B. Boye
Maria Sharpe.
Ethel J. Alex
J. H. Harper.
Mary E. Boyer
Wayman A. Sr
Laura A. Bro
Annie Thomp
Carinda Hugh
Annie S. Flenm
Eva E. McDoug
Susie V. Hend
G. L. L. James
Jane Price...
Edwin E. Kinn
Charles Campb
Cath. E. Garety
Mary C. H. Flen
John Laverty...
Ida B. Jones...
Matilda E. Camp
Alice A. Lawren
S. Irene Kirkpat
Flora E. Dunn...
Cath. Gitan...
Edmund W. Stev
Emma B. Ebbet
Kate A. McKay.
Counsel T. Hen
Gertrude H. Wig
Ida E. William
Joanna M. Ring
Eugenia E. Cox.
Mary Miller...
Trustees' claim C
J. Wilmot Lawre
Jacob W. Sherwo
Frank B. Carvell
Wellington H. Jo

COUNTY OF CARLETON.—Continued.

ees. T.	Prov'l 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.	Grand Total days' attendance of Pupils.	AMOUNT.			
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
7	6	5	4	3	2	1	2	3	4	5	6	7
35 34	Blanche M. McGee.....	3	104	\$17 78	Brighton	10	104	30	1441 1/2	\$13 33	\$6 16	\$19 49
25 72	Louise M. Noble.....	2	116	33 04	"	11	116	25	836	19 83	3 67	23 40
20 40	Hannah Cogswell.....	3	116 1/2	19 92	"	12	116 1/2	40	2341 1/2	14 94	10 00	24 94
25 57	Isaac B. Curtis.....	3	117	30 00	"	13	117	36	2585	15 00	11 05	26 05
22 73	Becca R. Tedford.....	2	175	16 02	" & Aberdeen	17	75	24	816	9 61	3 49	13 10
21 24	S. D. Alexander.....	1	117	75 00	" Kent & Peel....	1	228	80	5890 1/2	20 22	25 21	54 43
13 48	Lulu Winter.....	2	111	23 71	"	2	117	43	3112 1/2	15 00	13 30	28 30
20 97	M. A. De Wolfe.....	3	117	40 00	"	5	117	45	3368	20 00	14 52	34 52
59 50	Kate Crabb.....	3	117	59 53	"	3	111	41	2189	18 97	9 36	28 33
59 56	Mary Corbett.....	3	111	25 29	"	10	40	47	1124 1/2	5 12	4 81	9 93
28 44	Helen Murphy.....	3	40	6 84	"	11	109	39	2881	18 63	12 31	30 94
31 35	James Keenan.....	3	109	37 27	"	13	112	33	1726	14 35	7 38	21 73
28 44	Bello C. Price.....	2	112	23 92	"	14	117	26	1831	15 00	7 83	22 83
31 35	John A. McGuire.....	3	85	14 53	" & Perth.....	15	35	26	1117	10 89	4 77	15 66
28 77	Lillie B. Miles.....	3	113	38 63	"	16	113	27	1657	19 32	6 66	25 98
late.	Donald McDonald.....	3	104	35 56	"	17	104	42	2653	17 77	11 34	29 11
32 57	Richard Sutton.....	3	95 1/2	16 33	Northampton....	1	95 1/2	18	394 1/2	12 24	3 83	16 07
25 16	Jane Dore.....	2	62	21 19	"	2	62	20	200	10 00	10 00	20 00
21 02	Charles T. Bailley.....	3	108 1/2	18 54	"	3	108 1/2	31	1339	13 92	5 72	19 64
24 30	Annie M. Kilpatrick.....	1	117	55 00	"	4	117	50	4049 1/2	15 00	17 31	32 31
26 99	Alder B. Boyer.....	2	117	25 00	"	5	117	55	2928	15 00	12 51	27 51
23 21	Maria Sharpe.....	3	117	26 66	"	7	117	21	2317 1/2	20 00	9 91	29 91
27 06	Elide J. Alexander.....	2	112	57 42	Peel.....	1	112	42	2603	14 35	11 13	25 48
33 04	J. H. Harper.....	2	117	30 00	"	2	117	40	1911	15 00	8 77	23 77
69 59	Mary E. Boyer.....	1	115 1/2	74 02	"	3	115 1/2	41	2090	14 81	12 78	27 59
26 26	Wayman A. Smyth.....	4	117	29 06	"	4	117	33	2432 1/2	20 00	10 39	30 39
18 17	Laura A. Brown.....	2	117	50 00	"	6	117	39	2380	20 00	10 17	30 17
11 79	Annie Thompson.....	2	34	10 89	Richmond and Woodstock....	1	76 1/2	41	1626	9 81	6 85	16 76
35 76	Charinda Hughes.....	2	111	23 71	Richmond.....	2	111	55	2380 1/2	14 23	10 21	24 44
10 90	Era E. McDougall.....	2	117	65 00	"	3	117	44	2630 1/2	15 00	11 24	26 24
17 65	Susie V. Henderson.....	2	113	38 62	"	4	113	21	1493	14 48	6 40	20 88
1 36	O. L. L. Jameson.....	2	114	24 35	" & Woodstock	5	114	27	1507	14 61	6 44	21 05
9 94	Jane Price.....	2	116	39 65	" & Wakefield	6	116	38	2050 1/2	14 87	8 76	23 63
4 79	Edwin E. Kinney.....	2	117	80 00	"	7	117	44	2427 1/2	15 00	10 37	25 37
1 50	Charles Campbell.....	2	114	63 65	"	8	114	29	1665	14 61	7 12	21 73
5 88	Cath. E. Garety.....	2	99	53 43	"	9	99	81	1920 1/2	12 69	8 21	20 90
9 27	Mary C. H. Flemming.....	2	88	30 08	"	10	88	36	1936 1/2	11 28	8 28	19 56
5 41	John Laverty.....	3	115	31 94	"	12	115	19	808	14 74	3 45	18 19
3 51	Ira B. Jones.....	3	114	19 49	" & Wakefield	13	114	7	537	14 61	2 20	16 90
1 51	Matilda E. Campbell.....	3	115	63 18	"	13	115	35	1848	14 74	7 90	22 64
5 73	Alice A. Lawrence.....	1	117	47 50	"	14	117	22	1386	15 00	5 92	20 92
3 58	S. Irene Kirkpatrick.....	3	115	19 60	"	16	115	38	1620	14 74	6 02	20 66
5 41	Flora E. Dunn.....	1	116	20 00	"	17	116	27	2200	10 83	9 40	20 23
3 58	Cath. Givan.....	1	117	95 00	Simonds.....	1	117	46	4076	15 00	17 42	32 42
5 41	Edmund W. Stevens.....	2	117	63 74	"	2	117	34	2221	15 00	9 49	24 49
1 51	Emma B. Ebbett.....	3	113	19 32	"	3	113	42	2569	14 48	11 21	25 69
5 73	Kate A. McKay.....	1	114	92 40	"	4	328	82	4420	45 60	18 92	64 52
3 58	Counsel T. Hendry.....	3	103	17 61	" & Wicklow	4	328	82	4420	45 60	18 92	64 52
9 27	Gertrude H. Wiggins.....	2	111	59 94	"	6	112	26	1370 1/2	14 35	5 85	20 20
5 41	Ida E. Williams.....	2	112	23 92	"	1	117	24	1935 1/2	15 00	8 27	23 27
3 51	Joanna M. Ring.....	3	117	44 88	Wakefield.....	1	117	44	2714	30 00	23 57	53 57
1 51	Eugenia E. Cox.....	1	117	75 00	"	2	108	53	2802	30 00	23 57	53 57
5 41	Mary Miller.....	2	112	38 28	"	3	112	32	2235	14 35	9 55	23 90
3 58	Trustees' claim Oct. '80	2	112	38 28	"	4	112	32	2235	14 35	9 55	23 90
1 51	J. Wilmot Lawrence.....	2	111 1/2	67 44	"	5	111 1/2	35	2522	14 29	10 78	25 07
5 73	Jacob W. Sherwood.....	2	117	40 00	"	6	117	35	2870	15 00	11 41	26 41
3 58	Frank B. Carwell.....	2	117	40 00	"	6	117	35	2870	15 00	11 41	26 41
3 58	Wellington H. Jenkins	2	117	40 00	"	6	117	35	2870	15 00	11 41	26 41

COUNTY OF CARLETON.—Continued.

NAME	Prov'l Grant to Teachers.			LOCALITY.	No. of District.	County Fund to Trustees.						
	Class.	Legally authorized days actually employed	Amount of Grant.			Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.			
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	3	2	1	2	3	4	5	6	7	
W. B. Wiggins, A. B.	1	115	\$94 36	Wakefield	7	230	75	5655	\$29 74	\$24 17	\$57 41	
Alice Palmer	2	115	44 62							3 52		
Bal. to Trustees Oct. '80												
W. Sherman Hannah	2	117	60 00	"	8	117	38	2052	15 00	\$ 77	23 77	
Agnes M. Gibson	3	117	25 00	"	9	117	37	2040	15 00	\$ 73	23 73	
Bessie Fullerton	2	113	24 14	"	10	113	38	1986	14 48	\$ 49	23 69	
Merab S. McGuire	3	117	20 00	"	11	117	28	2012 1/2	15 00	\$ 60	23 60	
Lilla E. Giberson	4	107 1/2	41 35	Wicklow	2	107 1/2	40	2634	13 77	11 26	25 03	
May Hume	2	116	49 67	"	3	116	26	1850 1/2	14 87	7 05	21 92	
Helen Morrison	2	113 1/2	24 24	" & Andover	5	113 1/2	26	1071 1/2	14 55	4 59	19 14	
Kath. A. Kilpatrick	3	117	25 00	"	6	117	24	1913 1/2	20 00	4 32	24 32	
Annie A. Taylor	2	117	50 00	"	7	117	54	3699 1/2	15 00	13 24	28 24	
Maudie A. Page	2	116 1/2	33 18	"	8	116 1/2	36	2818	19 92	12 17	32 09	
Wm. M. Johnston	2	116 1/2	39 82	"	9	116 1/2	37	2059	14 91	\$ 80	23 74	
Jane McKay	2	117	50 00	" & Simonds	10	117	46	2212	15 00	9 45	21 45	
Lizzie M. Sincok	2	117	64 81	"	12	117	50	2287 1/2	15 00	9 78	24 78	
Ada F. Turner	3	105	17 95	"	13	105	46	2110	13 46	9 02	23 45	
S. A. Couillard	1	117	55 00	"	14	117	59	3615 1/2	15 00	15 45	30 45	
Phoebe E. Adams, c.r.a.	3	116 1/2	9 92	"								
Albina C. Tracy	2	85	52 50	"	15	85	41	2442	10 59	10 44	21 33	
Olive M. Smith	2	112 1/2	32 04	Wilmot	2	112 1/2	18	1015 1/2	14 42	4 34	18 76	
A. Judson Clark	3	115 1/2	39 49	"	3	115 1/2	30	2463	19 73	10 53	30 26	
Lydia Sincok	2	117	25 00	"	4	234	68	4977 1/2	30 00	21 27	51 27	
Peter W. Cody	2	117	80 00	"	5	110	53	2968 1/2	14 10	12 69	26 79	
Annie B. Boyer	2	110	23 50	"	6	117	57	3064	15 00	13 09	28 09	
H. T. Parlee	2	117	20 00	"	7	70	36	1965	8 97	8 06	17 03	
Amasa Plummer	2	70	23 93	"	8	117	29	2170	15 00	9 27	24 27	
Mrs. Cath. Keefe	3	117	30 00	"	9	117	36	2430 1/2	15 00	10 39	25 39	
Allison W. Clark	2	117	25 00	"	10	117	40	3128	15 00	13 37	28 37	
Eva E. Hovey	2	117	25 00	"	11	117	29	1727	15 00	7 38	22 38	
Sarah J. McWaide	2	117	73 33	"	14	117	17	1884	20 00	8 05	28 05	
Richd. S. Bowser	2	90	25 63	"	15	90	25	1354	15 37	5 79	21 16	
Annie A. True	2	90	25 63	"	15	90	25	1354	15 37	5 79	21 16	
Bal. to Trustees Oct. '80				"	15	90	25	1354	15 37	5 79	21 16	
Lydia J. Irvine	2	117	25 00	"	16	117	32	2367 1/2	15 00	10 11	25 11	
Anna L. Hartly	2	117	25 00	Woodstock	1	117	49	3649	15 00	15 17	30 17	
James McCoy	1	116	95 00	"								
Isaiah J. McCoy, c.r.a.	1	107	44 55	"								
Almira J. McDonald	2	116	65 00	"								
Lizzie H. Corbett	1	116	75 00	"								
Elizabeth J. Cupples	1	116	75 00	"								
Mary A. Munroe	2	116	65 00	"	5	1044	435	31404 1/2	135 00	134 59	269 59	
Angelina Faulkner	1	116	74 19	"								
Susan Price	2	116	65 00	"								
Chas. O'Donnell	1	116	94 89	"								
Chas. McLean	1	116	95 00	"								
Lizzie S. Laverty	2	117	65 00	"	3	117	30	1818	15 00	7 77	22 77	
Minnie S. Carman	2	117	64 91	"	4	117	29	1579	15 00	6 75	21 75	
W. T. Kerr	2	117	60 00	"	6	234	83	5976	30 00	25 54	55 54	
Minnie E. Wiley	2	117	45 00	"	7	117	40	1941	15 00	8 30	23 30	
Evelyna Cassidy	3	117	20 00	"	7	117	40	1941	15 00	8 30	23 30	
Fannie Sincok	2	116	24 78	"	8	116	19	1480	14 87	6 32	21 19	
Lizzie Clara Watson	2	97	71 73	"	9	97	30	1695	16 57	7 24	23 81	
Helena Mulherrin	2	117	25 00	"	10	117	20	723 1/2	15 00	3 11	18 11	
A. W. Steeves	2	105 1/2	73 59	" & Canterby	23A				Returns too late			
Alice J. Landon	2	117	62 52	"								

\$5377 11

4573

272,780 1/2

\$1824 68

\$1105 82

\$2000 70

Prov'l (

NAME

6

R. Limoud, J
 Louisa V. Re
 Edgar S. Rea
 Walter G. Ho
 Alonzo B. Cr
 James King
 Marjory McC
 Fannie J. The
 Emma J. Mc
 Laura McCann
 Eliza M. Pett
 Marianne Carr
 Lizzie A. Rou
 S. W. Irons
 Cornelia A. W
 George E. Arr
 L. S. Pickett
 F. M. Lakema
 J. A. Dunham
 Emily G. Blat
 Ellen Rogers
 George Bogie
 John Gillespie
 Mary Magowan
 Ina Welch
 Bal. due Trus
 October, 1880
 A. W. Wilkinse
 Mary E. Hanso
 Annie Hanson
 Addie Hanson
 Augusta B. Wa
 S. Agnes Algar
 Maggie G. Jone
 Geo. M. Johnst
 Mary J. Monel
 Thomas A Hart
 Ida A. Mitchell
 Jessie G. Pettig
 Jas. F. Mulligar
 Annie S. L. Perl
 Mary D. Dibble
 Maria Milliken
 Katharine F. B
 Ida M. Markee
 Abner Gaskill
 Thompson Lave
 Georgia Thomps
 Louis E. Young
 Lydia Maxwell
 Teresa C. McAle
 Isabel Black
 Geo. W. Hoben
 Thos. O'Malley
 Eliza H. Knight
 Eliza Magowan
 Cath. L. Spear

COUNTY OF CHARLOTTE.

Attendance of Pupils.	Total amount from County Fund.	Prov'l Grant to Teachers.			LOCALITY.	County Fund to Trustees.										
		NAME.	Class.	Legally authorized days actually employed.		AMOUNT.	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	1	2	3	4	5	6	7
		R. Limond, M. D.	1	113	\$53 11	Campobello	1	3301	157	3801	\$43 51	\$63 36	106 87			
17	87 43	Louisa V. Rees, c. r. a.	3	113	9 66											
		Edgar S. Reed,	2	116	39 65											
		Walter G. Holmes,	2	110	37 77											
77	23 71	Alonzo B. Calder,	2	92	30 30		Dufferin.....	3	92	64	4890	15 72	35 03	50 75		
73	23 73	James King,	2	97	33 15				1	97	52	2440	12 44	17 45	29 89	
49	23 97	Mariory McCann,	2	99	27 31				2	10	18	2874	2 43	2 06	4 40	
60	23 69	Fannie J. Thompson,	1	115	34 55			Dumbarton.....	2	115	40	3120	14 80	22 31	37 11	
26	25 63	Emma J. McLaughlin	3	111	26 29					4	111	17	1462	18 97	10 46	29 43
35	21 62	Laura McCann,	2	112	46 29					5	112	16	884	14 36	6 33	20 69
50	10 14	Eliza M. Pettigrove,	1	103	48 42					6	103	43	2965	13 20	21 20	34 40
23	24 32	Marianne Carleton,	2	117	47 60					7	117	38	2541	15 00	18 17	33 17
24	28 24	Lizzie A. Roulstin,	2	115	57 31					7	115	45	2898	19 65	20 72	40 37
17	32 00	S. W. Irons,	1	107	50 73	Grand Manan.....			1	214	150	8592	27 67	63 59	91 26	
30	23 74	Cornelia A. Watt,	2	107	23 07								raised			
15	21 45	George E. Armstrong,	2	113	38 62					2	113	40	2420	14 49	17 30	31 79
68	24 75	L. S. Pickett,	2	99	33 84					3	99	70	4488	12 69	32 09	44 78
12	22 45	F. M. Lakeman, c. r. a.	3	56	4 79											
15	34 45	J. A. Dunham,	1	115	54 05				4	232	105	7163	20 75	51 22	80 97	
14	21 33	Emily G. Watch,	2	117	25 00											
43	18 76	Ellen Rogers,	1	117	35 00			5	117	43	2639	15 00	18 87	33 87		
14	20 26	George Bogle,	3	88	22 56			6	88	60	2453	11 28	17 55	28 83		
7	51 27	John Gillespie,	3	117	40 00		Lepreaux.....	1	117	43	2887	20 00	20 43	40 43		
26	73	Mary Magowan,	2	117	25 00		Pennfield.....	3	117	40	2501	15 00	17 88	32 88		
28	69	Ina Welch,	2	117	31 25				117	25	1695	20 00				
16	71 63	Bal. due Trustee from October, 1880,						5				9 14	12 12	41 26		
24	27	A. W. Wilkinson, A. B.	1	116	78 70	St. Andrews	1	604	238	18434	\$9 70	131 81	221 60			
25	29	Mary E. Hanson,	1	53	45 37						raised					
28	37	Annie Hanson,	2	61	23 74											
28	38	Addie Hanson,	1	116	75 00											
28	65	Augusta B. Wade,	2	116	65 00											
9	28 66	S. Agnes Algar,	2	116	65 00											
1	12 96	Maggie G. Jones,	3	116	60 00											
1	23 11	Geo. M. Johnston,	2	115	78 78			6	115	43	2022	14 74	14 46	29 20		
7	30 17	Mary J. Monchan,	2	115	24 56		St. Croix and St. Andrews,	2	115	20	1130	14 74	\$ 15	22 80		
		Thomas A. Hartt,	2	117	80 00		St. Croix,	3	117	65	4364	15 00	31 21	46 21		
		Ida A. Mitchell,	2	117	25 00			4	117	34	2465	15 00	17 63	32 63		
		Jessie G. Pettigrove,	2	40	12 51			5	113	58	2957	14 40	21 14	35 63		
200	50	Jas. F. Mulligan,	2	73	35 05			1	114	49	4429	14 67	31 67	46 34		
		Annie S. L. Perley,	2	114	48 10	St. David,	1	114	49	4429	14 67	31 67	46 34			
		Mary D. Dibbee,	1	97	62 99	" & St. James	1	97	50	3576	12 44	25 57	38 01			
		Maria Milliken, c. r. a.	3	52	8 93		2	80	26	1508	13 76	10 78	24 54			
		Katharine F. Brown,	3	80	43 13		3	114	52	3732	14 61	26 69	41 30			
22	77	Ida M. Markee,	2	114	46 02		5	117	50	3278	15 00	23 44	38 44			
21	75	Abner Gaskill,	2	117	74 81		5	114	27	2110	14 61	15 15	29 76			
		Thompson Laver,	2	113	43 15		6	113	51	3701	14 49	26 47	40 96			
55	54	Georgia Thompson,	2	99	80 62		7	99	28	1968	16 92	14 07	30 99			
23	30	Louis E. Young,	2	78	35 40		8	78	17	1096	10 00	7 84	17 84			
21	19	Lydia Maxwell,	2	117	64 52		9	117	5	3708	15 00	26 51	41 51			
23	51	Teresa C. McAlenan,	3	84	32 60		10	84	34	2041	10 77	14 59	25 36			
18	11	Isabel Black,				St. George.....	1	467	199	13069	59 87	93 45	153 32			
		Geo. W. Hoben, A. B.	1	116	54 52											
		Thos. O'Malley,	2	117	40 00											
		Eliza H. Knight,	1	117	35 00											
		Eliza Magowan,	1	117	74 00											
		Cath. L. Spear,	3	117	20 00	" & Pennfield	2	117	28	1628	15 00	11 64	26 64			

COUNTY OF CHARLOTTE.—Continued.

Prov'l Grant to Teachers.			Locality.	County Fund to Trustees.				Prov'l				
NAME.	Class.	Legally authorized days actually employed.		PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.		Grand Total days' attendance of Pupils.	AMOUNT.		
			On account of Teachers employed.					On account of average attendance of Pupils.		Total amount from County Fund.		
6	5	4	3	2	1	2	3	4	5	6	7	6
Eliza G. Crawley.....	3:117	\$52 59	St. George.....	3	117	23	1817	\$20 00	\$12 96	\$32 96		
Adelia Raynor.....	2:111	23 71	".....	4	111	41	2337	14 23	16 71	30 94		
George Allen.....	3:117	30 00	".....	5	117	18	1290	15 00	9 22	24 22		
Annie Gilmore.....	2:117	25 00	".....	6	117	44	2233	15 00	15 97	30 97		
Hugh Copley.....	2:117	53 33	" & Pennfield.....	7	117	30	1374	20 00	9 33	29 33		
Cath. Condie.....	2:117	33 33	".....	9	117	14	1868	20 00	13 36	33 36		
Adelaide Camp.....	3:117	45 00	".....	12	117	18	1162	15 00	8 31	23 31		
Thomas F. Dwyer.....	2:85	50 00	".....	13	85	64	2912	10 90	20 33	31 23		
James Doherty.....	3:117	50 00	".....	14	117	71	4899	15 00	35 03	50 03		
Clara M. Clark.....	3:117	45 00	".....	16	117	34	1467	15 00	10 49	25 49		
Eva F. Moore.....	3:73	51 91	St. James.....	1	73	39	1706	9 36	12 29	21 65		
Enoch Thompson.....	1:110	51 91	".....	2	110	56	3807	14 16	27 32	41 48		
Minnie G. McKay.....	2:54	11 64	".....	3	54	28	1056	6 98	7 55	14 53		
Zena J. Wathen.....	2:117	31 66	".....	4	117	21	1829	20 00	13 68	33 68		
Julia E. Thompson.....	2:42	8 97	" & St. David.....	4	42	28	740	5 38	5 29	10 67		
Victoria A. Thompson.....	2:117	25 00	".....	7	117	46	2053	15 00	14 68	29 68		
Adelaide V. Gartley.....	2:117	33 33	".....	8	117	19	1760	20 00	12 59	32 59		
James G. Atkinson.....	2:117	40 00	".....	9	117	43	2278	15 00	16 29	31 29		
Emma T. McCann.....	3:78	34 16	".....	10	78	22	721	10 00	5 16	15 16		
Lizzie A. McCann.....	3:65	40 69	".....	13	65	20	1121	11 07	7 45	18 52		
Rachel M. Turner.....	3:112	63 06	".....	14	112	43	1971	14 36	14 10	28 46		
Grace M. Pomeroy.....	3:30	5 13	".....	15	30	36	751	3 85	5 37	9 22		
Wilford L. Randall.....	2:117	40 00	St. Patrick.....	1	117	45	2509	15 00	17 94	32 94		
Saml. O. Turner.....	2:117	40 00	".....	2	117	49	2462	15 00	17 00	32 00		
Mary J. Linton.....	2:117	33 33	".....	4	117	28	2693	20 00	19 26	39 26		
Mary E. Currie.....	2:117	60 36	(St. Patrick, Dum- barton & St. Croix)	4	117	22	1547	15 00	11 06	26 06		
Annie L. Righy.....	2:116	24 78	St. Patrick.....	5	116	14	1269	14 87	9 68	24 55		
Eliza A. Turner.....	2:117	25 00	".....	6	117	36	1973	15 00	14 11	29 11		
Nancy Beardon.....	3:117	20 00	".....	8	117	25	2044	15 00	14 60	29 60		
Josephine Hanson.....	3:46	10 60	" & St. George.....	9	46	25	708	7 93	5 06	12 99		
Martha M. Linton.....	2:54	14 41	".....	10	54	33	700	9 23	5 68	14 91		
Sarah A. Joyce.....	2:63	40 89	St. Stephen.....	1	63	42	1640	8 69	11 73	20 42		
James A. Freeze, A. B.....	1:116	94 63	".....									
Chas. B. Wathen.....	1:116	95 00	".....									
George J. Clarke.....	1:116	95 00	".....									
James D. Lawson.....	1:116	91 53	".....									
John B. Bogart.....	1:116	95 00	".....	2	104	45	1122	135 00	294 78	429 78		
Allice M. Robinson.....	2:116	65 00	".....				raised					
Annie M. Harvey.....	1:116	75 00	".....									
Eleanor S. Dowling.....	1:116	75 00	".....									
Emma S. Morrison.....	1:116	75 00	".....									
Geo. A. Inch.....	1:116	95 00	".....									
R. H. Lyle.....	2:116	79 63	".....									
E. L. McAllister.....	1:116	75 00	".....									
C. M. Caswell.....	2:116	65 00	".....	3	512	348	2822	105 00	201 53	306 53		
Jocanna J. Johnston.....	2:116	65 00	".....				raised					
Fannie M. Murdock.....	2:116	25 00	".....									
Tillie S. Kirk.....	2:116	65 00	".....									
Florence S. Brown.....	3:79	21 98	".....	3	79	19	1031	10 12	7 38	17 50		
Sarah E. Gilley.....	2:113	45 77	".....	4	113	43	2166	14 49	15 49	30 98		
A. E. Milligan.....	2:57	33 31	".....	5	115	84	3452	14 74	24 68	39 42		
Charlotte M. Robinson.....	3:57	32 05	".....	6	96	24	2125	16 41	15 19	31 60		
Fannie Sands.....	2:96	60 08	".....	7	113	36	1921	10 57	13 74	24 31		
Laura E. Morrell.....	3:82	14 10	".....	8	82	36	2354	14 49	16 53	31 02		
Fred. O. Sullivan.....	2:113	76 72	".....	7	113	35	2354	14 49	16 53	31 02		
Annie L. Chase.....	3:117	43 33	".....	7	117	25	1967	15 00	14 06	29 06		
Mosely T. Wathen.....	3:117	30 00	" & St. David.....	8	117	32	1883	15 00	13 46	28 46		

Carrie E. Day
Arthur M. Su
Frank V. Lloy
Michin L. You
Mary J. McNe
John W. DeV
Wm. Wetnor
Annie L. Har.
Co. Fund to
October, 188
Pal. to Truce
Wm. Romack
Geo. W. Messer
Elen Meahan.
Caro F. Welsh.
Yorah A. Caine
Eiza Payne.....
Mary Kerr.....
James D. Skelly
Mary Alexander
Mary Desbrisay
Elen J. Murphy
Annie E. Egan.
Grace Hillock...
Carrie Welsh...
Mary Arsenault.
Fennie Rainey...
Elen Burns.....
Lizzie Miller.....
Annie A. Currie.
R. J. Hamilton...
Bernie Boudreau
Philip Boudreau.
Luisa Boudreau.
Joseph Lejonne.
Bertrude Commen
Egnes Frenette...
Frances Auble...
Mary Annie Ross.
Blomene Boudre
Annah Ahern...
Ehabe Daigle...
Blomene Aublen.
Berre P. Frenette
Caroline M. Godi
Marie Laplante...
eter G. Paulin...
Luis L. Leger....

COUNTY OF GLOUCESTER.—Continued.

Prov'l 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.	Grand Total days' attendance of Pupils.	AMOUNT.		
			On account of Teachers employed.						On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	2	1	2	3	4	5	6	7	
Vitaline Legère	3-1101	\$25 17	Caraquet	3	1104	31	2741	\$18 88	\$69 26	\$89 61	
Trustees' claim, Oct. '30						634		1892	11 67		
Sylvain Cormier	3-102	26 15			5	102	72	4454	13 57	66 69	79 55
Elodie Landry	3-80	16 92			6	99	29	12 69	15 36	28 66	
Justé Haché	3-86	22 05			7	86	30	975	11 02	14 60	25 62
Theophile Goguin	3-58	15 00			10	131	89	3291	16 99	49 27	66 25
Eliza F. Blackhall	3-73	12 67									
Trustees' claim, Oct. '30			Inkerman	1	106		1463	19 65	20 41	40 66	
Tharsille P. Hachey	3-114	19 49			2	114	46	1324	14 61	27 30	41 91
Charlotte Godin	3-43	7 35		10	43	23	885	5 53	13 25	18 72	
Onesime Blanchard	3-111	28 46	New Brandon	4	111	59	3084	14 23	65 16	79 25	
Mary S. Theriault, c.r.a.	3-105	9 23									
Olga Boudreau	3-28	6 28			5	28	37	1003	4 77	15 04	19 51
Isabella McDonald	3-117	20 00			5	117	33	3062	15 00	45 81	60 34
Maggie O'Hern	3-112	19 14			6	112	35	1144	14 35	17 14	31 43
Jarvis F. Wiseman	3-113	25 76			7	113	16	781	19 21	11 70	31 61
Katie S. McLean	3-117	25 00			8	117	36	1831	15 00	25 13	43 16
J. C. Carruthers	3-116	39 65			9	278	59	2821	29 22	42 24	71 46
Annie H. Eady	3-112	19 14									
Annie E. Smith	3-116	33 18		Saumarez	10	1164	45	3373	19 01	50 50	70 41
T. S. E. Basque	3-117	30 00			2	117	50	2968	15 09	44 44	59 44
James A. Hoyt, A. B.	3-116	55 00		3	224	77	3953	28 96	59 18	88 14	
Oliver Robichaud	3-108	27 93		6	117	56	4729	20 70	70 80	90 90	
Charlotte Lousier	3-117	26 60									
Charles F. Brisson	3-104	35 56		7	104	31	1733	17 77	25 95	43 72	
Julith Peters	3-115	9 66	Shippagan	1	115	53	3401	14 74	50 90	65 79	
Arthemise Sauton	3-117	20 00			2	117	58	5207	17 93	77 93	95 26
Charles Robichaud	3-93	23 85		3	93	32	2223	11 92	33 29	45 22	
Katie J. Wiseman	3-116	26 44		9	116	14	1388	19 83	29 78	49 61	
		\$1400 70				2181		\$375 25	\$1010 25	\$8821 60	

COUNTY OF KENT.

Jean B. Gallant	3-115	\$39 52	Acadiaville	2	115	92	1035	\$10 65	\$9 98	\$20 63
Frank H. Fontaine	3-117	30 00	"	5	117	19	363	15 00	3 53	18 33
Mary Chrystal	3-117	35 00	Carleton	1	117	63	3882	15 00	37 45	52 35
John McMill	3-117	30 00	"	3	117	29	1941	15 03	38 72	53 75
D. Bourgeois	2-117	40 00	Dundas	2	117	45	3084	15 00	29 75	44 75
Wm. Thurrott	3-117	95 00	"	3	117	41	2639	15 00	25 74	40 74
Elizabeth Haché	3-112	19 23	"	4	112	59	4017	14 41	38 75	53 16
Andrew J. LeBlanc	3-105	26 92	"	6	105	47	2063	13 46	19 65	33 01
Wm. Burke	3-92	23 59	" & Moncton	6A	92	42	2221	11 79	21 42	33 27
Agnes Haché	3-117	20 00	"	7	117	42	3281	15 00	31 65	46 65
Jerome Belleveau	3-115	29 49	"	8	115	32	1759	14 74	16 97	31 71
Alvina Boudreau	3-117	20 00	"	10	117	32	1703	15 00	16 48	31 48
John LeBlanc	3-105	26 92	"	11	105	29	1767	13 46	17 04	30 50
Cyille Cormier	3-52	13 23	"							
Justine Girault	3-51	8 72	"	12	103	37	2002	13 20	19 31	32 51
François Girouard	3-110	18 89	" & Shediac	13	110	60	2382	14 16	23 01	37 17
Sara Bourgeois	3-102	21 80	"	17	102	50	3075	13 07	29 66	42 73
Margaret Wellwood	3-117	26 66	Harcourt	3	117	12	1425	20 00	13 75	33 75

G. Howe
Bertha A.
Ch. Cow
Daniel G
Sarah F
Winfred
George A.
Annie I.
John Gill
Celeste R
John C.
H. Cellina
Flora Mel
Robt. Sut
William I
Peter F. I
Cath. Dai
Marie Ma
Catherine
Bonus,
Francis J.
Geo. H. Go
Marie A. B
Mary C. D.
Monique B
Joseph Con
Daniel Ars
Susanna J
Peter H. Le
Belle Steev
Euphemia
Jemima M
Jax E. Wil
Elizabeth J
Pacificque A
Mrs. James
Isabella Sto
Grace Orr.
Maud E. Po
Francis D.
Mary Morton
Eliza Norton
Marguerite
Mary A. Wa
J. E. Doroth
Kate M. Aft
Sarah Hutch
Isabella W
Lima S. Star
Alma M. Gra
Sarah J. Sil
Althea Sherw
Mary McDona
Margie Graha
M. Alma Cart
Janet P. McK
Kate L. McDo

COUNTY OF KENT.—Continued.

Trustees.		Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
COUNTY.		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.		
Attendance of Pupils.	Total amount from County Fund.										On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
3	7	6	5	4	3	2	1	2	3	4	5	6	7
26	59 61	G. Howe Allen.....	2	117	\$79 43	Harcourt.....	5	117	03	4004	\$15 00	\$38 62	\$53 62
30	79 75	Bertha Atkinson, c. r. a.	3	117	20 00	Richibucto.....	1	464	189	13054½ raised	60 00	134 60	194 60
30	28 65	C.H. Cowperthwaite, A.B.	1	116	55 00								
60	25 65	Daniel Gillies.....	1	116	55 00	".....	2	334	145	12580½	42 31	121 35	161 16
27	66 25	Sarah Forster.....	1	116	25 00								
41	40 65	Winifred McDougall.....	1	117	55 00	".....	6	116	30	2920	14 87	27 20	42 07
30	41 91	George A. Coates.....	2	115	24 56								
25	15 75	Annie L. Chrystal.....	3	102	26 15	".....	7	90	27	1680	11 54	16 20	27 74
16	60 22	John Gillis.....	3	90	23 08								
01	19 51	Celeste Richard.....	3	53	9 91	".....	8	53	48	19544	7 44	13 85	26 20
84	60 84	John C. Gauvin.....	3	19	3 25								
14	31 43	M. Celina Bourque.....	3	117	30 00	".....	9A	117	19	11341	15 00	10 94	25 94
70	31 61	Flora McKendrick.....	3	107	36 57								
16	43 16	Robt. Sutherland.....	3	59	15 13	".....	10	107	23	1681	13 72	16 21	29 93
24	71 45	William D. Carter.....	3	117	20 00								
50	70 41	Peter F. Richard.....	3	59	15 13	".....	11	59	34	14284	7 56	13 78	21 34
44	59 41	Cath. Daigle.....	3	117	20 00								
18	53 11	Marie Stazeroli.....	3	117	20 00	St. Louis.....	1	117	21	1904½	20 00	18 37	38 37
00	50 50	Catherine Gray, Poor Bonus, Oct. 1880.....			\$ 12								
05	43 72	Francis J. Desmond.....	3	116	29 74	".....	2	116	69	5735	14 87	55 32	70 19
96	63 79	Geo. B. Govin, c. r. a.....	3	117	60 00								
29	45 22	Marie A. Babineau.....	3	116	44 72	".....	3	116	31	1921	14 87	15 53	33 40
78	49 61	Mary C. Daigle.....	3	117	20 00								
	98 51 60	Monique Barriault.....	3	117	20 00	".....	6	117	31	2320	15 00	22 38	37 38
		Joseph Comeau.....	3	113	28 97								
		Daniel Arsenault.....	3	117	39 84	Dr. & Richibucto.....	7	113	34	2322½	14 49	22 40	36 89
		Suzanna Maillet.....	3	112	35 91	St. Louis.....	8	117	18	1623	15 00	15 00	30 00
		Peter H. Leger.....	3	35	8 97	St. Mary's.....	11	112	26	1871	19 16	18 05	37 18
		Belle Steeves.....	2	117	25 00								
		Euphemia Girouard.....	3	111	55 42	".....	3	111	55	2588	18 97	24 96	43 93
		Jemima McNeill.....	3	115	26 21								
		Joe. E. William.....	3	117	40 00	".....	7	117	40	2580	20 00	24 89	44 59
		Elizabeth Perry.....	3	81	18 47								
		Pacifique A. Belliveau.....	3	108	63 96	".....	9	81	33	2247	13 84	21 35	35 51
		Mrs. James Thurott.....	2	117	64 01								
		Isabella Stohart.....	3	117	26 66	Weldford.....	2	117	34	1774	15 00	17 42	32 10
		Grace Orr.....	2	109	41 91	".....	2	117	34	1836	20 00	17 11	37 71
		Maud E. Powell.....	2	106	22 64								
		Francis D. Cullen.....	3	105½	67 52	& Richibucto.....	3A	106	38	2034	13 59	19 82	33 11
		Mary Morton.....	2	117	20 00	".....	4	105½	32	1857	18 04	17 91	35 95
		Elna Morton.....	3	117	20 00								
		Marguerite Maillet.....	3	97	22 10	".....	5	117	21	1607	15 60	9 72	24 72
		Mary A. Wathen.....	2	111	23 71								
		J. E. Dorothy.....	1	117	95 00	".....	6	97	43	2582	16 59	24 91	41 50
		Kate M. Murphy.....	3	94	21 43								
		Sarah Hutchinson.....	2	117	63 42	".....	8	111	32	1904½	14 23	19 37	32 06
		Isabella Wheten.....	2	117	65 00								
		Lizzie S. Starrack.....	2	117	65 00	".....	9	117	58	3476	15 00	33 53	48 53
		Alma M. Graham.....	2	105	60 38								
		Sarah J. Sullivan.....	3	116	26 44	".....	11	94	22	1309	10 07	12 63	23 70
		Althea Sherwood.....	3	116	44 49								
		Mary McDonald.....	1	117	35 00	Wellington.....	1	117	55	4352A	15 06	41 98	56 98
		Neggie Graham.....	2	117	25 00	".....	2	117	66	2314	15 00	22 68	37 68
		M. Alma Carter.....	2	116	24 78								
		Janet P. McKay.....	2	114½	24 46	& St. Mary's.....	3A	116	26	1922½	14 87	18 64	33 41
		Kate L. McDonald.....	3	113	10 32	".....	4	114½	41	1588½	14 68	15 38	30 01
							5	113	41	2770	14 49	26 72	41 21

COUNTY OF KENT.—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Olive Boudreau	3	98	\$16 75	Wellington	9	98	52	3607	\$12 50	\$34 79	\$47 35
Marguerite Michaud.....	1	117	35 00	"	7	351	125	101403	\$45 00	\$97	\$1142 51
Marguerite Maillet.....	1	117	35 00								
Philo. Belliveau, c. r. a.	3	116	9 91								
Mary Routanic.....	2	117	25 00	"	10	115	86	2144	14 74	20 68	35 42
Hypolyte Godet.....	3	115	\$29 49								
Valentine P. Laundry....	3	115	\$29 49	Do. & Richibucto..	12	29	33	463	3 72	4 57	8 29
Henri L. Girouard.....	3	29	7 44								
			\$2084 84				2887	1501304	\$1127 53	\$1787 62	\$2865 15

COUNTY OF KINGS.

Finnimore M. McLeod	1	115	\$54 29	Cardwell	1	232	83	6501	\$29 80	\$42 33	\$72 13
Ettie Armstrong.....	2	117	25 00								
Annie E. Spicer.....	2	115	34 42	" & Salisbury	3	115	26	1491	14 74	9 71	24 45
Fannie P. Moore.....	2	107	22 86								
Andrew Sprague.....	2	50	17 09	Cardwell, Waterford & Elgin..	7	107	30	1769	18 72	11 52	25 24
Lawrence S. Ryan.....	2	115	39 21								
Wm. H. Hancy.....	2	117	40 00	Greenwich.....	1	117	33	2313	15 00	15 07	30 07
Mary E. Simpson.....	2	117	25 00								
Etta Williams.....	2	117	25 00	"	3	117	34	1073	15 00	10 00	25 00
Sarah A. Henry.....	2	43	9 18								
Trustees' claim, Oct. '80	3	117	20 00	"	4	103	26	3543	14 30	23 07	37 37
Christiana S. Travis.....	3	117	20 00								
Phoebe E. McMonagle...	3	105	17 95	Hammond.....	3	105	19	7584	13 46	4 94	18 40
Maggie R. Sherwood...	3	113	19 32								
Wm. J. Virtue.....	3	117	40 00	"	5	117	28	1739	20 00	11 32	31 32
Maria S. Coy.....	2	117	25 00								
Hannah Raymond.....	1	117	74 51	Hampton.....	1	117	14	854	15 00	5 57	20 57
Wm. Levinge.....	1	117	75 00								
Emma S. Smith.....	2	117	45 00	"	2	234	60	4995	30 00	31 68	61 68
Percy C. Warneford.....	2	113	38 02								
Hattie C. Fowler.....	2	108	50 80	"	5	108	25	7744	13 91	11 56	25 47
Ed. Puddington.....	2	117	80 00								
Julia Smith, c. r. a.....	3	117	20 00	" & Upham	6	117	61	3970	15 00	25 55	40 55
Alice S. M. Charlton...	2	117	25 00								
Mary J. DeVoe.....	2	117	49 77	" & Rothesay	7	117	22	966	15 00	6 29	21 29
Chas. W. Belyea.....	2	117	65 00								
Charlotte E. Gosline.....	2	117	37 50	Havelock.....	2	117	32	1538	15 00	10 34	25 34
Saml. M. Burnett.....	3	117	30 00								
W. D. Perry.....	3	115	29 49	"	5	117	19	1443	15 00	9 40	24 40
Frank H. Hayes.....	1	117	55 00								
Ella G. Parlee.....	2	117	64 81	"	8	234	117	8718	30 00	50 77	80 77
H. Allen Scribner.....	3	115	69 36								
William A. Humphrey.....	3	117	30 00	"	10	117	53	3234	15 00	21 39	36 20
Zephie Saunders.....	3	117	30 00								
Frank H. Blakeney.....	2	117	53 33	"	13	117	45	3398	15 00	22 13	37 13
Sarah M. Daley.....	3	117	20 00								
Agnes Northrup.....	2	107	22 86	Kars.....	1	117	17	1113	15 00	7 25	22 25
Adelaide E. Ganong.....	2	109	\$2 54								
Corey A. Scribner.....	2	116	39 82	" & Wickham..	4	109	30	2494	18 63	10 24	28 87
Sarah J. Pickett.....	1	117	73 83								
				Kingston.....	1	233	53	3974	29 94	25 88	55 82

Prov'l Grant to Teachers.

NAME.

6

Hedley V. II
Annie E. Kie
Fred. H. We
Rebecca Ber
Bal. to Tru
October, 18
Celia E. Gray
Amelia T. TI
Sarah Perry
Sarah E. Wa
Augusta E. C
Abram Bely
Bessie M. Re
Edwin C. Ha
Annie A Her
J. H. Wright
Leslie M. Wig
Jessie M. Fo
Eliza E. John
Mary J. Mille
Barbara E. K
Louisa E. Sa
Annie A. Jac
Eliza Fowler
Peter Brenne
A. Brunswick
Geo. H. Minu
Julia C. Fros
John H. Del
Bessie Keya
Agnes D. Gr
Jessie A. Fair
Hannah B. W
John D. Web
Debbie A. Re
Naggie A. B
George G. Me
David J. Han
James Boyle
Frankie Par
Hiram W. Fo
Annette M. I
Edwin V. Kin
Joseph Harri
John W. Hick
J. Everett Gos
Chas. A. Murr
Selma Crawf
B. M. Northr
Ada Kincaide
L. Adelia Kier
Julia E. Chap
Etta C. Kiers
Parley T. Kier
George H. Ray
Louisa M. No

COUNTY OF KINGS.—Continued.

Trustees.		Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
AMOUNT.		NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
Attendance of Pupils.	Total amount from County Fund.										On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	7	6	5	4	3	2	1	2	3	4	5	6	7
1 79	347 35	Hedley V. Hayes	2	117	240 00	Kingston	3	117	22	12734	\$15 00	\$8 30	\$23 30
		Annie E. Kierstead	3	117	20 00	"	4	117	14	708	15 00	4 61	10 61
7 81	142 51	Fred. H. Wetmore	2	116	70 83	"					30 00		
		Rebecca Bennett	2	117	65 00	"						24 32	60 26
		Bal. to Trustees from October, 1880.				"	5	233	58	3736			
0 68	35 42	Celia E. Gray	2	117	64 81	"	6	117	35	2307	15 00	15 02	30 02
1 29	36 63	Amelia T. Theal	2	113	43 54	"	7	113	23	973	14 49	6 37	20 86
4 57	8 29	Sarah Perry	2	98 1/2	23 05	"	3	98 1/2	21	1854	16 84	12 07	28 91
		Sarah E. Watters	2	117	34 25	"	10	117	34	2061 1/2	15 00	13 42	28 42
		Augusta E. Crawford	2	72	15 38	"	11	72	33	1347	9 23	8 77	18 00
		Abram Belyca	2	117	52 67	" & Westfield	12	117	45	2218	15 00	14 44	29 44
		Bessie M. Ketallick	3	117	45 00	"	13	117	20	1761	15 00	11 40	26 40
		Edwin C. Hayes		117	95 00	"							
		Annie A. Herrington	2	117	65 00	Norton	1	234	23	5373 1/2	30 00	35 00	65 00
		J. H. Wright	1	116	54 52	"							
		Leslie M. Wiggins, c. r. a.	2	109	18 63	"	2	116	71	5040 1/2	14 87	32 83	47 70
		Jessie M. Fowler	2	117	50 00	"	3	117	33	1505	15 00	10 39	25 39
		Eliza E. Johnson	2	117	64 06	" & Studholm	5	117	36	2066	15 00	13 47	28 47
		Mary J. Miller	2	117	25 00	"	7	117	60	3267 1/2	15 00	21 29	36 29
		Barbara E. Keim	2	53	11 32	Rothesay	2	53	27	1168 1/2	6 79	7 61	14 40
		Louisa E. Saunders	1	112	33 50	"	3	112	46	1979 1/2	14 35	12 00	27 25
		Annie A. Jackson	2	63	13 46	"	4	63	17	691	8 07	4 51	12 58
		Eliza Fowler	2	117	25 00	"	5	117	21	1246 1/2	15 00	8 13	23 13
		Peter Brennen	2	117	86 66	" & Simonds	10	117	22	2345	20 00	15 28	35 28
		A. Brunswick Foster	2	115	39 31	Springfield	1	115	39	2032	14 74	17 46	32 20
		Geo. H. Miner	1	88	41 36	"	2	88	45	1972	11 23	12 86	24 14
		Julia C. Frost	1	117	35 00	"	3	117	41	1771	15 00	11 54	26 54
		John H. DeLong	2	116	30 65	"	4	116	27	1520 1/2	14 87	9 91	24 78
		Bessie Keay	2	68	41 78	"	5	68	17	848	8 72	5 53	14 25
		Agnes D. Gray	2	116	63 86	"	7	116	31	1996	14 87	13 01	27 88
		Jessie A. Fairweather	2	117	25 00	"	8	117	27	1882	15 00	12 27	27 27
		Hannah B. Wheaton	3	114	38 98	" & Kingston	9	114	32	1308	14 61	8 62	23 13
		John D. Wetmore	3	115 1/2	29 62	" & Wickham	11	115 1/2	23	1686	14 80	10 95	25 78
		Debbie A. Reid	2	117	64 62	"	12	117	46	2947 1/2	15 00	19 19	34 19
		Maggie A. Bates	2	103	71 78	"	13	103	17	1040 1/2	17 60	6 78	24 38
		George G. Melvin	2	117	40 00	"	15	117	26	2070 1/2	15 00	13 54	28 54
		David J. Hamilton	3	114	20 23	" & Studholm	21	114	29	1649 1/2	14 61	10 74	25 35
		James Boyle	3	116	52 80	Studholm	1	116	13	1183	10 83	7 70	27 53
		Frankie Parlee	2	115 1/2	85 83	"	2	115 1/2	14	1597	10 73	10 40	30 13
		Hiram W. Folkins	2	117	40 00	"	5	117	32	2384	15 00	15 52	30 52
		Annette M. Parlee	2	117	83 29	"	6	117	27	2348	20 00	15 29	35 29
		Edwin V. King	2	116	39 65	"	8	116	43	2792 1/2	14 87	18 13	33 05
		Joseph Harrington	2	115	39 31	"	9	115	14	828	14 74	5 89	20 13
		John W. Hickson	1	113	53 11	"	10	113	29	2374 1/2	14 45	15 47	29 95
		J. Everett Gosline	2	113 1/2	38 79	"	12	113 1/2	37	2566 1/2	15 54	16 71	31 25
		Chas. A. Murray	2	117	40 00	"	13	117	25	2030	15 00	13 25	28 25
		Scina Crawford	3	117	52 92	"	14	117	9	742	20 00	4 83	24 83
		B. M. Northrup	1	110	59 84	"	15	110	50	3666	14 12	23 43	37 60
		Ada Kincaide, c. r. a.	3	103 1/2	27 04	"	16	110	21	1469 1/2	14 10	9 67	23 77
		L. Adelia Kierstead	2	110	69 51	"	20	74	17	919	9 49	5 96	15 45
		Julia E. Chapman	3	74	45 30	"							
		Err. C. Kierstead	3	108	34 61	Studholm, Johnston & Brunswick	22	108	25	1113	18 45	7 25	25 70
		Perley T. Kierstead	3	117	30 00	Studholm	23	117	36	1970	15 00	12 83	27 83
		George H. Raymond	1	117	55 00	"							
		Louisa M. Nowlan	2	117	25 00	Sussex	1	234	80	5792 1/2	80 00	37 72	67 72

COUNTY OF KINGS.—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					Prov'		
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.			N.	
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.		
6	5	4	3	2	1	2	4	5	6	7			
Saml. A. McLeod.....	1	115	\$74 35	Sussex.....	2	457	218	14263 raised	\$50 09	\$92 88	151 97	Mary E. Tr Bethzide ; Francis X. Elise Martin Philonene Teacher not Thomas Ch Minnie H. A Mary E. Pel Euphemia I John Caldwell Hern. A. Pe Sophie J. P Ed. J. Hianv	
D. S. Fwelling.....	2	115	59 48										
Jeanie E. Murray.....	1	112	53 11										
Jeanie S. Barnett.....	2	115	44 61										
Mary A Ryan.....	3	115	19 66										
Edward Conley.....	2	117	50 00										
Sarah M. Sharp.....	2	117	25 00										
Jeremiah Donovan.....	3	117	30 00										
Maggie E. Ellswoth.....	2	117	25 00										
Alfred S. Baxter.....	2	117	40 00										Sussex, Upham & Norton.....	10	117	47	2747	15 00	17 89	32 89
Geo. C. P. Palmer.....	2	117	40 00	Sussex & Stud'm	11	117	51	3481 1/2	15 00	22 67	37 67	Elanche M. J Alexandrina ; Issiah P. Sav Delina Poul Helen Young Kate Loggie... Jane J. Carr Cath. LeBreto Essie M. River Teresa B. Holl Cath. M. Hogg Lizzie S. Mehn W. H. Grivudie John Flanagan John Curran Sarah A. Bamf Anna M. Pom Elsbet Archib October, 1880 Amelia A. Wils Mina A. Stout P. Crocker.... Wm. Munroe, J Chas. G. D. Ro Minnie R. Havi Louisa J. Duffy E. M. Williston Cecilia Alexand Estie A. Colter. H. Gilbrt Hues Jennie C. McRae Hedley V. Hend Helen McDonald Maria G. Baldwin	
Annie Graham, c. r. a.	3	49	4 19										
Rosanna Dunn.....	2	114	34 19										
Mary L. Frost.....	1	117	35 00										
Geo. N. Pearson.....	2	117	60 00										
Lizzie M. Hicks.....	2	117	33 33										
S. Lavinia Ryan.....	2	113	32 19										
John F. Rogers.....	1	117	55 00										
Maggie E. Burgess.....	2	117	65 00										
Alice K. Lawson.....	2	117	25 00										
Hattie Lawson.....	2	115	32 75										
Annie M. Smith.....	3	117	25 00										
Amelia A. Nason.....	4	114 1/2	19 58										
Peter Girwood.....	1	117	55 00										
Charles G. Tabor.....	2	114 1/2	39 14										
Julia F. Dates.....	2	107	54 87	Waterford and Hammond....	1	107	38	2231	18 20	14 53	32 82		
Albert Mollins.....	3	63	16 15	Waterford.....	2	63	35	1197 1/2	15 00	8 88	23 88		
Bessie A. Pearson.....	2	117	35 00										
Sarah T. Lockhart.....	3	117	20 00										
Harriet A. Ford.....	2	116	24 78										
Eunna M. Pearson.....	3	116 1/2	19 92										
John W. Caulfield.....	1	117	55 00										
David A. Murphy.....	3	102	34 87										
Maggie Henderson.....	2	83	17 73										
David Wagner.....	2	116	52 87										
Hattie W. Nugent.....	3	117	26 66										
Cassie McIntosh.....	3	117	26 66										
Wm. McRae.....	3	54	18 47										
Amanda S. Scott.....	3	112	43 49										
			\$5925 80					4357		\$1092 44		81750 51	86935 05
								209,730					

COUNTY OF MADAWASKA.

Elizabeth Hebert.....	3	117	\$33 50	Madawaska.....	1	117	50	3687	\$15 00	\$75 01	\$90 01
Nora Costello.....	3	117	60 00	"	2	117	37	2734	20 00	55 62	75 62
Abram Perron.....	3	100	25 64	St. Ann.....	3	100	33	1659	12 82	33 75	46 57
Sophia Martin.....	3	117	20 00	"	4	117	34	1872	15 00	38 09	53 09
Victoria L. Gagnon.....	3	65	11 11	St. Basil.....	3	65	31	1297	8 33	26 34	37 67
Scraphine Albert.....	3	112	19 14	"	4	112	26	1405	14 35	28 69	42 82
Hector Nadeau.....	3	64	16 41	"	2	64	25	634 1/2	8 20	28 34	36 54
Trustees' claim, Oct. '80				St. Francis.....	2	108		2985	15 00	55 34	73 34
Denise Nadeau.....	3	117	20 00	"	3	117	31	2018 1/2	15 00	40 18	55 68

COUNTY OF MADAWASKA.—Continued.

Trustees.		Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
COUNT.		NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
On account of average attendance of Pupils.	Total amount from County Fund.										On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from Count Fund.
6	7	6	5	4	3	2	1	2	3	4	5	6	7
		Mary E. Trudel.....	3	65	\$42 22	St. Hilaire.....	1	65	31	1002	\$3 33	\$20 30	\$28 72
		Bethaide Martin.....	3	116	10 83	"	2	116	24	1302	14 67	28 32	43 10
		Francis X. Babinault..	3	95	24 36	"	3	95	23	1177	12 17	23 95	36 12
		Elise Martin.....	3	117	30 00	"	4	117	11	969	15 00	19 53	34 53
		Philomene Cormis.....	3	48	8 20	"	7	48	10	426	6 15	8 07	14 22
		<i>Teacher not licensed.</i>				St. Jacque.....							
		Thomas Chasse.....	3	110	52 93	"	5	110	25	1507	13 49	32 47	45 96
		Minnie H. Martin.....	3	117	20 00	St. Leonard.....	2	117	23	1089	15 00	40 43	55 49
		Mary E. Pelletier.....	3	117	20 00	"	3	117	30	1025½	15 00	33 07	48 07
		Euphemia H. Soucie..	3	117	20 00	"	4	117	36	2201½	15 00	44 79	59 79
		John Caldwell.....	2	117	40 00	"	5	117	33	2244	15 00	45 66	60 66
		Herm. A. Couillard....	3	117	30 00	"	7	117	18	1199	15 00	24 40	39 40
		Sophie J. Pelletier....	3	105	17 95	"	14	105	31	1495	13 46	30 42	43 88
		Ed. J. Hianveu.....	3	111	28 46	"	17	111	35	1553½	14 23	32 24	46 47
					75				638				
					\$598				37,780		\$310 23	\$708 87	\$1085 10

COUNTY OF NORTHUMBERLAND.

		Blanche M. Henderson	3	98	\$20 94	Alnwick.....	2	98	17	1000	\$16 75	\$6 42	\$23 17
		Alexandrina Russell...	2	107	22 86	"	3	107	10	663	13 72	4 29	18 01
		Isiah P. Savoy.....	3	117	42 50	"	4	117	31	1885	15 00	12 11	27 11
		Dolina Poulcot.....	3	114	33 70	"	5	114	48	3243	10 49	20 83	40 32
		Helen Young.....	3	112½	54 67	"	6	112½	40	2015	10 23	12 04	22 27
		Kate Loggie.....	1	104	54 71	"	8	104	39	1588	13 33	10 10	23 52
		Jane J. Carruthers...	3	117	25 00	"	8½	117	10	1036	20 00	6 65	26 65
		Cath. LeBreton.....	3	110	18 80	" & Saumarez	10	110	42	2512	14 10	10 10	30 24
		Essie M. Rivers.....	2	116	24 78	"	13	116	38	2374½	14 87	15 21	30 08
		Teresa B. Holt.....	2	113	48 48	Blackville.....	1	113	35	2001	14 43	12 85	27 33
		Cath. M. Hogan.....	2	117	25 00	"	2	117	44	2597	15 00	10 68	25 68
		Lizzie S. McIntosh....	2	117	55 74	"	5	117	35	1693	15 00	10 30	25 30
		W. H. Grindley.....	2	117	65 00	"	6	117	49	2930	15 00	18 82	33 82
		John Flanagan.....	2	117	65 00	"	7	117	49	2629	15 00	16 33	31 33
		John Curran.....	2	117	80 00	"	9	117	35	2649	20 00	13 16	33 16
		Sarah A. Bamford....	3	117	32 50	"	11	117	29	1961	15 00	6 82	21 82
		Anna M. Pond.....	3	117	26 88	Blissfield.....	1	117	27	2636	20 00	16 93	36 93
		Elisbet Archibald....	2	117	65 00	"							
		Elisbet Archibald, bal.				"	2	117	27	1728	15 00	11 10	26 10
		October, 1880.....	2	2	0 46	"							
		Amelia A. Wilson....	3	117	20 00	"	2½	117	26	1825½	15 00	11 73	26 73
		Mina A. Stout.....	2	117	31 25	"	3	117	25	2403½	20 00	15 44	35 44
		P. Crocker.....	3	116	69 55	" & Ludlow	3½	116	47	2912	14 87	18 72	33 60
		Wm. Munroe, Jr.....	2	117	77 98	"	4	117	42	2370½	15 00	15 23	30 23
		Chas. G. D. Roberts..	1	116	95 00	"							
		Minnie R. Haviland..	3	115	59 65	"							
		Louisa J. Duffy.....	2	104½	22 52	Chatham.....	1	565½	251	20839	73 12	133 85	206 97
		R. M. Williston.....	1	115	74 52	"				raised			
		Cecilia Alexander....	1	116	74 59	"							
		Katie A. Cotten.....	3	116	10 83	"	2	116	45	2827½	14 87	18 10	33 03
		H. Gilbut Huestis....	1	34	15 98	"	3	34	71	1520	4 39	9 82	14 21
		Jennie E. McRae, c.r.a.	3	34	2 90	"							
		Hedley V. Henderson..	2	109	74 77	"	4	109	50	4237½	13 07	27 22	41 19
		Helen McDonald.....	3	115	31 94	" & Glenelg	5½	115	41	1906	14 74	12 24	26 98
		Maria C. Baldwin.....	2	117	65 00	"	6	117	43	3172	15 00	20 37	35 37

COUNTY OF NORTHUMBERLAND.—Continued.

Prov'l Grant to Teachers.			Locality.	No. of District.	County Fund to Trustees.				Prov'l Grant											
NAME	Class.	Amount of Grant.			PARISH.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.		AMOUNT.										
	5		4	3					On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	6								
Maggie S. Gordon.....	2	116	\$49 56	Chatham & Glencly	6	110	45	3220	\$14 87	\$20 08	\$35 55	John Hamilton W. R. Welsh... Sarah J. Currie Joseph S. Benne Maggie Miller... Eva J. S. Austin. Mary J. McKobe Maggie McBean... Annie Keys.... Ida H. Adams... Cornelius Launey Annie Fisher... Kate E. Falconer								
Jas. McIntosh.....	1	111	90 62		"	8	339	251	18272 raised	43 83	117 35		161 13							
Annie McIntosh, c. r. a.	3	110	28 39			"	9	456	265	20115 raised	50 02		129 20	183 22						
Margt. Carter, c. r. a.	3	114	73 64				"	1	117	37	2545		15 00	16 33	31 33					
Margt. O'Keefe.....	3	114	19 65					"	1	115	45		2437	14 74	15 66	30 40				
Wm. A. Duke.....	2	114	63 80						"	3	60		44	1611	8 90	10 33	19 23			
Mary R. Davidson.....	2	116	49 61							"	4		117	36	2662	15 00	17 10	32 10		
Annie Bordan, c. r. a.	3	115	16 15								"		1	116	20	2499	19 83	16 05	35 88	
Bridget Flanagan.....	1	20	29 45										"	1	117	39	3379	15 00	21 71	36 71
Maggie A. Shanahan.....	2	91	19 72											"	6	114	17	1385	10 49	8 00	23 32
John McInnes.....	3	115	54 49	"	0							86			23	1317	14 69	8 46	23 15	
James N. Wathen.....	1	117	88 06		"	7						117			33	2550	20 00	16 38	36 38	
Christiana Cameron.....	2	115	24 56			"	8					114			28	1252	14 68	8 04	22 72	
Maggie R. Gray.....	2	69	14 85				"	10				69			16	963	11 80	6 10	17 90	
Letitia Wilson.....	1	117	61 30					"	1			95			20	1277	12 15	8 21	20 36	
Maggie M. McIntosh.....	2	116	33 04						"	2		112			36	1225	10 23	7 87	27 10	
Helena Rees.....	2	117	65 00							"	4	83			25	1560	14 19	10 02	24 21	
Adelaide Ritchie.....	2	114	32 47								"	5	32		23	614	4 10	3 05	8 15	
Martha F. Thompson.....	3	10	4 33									"	5	117	12	784	20 00	5 03	25 03	
Ellie B. Steezy.....	3	67	15 27	"									3	100	21	1332	12 82	8 56	21 38	
Annie J. McLeod.....	2	117	31 25		"								1	114	88	5437	14 02	34 02	48 04	
Elizabeth McLachlan.....	2	117	31 25			"							2	117	50	2735	15 00	17 57	32 57	
Joanna Atkinson.....	2	114	24 40				"						3	116	24	1213	14 87	7 79	22 66	
Annie McEachran.....	3	69	15 72					"					4	111	25	1090	18 97	10 53	29 50	
Annie L. Brown.....	2	95	20 29						"				5	116	35	1358	14 87	8 72	23 59	
Katie A. Bohan.....	3	112	24 43							"			7	112	18	854	14 36	5 49	19 85	
Annie J. Robertson.....	2	83	22 17								"		8	447	37	925	5 70	5 94	11 64	
Frances A. Hamlin.....	2	32	6 34									"	0	96	33	1793	12 30	11 52	23 82	
Chas. Anthony.....	3	117	40 00	"									1	117	21	1140	15 00	7 36	22 36	
J. A. Gunter.....	2	100	34 18		"								2	112	40	2380	14 36	15 23	29 59	
Michael Flinn.....	2	114	38 97			"							2	117	16	1600	20 00	10 92	30 92	
Annie Gorman, c. r. a.	3	94	8 04				"						3	103	25	1723	13 85	11 07	24 92	
Benj. Parker.....	3	117	30 00					"					5	112	33	1267	14 36	8 14	22 50	
Heleu M. Donovan.....	3	116	19 83						"				6	358	202	12760	45 89	82 00	127 89	
Julia Jordan.....	3	111	25 29							"			7	1035	450	36913 raised	133 84	237 08	360 92	
Elizabeth A. Gillis.....	2	116	24 78								"		1	117	21	1140	15 00	7 36	22 36	
Hannah E. Pine.....	3	112	19 14									"	2	112	40	2380	14 36	15 23	29 59	
Elizabeth Atchison.....	3	44	7 00	"									2	117	16	1600	20 00	10 92	30 92	
Clementina Robinson.....	3	96	16 41		"								3	103	25	1723	13 85	11 07	24 92	
Maggie Perley.....	2	117	25 00			"							5	112	33	1267	14 36	8 14	22 50	
P. F. Morrisay.....	2	112	38 28				"						6	358	202	12760	45 89	82 00	127 89	
A. P. Gilman.....	2	117	33 33					"					7	1035	450	36913 raised	133 84	237 08	360 92	
Thomas Dunn.....	3	108	27 69						"				1	117	21	1140	15 00	7 36	22 36	
Robert Moir.....	2	102	38 28							"			2	112	40	2380	14 36	15 23	29 59	
Donald McIntosh.....	1	117	55 00								"		2	117	16	1600	20 00	10 92	30 92	
Mary J. Russell.....	2	113	24 25									"	3	103	25	1723	13 85	11 07	24 92	
Laura A. Parves.....	2	64	13 78	"									5	112	33	1267	14 36	8 14	22 50	
Elizabeth Sullivan.....	3	63	10 77		"								6	358	202	12760	45 89	82 00	127 89	
C. M. Hutchison.....	1	113	92 02			"							7	1035	450	36913 raised	133 84	237 08	360 92	
J. M. Coynggrayhame.....	1	111	52 02				"						1	117	21	1140	15 00	7 36	22 36	
Eliza Hickey.....	1	110	75 00					"					2	112	40	2380	14 36	15 23	29 59	
Annie M. Hanson.....	2	110	64 38						"				2	117	16	1600	20 00	10 92	30 92	
Olivia Parker.....	1	116	75 00							"			3	103	25	1723	13 85	11 07	24 92	
Sarah J. Reid.....	2	116	65 00								"		5	112	33	1267	14 36	8 14	22 50	
Annie Morrell.....	2	116	25 00									"	6	358	202	12760	45 89	82 00	127 89	
Lizzie E. Moran.....	3	116	20 00	"									7	1035	450	36913 raised	133 84	237 08	360 92	
Wm. Sivewright.....	3	115	20 74		"								1	117	21	1140	15 00	7 36	22 36	

Calvin F. Alward.
Anasa Ryder...
Gesner A. Taylor...
H. D. Brown...
Chas. Ed. Black...
Lauretta E. Camp,
Aggie E. Bulylea...
Wm. Balmain...
Fenwick C. Wright
Geo. E. Balmain...
Nettie L. Belyea...
Eugenia A. Craft...
L. J. Flower...
Lemuel W. Fowler...
Augusta A. Morrell
Tea. pd. in Sunbury
Carrie C. Palmer...
Frankie L. Dy...ema
David P. Harris...
Angelina Wasson...
N. M. Bowden...
Emma E. Yerxa...
Jas. R. Barton...
Anna S. Langin...
Geo. W. Fleming...
John R. Dunn...
Berrie L. Briggs...
John Clark...
Fannie F. Fraser...
James Barnett...
David Wilson, A. B...
L. Leslie Smith...
Geo. W. Dill...
Chas. R. Hoben, C. R...
Benj. Hayes...

COUNTY OF QUEENS.—Continued.

NAME.	Prov'l Grant to Teachers.			LOCALITY.	County Fund to Trustees.							
	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	
David Patterson.....	2	117	\$40 00	Hampstead.....	14	117	19	1038	\$15 00	\$5 38	\$20 38	
Augusta Peters.....	1	117	35 00	"	2	117	14	1118	15 00	5 79	20 79	
Kezia E. Davis.....	3	117	26 68	" & Gagetown	3	117	19	1684	20 00	8 73	28 73	
Bal. to Trustees, Oct. '80				"					5 40			
E. D. Vallis.....	2	117	40 00	"	4	117	48	2538	15 00	13 15	28 15	
T. Wesley Smith.....	2	116 1/2	39 82	"	5	116 1/2	39	1690	14 94	8 76	23 70	
Robertson Gardiner.....	2	117	40 00	"	8	117	25	1084	15 00	5 62	20 62	
Wm. J. Nickerson.....	3	117	30 00	"	9	117	26	1244 1/2	15 00	6 45	21 45	
T. Wm. Perry.....	2	115	39 31	Johnston.....	3	115	19	938	14 74	4 80	19 54	
Fred. E. Whelpley.....	2	104	35 55	"	4	104	23	1302 1/2	13 33	7 07	20 40	
Lola J. Jenkins.....	2	117	25 00	"	5	117	17	923 1/2	15 00	4 82	19 82	
Elizabeth S. Clark.....	1	112 1/2	40 06	"	7	112 1/2	12	1288	10 21	6 00	16 21	
Jane Muir.....	2	117	33 33	"	8	117	22	1782	20 00	9 23	29 23	
F. C. Taylor.....	2	117	40 00	"	9	117	29	2231	15 00	11 57	26 57	
Geo. M. Wetmore.....	2	114	38 97	" & Cambridge	10	114	26	1610	14 61	8 34	22 95	
Isa B. Richardson.....	2	108	61 53	" & Wickham	11	108	30	1285	13 85	6 66	20 51	
Janet J. Strong.....	3	117	26 66	"	13	117	32	2116	20 00	10 97	30 97	
Helena Rouse.....	2	102	21 79	"	14	102	34	1721 1/2	13 03	8 02	21 05	
Mary J. Long.....	2	117	77 44	" & Springfield	15	117	16	883 1/2	20 00	4 58	24 58	
Mary Nisbet.....	2	24	28 75	"	16	17	22	758	9 10	3 93	13 03	
Minnie E. Mott.....	2	47	18 07	"	17	115	28	1731	10 65	8 97	19 62	
Wm. C. McKnight.....	2	115	49 14	"	1	117	48	3692	15 00	13 95	28 95	
W. Miles Craft.....	2	117	40 00	Petersville.....	2	117	27	1627	20 00	8 43	28 43	
Ann M. Muir.....	2	117	30 00	"	3	117	41	2612	15 00	13 54	28 54	
Henry F. Perkins.....	3	116	19 33	"	5	116	51	2125	14 87	11 01	25 88	
Mary A. Horrigan.....	2	117	40 00	"	6	117	59	3417	15 00	17 91	32 91	
John McH. Colman.....	3	117	20 00	"	8	117	38	3271	15 00	16 95	31 95	
Kate A. L. McCluskey.....	3	117	20 00	"	9	116 1/2	22	1268	14 94	6 57	21 51	
Julia Cairnes.....	2	116 1/2	24 89	"	10	117	38	2163	15 00	10 89	25 89	
Ernest Wall.....	2	117	40 00	"	11	90	38	1807	11 53	9 83	21 36	
Wm. W. B. Anderson.....	3	114	29 23	" & Hampstead	12	114	29	1441	14 61	7 47	22 08	
Geo. G. Williams.....	2	90	42 30	"	13	96	18	1246	10 41	6 46	16 87	
Emma J. Fowler.....	3	114	30 00	"	14	117	40	2261	15 00	11 72	26 72	
W. F. McDonald.....	2	114 1/2	39 14	" & Hampstead	15	114 1/2	27	1454 1/2	14 67	7 55	22 22	
A. W. Crabbe.....	2	89	40 11	"	16	88	14	1366	15 07	7 08	22 15	
Wm. Derrah.....	3	96	32 81	"	17	117	36	1787	15 00	9 27	24 27	
Wm. Tilley.....	2	117	40 00	"	19	96	13	1094	10 41	5 67	16 08	
Saml. H. Moore.....	2	112	38 23	Waterboro.....	1	112	50	2337	14 36	12 11	26 47	
Maggie E. Taylor.....	2	117	25 00	"	4	117	47	3305	15 00	17 13	32 13	
S. A. W. Baker.....	2	116 1/2	53 09	"	5	116 1/2	19	1380	10 92	7 15	18 07	
L. Jennie Oakley.....	3	116	19 83	"	6	116	21	1277	14 87	6 62	21 49	
S. J. Thorne.....	3	116 1/2	29 87	"	7	116 1/2	31	1820	14 94	9 43	24 37	
LeBaron Starkey.....	2	116 1/2	53 09	"	8	116 1/2	29	1942 1/2	10 92	10 07	20 99	
Melinda A. Smith.....	2	117	25 00	"	10	117	34	2096	15 00	10 83	25 83	
Geo. W. Foster.....	3	117	30 00	Wickham.....	1	117	41	.....	Returns too late		
Gertrude T. Akerley.....	2	113	63 17	"	2	113	18	852 1/2	14 49	4 49	18 98	
Arl. McDonald.....	2	117	80 00	"	3	117	18	1191	15 00	5 86	20 86	
Priscilla S. Belyea.....	2	117	65 00	"	4	117	20	1849	14 74	9 51	24 25	
Lizzie A. McCready.....	2	115	63 28	"	5	115	20	2472	14 74	12 81	27 55	
Mary A. Monteith.....	3	117	45 00	"	6	117	24	1560 1/2	15 00	8 09	23 09	
Robt. J. Craft.....	3	117	92 57	"	8	117	20	1625	20 00	8 43	28 43	
Emeline A. Akerley.....	3	117	20 00	" & Johnston	11	117	19	1210	15 00	6 23	21 23	
Tea. pd. in Kings Co.				" & Springfield	11	.....	4	252 1/2	.....	1 31	1 31
			\$3188 43					2641		\$1270 30	\$800 66	
								154,470 1/2			\$207 06	

Prc

J. M. Pal
M. E. Pez
Geo. F. I
Sarah E. I
Eliza Duc
Agnes Mc
Susie S. G
Bella McT
Ida M. R
Mary Carr
Donald Mc
Mary McM
Katie McJ
A. Ross, A
Mary J. W
Janet A. M
Bal. to Tr
October,
Rebecca J.
Jane Murch
Annie R. L
Annie E. M
Irae Arnstr
Janet Fergu
Lizzie A. J
Lizzie J. H
Katie J. Doy
Peter McAlli
John Chalm
Wm. Murch
Catharine D
Lizzie A. Mc
Nan. E. Robt

James S. Clark
Ada Faulkner
A. MacIntyre
J. J. McKenry
Cobina F. Wm
Lizzie E. Murr
A. Bloomfield
Frances P. Qui
Mary Sealy
Bal. to Trustees
Bal. to Trustees
Peter McIntyre
Annie E. Martin
D. O'G. McGinni
H. H. Allingham

COUNTY OF ST. JOHN.—Continued.

Prov'l Grant to Teachers.				Locality.	County Fund to Trustees.								
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.				
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.		
6	5	4	3	2	1	2	3	4	5	6	7		
Geo. R. Camp.....	1	115	\$73 60	Lancaster.....	16	115	25	1856½	\$14 74	\$16 78	\$31 52		
Bal. to Trustees, Oct. '80	2	98	33 50	Musquash.....	1	98	73	4072	9 23	36 50	45 73		
S. L. T. Wiggins.....	2	117	53 33	"	6	117	23	1573	20 00	16 09	36 09		
Michael Kelly.....	2	117	33 33	"	9	117	31	2000½	15 00	18 13	33 13		
Alice M. Harding.....	2	113	38 96		10	117							
Wm. E. Sewell.....	2	116	55 00										
Grace Murphy.....	2	116	45 00										
Hannah White.....	2	116	45 00										
Jessie K. Sutherland.....	2	116	45 00										
Angelina Sanburn.....	2	115½	64 72										
Jennie M. Rowan.....	2	116	45 00										
John Lawson.....	1	107	50 73										
Amelia J. Laskey.....	2	99	58 42										
Alicia R. Green.....	2	111	62 50										
James Crawford.....	1	115	74 35										
Mary M. Rees.....	1	115	54 53										
Eliza Wetherall.....	3	87	30 04										
Estella Daye.....	2	37	14 46										
Kate A. Kerr.....	1	116	55 00										
Wm. J. Rouliston.....	1	116	75 00										
Agnes E. Livingston.....	2	116	45 00										
Lillie E. Baxter.....	2	116	45 00										
John Brooks.....	2	116	60 00										
Bernard B. Smyth.....	1	116	75 00										
John McCloskey.....	1	116	75 00										
Sarah Smyth.....	2	116	45 00										
Mary Marry.....	3	116	40 00	Town of Portland.....	4565	2117		100,510 raised.	590 36	\$1450 02	\$2040 05		
Ellen O'Grady.....	3	116	40 00										
Ellen Lawlor.....	3	116	40 00										
Alicia F. McCarron.....	2	116	45 00										
Sarah Burchill.....	2	116	25 00										
Francis Bourgeois.....	2	116	25 00										
J. G. A. Belyea.....	1	53	25 13										
R. S. Nicolson.....	1	51	24 18										
Sarah Taylor.....	1	116	55 00										
Bertie McLeod.....	1	114	54 05										
M. Anna Ward.....	2	112	24 14										
Cath. Armstrong.....	1	113½	53 76										
Amy Idles.....	2	114	64 23										
Ada S. McDonald.....	2	113½	44 81										
Catharine Martin.....	2	112	43 46										
Sarah A. Armstrong.....	2	115	44 01										
Jos. Wetmore.....	2	113	38 96										
Mary G. Gunn.....	2	116	25 00										
Philip Walsh.....	1	116	55 00										
S. L. Tilley Frost.....	1	116	55 00										
Margaret Wood.....	2	101	21 76										
Isabel Humphrey.....	2	116	65 00										
Lizzie J. Thomas.....	2	116	65 00										
Henry Town.....	1	116	95 00										
Maggie A. Watts.....	1	116	75 00										
Lizzie S. Read.....	2	116	65 00										
Wm. C. Simpson.....	1	116	95 00										
Maggie Stothart.....	2	116	65 00										
Harriet C. Howard.....	2	116	50 00	City of St. John.....									
Mary Shortland.....	1	116	35 00										
Frances McLeod.....	2	116	45 00										
Bridget Cosgrove.....	3	116	40 00										

Elizabeth
Minnie S
W. Carey
Edwin H
Fannie L
David P
John Tho
Abigail A
Kate R. J
Annie M.
Minnie V
Minnie B
Ellen M.
Chas. C. (James R.
James Ba
Minnie C.
Mary A. T
Agnes O'S
Winifred I
Kate Suga
Thomas S
Wm. J. W
Lillie Herr
Fannie L.
Margaret J
Ellen McK
Lizzie Law
Mary E. W
Mary J. R
Margt. M.
Janet P. R
Sarah J. P
Hannah Cr
Bertha A. J
Henrietta
Mary Cam
Addie Char
Cath. Bart
Maggie C. f
Clara B. Fe
Lydia E. W
Henrietta M
Helen Adar
Harriet D.
H. S. Bridg
Wm. M. Mc
Israel T. Ri
Andrew Ne
John Montg
John McKin
Alban F. E
Kate E. Car
Lydia J. Fu
George W. J
Sara E. Whi
Margt. Britt
Mary A. Mel

COUNTY OF ST. JOHN—Continued.

to Trustees.			Prov'l Grant to Teachers.			Locality.	County Fund to Trustees.								
AMOUNT.							AMOUNT.								
employed.	On account of average attendance of Pupils.	Total amount from County Fund.	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	7	8	6	5	4	3	2	1	2	3	4	5	6	7	
74	\$16 78	\$1 22	Elizabeth Estey.....	1	116	\$75 00	City of St. John.....								
23	9 9	2 14	Minnie Smith.....	2	116	53 86									
56	36 50	49 24	W. Carey Vincent.....	2	116	60 00									
00	16 93	36 24	Edwin H. Frost.....	2	116	80 00									
00	18 13	33 11	Fannie L. Denaide.....	2	116	45 00									
			David P. Chisholm.....	1	116	75 00									
			John Thompson.....	1	116	75 00									
			Abigail A. Williams.....	1	116	75 00									
			Kate R. Bartlett.....	1	116	75 00									
			Annie M. Hea.....	1	96	65 54									
			Minnie V. Hea.....	2	20	7 73									
			Minnie B. Everett.....	2	116	65 00									
			Ellen M. Freeman.....	1	116	35 00									
			Chas. C. Connolly.....	1	116	75 00									
			James R. Sugrue.....	2	116	60 00									
			James Barry.....	1	116	75 00									
			Minnie C. Power.....	2	116	65 00									
			Mary A. Tobin.....	2	116	65 00									
			Agnes O'Sullivan.....	2	116	65 00									
			Winifred P. Hayes.....	1	116	75 00									
			Kate Sugrue.....	1	116	75 00									
			Thomas Stothart.....	1	116	75 00									
			Wm. J. Wilson.....	1	116	75 00									
			Lillie Herrington.....	2	116	45 00									
			Fannie L. Hanson.....	2	116	65 00									
			Margaret Nealis.....	2	116	65 00									
			Ellen McKenna.....	1	116	71 23									
			Lizzie Lawlor.....	2	116	65 00									
			Mary E. Walsh.....	2	116	65 00									
			Mary J. Rogers.....	3	116	60 00									
			Margt. M. Carr.....	1	116	55 00									
			Janet P. Robertson.....	1	116	55 00									
			Sarah J. Parkin.....	1	116	55 00									
			Hannah Crawford.....	1	116	55 00									
			Bertha A. B. Bell.....	1	116	55 00									
			Henrietta Taylor.....	2	116	45 00									
			Mary Cameron.....	1	116	55 00									
			Addie Chamberlain.....	1	116	55 00									
			Cath. Barton.....	1	116	67 77									
			Maggie C. Sharp.....	2	116	45 00									
			Clara B. Peters.....	2	116	65 00									
			Lydia E. Williams.....	1	116	75 00									
			Henrietta M. Thompson.....	2	116	65 00									
			Helen Adam.....	2	116	65 00									
			Harriet D. Gregg.....	2	116	65 00									
			H. & Bridges, A. M.....	1	116	55 00									
			Wm. M. McLean, A. B.....	1	116	55 00									
			Israel T. Richardson.....	3	116	70 00									
			Andrew Nesbit.....	1	116	95 00									
			John Montgomery.....	1	116	95 00									
			Alban F. Emery.....	1	116	95 00									
			John McKinnon.....	2	116	80 00									
			Kate E. Carr.....	2	116	65 00									
			Lydia J. Fullerton.....	1	116	75 00									
			George W. Hay.....	1	116	95 00									
			Sara E. Whipple.....	1	116	75 00									
			Margt. Brittain.....	1	116	75 00									
			Mary A. McLeod.....	1	116	75 00									

36

\$1460 02
\$2040 08

COUNTY OF ST. JOHN.-Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					Prov'l Gr	
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.			NAME.
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.		6
6	7	4	3	2	1	2	3	4	5	6	7	6
Eva O. Stewart.....	2	116	\$65 00	City of St. John.....	1	117	25	1682	20 00	15 02	35 02	Edith J. Bulley.. Elizabeth M. Cro Henrietta Scott... Lizzie Brown.... Mary Hayes.... C. T. McCutcheon W. E. DeLong... T. E. Colman... Alderada Nason... Sadie J. Turner... Clester M. Robin Glas. F. Robinson Chas. L. Tracey... Annie J. Smith... Mary J. McQuestie Dora R. Petersen Wm. L. Macgregor Addie DeVitt... Marion J. Pickard Henry T. Smith... Alice L. Gough... Geo. B. Nevers... A. L. Belyea..... Tea. pd. in Queen
Caroline E. Huestis...	1	116	75 00									
Thos O Rielly.....	1	116	95 00									
M. Agnes Nannery.....	2	109	62 12									
Teresa O'Brien.....	1	116	75 00									
Isabella Burchill.....	3	116	60 00									
Mary L. Wilson.....	3	116	25 00									
Susan Kelly.....	2	117	31 66									
Henry J. Colpitts.....	1	117	55 00									
Eva M. Whitney.....	2	103	22 07									
Florence Vail.....	2	112	23 92	St. Martins.....	2	454	172	10990 1/2	58 20	99 32	157 52	Ester M. Robin Glas. F. Robinson Chas. L. Tracey... Annie J. Smith... Mary J. McQuestie Dora R. Petersen Wm. L. Macgregor Addie DeVitt... Marion J. Pickard Henry T. Smith... Alice L. Gough... Geo. B. Nevers... A. L. Belyea..... Tea. pd. in Queen
Eleanor J. Patterson.....	1	117	35 00									
Evalina D. Brown.....	2	54	11 53									
Amie J. F. Beals.....	2	83	23 64									
David Kirkpatrick.....	3	114	38 97									
John Little.....	2	105	47 55									
Maggie E. Russell.....	3	116	26 44									
Etta Barlow.....	2	115	51 99									
Kate S. Hopkins.....	2	117	48 95									
Tea. paid in Kings Co.												
Florence N. D'Orsay.....	2	113	43 46	Simonds.....	1	232	98	6437 1/2	20 74	58 13	78 87	John P. Stuart... Lizzie M. Upton... Louisa Bulyea... Annie E. Colwell... Geo. H. V. Bulyea, Isa A. H. Barker... Alberta H. Clayton Bessie A. Bridges..
Emma L. Clark.....	2	112	23 92									
Clarence L. Darrouc.....	7	21	9 57									
Fred. M. Walsh.....	2	116	79 10									
Amelia H. Peatman.....	3	117	60 00									
Louisa B. Beau.....	3	115	10 66									
Lottie B. Barton.....	10	108	23 07									
Maggie M. Murphy.....	11	117	26 68									
Emma F. Berry.....	12	117	25 00									
Mary McAtpine.....	13	111	18 97									
B. Agnes DeVeber.....	14	57	9 74									
Minnie A. Robertson.....	15	116	23 04									
Mary Roberts.....	16	117	25 00									
Hannah J. Holland.....	17	117	26 66									
Mary Anderson.....	18	116 1/2	24 89									
Tea. paid in Kings Co.												
Rebecca J. Neill.....	19	117	33 33	& Rothsay & Hampton	20	117	20	1040	20 00	12 42	32 42	
Bal. to Trustees, Oct. '50												
Annie McKay.....	2	102 1/2	29 20	& St. Martins	21	102 1/2	13	933	17 51	5 43	22 94	
Lillie McKay.....	2	91	25 92									
			\$8077 35				7644	508,083 1/2	\$2477 47	\$3307 03	\$7845 46	

COUNTY OF SUNBURY.

Cath. Bryson.....	3	114	\$25 98	Blissville.....	1	114	12	1485	\$19 49	28 53	48 02	Eunche H. Fitzerb Wm. Tomlinson... R. W. Grover, A. B... Annie C. Sloop... P. E. Wetmore... Edson C. Manzer... Tea. pd. in Carleton C Geo. A. Manzer... Evan Chr. Hansen... Sarah B. Truswell... Eva E. Baxter... Lidia J. Baxter... F. Jane Miller... Richard Ahern...
J. Frank Scribner.....	2	117	40 00	" & Gladstone	2	117	33	2210 1/2	15 00	12 76	27 76	
Maggie L. Alexander.....	2	117	25 00	"	3	117	53	2966 1/2	15 00	17 03	32 03	
Mabel Morrison.....	2	117	25 00	"	4	117	47	2392	15 00	13 75	28 75	
J. Newton Thorne.....	3	117	37 60	"	5	117	41	2317	20 00	13 32	33 32	
Janet E. McKenzie.....	2	115	30 70	"	6	115	24	1036 1/2	19 65	5 96	25 61	
Clara R. Fullerton.....	2	106	30 19	"	7	106	17	1263 1/2	18 10	7 26	25 36	
S. Grace Young.....	2	116 1/2	24 80	Burton.....	1	116 1/2	28	2192 1/2	14 04	12 60	26 64	
Henrietta R. Hoben.....	2	117	25 00	"	2	117	16	947 1/2	15 00	5 44	20 44	
Georgie A. R. Hoben.....	3	117	20 00	"	3	117	22	1329	15 00	7 64	22 64	

COUNTY OF SUNBURY.—Continued.

7	Prov'l Grant to Teachers.			2	Locality.			County Fund to Trustees.				
	8	5	4		3	1	2	3	4	AMOUNT.		
										5	6	7
	NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupl enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
\$25 00	Edith J. Bulley.....	2	117	\$25 00	Burton.....	5	117	30	1671	\$15 00	\$9 60	\$24 60
24 15	Elizabeth M. Crombie..	3	113	24 15	".....	6	113	17	1316	19 39	7 57	26 97
23 14	Henrietta Scott.....	2	104	23 14	".....	7	104	37	2332	17 77	13 41	31 18
33 33	Lizzie Brown.....	2	117	33 33	".....	9	117	38	2772	20 00	15 93	35 93
26 21	Mary Hayes.....	3	115	26 21	".....	10	115	37	3823	19 65	21 97	41 62
37 50	C. T. McCutcheon.....	3	117	37 50	".....	12	117	22	1358	20 00	7 81	27 81
37 50	F. E. DeLong.....	3	117	37 50	".....	14	117	16	1132	20 00	6 51	26 51
55 00	T. E. Colman.....	1	117	55 00	Gladstone.....	1	117	76	4531	15 00	26 05	41 05
10 00	Alderada Nason, c. r. n.	3	117	10 00	".....	2	113	21	1083	14 55	6 22	20 77
24 25	Sadie J. Turner.....	2	113	24 25	".....	3	117	33	1831	20 00	10 53	30 53
32 13	Cloter M. Robinson.....	3	94	32 13	".....	4	117	29	1669	15 00	9 60	24 60
7 87	Chas. F. Robinson.....	3	23	7 87	".....	5	33	13	337	4 23	1 94	6 17
40 00	Chas. L. Tracey.....	2	117	40 00	".....	6	117	39	2703	15 00	15 54	30 54
5 64	Annie J. Smith.....	3	33	5 64	".....	7	117	14	1319	20 00	7 58	27 58
25 00	Kary J. McQuestion.....	2	117	25 00	".....	1	100	36	2330	12 82	13 30	26 21
26 66	Dora R. Petersen.....	3	117	26 66	Lincoln.....	3	116	50	2704	14 86	15 56	30 42
34 15	Wm. L. Macgregor.....	2	100	34 15	".....	4	116	31	1856	14 86	10 67	25 53
24 78	Mattie DeWitt.....	2	116	24 78	".....	5	117	46	2240	15 00	12 88	27 88
24 78	Marion J. Pickard.....	2	116	24 78	".....	6	91	13	593	15 55	5 13	20 68
40 00	Henry T. Smith.....	2	117	40 00	Maugerville.....	1	117	35	2358	15 00	13 55	28 55
25 92	Mie L. Gough.....	2	91	25 92	".....	2	117	34	2904	15 00	11 52	26 52
55 00	Geo. B. Nevers.....	2	117	55 00	{ Northfield and } Chipman, }	1A	.....	29	1617	.....	0 29	0 29
4 10	Geo. H. V. Bulyea, A. B.	2	13	4 10	Northfield.....	2	13	16	188	1 66	0 70	2 45
17 26	Lizzie M. Upton.....	3	101	17 26	".....	3	101	37	1805	12 04	10 80	22 83
22 86	Louisa Bulyea.....	2	107	22 86	Sheffield.....	1	107	15	904	13 72	5 20	18 92
18 71	Annie E. Colwell.....	3	109	18 71	" & Canning	1A	109	13	582	14 0	3 35	17 39
55 00	Geo. H. V. Bulyea, A. B.	1	117	55 00	{ " & Maug'ville	2	351	62	4496	45 00	25 54	70 54
25 00	Ira A. H. Barker.....	3	117	25 00	".....	4	117	32	2232	15 00	12 84	27 84
25 00	Alberta H. Clayton.....	2	117	25 00								
25 00	Bessie A. Bridges.....	2	117	25 00								
\$1155 23								1161		\$998 13	\$915 47	\$1023 60

COUNTY OF VICTORIA.

25 00	Enache H. Fitzherbert	2	117	\$25 00	Andover.....	1	117	49	2373	\$15 00	\$13 60	\$28 60
36 23	Wm. Tomlinson.....	2	106	36 23	".....	2	106	20	1276	13 59	7 31	20 90
55 00	R. W. Grover, A. B.....	1	117	55 00	".....	3	234	70	3823	30 00	21 00	51 00
20 00	Annie C. Sloat.....	3	117	20 00	".....	4	116	23	1650	14 94	9 45	24 39
74 67	L. E. Wetmore.....	1	116	74 67	".....	5	117	38	1490	15 00	8 54	23 54
40 00	Edson C. Manzer.....	2	117	40 00	" & Wicklow	5	.....	28	1627	.....	0 32	0 32
26 66	Geo. J. d. in Carleton Co.	3	117	26 66	".....	3	117	31	2092	20 00	11 90	31 90
20 21	Mie A. Manzer.....	3	115	20 21	Drummond.....	12	115	20	1504	19 65	8 62	28 27
24 78	Geo. Chr. Hansen.....	2	116	24 78	".....	7	116	42	2410	14 80	13 80	28 72
55 00	Edw. E. Truswell.....	1	117	55 00	Gordon.....	1	234	53	3000	30 00	17 52	47 52
35 00	Geo. J. Baxter.....	1	117	35 00	".....	1	117	38	3124	15 00	17 90	32 90
20 00	Mrs. Jane Miller.....	3	117	20 00	Grand Falls.....	1	117	38	3124	15 00	17 90	32 90
36 34	Richard Ahern.....	1	58	36 34	".....	3	58	41	1731	9 92	9 93	10 85

COUNTY OF VICTORIA.—Continued.

Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.				Prov				
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.			N	
									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		
Bobb. Caldwell	1	104	\$48 88	Grand Falls..... Lornic..... Perth..... "..... "..... "..... "..... "..... "..... "..... "..... ".....	7	217	40	2921½	\$27 82	\$16 74	\$44 56	Lizzie P. I	
David J. Horsman	2	113	38 62		4	104	22	1436½	13 33	8 23	21 56	El. M. Bel	
Evangeline H. Ganter	3	104	17 78		1	112½	51	2304½	14 42	13 55	27 97	Magd. Corr	
L. B. Morehouse	3	112½	19 22		3	117	27	2832	15 00	16 22	31 22	Eustache 3	
Mary A. Truswell	1	117	35 00		3	112	47	2832	15 00	16 22	31 22	M. Jackson	
James Walker	3	82	28 03		2	82	26	1978½	14 01	11 33	25 34	Sarah J. Ph	
Annie Miller	3	117	26 66		5	117	32	1856	20 00	10 63	30 63	Chas. T. C.	
John T. Tutthill	1	114	71 44		6	114	27	1989	19 48	11 39	30 87	Philas J. J.	
Matilda J. Booth	3	62	14 12		"	62	37	2256½	10 60	12 93	23 53	John A. D.	
Bal. to Trustees, Oct. '80						9			9 40				David Corr
Mary E. Moore	3	117	26 66			10	117	16	1767	20 00	10 12	30 12	Elith T. Ed
Mrs. D. W. Coughley	2	97	27 63			12	97	38	3728½	16 59	21 36	37 95	Geo. L. Le
			\$22 93				797	40,802½	\$978 61	\$292 44	\$651 06	Annie A. J	

COUNTY OF WESTMORELAND.

Fredrick Goodwin	3	117	\$40 00	Botsford..... "..... "..... "..... "..... "..... "..... "..... "..... "..... "..... "..... "..... "..... "..... "..... "..... "..... "..... "..... "..... ".....	1	117	37	2786	\$20 00	\$17 10	\$37 10	J. Maggie H	
John S. Raworth	2	117	40 00		3	117	40	1848½	15 00	11 35	26 35	Emilio J. B	
John Jas. Mahoney	3	107	36 57		4	107	23	1537	18 29	9 44	27 73	Addie A. Mc	
William J. Goodwin	2	114	38 97		5	114	46	2320	14 61	14 24	28 85	Maggie P. S.	
Ella L. Turner	3	106	18 12		6	106	38	1533	13 59	9 41	23 60	Mary Weir..	
Wm. J. McConnell	3	115	39 32		7	115	38	2147	10 65	13 15	23 83	Jas. R. Sulli	
Frank Allen	3	107½	27 56		8	107½	35	1357½	13 78	8 33	22 11	J. A. Collicu	
Jane Jones	2	116	24 78		9	116	41	2329	14 87	14 30	29 17	John Keenan	
Wm. C. Trenholm	2	117	40 00		10	117	28	1645	15 00	10 10	25 10	Reverdy Stee	
Alex. Murray	2	117	40 00		11	117	30	1436½	15 00	8 52	23 52	Caroline A. J	
John G. Lamb	2	117	40 00		12	117	34	1723½	15 00	10 58	25 58	Alberta Stee	
John McC. Stephens	2	117	40 00		13	117	39	2048	15 00	12 57	27 57	Saml. C. Alv	
Bliss Marven	2	117	40 00		14	117	37	2202	15 00	13 52	28 52	Carrie A. K	
Wm. M. Spence	3	117	30 00		15	117	54	3273½	15 00	20 10	35 10	Narcisse Gou	
Henry T. McLatchey	2	117	40 00		16	117	44	2845	15 00	17 47	32 47	Narcisse Gou	
Eliza A. Joyce	3	108	18 46		17	108	46	2719	13 84	16 69	30 53	Francis L. St	
Eustache Leger	3	101	25 90		18	101	40	1815½	12 95	11 15	24 10	Mary J. Can	
Pacificque E. Durke	3	117	40 00		19	117	31	1626	20 00	9 98	29 98	Willet W. Ke	
Jude D. Hebert	3	111	37 95		20	111	43	3032½	18 97	15 62	37 59	Dora E. Smit	
John Friel	2	60	20 51		" & Shediac	21	60	58	1956	7 69	12 01	19 70	Saml. R. McF
Thomas Harrison, A. B.	1	116	55 00		Dorchester..... "..... "..... "..... "..... "..... "..... "..... "..... ".....	2	338½	122	7023	43 76	43 12	86 88	Elen Walsh.
Laura A. Leaman	1	114½	34 47	3		97	40	2792½	12 43	17 14	29 57	Agnes M. Lo	
Ida Richardson	2	108	23 27	4		116	26	2332	10 83	14 33	25 15	Flora A. Pau	
Lillie E. Turner	2	97	20 72	5		117	48	2583½	15 00	15 92	30 92	Sarah A. Bo	
Geo. B. Phelan	2	116	52 37	6		111	68	1920½	14 23	11 85	26 08	John McGourc	
J. F. Black	2	117	40 00	" & Sackville		7	116	60	3993	19 83	23 06	42 89	Isidore Read.
Edward P. Doherty	3	111	28 40	"		8	110	23	1450½	14 57	8 24	23 81	Clara P. Atkin
Joseph D. LeBlanc	3	116	39 65	"		9	116	43	2651½	19 83	16 28	36 11	Howard Trenh
John E. McGuire	2	116	46 27	"		10	68	43	1474	8 72	9 05	17 77	Henry C. Cha
Mary M. McCarthy	2	68	23 24	Oct. '80		11	110	53	3603½	19 83	22 45	42 28	R. Grenville I
Laura A. Leaman	2	68	23 24	"	12	54	63	1865	6 92	11 12	18 04	Elen Carter, c	
Chas. E. LeFrance	3	116	39 65	"	12	54	63	1865	6 92	11 12	18 04	Mary Ann Lyo	
Honore LeBlanc	3	54	13 85	"	14	116½	29	1971½	14 93	12 10	27 03	Frank A. McCu	
Fred. M. Cormier	2	63	13 46	"	15	63	33	1242½	8 07	7 63	15 70	Chas. E. Lund	
Madge D. Huestis	2	63	13 46	"								C. Maria Favre	
Minnie Dobson	2	63	13 46	"								Theo. H. Belyc	
												Alice Wells, c.	

COUNTY OF WESTMORELAND.—Continued.

NAME.	Prov'l Grant to Teachers.		Locality.	PARISH.	No. of District.	County Fund to Trustees.							Prov'l C	
	Class.	Legally authorized days actually employed.				Amount of Grant.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.				
										On account of Teachers employed.	On account of average attendance of Pupils.	Total County Fund from		
6	5	4	3	2	1	2	3	4	5	6	7	8		
Bruce Reade	3	117	\$30 00	Sackville	12	117	48	2999½	\$15 00	\$18 42	\$33 42	Abraham Gra		
Bertha J. Cook	3	117	20 00	" & Westmor'd	13	234	87	5742½	30 00	35 26	65 26	Henry H. McI		
M. A. Wall	1	117	55 00			15	88½	24	13711½	15 12	8 42	33 54	Gillis H. Burri	
Rufena G. Smith	3	88½	20 17			16	113 47	47	2480½	14 40	15 23	29 72	Zachariah Nas	
Marinda Hicks	1	113	33 30	Salisbury	1	231	113	8891	29 88	55 20	85 66	Wm. J. Burde		
John Brittain	1	110	75 00			2	114	23	925	14 01	5 67	29 68	Barbara J. Cl	
Maude E. Copeland	2	115	44 78			2	117	21	2290	20 00	14 06	34 06	Wm. H. And	
Elise M. Trimble	2	114	24 35			4	117	21	2290	20 00	14 06	34 06	John Watson.	
Mary Barnes	2	117	33 33			5	109	17	883½	13 97	5 43	19 40	James Martin.	
M. B. Hurd	2	109	27 95			5	117	53	2487½	15 00	15 27	30 27	Hannah L. G.	
Mary E. McLeod	2	117	65 00			7	117	29	2381	20 00	14 02	34 02	A. B. Cronkhit	
Elizabeth J. Parlee	2	117	33 33			9	117	29	2381	20 00	14 02	34 02	Mina A. Craig	
Ella M. Sentill	2	117	33 33			10	117	24	2292½	20 00	14 02	34 02	Edwin T. Millc	
Lemuel M. Gilchrist	2	117	40 00			12	117	45	2386½	15 00	14 02	29 02	Rhoda Falcoue	
Eunice Price	2	117	80 88		14	117	26	2171½	20 00	13 33	33 33	Sarah Alexand		
Amos O'Blencs	2	117	40 00		16	117	60	2966	15 00	18 21	33 21	Rebecca Dayto		
Jane S. Lounsbury	3	106½	18 20		17	106½	26	1351	13 05	8 30	21 35	Alonzo Kelly . .		
Minnie McNaughton	2	117	64 91		18	117	46	2775	15 00	17 04	32 04	Minnie Dunphy		
Anna B. Lewis	2	116½	24 89		19	116½	43	2608½	14 93	16 02	30 95	Chealey McKee		
W. Amasa Clark	2	117	40 00		20	117	40	2622½	15 00	16 10	31 10	Blanche E. DeV		
J. Harry Huestis	2	115	73 03		21	115	43	2153½	14 74	13 23	27 97	Alice M. Johnst		
Luther E. Wortman	1	117	94 00	Shediac	24	234	135	8768½	30 00	53 33	83 33	H. Evelyn Leer		
W. W. P. Starratt	2	117	79 06			1	114	40	2882	14 61	17 70	32 31	Letitia A. Birr	
Patk. Chaisson	3	114	29 23			3	112	25	1337	14 30	9 21	23 51	Jessie Barnett.	
Thaddy D. Leger	3	112	28 72			4	117	41	2816½	15 00	17 29	32 29	John Moser . . .	
Hippolyte LeBlanc	3	117	69 25			6	116½	78	3116½	14 93	19 15	34 08	Annie J. Sansc	
Honore D. Cormier	3	116½	29 87			7	54	40	1399	6 92	8 00	14 52	Maggie Johnsto	
Eugene H. Therriault	3	54	38 08			8	116	46	3196½	14 87	19 03	33 90	Martha A. Birr	
Francois H. Leger	2	116	79 29			10	113	52	4481	14 61	27 52	42 13	Mary E. L. Crai	
Sophie J. Lloyd	1	113	73 57			10	570	192	15540	73 70	95 35	169 05	Larunia A. McL	
A. J. Denton, A. B.	1	115	94 35			11	115	38	2886½	14 87	17 41	32 28	Fath M. Henry.	
Agnes Lawson	1	114	73 33	Westmoreland	11	115	38	2886½	14 87	17 41	32 28	Brunswick W. F		
Sophie M. Nesbit	1	115	74 42			12	116	24	1794	14 87	10 06	25 83	Andrew G. Low	
Mary R. Williams	2	115	24 78			13	117	53	4852½	20 00	29 50	49 50	Mary E. Ring . .	
Pl. P. Gaudet	3	111	67 68			14	117	39	3199	20 00	19 64	39 64	Geo. R. Parkin,	
Wm. A. Barnes	1	115	74 35			1	117	49	3144½	15 00	19 31	34 31	Geo. W. Fenwick	
Marie B. Bourque	3	116	19 83			2	111	73	4318	14 23	26 51	40 71	L. J. Gregory . .	
Annie M. Vinneau	3	117	66 66			3	117	42	2050½	15 00	12 59	27 59	Jas. T. Horsenall	
Philias J. Boudreau, October, 1880	3		28 66			4	109	34	1757	13 97	10 79	24 76	Jas. R. Mace, A.	
Narcisse Boudreau	3	117	73 32			5	117	65	4190	15 00	25 72	40 72	Annie A. Tucker	
W. B. Walsh	2	117	40 60			6	117	78	3116½	14 93	19 15	34 08	Ella J. Thorne . .	
James Doyle	2	111	37 94		7	117	40	2358	15 00	14 48	29 48	Annie T. Moore .		
Luvan Gooden, c. r. a.	3	83	7 09		8	116½	73	4123½	14 93	25 31	40 24	Jennie Harvey . .		
Rufus W. Goodwin	1	117	55 00		9	116½	73	4123½	14 93	25 31	40 24	Amelia Atherton		
Jessie A. Jones	2	109	23 28		11	108	23	1428	14 25	8 75	27 29	Leasia Pickard . .		
Daniel Morrison	1	117	55 00									S. A. Brymer . . .		
Ella P. Smith, c. r. a.	3	100	8 55									Jennie Harvey . .		
John N. Wells	1	117	55 00									Berton C. Foster.		
Agnes Tingley, c. r. a.	3	112	9 57									Frances I. Ross . .		
Willie W. Wells	2	117	60 00									Janna Peters . . .		
Melbourne Tingley	2	116½	39 82									Frances N. Seely .		
Emma Copp	3	108	24 61									E. L. Spurden . .		
			\$2182 70									Robt. H. Davis . .		
												James Vroom . . .		
												Julia R. Bateman.		
												Jennie Lyle		
												E. A. Minard . . .		
												Mr. Neagher . . .		

COUNTY OF YORK.

Trustees.		Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
AMOUNT.		NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
On account of average attendance of Pupils.	Total amount from County Fund.										On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	7	6	5	4	3	2	1	2	3	4	5	6	7
\$18 42	\$33 42	Abraham Grant.....	2	108	\$30 91	Bright.....	1	108	39	1629½	\$13 85	\$11 94	\$25 79
35 26	66 3	Henry H. McKeen.....	2	117	40 00	".....	2	117	23	1626	15 00	11 91	26 91
8 42	12 34	Gillis H. Burnett.....	1	117	55 00	".....	3	117	34	1360½	15 00	14 36	29 36
15 23	12 72	Zachariah Nason.....	2	112	38 28	".....	4	117	34	2118	15 00	15 52	30 52
5 20	55 66	Wm. J. Burden.....	2	116½	30 82	".....	5	116½	31	2337	14 93	17 12	32 05
55 20	55 66	Barbara J. Cliff.....	3	36	5 20	".....	6½	36	17	366	6 13	2 68	8 81
5 67	29 28	Wm. H. Anderson.....	2	116	52 87	".....	7½	116	14	823½	19 83	6 03	25 86
14 06	34 66	John Watson.....	2	117	130 00	".....	3	117	29	1333½	15 00	6 96	21 96
5 43	14 16	James Martin.....	3	102	17 44	Canterbury.....	1	117	26	1103½	15 00	9 18	24 18
15 27	33 37	Hannah L. G. Darling.....	3	108	27 69	".....	3	102	34	2221	13 08	16 28	29 36
14 62	34 66	A. B. Cronkrite.....	3	83	14 19	".....	4	108	36	1900½	13 85	14 40	28 25
14 03	34 66	Mama A. Craig.....	3	104	5 52	".....	5	83	32	1073	10 64	7 56	18 50
14 69	23 28	Edwin T. Miller.....	3	117	40 95	".....	8	116	81	3202½	14 87	24 13	39 00
13 33	23 23	Rhoda Falconer, c. r. a.....	3	117	40 95	".....	11	117	42	2240½	15 00	16 42	31 42
18 21	23 23	Sarah Alexander.....	2	113	24 14	Douglas.....	1	113	59	4599½	14 49	33 69	48 18
8 30	21 24	Rebecca Dayton.....	2	117	40 00	".....	2	117	84	5057	15 00	37 04	52 04
17 04	32 64	Alonzo Kelly.....	3	79	6 75	".....	3	117	65	2890	15 00	21 17	36 17
16 02	30 86	Minnie Dumphy, c. r. a.....	2	97	20 72	".....	4	97	24	1274½	12 43	9 33	21 76
16 10	31 19	Chesley McKeen.....	2	112	23 92	".....	7	112	20	1262½	14 36	9 25	23 61
13 23	21 27	Elauche E. DeVeber.....	2	116	24 78	".....	8	116	22	1329	14 87	9 73	24 60
53 53	53 33	Alice M. Johnston.....	3	117	25 00	".....	10	117	27	1802	20 00	13 20	33 20
17 70	32 31	H. Evelyn Leery.....	3	117	26 60	".....	12	117	31	2515½	20 00	19 08	39 08
8 21	22 27	Lilith A. Bird.....	1	117	55 00	".....	13	117	34	1639	15 00	12 02	27 02
17 29	32 27	Jessie Barnett.....	2	117	33 33	".....	14	117	25	2223½	20 00	16 29	36 29
19 15	34 66	John Moser.....	2	108	23 07	".....	15	108	30	1530½	13 55	11 21	25 06
8 60	15 22	Annie J. Sanson.....	3	115	26 21	".....	16	115	27	1833	19 05	13 79	32 44
19 63	34 50	Maggie Johnston.....	2	117	25 00	".....	17	117	50	2650	15 00	19 41	34 41
27 52	42 13	Martha A. Bird.....	2	54	15 37	".....	19	54	13	690	9 23	5 05	14 28
95 35	102 66	Mary E. L. Grammon.....	2	116	24 78	Dumfries.....	1	116	30	2307	14 37	16 90	31 77
17 41	32 25	Larinia A. McLaughlin.....	3	117	30 00	".....	3	117	46	3399½	15 00	24 90	39 25
10 96	25 53	Euth M. Henry.....	3	114	29 23	".....	5	114	19	785	14 61	5 75	20 36
29 50	49 39	Brunswick W. Fox.....	3	117	20 00	".....	7	117	28	2105	15 00	15 42	30 42
10 64	33 64	Andrew G. Lounsbury.....	1	118	94 90	".....	1	118	90	1118	94 90		
19 31	34 31	Mary E. Ring.....	1	116	74 00	".....	1	116	74	1116	74 00		
26 51	40 71	Geo. R. Parkin, A. M.....	1	116	94 90	".....	1	116	90	1116	94 90		
12 59	27 47	L. J. Gregory.....	1	116	94 90	".....	1	116	90	1116	94 90		
10 79	24 78	Jas. T. Horseman, A. B.....	1	116	94 90	".....	1	116	90	1116	94 90		
25 72	40 72	Jas. R. Mace, A. M.....	1	116	94 90	".....	1	116	90	1116	94 90		
34 02	49 82	Annie A. Tucker.....	1	116	69 16	".....	1	116	62	1116	69 16		
14 48	29 48	Els J. Thorne.....	1	60	48 31	".....	2	15	5 85	1116	48 31		
25 31	40 21	Annie T. Moore.....	1	40	38 64	".....	1	40	38 64	1116	38 64		
8 75	27 29	Amelia Atherton.....	1	116	74 63	".....	1	109	71 49	1116	74 63		
32320 08	24	Louisa Pickard.....	1	109	71 49	".....	2	7	2 53	1116	71 49		
84400 00	24	S. A. Brymer.....	1	69	59 23	City of Frederickton.....	1	115	93 98	1116	93 98		
		Jennie Harvey.....	1	116	58 46		1	116	44 91	1116	44 91		
		Berton C. Foster, A. B.....	1	60	25 60		1	50	23 71	1116	25 60		
		Frances I. Ross.....	1	50	23 71		1	47	60 77	1116	23 71		
		Janna Peters.....	1	47	60 77		1	69	59 23	1116	60 77		
		Frances N. Seely.....	1	69	59 23		1	116	59 88	1116	59 23		
		E. L. Spurden.....	1	116	59 88		1	116	74 63	1116	59 88		
		Edw. H. Davis.....	1	116	74 63		1	116	55 00	1116	74 63		
		Ames Vroom.....	1	116	55 00		1	116	94 63	1116	55 00		
		Julia R. Bateman.....	1	116	94 63		1	116		1116	94 63		
		Jennie Lyle.....	1	116			1	116		1116			
		E. A. Minard.....	1	116			1	116		1116			
		Jar. Meagher.....	1	116			1	116		1116			

COUNTY OF YORK.—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees								
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' 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	4	5	6	7				
Sarah G. Duffy.....	1	113	\$72 19	City of Fredericton.....										
Elizabeth O'Regan.....	1	111	71 41											
Rebecca E. Gallagher.....	2	111	61 84											
Lizzie H. Yandall.....	2	116	64 63											
Ida McAdam.....	2	110	62 35											
Alice K. Meagher.....	1	115½	74 42											
S. Rosa Ruel.....	2	115	62 01		Kingsclear.....	1	115	47	2501	\$14 87	\$18 32	333 11		
Robt. J. Kincaid.....	2	117	40 00		"	2	117	45	raised	Returns too late				
W. Egerton Everett.....	2	117	79 81		"	3	117	48	2753	15 00	20 16	35 14		
Jennie H. Estey.....	3	113½	10 41		"	4	113½	32	1422	14 54	10 42	24 96		
Amy Kelly.....	3	63	10 77	"	5	63	10	826½	8 08	6 05	14 13			
Otto Hildebrand.....	2	117	40 00	"	6	117	38		Returns too late					
Margt. A. Moffitt.....	2	117	81 01	"	7	117	30	1555	20 00	11 39	31 39			
Mary Handlan.....	3	115	24 58	"	8	115	19	1341	10 65	9 82	20 47			
Ruth Long.....	3	116	50 63	"	9	116	26	1880	10 83	13 77	33 60			
Mary C. B. Morris.....	2	119½	48 49	"	10	119½	33	1300½	14 41	9 97	24 38			
Chas. Lunnin.....	3	115½	29 63	Manners Suttou.....	1	115½	39	1005½	14 30	11 76	26 06			
Alex. Heron, Jr.....	2	117	40 00	"	2	117	64	4594	15 00	33 65	48 65			
Michael Connolly.....	3	117	53 14	"	3	117	20	1836	15 00	13 47	28 47			
Maggie Bonnar.....	3	116	19 83	"	4	116	39	2055	14 87	15 27	30 14			
Mary McKenzie.....	3	117	44 89	"	5	117	45	2317	15 00	10 97	31 97			
Lizzie M. Hunter.....	3	104	17 78	"	6	104	27	1793	13 33	13 13	26 46			
Charles Cogan.....	2	78	26 66	"	8	78	29	1489	10 00	10 91	20 91			
Alberta M. Hartt.....	2	107	22 86	"	9	107	8	580½	13 72	4 32	18 04			
Annie C. Hartt.....	3	117	26 66	"	10	117	19	1315	20 09	9 36	29 45			
Margaret A. Kelly.....	1	117	46 60	"	11	117	17	1833½	20 00	13 43	33 43			
Mary A. Miller.....	3	42	7 18	New Maryland.....	1	42	30	856	5 33	6 27	11 60			
Bal. to Trustees from October, 1880.....				"	4				6 19		6 19			
John Furlong.....	3	112	51 23	North Lake.....	13½	112	27	1675	19 15	12 27	31 42			
Rachel Watson.....	2	62	13 24	"	14	62	33	1453	7 95	10 64	18 59			
John A. Atherton.....	2	115	61 19	"	15	115	31	1183½	14 74	8 67	23 41			
Geo. S. Inch.....	2	54	18 45	"	16		19		Returns too late					
Sarah Graham.....	3	117	45 00	"	19	117	37	2048½	15 00	15 00	30 00			
Rosetta Kelly.....	3	76	17 32	"	10½	76	15	908½	12 99	6 65	19 64			
Mary Helen Loring.....	1	108	32 30	Prince William.....	2	108	43	2657½	13 55	19 47	33 02			
Matilda Graham.....	2	117	25 00	"	3	117	21	1825½	15 00	13 37	28 37			
H. G. Cawley.....	3	113	28 97	"	4	113	48	1873	14 49	13 72	28 21			
Abigail Henry.....	2	117	25 00	"	5	117	35	2222½	15 00	16 28	31 28			
Frances A. Green.....	2	18	3 84	"	9	36	31	685	4 61	5 02	9 63			
Emma E. Milbery.....	2	18	3 84	"	10	111	23	1018	14 23	7 46	21 69			
Jennie M. Orr.....	3	91	23 33	Queensbury.....	1	91	31	1519	11 66	11 13	22 79			
A. Judson Brown.....	2	114½	49 08	"	3	114½	32	2098½	14 67	15 37	30 04			
S. Emma Burden.....	3	94	38 50	"	4	94	22	1105	12 05	8 09	20 14			
Helen S. Graham.....	3	20	3 42	"	7	20	10	256	2 56	1 58	4 44			
Mary A. Jones.....	2	62	13 24	"	8	62	35	1154½	7 95	8 46	16 41			
Iva E. Yerna.....	3	114	59 15	"	10	114	21	1343½	14 61	9 84	24 45			
Janet C. Mitchell.....	2	116	40 67	"	11	116	34	2265	14 87	16 59	31 46			
Eliza Stewart.....	2	83	17 78	St. Marys.....	1	83	21	1340½	10 64	9 33	20 47			
Ellen M. Sansom.....	2	117	40 00	"	1½	117	57	3108	15 00	22 77	37 77			
Aaron B. Blaney.....	1	112	52 64	"										
J. W. McCready, A. B.....	1	113	38 80	"	2	423	213	14516½	54 23	166 33	160 56			
Louisa F. Morgans.....	3	82	14 02	"										
Minnie Burpee.....	3	116	10 33	"										
Barbara Staples.....	1	117	55 00	"										
W. Temple Day.....	1	116½	34 85	"	3	849	114	6262½	44 50	45 37	90 87			
Phoebe F. Colker.....	2	116	24 78	"										
Alice A. Clayton.....	2	116	24 78	"										

Prov'l
NAME
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Geo. E. Morr
Lauda J. Lin
Ella F. Peak
Mary A. McE
Ellen F. P.
Mary E. You
Robert M. Du
Geo. A. Lour
Elsie McFar
Louisa H. Ha
Wm. B. Pare
J. F. Vanbus
Margt. Locka
Celia A. Fish
Irene W. Lin
Theodosia A.
Sarah A. Ha
Hattie J. Jon
Celia Luginr
Fred. White.
Gerrie L. Bark
Martha B. Dou
Martha V. Gilr
Ellen C. Elli
Ida Fletcher...
Isabel Anders
Addie J. Freez
Louisa M. You
Abigail Starke
Maggie J. Dou
Sarah E. Hou
Mary O. Wade

COUNTY OF YORK.—Continued.

Trustees' ACCOUNT.		Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.					
On account of average attendance of Pupils.		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.		
Total amount from County Fund.	On account of Teachers employed.									On account of average attendance of Pupils.	Total amount from Count Fund.	
6	7	5	4	3	2	1	2	3	4	5	6	7
				\$54 75	St. Marys.....	4	1104	50	26694	\$14 03	\$10 55	\$34 48
				22 21	"	6	104	39	1982	13 33	14 37	27 70
				25 00	"	7	117	50	2791	15 09	28 44	35 44
				24 80	"	8	1164	18	831	14 93	6 09	21 02
				32 61	"	10	1144	32	1784	19 56	13 04	32 60
				25 00	"	12	117	32	1764	15 00	13 92	27 92
				33 84	"	13	99	36	11934	12 69	3 75	21 44
				29 74	Southampton	1	116	48	2025	14 87	19 23	34 10
				20 00	"	3	117	47	3069	15 00	22 48	37 48
				35 00	"	4	117	33	2099	15 00	15 37	30 37
				38 79	"	5	1134	45	2895	14 54	21 21	35 75
				40 00	"	9	117	48	2762	15 00	20 23	35 23
				17 35	"	10	1014	32	1552	13 00	11 37	24 37
				8 55	"	11	1114	33	1940	14 29	14 21	28 50
				80 05	"	12	108	25	1831	18 47	13 48	31 95
				29 91	"	13	105	20	1490	17 95	10 61	28 56
				30 70	"	14	115	16	1290	19 65	9 45	29 10
				14 19	Stanley.....	1	117	33	18754	15 00	13 73	28 73
				5 31	"	2	117	26	2063	20 00	15 11	35 11
				53 33	"	3	117	60	3927	15 00	23 76	43 76
				20 00	"	5	112	30	2234	14 36	16 72	31 08
				19 14	"	6	117	67	3085	15 00	22 59	37 59
				25 00	"	7	117	23	1310	20 00	9 66	29 66
				1124	"	9	1124	15	1070	14 41	7 84	22 25
				33 04	"	10	116	16	1415	19 83	10 36	30 19
				19 65	"	11	92	31	14264	11 79	10 44	22 23
				24 79	& Ludlow	12A	117	29	1856	15 00	13 58	28 58
				31 33	"	13	116	23	1238	10 83	9 06	28 89
				33 25	"	14	117	29	2064	20 00	15 33	35 33
				33 04	"	15	117	30	1632	20 00	11 06	31 06
					"	16	116	14	14844	19 83	10 37	30 70
			\$5564 57					4815	211,825	\$1618 52	\$1551 53	\$3170 10

18 32 33 11
 is too late.
 20 16 35 13
 10 42 24 99
 6 05 14 11
 is too late.
 11 39 31 33
 9 52 29 47
 13 77 33 69
 9 97 24 33
 1 76 26 33
 13 65 48 65
 3 47 28 47
 5 27 30 11
 6 97 31 97
 3 13 26 43
 0 91 29 51
 4 33 13 64
 9 63 29 63
 3 46 33 63
 6 27 11 63
 6 19
 2 27 31 43
 0 64 18 59
 9 67 23 41
 is too late.
 5 00 20 04
 9 65 19 64
 9 47 23 12
 3 31 23 11
 3 72 23 19
 3 28 21 25
 5 02 9 63
 7 46 21 63
 1 18 23 79
 5 57 20 04
 8 03 20 14
 881 4 44
 46 16 41
 84 24 45
 59 31 47
 53 29 47
 77 37 77
 33 160 55
 37 9 67

GRAMMAR SCHOOLS.

FOR WINTER TERM ENDED 30TH APRIL, 1881.

LOCALITY.		TEACHERS.	Legally authorized days or time Principals' Department open.	Amount of Provincial Grant.
COUNTIES.	PARISHES.			
Albert,	Alma	Thos. E. Colpitts, A. B.	117	\$200 00
Carleton,	Woodstock,	James McCoy,	116	200 00
Charlotte,	Saint Andrews,	A. W. Wilkinson, A. B.,	116	200 00
Gloucester,	Bathurst,	George W. Mersereau, A. B.,	116	200 00
Kent,	Richibucto,	C. H. Cowperthwaite, A. B.,	116	200 00
Kings,	Hampton,	John Raymond,	6 months.	200 00
Northumberland,	Chatham,	Chas. G. D. Roberts, A. B.,	116	200 00
Queens,	Gagetown,	David Wilson, A. B.,	117	200 00
Restigouche,	Dalhousie,	Alex. Ross, A. B.,	111	101 33
Saint John,	City of Saint John,	H. S. Bridges, M. A., .....	.....	1300 00
Sunbury,	Sheffield,	Geo. H. V. Bulyea, A. B.,	117	200 00
Victoria,	Andover,	Rupert W. Grover, A. B.,	117	200 00
Westmoreland,	Shediac,	A. J. Denton, A. B.,	115	193 27
York,	Fredericton,	G. R. Parkin, A. M., .....	.....	1500 00
				\$3,189 65

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

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

‡Provincial aid paid from the "University Grant."

EDUCATION OFFICE, August, 1881.

Further going state EDUCATIO

AT
Maud E. Cope
Walter W. Gh
Martha Blak
Sarah E. Beek
Thomas H. De
Kate E. Carro
Dora E. Smith
Mary Jonah.
Clara J. McCu
Kate B. Dawso
Edwin Steeves
Leonora L. R
Esther Russell
Nellie Russell.
Edna Gorham.
Elizabeth Keat
Dettie C. Stee
Sarah A. Steve
Pamella J. Car
Ada F. Irving.
Francis Dohert

CARL

John Home. . . .
Emma E. Milbe
Jane Price. . . .
Mrs. Robert Mi

CHARL

Edgar S. Read .
Jas. F. Covey .
Agnes E. Keay .
Jas. F. Mulligan
Lydia M. Randa
Fannie Murdoch
Annie L. Rigby
Win. Rommel .

GLOUCE

Agnes Frenette.
Mrs. Frances Au
Ellen J. Murphy
W. A. Andrew .

KEN:

Mary McDonald.
Jas. D. LeBlanc.
Janet P. McKay.
Maude Powell. . .
Mary Collins. . .

SUPPLEMENTARY.

Further payments of Provincial Grants to Teachers (not included in the foregoing statement), made up to 30th April, 1881.

EDUCATION OFFICE, 1st Sept. 1881.

NAMES.	AMOUNT.	NAMES.	AMOUNT.
ALBERT COUNTY.		KINGS COUNTY.	
Maud E. Copeland.....	\$18 83	Ella Kennedy.....	\$10 16
Walter W. Gladstone.....	12 50	Percy E. Warneford.....	39 32
Martha Blakney.....	9 06	Maria S. Coy.....	38 51
Sarah E. Beek.....	12 44	Geo. H. Miner.....	19 81
Thomas H. Demill.....	20 00	John H. Wright.....	20 00
Kate E. Carroll.....	26 41	Emma Gunter, c. r. a.....	4 54
Dora E. Smith.....	13 57	David J. Hamilton.....	32 03
Mary Jonah.....	12 39	Peter Brennen.....	16 66
Clara J. McCully, c. r. a.....	6 49	David J. Wagner.....	49 08
Kate B. Dawson.....	19 81	Geo. B. B. Wetmore.....	25 00
Edwin Steeves.....	20 00	John W. Caulfield.....	40 00
Leonora L. Rogers.....	25 41	Maggie Henderson.....	34 01
Esther Russell.....	12 39	Bertha Lane.....	32 47
Nellie Russell.....	19 93	Amanda S. Scott.....	12 27
Edna Gorham.....	19 62	Ettie Armstrong.....	19 81
Elizabeth Keating, c. r. a.....	8 93	Mrs. S. E. McDonald.....	2 52
Beattie C. Steeves.....	12 50		\$406 39
Sarah A. Stevens.....	12 50	NORTHUMBERLAND COUNTY.	
Pamelia J. Carter.....	20 00	Marion E. Jack.....	\$12 50
Ada F. Irving.....	20 00	Helen Rees.....	25 97
Francis Doherty.....	26 44	S. Grace Young.....	39 30
	\$340 37	Annie Fisher.....	9 40
CARLETON COUNTY.		Kate E. Falconer.....	20 00
John Home.....	\$20 00		\$107 17
Emma E. Milbery.....	18 32	QUEENS COUNTY.	
Jane Price.....	10 69	E. D. Vallis.....	\$20 00
Mrs. Robert Miller.....	12 39	Wm. J. Nickerson.....	12 50
	\$61 40	T. Wm. Perry.....	12 23
CHARLOTTE COUNTY.		Robert J. Craft.....	20 44
Edgar S. Read.....	\$19 83		\$71 22
Jas. F. Covey.....	13 69	RESTIGOUCHE COUNTY.	
Agnes E. Keay.....	15 92	Katie J. Doyle.....	\$12 50
Jas. F. Mulligan.....	3 70		\$12 50
Lydia M. Randall.....	20 00	St. JOHN COUNTY.	
Fannie Murdock.....	24 52	George E. Armstrong.....	\$20 00
Annie L. Rigby.....	19 83	Ada Faulkner.....	36 60
Wm. Rommell.....	26 66	Jas. S. Clark.....	33 39
	\$144 15	Alma B. Horton.....	53 11
GLOUCESTER COUNTY.		H. M. Strambergh.....	20 00
Agnes Frenette.....	\$4 01	Henrietta McGrath.....	11 70
Mrs. Frances Aube.....	9 40	Mary Routanne.....	19 33
Ellen J. Murphy.....	9 00	Annie M. Paul.....	19 62
W. A. Andrew.....	18 80	Helen Dale.....	17 12
	\$42 71	R. S. Nicolson.....	8 80
KENT COUNTY.		W. H. Allingham.....	10 83
Mary McDonald.....	\$19 06	George R. Camp.....	12 50
Jas. D. LeBlanc.....	12 39	Cora M. Whitney.....	33 08
Janet P. McKay.....	24 73	Henry T. Colpitts.....	60 00
Haude Powell.....	12 15	Maria S. Goy.....	20 00
Mary Collins.....	6 66	Mrs. Carrie M. Kelly.....	37 95
	\$74 99	Eleanor J. Patterson.....	60 00
		David Kirkpatrick.....	52 65
		Evelina D. Brown.....	29 14

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NAMES	AMOUNT.	NAMES.	AMOUNT.
ST. JOHN COUNTY.—Con.		WESTMORELAND COUNTY.	
John Little.....	\$76 51	Annie A. Duffy.....	\$53 33
Maggie E. Russell.....	52 85	Caroline A. Trenholm.....	24 19
Bethia P. Tabor.....	40 00	Fannie A. Gaskin.....	12 55
Kate Hopkins.....	11 96	Sarah A. Bourque.....	16 66
Annie M. Hopkins.....	27 29	Rufena G. Smith.....	20 16
Amelia H. Peatman.....	20 00	Mary O. Barnes.....	19 06
Emma F. Berry.....	24 89	D. Morrison.....	20 00
Mary E. Stiles.....	4 96	Ella P. Smith, c. r. a.....	3 55
Mary Bowes.....	18 24		
Janie M. March.....	6 51		\$184 91
May Roberts.....	25 00	YORK COUNTY.	
Fannie A. Brown.....	38 72	Hannah H. S. Darling.....	\$37 27
T. E. Colman, A. B.....	20 00	Maggie Alexander.....	4 08
Jane Chappel.....	20 00	Mary C. B. Morris.....	16 66
D. O'C. McGinnis.....	38 01	Eusebia A. Minard.....	19 59
Catharine Martin.....	44 71	R. S. Nicolson.....	9 59
Mary Rossiter.....	12 98	James Vroom.....	9 59
Fred. M. Walsh.....	19 83	Sarah Graham.....	25 00
David Wilson.....	17 95	George S. Inch.....	12 50
Ellen Lawlor.....	19 81	John Home.....	18 29
Eliza Wetheral.....	19 81	James F. Vanbuskirk.....	25 98
Agnes E. Livingstone.....	20 00	W. W. B. Anderson.....	15 73
John Brooks.....	20 00	David M. McKenzie.....	11 27
Ada McDonald.....	20 00		\$205 97
Mary Marry.....	20 00		
Alicia McCarron.....	20 00		
Lulie E. Baxter.....	20 00		
	\$1256 08		
VICTORIA COUNTY.			
Mary Cox.....	\$4 33		
David J. Horsman.....	7 90		
Richard Ahern.....	11 96		
	\$24 19		

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EXAMINATION QUESTIONS.—AUGUST, 1881.

- (1) GR. SCH. THE SCHOOL SYSTEM. Time, 1 hr.
- 1 District Assessment. Its purposes? How ordered? How levied?
 - 2 The County School Fund. Its purposes? Amount? How ordered? How levied? The remedy in case no warrant issues or is quashed? The principles that regulate its apportionment to Trustees.
 - 3 Specify the purposes for which Trustees can borrow money, and under what authority.
 - 4 State the duties respectively of parents, trustees, and teachers as regards text-books.
 - 5 Specify the circumstances under which Trustees have authority to substitute Saturdays for teaching days. What are the provisos in the case?
 - 6 What the conditions of eligibility for (a) examination for Teacher's Licences, (b) membership of (1) a Teachers' Institute, (2) the Educational Institute?
 - 7 Specify the conditions under which ungraded Schools can participate in the Superior allowance.
 - 8 Specify the conditions under which a School can be examined for classification, and the requirements to be respectively met to entitle it to the First, Second, or Third Rank.
- (2) GR. SCH. TEACHING. Time, 3 hrs. for papers 2 & 3 together.
- 1 The root of Pestalozzi's System was development. Describe his mode or your own of developing (a) the thinking powers, (b) the affections.
 - 2 "In any study whatever unless we possess the ideas of the things represented, the signs representing them are of no use."
Rousseau. Discuss this statement.
 - 3 "The spreading recognition of drawing as an element of Education, is one amongst many signs of the more rational views on mental culture now beginning to prevail."
Herbert Spencer. Give *Spencer's* argument to shew that drawing is a kind of culture which child nature needs, or give your own argument.
 - 4 "Proceed from the known to the unknown." Illustrate the meaning of this maxim, or give *Bain's* illustrations.
 - 5 Give the general principles that should guide you in teaching (a) Arithmetic, (b) Grammar, (c) Geometry. Give an outline lesson on each subject illustrative of your principles.
 - 6 Give directions to a primary Teacher as to how lessons on "Organs of Sense" should be conducted.
- (3) GR. SCH. SCHOOL MANAGEMENT. Time, 3 hrs. for papers 2 & 3 together.
- 1 Discuss the principles relating to School classification.
 - 2 What do you understand by *governing power* in its educational sense? Specify its chief elements and shew how they may be utilized.
 - 3 Name the different kinds of punishment usually resorted to in Schools. Give your views respecting each. Give *Bentham's* principles of punishment or those of any other recognized authority.

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- 4 Describe the mode you propose to adopt in the management of (a) *disorderly pupils*, (b) *dull pupils*, (c) *hard cases*.
- 5 State the principles that should be considered in the construction of time-tables. Give your weekly allotment of time for each of the following subjects supposed to be taught in grades VII. and VIII: Reading, Writing, Arithmetic, Grammar, Composition, Geography, History, Latin, Useful Knowledge Lessons, Physics, Industrial Drawing, Singing, Mathematics.

I. [1]

CANADIAN HISTORY.

Time, 1 hr.

- 1 *Jacques Cartier, Sieur de Roberval, Martin Frobisher*. What do you know of each in connection with the discovery of Canada?
- 2 *Champlain*. His chief adventures and discoveries? His character?
- 3 *Anglo-American War*. Its causes? Chief battles and results of each.
- 4 *Rebellion of 1837*. Its causes? Leaders? The results?
- 5 *Responsible Government*. A brief account of its introduction into New Brunswick.
- 6 Explain as if to a class how Laws are made and executed in any Province within the Dominion. Also from what sources the Revenue of our Province is derived, and on what objects it is expended.

The whole operation to be exhibited.

I. [2]

ARITHMETIC.

Time, 1 hr. 30 m.

- 1 Find the difference between the true and Bank discount on \$640 for 6 months, at 7 per cent.
- 2 Required the present worth of a Bill of \$185 drawn March 1, at 6 months, and discounted June 3rd, at 5 per cent. per annum.
- 3 A person promised to pay \$3000, $\frac{1}{3}$ of it immediately, $\frac{1}{2}$ of the remainder in 8 months, $\frac{1}{3}$ of what then remained in 20 months, and the balance in 14 months; what is the equated time for paying the whole?
- 4 Discuss the principles upon which the rules for bank discount and for equation of payments are based.
- 5 How much stock which is selling at 5 per cent. premium can a person purchase with stock valued at \$4256 which he owns in another company but selling at 4 per cent. below par, allowing $\frac{1}{4}$ per cent. to a broker on the sale and purchase.
- 6 Bought goods for \$1240, paid for commission $1\frac{1}{2}$ per cent., and for insurance 2 per cent., besides other expenses amounting to \$16.50; the goods were sold at \$1800; what was the gain or loss per cent?
- 7 A room is 10 ft. high and 15 ft. square; what is the distance from the lower corner to the opposite upper corner?
- 8 The length, breadth and depth of a wooden box are 4 ft., 2 ft. 6 in., and 3 ft. respectively. Find the cost of painting the outside at 28 cents per sq. yd.
- 9 In 77.2 grammes of gold how many centimetres, gold being 19.3 times as heavy as water.

*N. B.—8 Questions will be considered a full paper.**Value of Part I. 66: of Part II. 34=100.*

I. [3]

GEOGRAPHY.

Time, 1 hr. 30 m.

PART I.

- 1 *Palestine*. Its boundaries? Mountains? Describe its chief river. Name its principle towns and give important facts respecting each.
- 2 Make a list of the British possessions (a) in Asia, (b) Africa, (c) Europe, and give the natural productions of the Asiatic possessions.

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I. [6.]

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- 3 Name the rivers of great commercial importance in the German empire, and describe the course of three of them.
- 4 (a) "A maritime position gives a more humid and temperate climate than a continental position." (b) "A general slope towards the equator increases the heat." (c) "The quantity of rain is usually greatest in mountainous regions." Explain clearly the cause of each of these physical facts.
- 5 "The earth's axis is not perpendicular to the plane of its orbit." Explain this statement, use a diagram in your explanation, and give such other illustrations as would make your statements clearly understood by a class.
- 6 Show how to find the duration of twilight at a given place on a given day. Describe your mode of teaching problems on the globe, bearing in mind the fact that pupils have a tendency to memorize the statements of the book without understanding them.

PART II.

- 7 Draw from memory on the paper given you an outline map of Africa, inserting and naming the chief mountains and rivers, and bearing in mind recent discoveries.

1. [4] SCHOOL SYSTEM. Time, 30 m.

- 1 From what sources are the salaries of Teachers provided? How is School apparatus provided for? How may the purchases of School-houses or School lands be provided for?
- 2 What principles regulate (a) the amount of the County Fund, (b) the apportionment to Trustees of (1) Ordinary Districts, (2) Poor Districts?
- 3 Superior Allowance. Its amount? Its source? The principles of its apportionment?
- 4 Find the number of legal teaching days in the current Term for (a) Cities and Towns, (b) Country Districts.
- 5 Specify (a) the condition of eligibility of a School for examination for ranking, (b) the principles upon which the different ranks are assigned.
- 6 To whom do you consider a pupil guilty of truant-playing, amenable? Give your reasons.

To be worked without figuring.

1 [5] MENTAL ARITHMETIC. Time, 8 m.

- 1 Find the price of 15 yds. of cloth at the rate of \$85 per 100 yds.....Ans.
- 2 \$675 can purchase 27 acres of land; how many acres can be purchased for \$275?.....Ans.
- 3 What principal will amount to \$6,200 in 4 years at 6 per cent. per annum. .Ans.
- 4 What is the equated time for paying a debt of \$9142.85, if $\frac{1}{4}$ is payable at present, and $\frac{1}{4}$ every three months till the whole is discharged?.....Ans.
- 5 A number of persons collected \$289 in aid of a relief fund, each person collecting as many dollars as were equal to the number of collectors. How much did each collect?.....Ans.
- 6 The prime cost of goods was \$500; two per cent. was added for commission, and one per cent. for insurance. At what price must the goods be sold to gain 25 per cent. ?.....Ans.
- 7 Which is greater and what is the difference, the ratio of 7 to 56, or of 8 to 72?.....Ans.

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

- 1 Specify the general qualities of style. Explain each of the qualities and state with reference to each (a) its special aim, (b) the faculty primarily appealed to, (c) the kind of composition it is pre-eminently suited for.

- 2 Frame sentences to show the shades of meaning in the following synonyms:—
To relinquish, to abandon. To detest, to abhor. To quit, to desert.
Habit, custom. Genuine, authentic. Graceful, elegant.
- 3 Name the principal figures of Language and give an example of each.
- 4 What is a Theme? Give the different kinds of Themes and state the object of each.
- 5 Make your scheme and notes for writing a Theme on some one Historical character.
- 6 From the scheme and notes of Question 5 compose the Theme.

I. [7] ENGLISH GRAMMAR AND ANALYSIS. Time, 1 hr.

- 1 Give the different rules for the syntax of the infinitive mood with an example of each.
- 2 Show the different ways in which the words "there," "it" and "but" are employed. Give examples.
- 3 Distinguish between the Indicative and Subjunctive moods in a conditional clause. Illustrate your answer by examples.
- 4 What is the grammatical peculiarity in the following words and expressions:—"Children," "news." "The more the merrier." "Honey tastes sweet." "He is come." "I go a-fishing." Explain these peculiarities.
- 5 What are the different relations that may exist between co-ordinate clauses. Illustrate your answer by examples.
- 6 Give the general analysis of the following:—

*"There is no vice so simple but assumes
Some mark of virtue on his outward parts:
How many cowards, whose hearts are all as false
As stairs of sand, tear yet upon their chins
The beards of Hercules and frowning Mars;
Who, inward search'd, have livers white as milk;
And these assume but valour's excrement
To render them redoubt'd!"*

- 7 Give the detailed analysis of 6, in following form:—

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

- 8 Parse in tabular form the *italicised* words in the above passage.

I. [8] INDUSTRIAL DRAWING. Time, 1 hr.

- 1 What is a simple curve? A compound curve? A reverse curve? An abstract curve? Illustrate your answers.
- 2 When is the form of a leaf or flower said to be conventionalized?
- 3 Illustrate symmetrical arrangement about the centre of a square, using the ivy, maple, or oak leaf, or a flower.
- 4 What is an axis of symmetry?
- 5 Give simple examples of the following:—

(a) Horizontal repetition. (b) The Greek Fret. (c) Interlacing.

The Drawings must be at least four inches, or larger if the paper given you will allow.

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I. [9] AGRICULTURE AND CHEMISTRY OF COMMON THINGS. *Time, 1 hr.*

- 1 Name the compound substances of which the organic parts of plants and animals chiefly consist. Describe two of these substances.
- 2 In what form do plants derive carbon and nitrogen from the soil?
- 3 Name the properties of oxygen, carbonic acid, nitrogen. Describe a process for preparing one of these gases.
- 4 What are the chief artificial and natural manures? Describe the effects of two of them.
- 5 Give Liebig's theory of the "rotation of crops," and some of his illustrations in support of it.
- 6 What is the change which has been accomplished in our "improved breeds" of stock, and wherein does the improvement consist?

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

- 1 Name and describe the parts of a complete flower.
- 2 Describe the process of fertilization.
- 3 Describe any flower that you have examined.
- 4 Name two kinds of minerals, and give their general and special characteristics.
- 5 Make notes for a lesson on an Elephant, or a Camel, with a view of leading a class to infer the habits from the structural characteristics.
- 6 Describe a thermometer, and explain the principle upon which it works.

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

- 1 What do you consider the requisites for good health?
- 2 Show how you would convince a class of the necessity (a) for using soap and water, (b) of ventilation of rooms.
- 3 Describe and explain the bad effects of intemperate habits upon the human system.
- 4 What foods do you consider most suitable for health? Give reasons for two of the kinds you name.
- 5 What means would you adopt in the following cases: *Bleeding at the nose, a deep cut in the finger, burns?*
- 6 To what causes may the following be ascribed: *Round shoulders, unequal shoulders, crooked spines, contracted chests, weak eyes?* What means would you adopt to prevent such results.

I. [12] ENGLISH LITERATURE. *Time, 1 hr.**Merchant of Venice.*

- 1 Sketch the character of Shylock as developed by Shakespeare, quoting where necessary.
- 2 Give the story of the caskets, and the inscription on each.
- 3 What position do you consider Antonio to occupy in the play? What description is given of his character to show that he is worthy of the exertions made to save him?
- 4 Name the speakers of each of the following:—
 - "There is no vice so simple but assumes
Some mark of virtue on his outward parts."
 - "Let none presume
To wear an undeserved dignity."
 - "A golden mind stoops not to shows of dress."
 - "All things that are
Are with more spirit chased than enjoyed."

5

"I pray you, *think you question* with the Jew :
 You may as well go stand upon the beach
 And bid the *main flood* bait his usual height ;
 You may as well use *question* with the wolf
 Why he hath made the ewe bleat for the lamb ;
 You may as well forbid the mountain pines
 To wag their high tops and to make no noise,
 When they are *fretten* with the gusts of heaven ;
 You may as well do anything most hard,
 As seek to soften that—than which what's harder?
 His Jewish heart :"

By whom, of whom, and to whom are these words spoken? Explain the words and phrases in *italics*. Comment upon the appropriateness of the comparisons. Point out any instances of double negatives. Quote other instances of double negatives from the same Play. What kind of measure? Scan 9th and 10th lines.

I. [13]

BRITISH HISTORY.

Time, 1 hr.

- 1 Enumerate the memorable events in Britain previous to the Norman conquest and give some details respecting *one* of them.
- 2 What effect has the weakness of Kings had upon the liberties of the people? Illustrate your answer by several examples from British History.
- 3 Examine the claims of James I. and of George I. to the Crown of England.
- 4 Name the Kings that ascended the Throne with imperfect claims. Describe briefly such events in their reign as arose out of those claims.
- 5 Name the great Statesmen during the Brunswick Period and describe briefly the influence of *one* of them upon the progress of the country.

I. [14]

BOOK-KEEPING.

Time, 45 m.

- 1 Give the rules for the stating of Dr. and Cr. in the following cases :—
 - (a) When money is received of one man for the use of another, or for his own use.
 - (b) When money is lent.
 - (c) When interest is paid for money borrowed.
 - (d) When goods are bought for cash down.
 - (e) When goods are sold on credit.
- 2 Journalize the following :—
 Bought of T. Adams goods amounting to \$2,163. Paid as follows :—Cash \$628, Dobson & Co's note for \$725, due three months hence, less discount \$7.50, my own note for \$400. The balance remains on account.
- 3 What is the difference between Single and Double Entry? Which mode of Book-keeping is preferable? Why?
- 4 Explain the following :—Inventory, cheque, consignment, invoice, liabilities, assets.
- 5 Give an example of an Account Current.

I. [15]

ALGEBRA.—(MALES).

Time, 1 hr. 50 m.

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

$$1 \frac{x + \sqrt{(12a^2 - x)}}{x - \sqrt{(12a^2 - x)}} = \frac{a + 1}{a - 1}$$

- 2 Find two numbers such that their product is equal to their sum, and their sum added to the sum of their squares equal to 12.
- 3 Find the fourth root of the following :—
 $1 + 4x + 6x^2 + 4x^3 + x^4$
- 4 Show that $a^{-n} = \frac{1}{a^n}$ also multiply $a^{-2} + a^{-1} + 1$ by $a^{-1} - 1$.

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5 Rationalize the denominators of the following fractions:—

$$\frac{3+\sqrt{2}}{2-\sqrt{2}} \text{ and } \frac{2\sqrt{3}+3\sqrt{2}}{3\sqrt{3}-2\sqrt{5}}$$

6 Investigate the rule for finding the sum of a given number of terms of an Arithmetical Progression, the first term and the common difference being known; also find the sum of 12 terms of the series 20, 18, 16.

7 Show by taking the first three terms of the Binomial series for $(1+r)^n$, that a five per cent. compound interest a sum of money will be more than doubled in 15 years.

8 Prove that the reciprocals of quantities in Harmonical Progression are in Arithmetical Progression.

I. [16]

GEOMETRY.

Time, 1 hr. 30 m

1 Prove that the locus of the vertices of triangles on the same base and having the same vertical angle is the arc of a circle.

2 Prove that the angle contained by a tangent and a chord from the point of contact is equal to the angle in the opposite segment.

3 Describe in a given circle a triangle equiangular to a given triangle.

4 If a line be divided into two given parts, prove that the square on the whole line is equal to the sum of the squares on the two parts, together with twice the rectangle contained by the parts.

5 Prove that the perimeter of a triangle is less than double the sum of the three middle lines.

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

6 Prove that the bisector of the vertical angle of a triangle divides the base into parts proportional to the sides. Show that the converse is also true.

7 Prove that similar triangles are to one another in the duplicate ratio of their homologous sides.

8 Construct a triangle, having given its base, height, and the ratio of its other sides.

I. [17]

NATURAL PHILOSOPHY.

Time, 1 hr. 30 m.

1 Define *uniform*, *variable*, and *mean* velocity. How is variable velocity measured?

2 A body starts with a velocity of 80 feet per second, and the velocity decreases regularly by 10 feet a second. What will be the velocity after 7 seconds, and what space will have been passed over?

3 State Newton's three laws of motion and mention facts which serve to verify each of them.

4 State the principle of the Parallelogram of Forces and prove it so far as the direction of the resultant is concerned.

5 Name the Mechanical Powers, and express in symbols the conditions of equilibrium of two of them.

6 A rod 4 feet long has a weight of two pounds at one end, 3 lbs. at 15 inches from the end, 4 lbs. and 27 inches, 5 lbs. at 40 inches, and 8 lbs. at the other end: find at what point the rod must be supported to remain horizontal.

7 A body is projected downwards with a velocity of 50 feet per second; how far will it fall in $4\frac{1}{2}$ seconds?

8 Through what distance must a force of 3 oz. act on a mass of 16 oz. to give it a velocity of 6 feet per second?

I. [18]

GENERAL HISTORY.

Time, 1 hr. 30 m.

- 1 History as the record of man in civilization deals with but one grand division of the human family—the Caucasian. Give the main branches of the family and name the prominent historical representatives of each.
- 2 Name the three great Kingdoms that successively held sway in the Tigris-Euphrates basin, and state with respect to one of them (a) its contribution to civilization, (b) the causes of its decline or fall.
- 3 To what age or period is the siege of Troy said to belong? Give a brief outline of the siege. Advance any reasons which have lately led to the belief that the narrative rests on an actual basis of fact.
- 4 Enumerate the chief events in one of the three Periods of Grecian History.
- 5 State what you know of the Grecian Games in the following order:—(a) Their names, (b) the places at which and in whose honour they were respectively held, (c) their chief features, (d) their influence social and literary.
- 6 *The Punic Wars*. Give (a) the opening and closing dates of each, (b) the origin of each, (c) the decisive battles of the first and second, (d) a brief outline of the events of the third.
- 7 Describe the fall of the Eastern Empire in the following order:—(a) The cause of its decay, (b) the attack upon Constantinople, (c) the defence and fall.
- 8 Describe briefly the character of one of the following:—Frederick the Great, Richelieu, Napoleon Bonaparte.

I. [19]

PRACTICAL MATHEMATICS.

Time, 1 hr.

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

- 1 A quadrilateral is inscribed in a circle, and two adjacent sides make with the tangent at their intersection angles of 75° and 23° ; find the angles of the quadrilateral.
- 2 If the parallel sides of a garden be 65 ft. 6 in. and 49 ft. 3 in. and their perpendicular distance 56 ft. 9 in., what would the garden cost at £335 10s. per acre?
- 3 Find the area of a field from the following dimensions:—

Left	372	346	223	318	790	977	1015	1325	B
Base line	A	266	345	465	560	718	134	58	136
Right	146	125		162					
- 4 Find the area of the sector whose radius is 65 ft. and vertical angle 30°
- 5 What is the entire surface of a square pyramid whose slant height is 30 ft. and each side of the base 4 ft.?
- 6 Show how to find the height of a vertical object situated on a horizontal plane.

I. [20]

SCHOOL MANAGEMENT.

Time, 1 hr. 30 m.

- 1 Specify some of the arrangements and exercises you would adopt with a view of maintaining and promoting the health of your pupils.
- 2 What do you consider to be the essential conditions of wholesome School discipline?
- 3 State fully how you propose to deal with each of the following:—*Tardiness, unexcused absence, unprepared lessons, profane language, falsehood, impertinence, promptness, laughing, persistent disobedience.*
- 4 State and discuss three of the important principles involved in the construction of Time-Tables. Give a weekly allotment of time for each of the following subjects in an ungraded School:—Reading, Writing, Arithmetic, Composition, Grammar, Geography, History, Useful Knowledge Lessons, Industrial Drawing, Agriculture. Also, arrange the subjects in the order in which you think it would be best to take them up on any specified day.

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13.] I. [21]

TEACHING.

Time, 1 hr. 30 m.

- 1 Specify some of the essential conditions of successful teaching.
- 2 *Memory, conception, judgment, reason.* What is the function of each of these faculties? Briefly describe the mode you would adopt in the culture of each.
- 3 Specify the subjects in the Course of Instruction which you consider best fitted to cultivate the *powers of observation.* Give a specimen lesson to illustrate your mode of teaching any *one* of these subjects.
- 4 Describe and illustrate the mode you would adopt in teaching any *two* of the following subjects:—Arithmetic, Geometry, Geography, History, Grammar.
- 5 Standard III. of the Course of Instruction requires simple formal exercises for the production of pure tone to be begun. Show what is meant by pure tone, and describe a few of the exercises which you would give in seeking to secure it.

II. [1]

CANADIAN HISTORY.

Time, 1 hr.

- 1 Give an outline of any *one* of the Periods of Canadian History previous to the landing of the Loyalists.
- 2 *D'Aulnay and La Tour.* Their respective territorial jurisdiction? *Feuds*—causes, chief incidents and results.
- 3 *Benedict Arnold.* His career? His character?
- 4 *New Brunswick.* Its formation into a separate Province? Its first Legislature? Its chief constitutional changes till Confederation?
- 5 Explain the following terms:—Parliament, Legislature, Senate, Executive, Judiciary, Ashburton Treaty, Family Compact, Clergy Reserves, Confederation.
- 6 Name the principal events in the Dominion since Confederation, and state in what respects you consider New Brunswick has made substantial progress within this same period.

Exhibit the work.

II. [2]

ARITHMETIC.

Time, 1 hr. 30 m.

- 1 How many days of 10 hours each with two intermissions of 50 minutes each will it take to count 1 million of dollars at the rate of 5 in 8 seconds?
- 2 How many yards of cloth $\frac{3}{4}$ of a yard wide should be given in exchange for 315 yds. of the same quality but 5 quarters wide, and what is their value at the rate of \$1.50 per square yard?
- 3 A nugget of gold weighs 2 cwt. 14 lbs. (long wt.), what is its value if a British Sovereign weighs 5 dwt. 9 grains? (Answer to be given in sterling money).
- 4 A box of tea weighing 295 lbs. cost 40 cents per lb., what is the value of a box containing 136 lbs. composed of 5 parts of the same tea and 1 part of worthless black dust?
- 5 How much stock which is selling at 5 per cent. premium can a person purchase with stock valued at \$4256 which he owns in another company but selling at 4 per cent. below par?
- 6 At what rate will \$650 amount to \$916.50 in $7\frac{1}{2}$ years, simple interest?
- 7 What are the amount and compound interest of \$500 for 32 years at 5 per cent. per annum?
- 8 What is the cost of painting a rectangular surface 8 metres 3 decimeters long, and 3 metres 2 decimeters in width, at the rate of 95 cents per square metre?

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

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

II. [3]

GEOGRAPHY.

Time, 1 hr. 30 m.

PART I.

- 1 Name the watersheds of the Spanish Peninsula and the river basins separated by them.
- 2 *Rhine and Danube.* The general direction, and countries through which each flows? Chief tributaries of each? The principal towns on each river?
- 3 *British Isles. England.* Its mountain system? Seats of its great coalfields and of its cotton manufacture? Six noted battle fields? *Scotland.* Name the chief rivers on its eastern and western coasts with one town on each river and state any important facts connected with it. *Ireland.* Situation of Cork, Limerick, Londonderry, Belfast, Killarney, Armagh, and important facts connected with each.
- 4 Name the chief mountain ranges of Asia, and the countries with which they are connected.
- 5 *Africa.* Describe the Nile and name the countries that border on the Mediterranean.
- 6 Describe the trade winds.
- 7 Find by the Globe the length of a degree of longitude at any given latitude, and name six other problems which can be solved by means of the terrestrial globe.

PART II.

- 8 Draw from memory of the paper given you an outline map of Ontario inserting and naming the chief rivers and towns.

N. B.—Six Questions in Part I. will be considered the full requirement for that part.

II. [4]

SCHOOL SYSTEM.

Time, 30 m.

- 1 For what purposes and under what authority can School Districts borrow money?
- 2 What is meant by District Assessment? On what principles is it levied?
- 3 State (a) the condition of eligibility for examination for license, (b) the standards of award.
- 4 What is the nature of the Teacher's Contract with Trustees?
- 5 What is the Teacher's duty with respect to (1) Enrolment of Pupils, (2) School Registers, (3) Reports, (4) Affidavits, (5) Condition of School-room as to tidiness, (6) Discipline?
- 6 State the principles upon which Schools are ranked.

To be worked without figuring.

II. [5]

MENTAL ARITHMETIC.

Time, 8 m.

- 1 How much should be paid for 25 tons of hay at the rate of \$156 for 13 tons? *Ans.*
- 2 Sold a book at 75 cents which cost 80 cents; what was the loss per cent. *Ans.*
- 3 From the sum of $\frac{2}{3}$, $\frac{3}{4}$, and $\frac{5}{6}$, take $\frac{1}{2}$ of $\frac{1}{3}$. *Ans.*
- 4 At what rate will \$600 interest yield \$50 in two years? *Ans.*
- 5 At what price should I sell goods which cost \$400 and commission $1\frac{1}{2}$ per cent. so as to gain 20 per cent. on the total cost? *Ans.*
- 6 A house brings in $\frac{2}{3}$ of its value every 5 years; how much per cent. does it bring in each year? *Ans.*
- 7 A British sovereign is equal to \$4.86 $\frac{2}{3}$, what is the value of 200 sovereigns? *Ans.*

II. [6]

COMPOSITION.

Time, 1 hr.

- 1 Define *substitution*, *transposition*, and *enlargement*, and give an example of each.
- 2 State several important rules to be observed (a) in arranging the words of a sentence, (b) as regards the language employed.
- 3 Weave the following propositions into a compound sentence:—
 - 1 a'. He has no basin to protect himself, (*adv. clause of reason*).
 - A. You can approach to the very edge of the pipe,
 - 2 a'. The pipe was about five feet in diameter, (*attr.*)
 - + B. You can look down at the water.
 - b. The water is perpetually boiling at the bottom, (*attr.*)
- 4 Name and describe the three kinds of Composition to which a paragraph may belong.
- 5 What is meant by *Precis Writing*? Describe what you consider to be the best mode of making a *precis*.
- 6 Write an *expanded paraphrase* or *exposition* on "Things are not what they seem."

II. [7]

ENGLISH GRAMMAR.

Time, 1 hr.

- 1 Give rules for the comparison of adjectives, and make a list of those adjectives that do not admit of comparison.
- 2 Give the past tense and past participle of hurt, hide, stoop, slide, set, lay, swim, drink.
- 3 Define voice, and give examples of the objective case following the passive voice.
- 4 Distinguish between a phrase, a clause, and a sentence, and give an example of each in a sentence.
- 5 Form abstract nouns from the following adjectives:—Brief, pure, dear, intricate, warm; and give adverbs corresponding with quick, good, little, green.
- 6 Give the *general analysis* of the following:—

"Every hazard faced
And difficulty mastered, with resolve
That no one breathing should be left to perish,
This last remainder of the crew are all
Placed in a little boat, then o'er the deep
Are safely borne, landed upon the beach,
And in fulfilment of God's mercy, lodged
Within the sheltering lighthouse."
- 7 Give the *detailed analysis* in the following form:—
See Form I. [7].
- 8 Parse in tabular form the *italicised* words in the above passage.

II. [8]

INDUSTRIAL DRAWING.

Time, 1 hr.

[Same as under Class I.]

II. [9]

AGRICULTURE AND CHEMISTRY OF COMMON THINGS.

Time, 1 hr.

- 1 Name the compound substances of which the organic parts of plants and animals chiefly consist. Describe two of these substances.
- 2 In what form do plants derive carbon and nitrogen from the soil?
- 3 Name the properties of oxygen, carbonic acid, nitrogen. Describe a process for preparing one of these gases.
- 4 What are the chief artificial and natural manures? Describe the effects of two of them.
- 5 Give Liebig's theory of the "rotation of crops," and some of his illustrations in support of it.
- 6 What is the change which has been accomplished in our "improved breeds" of stock, and wherein does the improvement consist?

- II. [10] USEFUL KNOWLEDGE. *Time, 1 hr.*
- 1 What divisions do you make in the Animal Kingdom? Give also your sub-divisions of each.
 - 2 Name the organs of locomotion in the different vertebrate animals.
 - 3 Give (a) the common, (b) the distinguishing characteristics of the horse and the cow.
 - 4 Give the essential qualities of gold, of iron and of lead.
 - 5 Name the parts of the pistil and stamens of a flower and give their uses.
 - 6 How would you illustrate the upward pressure of air?
 - 7 Explain the action of the common pump.
- II. [11] CONDITIONS OF HEALTH. *Time, 45 m.*
[Same as under Class I.]
- II. [12] ENGLISH LITERATURE. *Time, 1 hr.*
- 1 "Though something, I might plain," he said,
"Of cold respect to stranger guest
Sent hither by your King's behest,
While in Tantalon's towers I stayed,
Part we in friendship from your land,
And, noble earl, receive my hand."
- Put the foregoing passage into the *indirect* form. Explain the following words: *Something, plain, behest, part*. To whom do I, *stranger guest*, and *we* refer? Where is Tantalon? Who is the author of the passage? What do you know of him and his works?
- 2 "Nor ever shall the Muse's eye
Unraptured greet thy beam;
Theme of primeval prophecy,
Be still the poet's theme."
- Paraphrase the passage, that is, express the ideas in your own words. Explain the following words:—*Muse's, unraptured, primeval, prophecy, still*. Give the derivation of *primeval* and *prophecy*. Show the relation of the derivation of the latter word to its meaning in the passage. Who is the author of the passage? Name his chief poems.
- II. [13] BRITISH HISTORY. *Time, 1 hr.*
- 1 What are the opening and closing dates, and the leading features of each of the following Periods of British History:—Norman, Plantagenet, House of Lancaster, House of York?
 - 2 Sketch the reign of Henry VII. from the following heads:—Henry's treatment of the Earl of Warwick. Cause of the termination of the Wars of the Roses. The Rebellions—their causes and results. Geographical discoveries. The power of the Nobles limited.
 - 3 Name the Sovereigns of the Stuart Period, and briefly describe the reign of *one* of them.
 - 4 Name five great events in the Brunswick Period and give some details respecting *one* of them.
 - 5 What were the following:—Act of Supremacy; Act of Uniformity; The Petition of Right; Constitutions of Clarendon?
- II. [14] BOOK-KEEPING. *Time, 45 m.*
- 1 What books are generally used in Book-Keeping? Give an example of *one* of them.
 - 2 Lost a five dollar bill. In what book shall I enter the amount, and how?
 - 3 Write a specimen of a *Draft*.
 - 4 Write a specimen *Note of Hand*.
 - 5 John Y. Pym paid R. S. Gray \$16.50 on account. Give a receipt in proper form.

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II. [15] SCHOOL MANAGEMENT. *Time, 1 hr. 30 m.*

- 1 State and comment upon *four* of the important principles relating to class management.
- 2 State the various means you would employ to maintain and promote the health of your pupils.
- 3 Name some of the expedients you would adopt to secure order in your School, and state the principles upon which they rest.
- 4 Specify some of the faults or offences committed in School, and state how you would deal with each.
- 5 Point out some of the advantages of a proper classification of pupils. State the principles which should guide you in classification.

II. [16] TEACHING. *Time, 1 hr. 30 m.*

- 1 Outline a course of lessons in Form, and make notes of a lesson to illustrate your mode of teaching the subject.
- 2 What is meant by developing ideas of number? Describe your method of teaching number, and point out the educational maxims involved in the process.
- 3 What is meant by *wordbuilding*? At what stage would you begin the process? Describe and illustrate your mode of procedure.
- 4 What qualities should you aim at imparting in teaching Arithmetic? Show how you would seek to secure them. Also, show by means of an example how you would proceed to acquaint your pupils with a new rule in Arithmetic.
- 5 What is meant by Method? Show its importance in Education.

[For Female Candidates for Class I. also.]

II. [17] ALGEBRA. *Time, 1 hr. 30 m.*

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

$$1 \quad \begin{aligned} (a+b)^2 &= \\ (a-b)^2 &= \\ (a+b)(a-b) &= \end{aligned}$$

Write the other side of the equation in each of the above, and show by means of an example how each of the three formulæ may be made use of in Arithmetical calculations.

$$2 \text{ Divide } (x^2 - 3x + 2)(x - 3) \text{ by } x^2 - 5x + 6.$$

$$3 \text{ Find the value of } \frac{x}{a} + \frac{x}{b-a} - \frac{a}{a+b} \text{ when } x = \frac{a^2(b-a)}{b(b+a)}$$

$$4 \quad \frac{x-4}{x-5} - \frac{x-5}{x-6} = \frac{x-7}{x-8} - \frac{x-8}{x-9} \quad \text{Find } x.$$

$$5 \quad 4x + y = 11. \quad \frac{y}{5x} = \frac{7x-y}{3c} - \frac{23}{15} \quad \text{Find } x \text{ and } y.$$

6 After A has received \$10 from B., he has as much money as B. and \$6 more; and between them they have \$40: what money had each at first?

7 The first digit of a certain number exceeds the second by 4, and when the number is divided by the sum of the digits, the quotient is 7. What is the number?

8 Find two numbers such that the first with half the second may make 20, and also that the second with a third of the first may make 20.

II. [18]

GEOMETRY.

Time, 1 hr. 30 m.

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

- 1 Prove that the opposite sides and angles of a parallelogram are equal, and that the diagonal bisects the parallelogram.
- 2 When two triangles have two sides of the one respectively equal to two sides of the other, but the angle contained by the two sides of the one greater than the angle contained by the two sides of the other, prove that the base of that which has the greater angle is greater than the base of the other.
- 3 What is meant by (a) the converse of a proposition, (b) the opposite of a proposition? Write the converse and also the opposite of the theorem in question 2.
- 4 Show that the diagonal of a rectangle is larger than any other straight line intercepted by the sides of the rectangle.
- 5 Two angles of a triangle are respectively $45^{\circ} 15'$, $20'$, and $86^{\circ} 12'$, $43''$, find the three exterior angles. State the geometrical principles upon which the solution depends.
- 6 Construct an isosceles triangle, the base and altitude being given.
- 7 A ladder is gradually raised against a wall; find the path of its middle point.

III. [1]

CANADIAN HISTORY.

Time, 1 hr.

- 1 *Period of Discovery.* Name the chief discoveries, and give a short account of one of them.
- 2 Briefly describe one of the battles during the Anglo-American War.
- 3 State briefly what you know of Fort Nashwaak, or the settlement of the St. Croix.
- 4 Describe the second siege of Louisburg or the Battle of the Plains of Abraham.
- 5 What is meant by Responsible Government; Confederation; the "Stamp Act"; "Canada Tenures Act."
- 6 How are appointments to the following offices made:—Of Governor General, Lieutenant Governor, Judge, Senator, Magistrate, Coroner?

Exhibit the work.

III. [2]

ARITHMETIC.

Time, 1 hr. 30 m.

- 1 How many days will it take to count a million of dollars at the rate of 1 dollar per second, the length of the day being 10 hours with two intermissions of 1 hour each?
- 2 Reduce $\frac{7}{8}$ of 10,000 acres to ft., and prove the correctness of your answer by reversing the process.
- 3 The population of a certain town was 28,000 in 1871 and 34,240 in 1881, what was the increase per cent. between these periods?
- 4 How many barrels of flour at \$6.50 per barrel should be distributed in payment of wages among 86 men who worked 42 days at the rate of 90 cents per day?
- 5 If \$7 cwt. 3 qrs. 13 lbs. (short wt.) is bought for \$93.12, how much should be paid for 1 qr. 13 oz.?
- 6 Find the sum of the values of the following:— $\frac{2}{3}$ of 1 qr., $\frac{1}{3}$ of 2 lbs., and $\frac{2}{3}$ of 13 oz.

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III. [5]

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7 If 24 men can build a wall 96 ft. long and 8 ft. in height in 15 days, how many days will be required by 36 men to build a wall 104 ft. long and 6 ft. in height?

8 Express in metres the following, and add them:—5421 centimetres, 36 decametres, and .078 kilometres.

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

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

III. [3]

GEOGRAPHY.

Time, 1 hr. 30 m.

PART I.

- 1 *North America.* Its boundaries? Its principal watersheds, plains, and lakes?
- 2 *The Saint John River.* Its source? The Counties of New Brunswick, in order, through which it flows? Its right and left hand tributaries, and the Counties through which they respectively flow? The towns in order from the source to the mouth of the river, and any noteworthy facts respecting them.
- 3 *British Isles. England.*—Its chief manufactures and their respective seats? The situation of its four largest towns? The length and general direction of its two longest rivers? *Scotland.*—Its four largest towns and the rivers on which they are respectively situated? *Ireland.*—Its chief industries? Its principal lakes and where situated?
- 4 Give four proofs of the earth's form. What is longitude? Show how it is ascertained that the difference of 1° in longitude makes a difference of 4 minutes in time.
- 5 Give three instances to show that mountain ranges generally run in the direction of the greatest length of the land. What is meant by the climate of a country? Name at least four of the conditions upon which climate depends.

PART II.

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

III. [4]

SCHOOL SYSTEM.

Time, 30 m.

- 1 What is the constitution of the Board of Education?
- 2 What are the sources from which Education is supported?
- 3 Under what conditions can Trustees substitute Saturdays for teaching days?
- 4 What should be the minimum capacity of a School-room?
- 5 What inducements are held out to Districts to employ a Licensed Class-Room Assistant?
- 6 What provision is made so that *The Educational Circular* shall be accessible to every Teacher?

To be worked without figuring.

III. [5]

MENTAL ARITHMETIC.

Time, 8 m.

- 1 60 lbs. of sugar are worth 15 lbs. of tea; how many lbs. of tea are worth 360 lbs. of sugar?.....*Ans.*
- 2 Add $\frac{3}{4}$ and $\frac{1}{2}$, and from the sum take the sum of $\frac{1}{3}$ and $\frac{2}{3}$*Ans.*
- 3 How many parcels each $1\frac{1}{2}$ lbs. avoirdupois can be made out of 720 ounces of tea?.....*Ans.*
- 4 If 3 lbs. of butter cost $\frac{3}{4}$ of a dollar what will 10 lbs. cost?.....*Ans.*

- 5 260 barrels of flour were bought at \$6 per barrel ; what is the commission at 2 per cent., and what is the total cost of the flour?.....*Ans.*
- 6 If one man can do a piece of work in $85\frac{1}{2}$ days, how many men should do it in $5\frac{1}{2}$ days?.....*Ans.*
- 7 After giving away $33\frac{1}{3}$ per cent. of \$90, how much remained?.....*Ans.*

III. [6]

COMPOSITION.

Time, 1 hr.

- 1 Make such corrections in the following sentences as you think necessary:—He has fell in the river twice. His vitality and power is very evident. I have no reminiscence of that event. I detest being in debt. I abhor treachery. That man gave up his party, quitted his parents, and deserted the country for ever. The prisoner avowed the crime of which he was accused. He has forsaken the claims he used to put forward. I think the sentence of the judge was very austere.

2

“Yes, proof was plain that since the day
When this ill-fated traveller died,
The dog had watched about the spot
Or by his master's side:
How nourished there through that long time,
He knows who gave that love sublime;
And gave that strength of feeling great,
Above all human estimate.”

Put the above in prose form in answer to the following questions:—What proof was plain? How long had the dog watched? What do you suppose kept the dog alive during the long time? Who knows how it was nourished?

- 3 Write a short letter making application to the Secretary of Trustees for a vacant School.

III. [7]

ENGLISH GRAMMAR AND ANALYSIS.

Time, 1 hr.

- 1 Define Noun, Pronoun, Verb, Mood, Tense.
- 2 Give the cases of the first personal pronoun, and the masculine form of the third personal pronoun.
- 3 Give the past tense and past participle of the following verbs:—Blow, go, run, drown, get, smite, fall.
- 4 Of the following adjectives compare those that admit of comparison:—Near, happy, many, perpendicular, old, square, full, eternal.
- 5 Define a complex sentence and give an example.
- 6 Give the *general* analysis of the following:—

“Her timbers yet are sound,
And she may float again,
Full charged with England's thunder,
And plough the distant main.”

- 7 Give the *detailed* analysis in the following form:—

See Form I. [7].

- 8 Parse in tabular form the *italicised* words in the above passage.

III. [8]

INDUSTRIAL DRAWING.

Time, 1 hr.

[Same as under Classes I. and II.]

III. [9]

AGRICULTURE.

Time, 1 hr.

- 1 Name the important inorganic substances usually found in cultivated soils. Briefly describe two of these substances.
- 2 What are the principal substances which constitute the organic matter of plants?
- 3 Upon what does the fertility of the soil depend?
- 4 Point out the mechanical action of lime upon heavy clay soils.

- 5 What is meant by "rotation of crops"? What is Leibig's theory? How did he support it?
- 6 Point out the advantages of proper ventilation in connection with the rearing of cattle.

III. [10]

USEFUL KNOWLEDGE.

Time, 1 hr.

- 1 Name the chief combustible minerals of the Province, and state where they are found.
- 2 Mention some of our native woods that are most valuable (a) for building material, (b) as ornamental woods.
- 3 Compare the pine and the birch with respect to (a) their foliage, (b) their bark, (c) their wood and its uses.
- 4 Name the chief domestic and wild animals of the Province.
- 5 Name the organs of sense and give notes for a lesson on one of them.

III. [11]

CONDITIONS OF HEALTH.

Time, 45 m.

[Same as under Classes I. and II.]

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EDUCATIONAL INSTITUTE OF NEW BRUNSWICK.

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

FIFTH ANNUAL MEETING, JULY 12-14, 1881.

I. OFFICIAL MINUTES.

First Session.—Tuesday Afternoon.

The fifth annual meeting of the Educational Institute convened in the Exhibition Hall of the Victoria School Building, in the City of St. John, on Tuesday, the 12th of July, 1881, at half-past two o'clock, p. m.:—THEODORE H. RAND, D. C. L., Chief Superintendent of Education, in the Chair.

After a few appropriate words from the Chairman, a choir of ladies and gentlemen, under the leadership of Messrs. T. H. Hall and H. S. Bridges, A. M., favored the Institute with an inspiring chorus.

The members present, to the number of nearly seventy, were then enrolled by the Secretary.

Read REPORT OF EXECUTIVE COMMITTEE, as follows:—

REPORT.

The Executive Committee met at the Normal School, Fredericton, in December, for the transaction of business when, under the amended regulation, there were present as *ex officio* members, in place of the Provincial Examiners, four of the Inspectors of Schools.

2. At the meeting then held, a letter from the Chief Superintendent of Education was read, reporting for their information (1) the fact that the suggestions of the Educational Institute, relative to the existing Courses of Instruction, together with the subsequent recommendations of the Inspector and the Chief Superintendent, had been substantially adopted by the Board of Education; and (2) the following order of the Board:

Ordered, That the Board of Education will be pleased to receive and consider any suggestions for the choice of *Text-Books*, which may be from time to time submitted to the Board by the Executive Committee of the Educational Institute.

3. Arrangements were then made for the present meeting of the Institute, which have been embodied in the printed programme.

4. Pursuant to the amended regulation in this behalf, it will be necessary for the Institute to elect eight of its members to be members of the Executive Committee, instead of six as formerly.

5. At a meeting held this day in the Victoria School, the accounts of the Secretary-Treasurer were audited and found correct. The total receipts for the year ended July 12th inst., amounted to \$112; the whole of which have been expended, leaving a balance of \$53.29 due the Secretary.

(Signed)

HERBERT C. CREED,

Sec.-Treas. of Ex. Committee.

The following gentlemen were severally nominated and elected to compose the *Nominating Committee*:—Messrs. JOHN MONTGOMERY, of Carleton, THOS. STOTHART, of St. John, JAS. R. MACE, A. M., of Fredericton, J. G. MCCURDY, of Moncton, and JOHN LAWSON, of Portland.

Having retired for consultation and returned, the Nominating Committee, through their Chairman, reported the following names:

For Secretary—H. C. Creed, A. M., of Fredericton, and G. R. Parkin, A. M., of the same place.

For Assistant-Secretary.—David Wilson, A. B., of Gagetown, G. W. Mersereau, A. B., of Bathurst, and A. J. Denton, A. B., of Shediac.

Mr. Parkin declined the nomination, whereupon Mr. CREED was re-elected to the office of *Secretary*.

On motion, Mr. MERSEREAU was elected *Assistant-Secretary*.

The Chairman urged upon all present who were eligible to membership to enrol themselves as members and give their aid in bearing the expenses of the Institute. He announced that Professor Walter Smith, of Boston, was now in the city, and that he would be pleased to receive and answer any questions that might be handed

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in by Teachers in relation to the subjects of Industrial Drawing and Art Education.

Mr. JOHN MARCH, Secretary to the Board of School Trustees of St. John, invited the teachers and others present to visit the School-rooms in the Victoria building, where specimens of the pupils' work might be seen, and informed them that a fine view of the city might be obtained from the top of the building.

The Chairman announced that through the kindness of Mr. D. P. Chisholm, the managers of the Mechanics' Institute had caused their museum to be thrown open to members of the Institute each day from 5 to 7 o'clock, p. m.

On motion, the Institute adjourned at 3.40 p. m.

Second Session.—Tuesday Evening.

The Chief Superintendent took the Chair at 8 o'clock, p. m., and called upon the choir, who sang an anthem, after which the Rev. James Bennet, D. D., offered prayer.

The minutes of first session were read and approved.

There were upon the platform His Honor the Lieutenant Governor, His Worship the Mayor of St. John, Professor Walter Smith, the President of the University of N. B., other members of the Executive Committee of the Institute, and several clergymen.

WILLIAM CROCKET, A. M., Principal of the Normal School, delivered the opening lecture, upon the subject of "Educative Instruction."

Music being again called for, the audience were favored with a vocal solo by Miss McInnis, with piano accompaniment.

The Chairman here introduced HIS WORSHIP THE MAYOR, who briefly addressed the Assembly, and welcomed the members of this Provincial Institute to the City of St. John.

His Honor the Lieutenant Governor who had come from Fredericton for the purpose of attending this meeting, expressed his good will toward the Teachers, and gave reminiscences of his own school life.

After the singing of Buck's "Festival Hymn" by the choir, the Institute adjourned.

Third Session.—Wednesday Morning.

The Chief Superintendent called the Institute to order at 9.45 a. m.

The minutes of the last session were read and approved.

The Secretary presented a report from the Executive Committee, recommending the Institute to confer honorary membership upon PROFESSOR JOHN BURWASH, A. M., of Mount Allison College, Sackville. On motion, the recommendation was unanimously adopted.

The Secretary made announcements respecting enrolment and travelling passes.

The Chairman called for the order of the day,—the report upon the proposed Course of Instruction for High Schools and High School Classes, prepared by a special committee appointed for the purpose by the Executive Committee in December last.

Mr. PRINCIPAL CROCKET, Chairman of the committee, introduced the subject by reading the prefatory remarks made by himself in reporting to the Institute on the High School Course last year [See Educational Circular, No. 12, page 358], and rehearsing the steps taken by the Executive Committee this year with a view to eliciting the opinions of teachers engaged in High School work. He placed the Course before the Institute in substantially the same form as last year.

Mr. H. S. BRIDGES, A. M., of St. John, a member of the committee, read a part of a report by himself, differing in some particulars from the views of Principal Crocket.

Mr. Crocket moved the adoption of the High School Course as reported to the Institute last year and published in the Educational Circular. Mr. Denton seconded the motion.

Remarks were made by Messrs. DENTON, CHIPMAN BISHOP, of Hillsboro, Surrey, Albert Co., PARKIN, of Fredericton, J. G. A. BELVEA, of Portland, JOHN MARCH, of St. John, and Dr. JACK.

Mr. Denton moved as an amendment—that the proposed Classical and Modern Courses be amalgamated, and that the selection of the optional subjects which shall be indicated by the Board of Education be left to the Boards of Trustees of the various Districts. Mr. Montgomery seconded the amendment.

Messrs. J. M. COYNGRAYHAME, of Newcastle, Mir., W. PARLEE, of Portland, C. BISHOP, J. G. A. BELYEA, G. W. FENWICK, A. B., of Fredericton, PRINCIPAL CROCKETT, DENTON, CREED, McCURDY, and D. MORRISON of St. John, spoke to the question.

Mr. Creed moved as an amendment to the amendment, seconded by Mr. Montgomery,—That the report of the committee and suggestions made in the course of the discussion be referred to a select committee of seven teachers engaged in High School work, including one or more of the present committee, to report thereon at to-morrow morning's session.

Further remarks were made by Messrs. DENTON, PARKIN, BRIDGES, MARCE, BELYEA, S. C. WILBUR, A. B., of Moncton, DR. JACK, and INSPECTOR GAUNCE.

The question being taken, the amendment to the amendment was carried unanimously.

The following committee was accordingly appointed:—Messrs. Parkin, Crockett, Bridges, Montgomery, Denton, Mersereau and A. W. Wilkinson, A. B., of St. Andrews.

On motion, the Institute adjourned at 12.20 p. m.

Fourth Session.—Wednesday Afternoon.

The Chief Superintendent having taken the Chair at 2.30 p.m., the minutes of the morning session were read and approved.

The Chairman introduced PROF. WALTER SMITH, State Director of Art Education in Massachusetts, who had accepted the invitation of the Executive Committee to come to the Province for the purpose of addressing this Institute upon the subject to which he had devoted his life.

Prof. Smith discoursed for nearly two hours upon the subject of *Industrial Drawing*.

At the conclusion of his address, the professor invited the assembled teachers to examine a collection of specimens of the work done in the Massachusetts Normal Art School, illustrating almost every variety of drawing and painting, as practised during the three years' course in that institution, and also the test-papers in free-hand drawing done by all the pupils in two of the advanced schools of Boston. All these were conveniently displayed for examination.

The Institute adjourned at 4.45 p. m.

Fifth Session.—Wednesday Evening.

In the absence of the Chief Superintendent, W. BRYDENE JACK, D. C. L., President of the Provincial University, took the Chair, at 8 o'clock, p. m.

The minutes of the last session were read and approved.

The Chairman, with a few prefatory remarks, announced the first subject for discussion this evening: viz.—“*The co-operation of parents, trustees, and the community essential to the fullest success of the Teacher's work.*”

Mr. G. R. PARKIN, A. M., by previous appointment, opened the discussion: it was followed by Messrs. WILLIAM STEWRIGHT, of Newcastle, C. B. WATNEY, of St. Stephen, CREED, CROCKETT and BISHOP.

At half-past nine o'clock, the Chairman brought the discussion to a close, and called upon Mr. A. J. DENTON, A. B., who read a paper upon the question “*Compulsory Attendance at School—is it advisable and practicable?*”

At the conclusion of Mr. Denton's paper, the hour of ten having arrived, the Institute adjourned.

Sixth Session.—Thursday Morning.

The Chief Superintendent took the Chair at 9.30 a. m.

The minutes of the last session were read and approved.

The Chairman invited PROFESSOR BURWASH of Sackville to a seat upon the platform, welcoming him to the membership of this Institute, and thanking him for the active assistance he had rendered in promoting the interests of the teaching profession and the work of education, in the County Institutes, on the more public platform and otherwise.

Professor Burwash briefly responded, thanking the Institute for what he deemed an honor conferred upon him.

PROFESSOR WALTER SMITH resumed the consideration of *Industrial Drawing*, reviewing some of the principles previously laid down, and introducing a number of practical exercises and suggestions for Teachers.

During an intermission in the Professor's work, Mr. INSPECTOR COX, Chairman of a Committee appointed by the Executive Committee for the purpose, introduced the following resolution in reference to the enrolment of pupils for entrance upon the first Standard of the Course, which was seconded by Mr. D. Morrison:—

Whereas, Teachers find that much of their time in school is comparatively frittered away owing to multiplicity of classes in Standard I., arising from the practice of admitting children who are not prepared to join the lowest division of the primer class, at all times during the school term; and

Whereas, This necessarily makes it impossible for Teachers to give that time and attention to the more advanced classes such classes can honestly claim, and not only results in injustice being done to these classes, but also the Teachers themselves whose prospects of receiving the full remuneration which their labors entitle them are often for this reason not realized; and

Whereas, The practice arises in the majority of cases from the fact that parents do not understand the importance of enrolling such children as pupils as early as possible in the term; and

Whereas, The adoption of a fixed time for such enrolment would facilitate their progress through the subsequent Standards by preventing any undue strain to overtake the work fully;

Therefore Resolved, That for the above and other reasons it is the opinion of this Institute that such action should be taken by the Board of Education to limit by regulation the time or times at which such enrolment be made.*

On motion of the Secretary, the further consideration of the resolution was deferred until the afternoon session, then to be first in the order of business.

PROFESSOR SMITH resumed the platform and proceeded to discuss (1) *The proper use of the blackboard in teaching drawing*, and (2) *the treatment of original design*.

He also answered a few questions sent him by Teachers in response to invitation.

The Institute adjourned at 12.45 p. m.

Seventh Session.—Thursday Afternoon.

The Institute having been called to order at 2.30 p. m., by the Chief Superintendent, the minutes of the morning session were read and approved.

The order of the day being taken up, namely, the consideration of the resolution moved by Mr. Inspector Cox, remarks on the subject were made by Messrs. MORRISON and STEVEWRIGHT. Dr. RAND, Messrs. WILBUR, PRINCIPAL CROCKET, INSPECTOR MULLIN, D. P. CHISHOLM of St. John, McCURDY, INSPECTOR COX, ELVEA, INSPECTOR WETMORE, INSPECTOR OAKES, and CREED.

On motion of Mr. DENTON, seconded by Mr. Parkin, the report embodying the resolution was referred back to the committee for amendment.†

Mr. PARKIN, Chairman of the committee to whom was referred the consideration of the proposed *High School Course*, presented the following

REPORT.

The committee appointed to report on the High School Course beg to recommend that, for the City of St. John and Fredericton, and for other towns which may decide to adopt it, the Course as set forth in the *Educational Circular*, [No. 12] be adopted, with the amendments herewith suggested, and that the facilities are provided by the Trustees for carrying out the requirements of the double course as set forth therein.

In arriving at this conclusion with regard to retaining the double course for larger communities which desire it, the committee have been influenced chiefly by the statement made to them by Mr. PARKIN, Secretary of Trustees for the City of St. John, that the Board of Trustees were prepared to

* Res. 10-11, passed at the Eighth Session.

† Res. 10-12, passed at the Eighth Session.

so improve the accommodation and increase the working staff of the Grammar School that a due course could be properly carried out.

The amendments to the printed course suggested by the committee are as follows:—

IN STANDARD IX.

Latin. Omit "Nepos," and substitute "Review of Bryce's First Book (if necessary) with Caesar,"

IN STANDARD X.

Latin. Omit "Metamorphoses and Fasti of Ovid as in Bryce's Second Book," and substitute "Virgil's *Æneid*, Books I. and II.

IN STANDARD XI.

Latin. Omit "Virgil's *Æneid*, Book I." and substitute "Horace, Odes, Book I." For "Cicero Pro Lege Manilia," substitute "Cicero, as fixed by the University Matriculation Examination."

Greek. Omit the words from "Xenophon's" to "Second Book," and substitute "Xenophon's Homer, as fixed by the University Matriculation Examination from year to year."

IN STANDARD XII.

Latin. In place of the words going before "Reading," substitute "Horace, *Ars Poetica*; Book V.; or equivalents."

For High Schools in localities other than those mentioned above, the committee recommend the two courses as printed in the Circular be amalgamated as follows:—

STANDARD IX.

(1) *Prescribed Subjects:*

Reading and Literature to stand as at present.
Composition as at present in Modern Course. In addition, for classical pupils, the *Composition* as in Classical Course.

History. Greek and Roman (Swinton or Collier).

Industrial Drawing, Writing, Singing. As in Modern Course.

Arithmetic, Geometry, Algebra. As in Modern Course.

Geography. As in Modern Course, excepting South America.

Plant Life, Animal Life. As in Modern Course.

Physics. Completion of Hotze's *Physics*, together with Useful Knowledge Lessons, Reader VI.

(2) *Optional Subjects*, one of which must be studied:

Latin as suggested in Double Course, and *Greek*,—equivalent to *Book-keeping* and *Maintenance of Surfaces* as given in Worthell, completed.

(3) *Purely optional Subjects: French and German.*

STANDARD X.

(1) *Prescribed Subjects:*

Reading and Literature. As at present.

Composition. Themes—Narrative, Descriptive and Expository (Advanced Text-Book). Paraphrase of passage from English Classic under consideration, monthly. *For Classical Scholars*,—Translation written from Latin author monthly. *For English Scholars*,—An original composition at least monthly.

Grammar. As in Modern Course.

History. Ancient Oriental Monarchies, with review of Greek and Roman History (Swinton or Collier).

Industrial Drawing, Writing, Singing, Geometry, Algebra. As in Modern Course.

Geography. Remainder of Geography of Europe in detail.

Plant Life, Animal Life. As at present.

(2) *Optional Subjects*, one of which must be studied:

Latin and *Greek* as suggested above (in Double Course),—equivalent to *Logic, Land Surveying, Trigonometry, and Natural Philosophy*, as in Modern Course.

(3) *Purely optional Subjects: French and German.*

STANDARD XI.

(1) *Prescribed Subjects:*

One of the Courses as laid down in the Circular, with the exceptions in Classics recommended in STANDARD XII. As at present.

(Signed)

G. R. PARKIN, Chairman

Moved by Mr. D. MORRISON, seconded by Mr. Wilbur, that the report received, and referred to a select committee, as suggested by Mr. Parkin, to report next year.

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Messrs. J. G. A. BELYEA, F. H. HAYES, CHISHOLM, MONTGOMERY, CREED, WILBUR, McCURDY, G. U. HAY, of St. John, INSPECTOR WETMORE, and the Chairman spoke to the question.

It was moved as an amendment by Mr. Creed, seconded by Mr. Mace, and

Resolved, That the report of the Committee be adopted provisionally for the ensuing year; that the course, as amended, be printed for the information of Teachers interested; and that a special committee on the course be appointed, to be at the call of the Chief Superintendent if necessary.

On motion, the seven gentlemen composing the present committee (see Minutes Third Session), with the addition of Mr. Wilbur and Mr. Mace, were constituted the committee required by the foregoing resolution.

Mr. G. F. MATTHEW, A. M., of St. John, being introduced to the Institute by the Chairman, read a paper upon *The Useful Minerals of New Brunswick, and the practical means of promoting a general acquaintance with the subject through the schools of the country.* He illustrated his lecture by reference to a selection of specimens of the various mineral species and rocks mentioned, which he invited the Teachers to examine.

A descriptive catalogue of the minerals of New Brunswick, prepared by Mr. Matthew, was kindly placed by him at the disposal of the Chief Superintendent of Education, for the benefit of the Teachers.

PROFESSOR BURWASH, by request of the Chairman, briefly addressed the Institute, giving practical suggestions for dealing with the subject of minerals in Schools.

The Nominating Committee, through Mr. Montgomery, Chairman, presented their report, submitting the names of sixteen gentlemen as candidates for election as members of the Executive Committee: viz., G. R. Parkin, A. M., of Fredericton, D. P. Chisholm, of St. John, G. W. Mersereau, A. B., of Bathurst, J. G. McCurdy, of Moncton, G. H. V. Bulyea, A. B., of Sheffield, Berton C. Foster, A. B., of Fredericton, A. W. Wilkinson, A. B., of St. Andrews, David Wilson, A. B., of Sackville, S. C. Wilbur, A. B., of Moncton, Chas. G. D. Roberts, A. B., of Chatham, Stephen Bishop, of Surrey, Thomas Stothart, of St. John, W. B. Wiggins, of Jacksville, F. T. Miller, of Canterbury Station, A. J. Denton, A. B., of Shediac, and John Lawson, of Portland.

Mr. Denton declined the nomination.

On motion, the report was received, and the names referred to ballot.

The Chairman named as tellers Mr. John March, Mr. Inspector Cox, and Mr. Inspector Gaunce, who presently reported that the following gentlemen had received the largest number of votes:

GEORGE R. PARKIN, A. M., GEORGE W. MERSEREAU, A. B., DAVID P. CHISHOLM, GEORGE H. V. BULYEA, A. B., SAMUEL C. WILBUR, A. B., EDWIN T. MILLER, JAMES G. MCCURDY, and THOMAS STOTHART.

These gentlemen were therefore declared *members of the Executive Committee* for the ensuing year.

On motion, the Institute adjourned.

Eighth Session.—Thursday Evening.

The Chief Superintendent of Education took the Chair at 8 o'clock, p. m.

The minutes of the last session were read and approved.

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

Resolved, 1. That the thanks of the Institute be tendered to Mr. Principal Crockett, Mr. Denton and Mr. Matthew, for their very able and instructive papers read before the Institute.

Resolved, 2. That the thanks of the Institute be given to the Board of School Trustees of the City of St. John for the use of the Victoria School building on this occasion.

Resolved, 3. That in the opinion of this Institute, it is desirable that the Trustees of Schools throughout the Province shall arrange, as far as practicable, that the admission of pupils to the first division of the First Standard be at the beginning of the school term or school year.

On motion, these resolutions were unanimously adopted.

PROFESSOR BURWASH, by request of the Chairman, spoke briefly at this stage, in reference to the subject of the evening, being obliged to leave the meeting early.

Music being called for, the choir sang a lively chorus.

The Chairman, with a few prefatory observations, introduced the lecturer of the evening, PROFESSOR WALTER SMITH, who addressed the Institute upon the subject of *Industrial Art Education*.

At the conclusion of the lecture, the Secretary moved the following resolution which was seconded by Mr. Bridges, and carried by acclamation.

Resolved, That this Educational Institute, recognizing the value of the eminent services rendered by Prof. Walter Smith as an educator, especially as a leader in the direction of Art Education, and convinced that the earnest and instructive addresses with which he has favored us must be productive of the best results in the Schools of this Province, do now tender to Prof. Smith our hearty thanks for what he has done for us.

The vote of thanks was conveyed by Dr. Rand to Professor Smith, who heartily responded.

HON. JOHN BOYD, Senator, being called upon, made an entertaining speech which was followed by a piece of music.

The Chairman tendered the hearty thanks of the Institute to the choir for their excellent music.

A vote of thanks to Dr. Rand for the able and kindly manner in which he has presided during the sessions, was moved by Mr. Denton, seconded by Mr. Bridges and heartily accorded.

The Institute then adjourned until next year.

(Signed) HERBERT C. CREED, *Secretary*.

(Signed) THEODORE H. RAND, *Chief Superintendent*.

MEMORANDUM.

SUMMARY OF MEMBERS IN ATTENDANCE.

Teachers enrolled as Members.....	106
Inspectors, Trustees and Secretaries, enrolled as Members.....	7
Members <i>ex officio</i>	7
Honorary Members.....	3
	123

NUMBER FROM EACH COUNTY.

Albert.....	6	Queens.....	
Carleton.....	2	Restigouche.....	
Charlotte.....	10	St. John,.....	
Gloucester.....	4	Sumbury.....	
Kent.....	3	Victoria.....	
Kings.....	8	Westmoreland.....	
Northumberland.....	7	York.....	

Gentlemen, 80; Ladies, 40.

VISITORS.

Besides a large number of Teachers not members of the Institute, there were present at some of the sessions His Honor the Lieut. Governor, Hon. G. E. King, Judge of the Supreme Court (honorary member), Hon. John Boyd, Senator, Simon Jones, Esq., Mayor of St. John, Professor Lawson of Dalhousie College, Halifax, Professor Burwash (honorary member) of Mt. Allison College, Sackville, Rev. James Bennet, D. D., Rev. D. McRae, D. D., Rev. D. Waters, LL. D., Rev. W. M. Weeks, Wm. Elder, A. M., M. P. P., (honorary member), Wallace Turnbull, Esq., J. V. Ellis, Esq., Alex. Barnhill, Esq., Thomas E. Millidge, Esq., and many others.

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II. PAPERS, ADDRESSES AND DISCUSSIONS.

A.—Opening Lecture by William Crockett, A. M.

EDUCATIVE INSTRUCTION.

Most men look at things in the direction of their own tendencies. They see properties in which they are interested but fail to perceive what does not immediately concern them. The carpenter sees in the tree the boards for his workshop, the lumberer the deal for the market, the botanist the characteristics of its structure and the poet "a thing of beauty and a joy for ever." In the granite rock the builder sees the corner stone of a noble edifice, the sculptor the full proportions of a finished statue, and the geologist reads the story of the olden times. So it is with the subject of Education. The clergyman sees in it the elevation of the masses, the politician the diminution of crime, the practical man the training for a particular pursuit, the parent the passport to the position he contemplates for his son, and the miserable bachelor nothing but a bill of expense. The subject is rich in so many interests, and has so many aspects, that every man is more or less concerned with it, and has got his own notions regarding it. Formed as these generally are, not upon a search for principles, but according to the bias or tendency of the individual, it is not to be wondered at that opinion regarding its subjects, methods, and results should be so conflicting. One man would limit the subject to the three R's, another would embrace whatever subjects are required to fit the pupil for the business of life. One man ignores method, and makes knowledge paramount, another coordinates knowledge to method. One man believes that the diffusion of education will diminish crime, another believes nothing of the kind—it may give it a different direction, but statistics prove that it does not diminish it. Thus the contest has been going on for many years and will continue until fundamental principles are generally known and recognized.

What is the grand ideal underlying all this agitation, all this interest, all this desire for the diffusion of education? Is it merely that the pupil may be crammed with so much knowledge? Does the man who would limit the subjects of instruction to the three R's ask for simple knowledge? Does he not expect faculty—faculty to read words and sentences distinctly, to handle the pen and form letters, and to manipulate numbers? To aim at this is to aim at endowing the pupil with a power which he had not before. This as far as it goes is capacity acquired through the instrumentality of these subjects. When the Province at the beginning of the century granted £10 to each parish to encourage only two of the three R's—Reading and Writing, it intended that the pupils should acquire the power to read and write—that they should be *trained to do* the things specified. When Lord Brougham after the French Revolution sounded the note of the education of the people, it is true that the favorite phrase was the diffusion of knowledge among the people—*useful knowledge*. But here accompanied it the aphorism which is still current—"Knowledge is power." Knowledge is not itself power. Power is the result of the effort put forth to acquire knowledge. It would then seem that unless the diffusion of education give faculty, power, capacity, the grand national idea underlying education is not realized.

This underlying idea is the one that has run through the ages, however much in our practice we may depart from it. The old Persian ideal of education was one of capacity not of acquisition.—To be able to shoot with the bow and to speak the truth. The accomplishments of the perfect Knight were not what he knew, but what he was and could do. Among the Greeks knowledge as mere knowledge did not count much.—They aimed not at the acquisition of knowledge but at the acquisition of perfect habit. Philosophy was a life, not a system which could be written down on paper. Such was the idea as it grew out of Greek experience. It is true there were then as there are in our own day professional crammers—men who defended cram on principle. There were the Sophists, teachers who undertook to furnish their pupils with ready-made talk, which could be produced on any occasion. One could make a speech or write a leader on any side of any question without knowing anything about it. During that brilliant period of Athenian history about two centuries before the death of Pericles when almost all the citizens were equally well qualified to fill offices or conduct business, these crammers had little foothold, but as Greece went down in virtue, honesty and patriotism these crammers came more and more to the front, and the term *crammer*—which in the good time was held in reproach, lost its offensive construction and came to mean simply a public teacher. But this was the extremity and decay. In the uncorrupt time education was the agency by which character was to be formed and capacity acquired. And this is the grand central ideal, in whatever form we may seek to realize it, that the modern spirit is more and more casting about to realize.

The proper aim of the Teacher is: to aid in the realization of this conception—the evolving of the pupil's powers so as to fit him for action in any useful sphere. The powers of the intellect are to be brought out and character formed as far as time and circumstances permit.

How can the school aid in the realization of this ideal? The pupil's powers can only be evolved according to natural law. We may cram him with knowledge, may strain his memory to the utmost capacity, but if the mind does not grow in this way, we cannot thereby produce healthy faculty any more than we can produce a healthy plant except through the laws of its growth. Let us consider for a moment the laws stamped upon the mind by the

teacher. We see that the mind first expands through contact with the external world. By means of the sense impressions are made upon it. The child sees a tree one day and another the next and so on, and comes to form some idea as to what a tree is. He is not able to define it, but he knows what it is. He has made an induction of his own. This is a natural law, and so in regard to actions. He sees that one thing is to be beneficial, and another and another, and he soon comes to select that which is beneficial. But this is not all in this simple operation. Every perception is accompanied with some feeling or emotion and some desire. Watch for instance how a child acts while looking at the beautiful playmate.

We have then three aspects in which objects affect the mind. They form perceptions, give rise to feelings or emotions, and awaken desires. Further, when a sufficient number of perceptions have

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been thus formed, a higher operation takes place. The mind detects similarities, it unites them into groups or classes, and thus gradually rises from the individual to the general, from the concrete to the abstract. In the case of the feelings the child learns to love what is worthy of being loved, and from doing this in particular cases its affections enlarge until groups are embraced; it then sets its desires on what is really desirable and seeks to attain it. These are the laws of mental growth—perception through the senses, from individual or particular cases to general laws, from the concrete to the abstract—and their violation will be followed by such penalties as are consequent upon the violation of physiological or any other natural law.

In our haste to impart knowledge we are apt to ignore these laws—to give the child his perceptions of an object through verbal description, instead of bringing him into contact with the object itself or representation of it—to give him the abstract by way of rule and definition instead of leading him step by step through concrete examples. In our lessons in natural science, we seek rather to begin with the classification and generalizations of naturalists than to bring the pupil into contact with nature itself and lead him up to her laws. In the case of the feelings it is not uncommon for us to expatiate upon a virtue before the pupil has had sufficient experience to enable him to apprehend what we mean.

The instrument through which the Teacher seeks to educate the pupil is instruction. Instruction is the means, education the end. We have not now to discuss what subjects are best suited to accomplish the end. We have settled that question according to the best of our judgment. We believed that the study of the two great subjects, *man* and *nature*, meets the wants of the human mind and forms the only sure basis for action. Hence we divided our course into the two subjects—*Language* and *Natural History or Science*.—Language as the expression of man's inner life,—Natural Science as the expression of the external world. Whatever aptitudes a pupil may afterwards exhibit for the one or the other of the two great lines of study, and whatever provision University Curricula may make to meet the wants of its students, I believe that we were guided by the soundest principles not only in conjoining both subjects in our Course, but in assigning equal value to each, and though in places not remote, it has been sneeringly and flippantly assailed, it was only to bring out its value and power.

It is in the mode employed in using the Course just as it is in the proper application of any instrument, that its effectiveness depends. The mode must be consistent with the end in view. The modes may vary and will vary. The particular plan which one man adopts may be ill suited to another. A mode which is effective in some circumstances, may be fruitless in others. The thinking man will shape his mode to suit himself and his circumstances. It is here that the Teacher ought to have full scope to take the fullest freedom. But principles do not change. They are the eternal light that guide us amid all the vicissitudes of circumstance and condition. And here it is that the Teacher is restricted. He cannot without frustrating the true aim adopt a mode opposed to the laws of mental growth—he cannot put the abstract before the concrete—the general before the particular.

One fundamental principle in educative instruction arising out of these laws is *clearness* and *accuracy* of ideas. However few these ideas may be there can be no basis for further progress until they become distinct and accurate. The external world first furnishes the only means to this end, and here the child's first lessons must begin. He is not to be taught geology, zoology, plantology or any otherology. To attempt this is to attempt impossibilities. It is only a mature mind that can grasp any of these as a science. But these sciences supply endless materials for giving distinct notions of things. But this can only be done when the things themselves are presented. Mere statements about them is of no more value to a child's conceptions than is a description of colour to a blind man. How useless, for example, is a lesson on a leaf if the object is not submitted for examination and its properties determined by the pupils themselves? To describe its form, its outline and venation without inspection, not only deprives the child of the means intended for its early culture, but is a sure way to impart false conceptions. Test the result of teaching by mere statement and you will find that the most absurd and incongruous notions are entertained— notions which if ever they become accurate and distinct only do so through experience of the things themselves. On the other hand, if the leaf is submitted and its form fully examined and compared and contrasted with other forms, the impressions will be vivid and complete. In the same way should lessons be given on the outline and venation. Again the ordinary phenomena that underlie the operations of a general law should be observed, and observed with sufficient frequency. In this way is a foundation laid for those higher exercises which the growing mind requires. The pupil comes to detect similarities and differences, and groups and classifies accordingly. From repeated observations of individual phenomena he inductively arrives at general laws. The impulse thus imparted to him will carry him to higher and higher attainments as his mental powers unfold, and though his school days mark but short, his training in the external world has been, as far as it goes, complete. In connection with this subject, the *London Lancet* of May has a valuable article which was republished in the *St. James Sun*, in its issue of 22nd ult. "Before the age of seven," it says, "the sole aim of the education should be to develop by habit the faculties of observation, and mind storing with the closely connected power of recalling mental impressions at will." This is confirmation from high authority of only of the principles I have laid down, but of the soundness of, at least, the first two standards of the Course.

Again, we have the abstract of the external world in the form of Arithmetic and Mathematics. Here also the abstract must be reached through the concrete, the general through the particular. Conceptions of numbers must be awakened through the medium of objects. The word seven is a mere sound to the pupil who cannot count seven objects, and his operations on imperfect ideas of numbers are mysterious performances. The practice of dealing with 100's and 1000's and larger numbers without a view of acquiring rapidly in the fundamental rules, lays the foundation for that obscurity which frequently hangs over the subject. With respect to the Rules in Arithmetic, it is notorious that many pupils have for a long time no intelligent conception of them, and some are never able to apply them unless they are told by what rule the question can be solved. The pupils are not stupid, they are bright at many other things. In the one case they have acquired clear conceptions which make them eager to advance; in the other, they have not, and they dislike the subject. The dulness in this case arises from reversing the natural process—from dealing with the general before the particular, giving the rule without experience of the facts upon which it is founded—by a sufficient number of practical examples are proposed and the pupil questioned step by step as to the processes which

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must necessarily be adopted in their resolution, he will make the induction for himself. The rule will then be to him a reality, something he can apply where or it is applicable.

Geometry has always been regarded as an eminent means of mental discipline. The subject is in itself well fitted to be so, but the mode of commencing it has until recently been a serious drawback. Definitions which can only be grasped by those having a knowledge of the subject, or by minds of considerable maturity were first presented and produced what Socrates calls *phantoms*—semblances of knowledge, phantoms, things to be got rid of as soon as possible, to make room for verities. How much more natural, how much more pleasant, and how much sooner the mind can be fitted for the discipline of the study, if correct geometrical conceptions are first awakened. This mode is now adopted by all intelligent Teachers. Illustrations by means of paper, pasteboard or wood, are employed. Solids are made the starting point—the pupil becomes familiar with the cube, cone and cylinder as realities and not merely as lines on a blackboard. From the solid he takes the surface which is its boundary, and in the surface he sees the line which he comes to know cannot exist anywhere else. He next proceeds to represent his conceptions. He lays his blocks or planes upon paper, passes the pencil round them, and in the figures he sees the plane or line, just as the child sees the dog in the picture. The pupil should subsequently be introduced to constructive Geometry—a part of the subject too much neglected by us. He has probably been using his compasses to test the accuracy of his freehand representations. He should now be required to use them in making exact constructions—an exact perpendicular, square, parallelogram, equilateral triangle, &c. His practice in such constructions leads him to see various relations in and between the figures, which prepares him to appreciate and even to anticipate the logical demonstrations. It is only in some such way as this that clear conceptions can be had from the outset, that each step is the natural sequence to the preceding one, that each attempt promises victory, in short that the subject can become educative. Let a simple question like the following be proposed to two average boys, who have been studying Geometry for the same length of time—one trained on the plan described and the other on Euclid's plan: How much larger is a square described upon a line two inches in length than a square described upon a line one inch in length? The Euclid boy has not met with it in his demonstrations, and is unable to determine the relation. The modern boy does not know, but he proceeds to find out. He draws a line one inch in length and describes a square upon it. He draws another line two inches in length and describes a square upon it. He takes the smaller square and finds that it is contained four times in the larger. Which of the two boys will receive most benefit from the logical demonstrations? and let me ask our practical friends, which of the two boys is best prepared to enter upon the practical affairs of life?

Our prescribed Text-book on the subject has helped to bring about the present mode of teaching. The plan of the book is on sound philosophical principles, which, if carried out, will lead the pupil to be inventive, intellectual and practical. The explanations and illustrations that precede the definitions and logical demonstrations should be given in the form of oral lessons by the Teacher, and not got up memoriter from the book. Illustrations and experiments with a view of leading to general principles are always most effective in the hands of the Teacher. Even for the pupil to read them over beforehand takes off the bloom of interest that would otherwise attach to them. For the same reason Holtz's Text-book on Physics, which deals almost exclusively with illustrations and experiments, should not be found in the hands of the pupil at all. The text on Geometry is so far as I know the only one which treats the subject in the way I have described. Had its plan been more satisfactorily executed, we should have all looked upon it with much more favour. The language is in many instances obscure, the demonstrations of the propositions are too elliptical to enable the generality of pupils to follow them without assistance, and too little prominence is given to constructive Geometry. It has been the means however of putting us on the right track, and we may well endeavor upon to supply its defects until they are remedied either by the author or by one of our own Teachers.

In connection with what I have said on the subjects of Arithmetic and Geometry, I may be permitted to make the following extract from Mr. Matthew Arnold's Report on the Schools and Universities of the Continent of Europe. In speaking of the Schools of France (p. 57), he says: "In general, the respect professed in France for the mathematical and scientific teaching of our Schools is as low as that professed for our classical teaching is high. A French schoolmaster who had seen a number of our schools, said to me: 'Your boys do not learn Arithmetic, they learn to reckon.' And every day," continues Mr. Arnold, "who has watched a French Teacher employing with his pupils the simple processes, and has also watched an English boy's dealing with a rule of three sum, and heard his questions about its 'statements,' which to him is a mere trick, learnt mechanically, not understood and easily misapplied, has a good notion of the difference between the Arithmetic of French and of English Schools. I must not forget to add, that our Geometry teaching was in foreign eyes justly condemned when it was said that we still used Euclid. One of the great sins of Cambridge was her retention of Euclid. I am bound to say that the Germans and the Swiss entirely agree with the French on this point. Euclid, they all said, was quite out of date, and was a thoroughly unfit Text-book to teach Geometry from. I was, of course, astounded; and when I asked why Euclid was an unfit Text-book to teach Geometry from, I was told that Euclid's propositions were drawn out with a view to meet all possible cavils, and not with a view of developing geometrical ideas in the most lucid and natural manner. This to me, in my ignorance, sounded plausible; but at any rate, the foreign consensus against the use of Euclid is something striking, and I cannot but call the English reader's attention to it."

The Universities in our own Dominion are now adopting modern methods. Our Provincial Universities makes Euclid or modern methods optional at its matriculation examination, and Queen's University, Kingston, Ont., treats, as stated in its Calendar just issued, Geometry in the lecture room by modern methods as well as by Euclid.

We have next the *inner world*. Here we have human experience as expressed in language and story. It is here that the pupil sees what the race has accomplished. It is here that his own spirit is to be inspired in the contemplation of human force, human freedom and activity.

Language. The instrument through which this is accomplished is Language. The pupil who enters school at an early age can only receive a knowledge and a very imperfect knowledge of his own language. As far as he proceeds however, it should be to him the clear and accurate expression of his thought. There is a great tendency on the part of pupils to memorize words without connecting

them with the ideas they represent or with any ideas. If care is not taken they fall into the habit of reading, of listening to reading, without taking any meaning from it. The lessons which are received through the external world, connecting as they do, or ought to do, words with things, are, in themselves language lessons, and are fitted to promote its acquisition. The pupil who receives such instruction is therefore less likely to misinterpret language, or fall into the habit referred to. But language is connected with thought as well as with things. The connection is a logical one, for language is not only related to the external world, but also to the subjective mind. As language then is the expression of the thoughts, its value as an educative instrument will depend upon the pupils making this connection. It is just here however that we are so liable to be mistaken. There is, as I have said, a strong tendency on the part of children to catch sounds, and to repeat them correctly without associating any intelligent idea with them.

A few words of explanation as to the cause of this may put the matter in a clearer light. The cause is a physiological one, and it is to recent investigations in Nervous Physiology that we are indebted for the explanation. The brain has two distinct functions—an intellectual and a sensational. By the former the succession of ideas is controlled, and the course of conduct determined. This is a distinctly human function. The sensational function, embracing the powers of sensation, ideation, and spontaneous remembrance, is common to the lower animals, as well as to man. This function is an absolute necessity of animal life, and it is accordingly provided for by a tendency to spontaneous development under appropriate stimulants and blind submission to the promptings of sensation, would in all ordinary cases supply the wants, or gratify the passions of man. Unless these promptings are controlled by an exercise of will guided by a prior exercise of judgment, a man is a mere animal. These two functions are not only distinct but in some degree antagonistic, through the application of the ordinary law of nutrition to their respective organs. The portions of the brain which are most employed will receive the largest supply of blood, and will be the seats of the most vigorous cell growth, while on the other hand disuse, or restricted use, will be attended with functional impairment or structural derangement. Now, the first impressions made upon the consciousness of a child have a strong natural tendency to expend themselves through the sensorium or sensational portion, and usually do so, unless directed higher by the manner in which they are produced. Unless care is taken to rouse the intelligent attention, the impressions made will excite the sensational faculties alone, be variously associated and remembered in their order, without being understood. Hence the facility with which pupils can repeat, and repeat correctly, definitions, rules, in fact any kind of sounds, without knowing anything about them. The following extract from the *Janece's* article, already referred to, confirms the view I have given, which is substantially that of Dr. Wm. B. Carpenter. To prevent structural derangement: "The means is training as distinguished from mere exercise. This is an important discrimination. It is not work for mere work's sake that is wanted to cultivate the brain of a youth, but a skilful eliciting of cerebral function by education, tending to formulate the energy of brain tissue by leading or constraining it to useful lines of action." Again, "The mere accumulation of what is called knowledge is not brain training, but brain burdening (sensational excitement) and may easily be pushed to the extreme of brain straining, with the result of a complete and ruinous breakdown."

To study language aright we should study the idea with the word, or the thought with the expression. How little idea have many of our pupils of terms much used but often little understood—such as justice, mercy, truth, courage. The meaning of such terms can only be reached through concrete examples. If stories setting forth the virtue or the vice are told, children will soon come to apprehend what such terms really mean, although they may not be able to define them in set phrases—nor is it desirable that they should do so until their minds have sufficient maturity to grasp the comprehensiveness of a definition. ("Use Art to keep the child ignorant."—*Rousseau*.)

When the pupils are sufficiently advanced to get knowledge from a reading lesson, the thought of every passage should be apprehended before the lesson is concluded. That wrong conceptions may not be formed at the outset the main point or general drift of the lesson should be brought out before it is read. The prominent ideas should be set forth in a form suited to the child's intelligence, and his attention then called to the expression in which the idea is clothed. He is now prepared to read the lesson and to associate the meaning with the language. Each stanza or paragraph should then be taken up as much in detail as is necessary to the full appreciation of the thought in it. This gives the opportunity for the explanation of particular words or phrases and which are always best understood in connection with their application. The practice of selecting the large words here and there and of giving the explanation without reference to the context serves no useful purpose. Each paragraph treated in this way, the lesson may be re-read with a view of bringing out its full meaning. A lesson cannot be concluded in this way at one exercise. Many lessons will require several exercises, but as the pupils advance more and more may be done at one time. The poetical extracts in the Readers should be gone over in the same way before being assigned for recitation. We are then sure that the expression is associated with the thought, and what is more, with proper thought. Recitations of questionable thought or sentiment, designed more for the amusement of spectators than the pupils' benefit, as also those beyond the range of the pupils' sympathies, should be avoided.

When the pupil is sufficiently advanced to begin the more formal study of Literature, a plan similar to that adopted with the reading lesson should be pursued. Let the general drift of the piece, be it an essay, a poem, or a play, be apprehended before the more detailed study is taken up. This may be done by directing the pupil to read the subject for himself and afterward questioning upon the leading points until the subject stands out in its broad outlines. This outline should then be filled in in such a way that each part will be seen in its relation to the other and in its relation to the whole. It is here that the study of particular words or expressions will naturally come in, and their peculiar force or aptness be felt and appreciated. It is on some such plan as this that the mind grows with the subject, becomes permeated with the thought, and is fitted mayhap for higher things.

That form of so called Literature which deals only with the personal history of the author, his birth, marriage and death, with the name of his chief works, is of no educative value nor of any value whatever until the pupil's literary taste be somewhat formed. When he comes to feel the influence of an author upon his soul, the personal history may be left to take care of itself.

Another mode in dealing with the subject is to spend the time chiefly in the study of particular words to the exclusion of the thought. Though our text contain notes that deal almost exclusively with peculiar words, their history and origin, they were intended as aids to the mastery of the

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thought and not to be dealt with as isolated pedantries. Nor is there much if any educative value from the study of the subject by making it merely a means for a further acquaintance with grammatical analysis. The study of a classic presupposes such knowledge of grammatical forms as to render the exercise unnecessary unless in the case of involved constructions. It is true that where the thought is mastered and its expression appreciated, the very best opportunity is afforded of drawing attention to the rationale of Grammar (a very different thing from the grammar of the Text-book), and the pattering of declensions and conjugations in connection with a classic is out of place. The same remark applies to the teaching of Latin or any other language. From first to last classical pupils, even at Universities, fritter away too much time in mere grammatical verbalisms, instead of bending their energies to the thought and form of expression. How few students see the beauties of a Virgil or have fathomed the thought of an Aeschylus in his Prometheus or in any of his Oresteia.

History.—This subject is also a human study. It is the study by which we learn what are the workings of man's nature as carried out in action. And here it is only necessary to add one word as to the plan to be pursued. As in other subjects, we must begin with the particulars. It is in the particular actions of men as observed by the pupil himself or as related by others that he first forms his moral standard. The first stage of the subject should therefore be biography and given orally. Lively conversational sketches of great men cannot fail to impress and interest the young, and if we once get the child interested in a great man we have taught him some history, and what is more, we have given him a valuable acquaintance for life. During this stage also interesting events may be pictured out and actual pictures used if possible. History should be to the child a series of pictures that may live in the imagination and not a heap of facts to rot in the memory. Never mind the sequence of events at this stage nor the country to which they relate, provided they are fitted to rouse the imagination and appeal to the natural enthusiasm for everything that is great and noble in human nature.

In the formal study of the subject the event should be made to subserve as far as possible some great purpose—the value of industry, of toleration, of earnest conviction, of perseverance, of freedom, etc. On some such plan as this, it is possible to make the study of History produce profound moral effects on the pupil.

The root idea of the plan I have sketched to make the course of instruction educative, and thus secure to the country the benefits which education should confer, lies in giving clear and accurate perceptions from the outset. With clearness and accuracy of ideas there arises a consciousness of power which urges the pupil onward. No external force is needed either in the shape of punishment or prize. The mind's own inherent energies are stimulated to go forth in search of the elements of its growth. These it takes in and works into itself, and the knowledge instead of incrusting the mind and causing a collapse or breakdown becomes the expanding and energizing power of the soul, making the character stronger, nobler, more individualized, more fruitful in all that is good and beautiful. It is in this way, and this way alone, that we can ever hope to realize the grand central ideal of education, and thereby make our pupils, our people, not "dumb driven cattle, but heroes in the strife."

B.—Report and Discussions on proposed Course of Instruction for High Schools and High School Classes.

PRINCIPAL CROCKET, in presenting the Course to the Institute in the same form as last year, after reading the introductory remarks made by himself at that time, went on to say that at Christmas 33 teachers had been corresponded with by the Secretary, and invited to give their opinions on the subject of the report. As only four Teachers responded he concluded that the 29 had no objections to offer. The objections made by the four who replied were not serious, but made against minor points. On all points the committee did not agree, though the report was the same as last year. One part of the committee wanted it to be merely a High School course and not classical, while some desired to have the supplementary course abolished. As this course was only optional, he thought it would be unfair to those who were not ready to enter the University, after having taken the regular course, to debar them from taking the supplementary course in the meantime.

Dr. Rand said this was a most important subject, and he hoped the Institute would agree in the main on the features of a High School course. We must not suffer the gap between the Common Schools and the Universities to grow any wider, but rather seek to close it up.

Mr. Bridges said Mr. Montgomery and himself had consulted on the course, and had come to the conclusion that the twelfth year was not optional. With respect to Latin, he should like to see some change. The sooner the pupil was introduced to the lexicon the better. He favored merging the modern and classical course into one High School course.

Mr. Crocket moved the adoption of the course as published in the semi-annual Circular.

Mr. A. J. Denton seconded the motion, and asked if a certificate would be issued at the end of the 11th grade.

Dr. Rand replied that he had contemplated the issue of certificates for each of the higher grades in schools which compete for the grant.

Mr. Chipman Bishop expressed the fear that he might be cut off because no provision was made for the 9th grade.

Dr. Rand said the higher the better. Several schools were now working on the 9th standard without extra remuneration.

Mr. Bishop said country schools might be embarrassed by the optional courses, and it would be better to amalgamate them.

Dr. Rand said that would be very well, but what parts should be left out?

Mr. G. R. Parkin said teachers like himself, who made the profession a lifework, had more interest in it than those who adopted it only for a few years. He was afraid that injury would be done by laying down too strictly the course to be followed. Every teacher should be at liberty to follow the lines most congenial to himself. The particular books to be used should be left to the option of the teacher. A system that would produce inertia in the teacher could not prove beneficial to the pupil. With regard to classics, a great change had taken place in books. A teacher might obtain, at McMillan's, almost any classical book he required. He would move that, when a certain amount of Latin was required, the teacher should have the option of giving the equivalent of the amount specified. There was no reason why some other oration of Cicero, for instance, should not be substituted for the one laid down. The going over the same passages, year after year for a lifetime, meant mental inertia for the teacher. Fix the starting point and the goal, and leave the teachers free to reach it by their own system. The tendency was to make teaching, which should afford the freest possible field for the exercise of individuality, a system of officialism and routine. He strongly deprecated the establishment of a strict routine system. He could do an infinite deal better work if left free, and would be in a constant and chronic state of rebellion if his hands were tied. Provision should be made for guarding against the introduction of improper books, but the utmost possible freedom should be permitted. We should guard against too much centralization, and court the expression of local views. The classical course was pitched altogether too high in the lower grades. His boys were a year behind, but could make it up in the later years of the course. He often had a class he could put over in a year what it would require another class to dwell on a year and a half, and he would sacrifice the Provincial allowance before he would advance a class more rapidly than their progress warranted. In the ordinary organization of schools, it would be found difficult to run a double course, and keep them distinct and separate in the same schools. The character of the school would be weakened by an attempt to give a superficial instruction in a great variety of subjects to all the pupils of a school. He felt that the organization of his own school had been "damned with faint praise" in the last report of the Board of School Trustees to the Chief Superintendent. He would never have chosen teaching as profession if he had expected to be tied down by a cast-iron system and red tape. There was no greater danger to the system of education than that the teachers or the community should be of sympathy with it.

Dr. Rand said Mr. Parkin was nothing without an antagonist. He seems to speak as though he was opposing the Board of Education, when in reality the Board has not uttered a word on the subject. The proposed course now under discussion has been prepared by a committee of this Institute, and not by the Board of Education. The Board had not been done justice to by Mr. Parkin's remarks. They were jolly good fellows.

Mr. Parkin replied that his position was a peculiar one as his Board of Trustees had forced this course upon him, and he had been obliged to decline to accept it.

Dr. Brydone Jack said there would be some difficulty in getting the people to submit to the vagaries of teachers who had the liberty of changing books as frequently as they liked. They would be found in a state of "constant and chronic rebellion" against the buying of books. Mr. Parkin looked at the matter wholly from the teachers' point of view. His feeling was that it would be better to amalgamate the two courses, and he would move the adoption of the report with that exception.

Mr. Belyea, Portland, seconded the motion.

Mr. March doubted the propriety of putting a motion of this kind, and it was withdrawn.

Mr. Denton thought the classical course and modern courses would not clash in

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most of the country districts, because the modern course would be chosen, and pupils wishing to study the classics would go elsewhere. There was a great need of two courses and a great difficulty in carrying them out. He would move that the present courses be amalgamated and that the selection of the optional subjects which shall be indicated by the Board of Education, be left to the Board of Trustees of the various districts.

Mr. John Montgomery in seconding the amendment, said he thought it would meet the wishes of teachers. If there were two courses a boy could go to a school and demand one and refuse to enter another; the result of this was apparent. He spoke of establishing two or three schools which might carry out the course, but these would be rivals rather than feeders of the University. The course was too high.

Mr. Coynggrayhame favored the original motion. He opposed the idea of amalgamating the two courses as impracticable. He said that under the amalgamated course, either the classical pupil will have too much to do or the modern pupil not enough. Very few pupils would enter the High School before fifteen years of age, and then would be the time for the parents to decide whether the children were to study classics or not.

Mr. William Parlee thought we should know what subjects were to be left optional before being asked to vote for the amendment. If the two courses were incorporated and the subject matter of both contained in one, there would be a warfare not yet met with. He thought the Portland Board would be reluctant in urging so much classics at present.

Mr. Bishop said what he meant by amalgamation was the taking of one of the courses and not taking part of both.

Mr. Parlee criticized several features of the course. Too much work was required in the 9th grade, because the pupils could not be sufficiently prepared in the lower. The lower grades were crowded everywhere, and the upper were not.

Mr. Fenwick said the standard in mathematics was too high. No more than twenty per cent. of a class, according to his experience, could complete the work assigned to the 11th grade.

Mr. Belyea, seconded by Mr. Bishop, moved in amendment that the Trustees have the option of choosing either the modern or the classical course.

Mr. March asked, in case the Trustees should choose the modern course, how pupils desiring to pursue classical studies could do so.

Mr. Belyea said no system could be perfect.

Mr. McCurdy would give the option of choosing the studies to the teacher, not to the Trustees. He would amalgamate the courses and give the teacher the liberty of choice. He had been teaching twenty-five years in the same place. This question required a great deal of deliberation. Too many books should not be introduced.

Mr. Morrison thought but one of the courses should be taught in the same school, and that the choice should be left to the Trustees, who might also have the power to establish a classical branch if they chose. His idea was that the indispensable portion of the modern course should be incorporated with the principal portion of the classical, and thus one course be prescribed.

Mr. Creed moved in amendment to the amendment that the matter be referred to a committee of seven, including one or more of the old committee, to report back to-morrow morning.

Mr. Denton wanted his amendment put to the test.

Mr. Parkin said there was too much work in the two courses to carry them on at once; but the classical and some of the modern could be taught. He should like to have the privilege of asking his Trustees to determine which of the studies that are not absolutely necessary should be taken up. His pupils were not up to the work prescribed in the course for the 9th grade.

Mr. March said that was the experience of the Girls' High School in St. John.

Mr. Belyea felt comforted at learning that the High Schools of St. John and Fredericton were in the same fix as his own—unable to bring their pupils up to the standard.

Mr. Wilbur thought the proper course would be to refer the subject to a committee, when it might be brought to a focus in the shortest time.

Dr. Jack said the teacher, not the Trustees, should make the selection of optional studies.

Mr. Gannce said if it were true, as had been stated, that the teacher was four-fifths of the School Board, it would make no difference.

Mr. Wilbur said the Institute reporter last year had erred in making him say that he was four-fifths of the Moncton School Board. He had not said it. Fancy his claiming so much dignity! The thing was absurd. He had said that, in certain contingencies, he would constitute himself four-fifths of the Board and refuse to do certain things.

The amendment to the amendment being put, it was carried by a large majority of those present.

C.—Discussion: "The Co-operation of Parents, Trustees and the Community essential to the fullest success of the Teacher's work."

Mr. Parkin opened the discussion. He considered that the influence of parents was an important factor in the intellectual development of children, and it was to the interest of a community to give the teachers its fullest sympathy. He strongly urged the teachers to set for themselves the highest standard; and held that no teacher knew the true joys of his work who had not felt he had touched that inner spring of the boy's heart which lifts him to the true dignity of manhood. Speaking of the importance of securing the sympathy of the parents, Mr. Parkin remarked that pupils are with the teacher only for a short time in comparison with the time they were under the parents' influence. Their intellectual progress depended on home influences quite as much as on either their own ability or that of the teacher. He believed that nothing could assist a teacher's work more than securing the co-operation of parents, as few pupils, no matter how obstinate, would withstand the united wishes of parents and teacher. Referring to the influence of the community, he said one effect of our system had been to diminish local interest in School work. He said a great revolution had taken place in our Schools a few years ago, and he feared the natural reaction. That illiterate men were often successful was incident to the condition of a new country; but the fact tended to depreciate education. It became every community to bring all pressure to bear to aid educational work. It was a great stimulus to him, when he began to teach, to feel that his bread and butter depended upon making his work effectively acceptable to parents. Now, however, if a teacher satisfies the Trustees, he is in as good a position, financially speaking, as if he satisfies the whole community. The old stimulus was not pleasant, but it was healthy, as it made the teacher do his duty. It was an all-important thing, however, for all teachers to make the most they could out of the sympathies of the whole people, and it was equally to the people's interest to do all they could in supporting the teachers' work. Much depended on the Trustees. He had found that even in those country districts where it was impossible to always get educated Trustees, if men of sound common sense were chosen, they exerted a good influence over the Schools.

The teacher should be a central figure in every community. His office was not second to that of the clergyman. The work was compared to the sculptor's. He must act upon the community and the home. In some homes he would find a strong sympathy with him in his work. Discipline was made easy by consulting parents and taking them into one's confidence. The teacher should endeavor to draw the sympathies of clergymen and other educated men with him in his work. He should cultivate sympathy by getting trustees and others to visit the School, and submitting his work to them. Comparatively limited numbers of men continued long in the teaching profession an account of want of remuneration. If we were ever to have a high class of teachers we must have greater reward. Teachers, he said, were like soldiers, they looked forward to the marshal's baton, and not to the men who fell in the ditch. St. John, he considered, would find it to be an advantage to remunerate her highest teachers liberally, and thus raise the tone of the whole teaching staff. After all, public sympathy was the great bulwark upon which we were to found any educational progress to which we might aspire.

Mr. Sievwright, who followed, held that the teachers, to carry the community with them, must show a living earnestness in their work. The true step to be taken to attain this end was to get the interest of the little ones and that of the parents would naturally follow. He advocated the payment of more liberal salaries in order to get the most efficient workers.

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Mr. Wathen, of St. Stephen, dwelt on the high standard required for teachers, as high or higher than that of any other profession. He held that no teacher should be a specialist; he should be a man (a voice—"or a woman"—laughter) harmoniously developed in his whole educational being.

Mr. Creed said he had hoped that, in view of the character and importance of the subject under discussion, there would be at this session a full attendance of parents, teachers, trustees, and the general public. There was little to be gained by teachers talking on this matter among themselves only; it was necessary that those from whom they desired encouragement should hear the discussions. How would the teachers best obtain the desired co-operation? he asked; and said it rested on themselves. They would not gain the sympathy of the trustees and parents by talk, but only by being worthy of it. Good teachers, with their hearts in their work, who carried their Schools always with them, already had the sympathy of their pupils and to a great extent that of the community. Those who did not have it, and who were not so successful, owed it to themselves, sometimes, and in other cases to the low standard set by those who entered the profession while unfit for the duties, for the sake of the small emolument to be derived.

Mr. Crocket expressed his pleasure at the enthusiasm of the speakers, but thought it sometimes carried them too far. Mr. Parkin had stated that the interest now taken by teachers was not as great as under the old system. He (Crocket) denied the correctness of this. From his experience he could say that the teachers now are just as interested in their work as any whom he knew before the present law. This law was based on a more universal faith in the fidelity of teachers to carry out their work than before, when responsible to parents.

Mr. Parkin thought he had been misunderstood by the last speaker in regard to the matter of lack of interest. Mr. Parkin said he had not put it so strongly; he only had referred to a few exceptional cases.

Mr. Bishop endorsed some of the sentiments that had been uttered as to the stimulus that should be given to teachers; and referred likewise to the pay of teachers.

Dr. Jack expressed his pleasure at the addresses of the teachers and joined with Mr. Creed in regretting that Mr. Parkin's address could not reach trustees and parents generally.

D.—Paper by A. J. Denton, A. B., Principal of the Grammar School, Shediac.

COMPULSORY ATTENDANCE AT SCHOOL—IS IT ADVISABLE AND PRACTICABLE?

The nineteenth century is pre-eminently characterized by intellectual activity and progress. Knowledge, instead of might and the sword, is becoming the controlling power over nations. Not only monarchical and democratic states but even despotic governments are beginning to recognize that the education of the people is the foundation of all true national stability and prosperity. To the former it is their palladium. The possession of the ballot-box by the people and the consequent dependency of the government on the voice of the majority, emphatically and in trumpet tones demand that the voter be competent to understand and intelligently decide upon, the momentous questions of the day. The stability of a government depends not on the number of bayonets which it has at command, but on the number of its subjects who yield voluntary submission to the laws. On these underlying principles, the superstructure of our excellent Free School system has been reared; but we believe its provisions will not be enjoyed in their fullest extent, nor its aims realized until the enactment of a compulsory school law.

Compulsory Education implies that the State compels the parents or guardians of children to give them an elementary education, and hence is education acquired by command of the State. The arguments in favour of a compulsory law for New Brunswick, and the advantages arising from its enactment are many and weighty. A law of this nature should be passed:—

1st. As a far-reaching and comprehensive means of adding to the sum total of the happiness of the people by improving their moral, social, and intellectual condition.

2nd. As an efficacious and a powerful agency for the prevention of crime, thereby lessening the amount of taxation and increasing national prosperity. This argument may need some elaboration. It has been lately asserted with great persistency and apparent sincerity that ignorance as an original sin has no connection with vice. The chief supporter of this assertion in recent times, is Richard Grant White, who by taking statistics admitted by Gen. Francis Walker, Superintendent of the Census—the best authority—to be wholly unreliable, has sought to throw discredit and odium on the Public Schools. Mr. White has taken the Census Report of 1860 from which to draw his conclusions. If these conclusions are to have the least particle of weight, that report ought to be thorough and reliable. Let us hear the whole truth: "In the preface to the compendium of 1870, Gen. Walker represents the difficulties incident to the defective statute of 1850, by virtue of which the census of 1850 was taken, and explains the inconsistencies presented by the tables of 1870, referable to imperfect preparatory legislation. He illustrates this statement by pointing to the errors in the comparative exhibits of Massachusetts and Connecticut on the question of pauperism, and assures the reader that

the returns respecting the element of crime are even less trustworthy; and of his own tables, those of 1870, he says, "In the opinion of the Superintendent of the census no use of these figures for the purpose of comparison between States and sections is justifiable, unless reference is had to the remarks beneath the tables;" and in the census report proper of 1870, he says, "it was the want of uniformity of construction, in connection with manifest looseness in the collection of materials which yielded such impossible and altogether irrational results." "What confidence, then, can be placed in the conclusions of Mr. White, when they are based upon statistics so utterly worthless for his purposes? I have thus shown that his conclusions are entirely untrue. On the other hand Edward D. Mansfield, LL.D., in the report of the U. S. Bureau of Education, 1872, compiled by Gen. Eaton, shows by unimpeachable statistics that "the proportion of criminals totally ignorant varies in the different countries of Europe from 35 to 95%, and that ignorance among criminals is the rule, and education the exception."

In the United States, "the totally ignorant convicts, as shown by those having no education, are 22%. The totally ignorant convicts and very ignorant 25%. The very deficient, including these, and a large share of those who can read and write 50%. These proportions are, in regard to the ignorant, much below those of Europe; and they ought to be, for it is beyond doubt, that except the negroes of the South, the mass of the people of the United States are much better educated than in Europe. This is especially the case in New England, New York, and the central States of the North-west. In either case the general fact is shown beyond doubt or controversy, that ignorance is one great cause of crime, and that in elevating the education of society, both religious and intellectual, we advance the interests of society by diminishing crime. Just so far, therefore, as society neglects to educate the people, just so far does it prepare the crime which the criminal commits." "Taking the returns of the census of 1870, in connection with the above tables (which he had prepared) it appears that in the Middle States the proportion of illiterate criminals is eight-fold the proportion of illiterate people; in the Central West, thirteen-fold; in the West and Pacific States it is ten-fold. In the South it is only three-fold, but this is caused by the great mass of colored people, who make up a large proportion of the whole people, and being nine-tenths of them wholly ignorant furnish the great mass of criminals." The conclusions at which Dr. Mansfield arrives are, "First. That one-third of all criminals are totally uneducated, and four-fifths are practically uneducated." "Second: That the proportion of criminals from the illiterate classes is at least ten-fold as great as the proportion from those having some education."

In this connection let us observe whom a compulsory law will, and whom it will not affect. It will not in any way interfere with the conduct of the wealthy—those who pay the larger portion of the taxes. Neither will it interfere with the conduct of those who now educate their children. The classes whom it will most radically affect, are the poor and the ignorant; for it is well known and is proved by what has been written above that the absentees from school mainly belong to these classes. But ignorance is not the only cause of crime. Want of employment and of the necessities of life are twin sisters to ignorance in this uncomely family. "Education is power," the great significance and truth of which maxim is by no means adequately apprehended by the multitude. And education and power are in direct ratio—the greater the education, the greater the power. He who has received a good common school education, is in a far better position to find employment and to secure a competency than the uneducated. The mind which has been trained in the school-room, to continuous effort and application, carries that habit of activity into the conflict of life. Now it may be regarded as a fundamental principle, that the wealth of any country, taken in its widest sense, does not depend primarily upon its soil, climate, the productions of its mines, its commerce, or its manufactures, but upon the character of its inhabitants. Horace Greeley makes this statement:—"But though industry is mainly selfish in its impulses, it is beneficent, and ever moral, in its habitual influences and results. Closely scan any community and you will trace its reprobates and criminals back to homes and haunts of youthful idleness. . . . Full as our world is of misdirection, mismanagement, and waste of all kinds, the most gigantic of its material calamities are these two:—1. Lack of industrial training on the part of at least twenty-five per cent. of its boys, and fifty to seventy-five per cent. of its girls; 2. (In good part consequent on the former) Lack of employment for those who should be, and most of them would be, at work, if work were proffered them. Though we have perhaps a slight proportion of habitual, chronic idlers as another people, yet our loss from idleness alone, (very much of it involuntary) must amount to hundreds of millions of dollars per annum,—far more than our average annual losses by flood and fire, by frost and drought, by storm and wreck, and by every other description of physical calamity. And idleness is too often an hereditary disease; the vagrant or strolling beggar of our age perpetuating and increasing his kind in the vagrants and beggars of the next. Two-thirds of our vast and ever increasing array of felons, is recruited from the ranks of those bred to idleness and unfamiliar with any department of productive labor. Among the most urgent of our needs is that of industrial education for all."

I shall quote again in order that no theorizing may be indulged in, but that plain, hard facts may have their due weight. In reply to Gen. Eaton, A. J. Mundella, Minister of Education, England, who employed from three to four thousand workmen, says:—"I would say that an educated man invariably acquires a knowledge of his work with greater facility, and executes it with less cost of supervision, than an uneducated man. The mere rudiments I do not rank high. If a man can barely read and write, he has not attained to much. In my opinion, a youth cannot be too highly educated for business purposes. I believe there can be no greater mistake than the old and common error, that a boy may be made above his business by education. My experience of workmen is, that the better a man is educated and the greater the intellectual resources he possesses, the less he is disposed to any kind of intemperance or excess." In a word, a compulsory law by reaching those classes which furnish the greater part of our criminals and which are ever perpetuating them, and by ameliorating the condition of these classes in a wonderful degree, dries up the chief sources of crime, pauperism, idleness and excess, diminishes taxation and increases individual and national prosperity. This my second argument illustrates and substantiates my first.

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... The Evangelical Alliance puts on its programme, "Prayer for morality among politicians." (I had almost said "Prayer for political morality," but that would be ambiguous). Why pray for that which the people choose *not* to have. The voters make corrupt politicians and, if they choose, can unmake them. But as long as human nature exists as it is; as long as only a comparatively few men are able to understand and intelligently decide upon the momentous questions of the day, *freely believed, and said, to be settled at the polls; and as long as thousands must depend upon the dicta of the few and be guided by them, so long will there be corrupt politicians.* Not until comparatively all the voters are able to comprehend, from a national stand point, the import and bearing of every question submitted for their approval or disapproval, and have been educated to regard their vote, their birthright, not to be sold for a mere mess of pottage, will corrupt and selfish legislators be driven from our halls. Let morality be taught to every child in our country, let the youth receive a Common School education, so that they may not, by any of the many artifices now employed, be brought into subjection by designing politicians, let them be educated so that an *intelligent* as well as a free and full vote may be given; then will a great advance be made towards the purity of the ballot box. Let the voters be pure and their representatives *must* be pure.

Here it may be well briefly to discuss whether Government has the right to compel attendance at School. The state has an existence through powers, delegated to it by the people, in consideration of protection in the enjoyment of those rights not transferred. On the one hand the individual has surrendered those rights and powers which are necessary to the well-being and prosperity of the state. The education of its citizens is acknowledged to be absolutely necessary. Lord Macaulay has very distinctly enunciated this principle: "But the very narrowest sphere that ever was assigned to governments by any school of political philosophy is quite wide enough for my purpose. On one point all the disputants are agreed. They unanimously acknowledge that it is the duty of every Government to take order for giving security to the persons and property of the members of the community. This being admitted, can it be denied that the education of the common people is a most effectual means of securing our persons and property?" Now a word from John Stuart Mill, who is by no means partial to governmental control: "Education is one of those things which it is admissible on principle that a Government should provide for the state. There are certain primary elements and means of knowledge which it is in the highest degree desirable that all human beings should acquire during childhood. If their parents, or those on whom they depend, have the power of obtaining for them instruction and fail to do it, they commit a double breach of duty towards the children themselves, and towards the members of the community generally, who are all liable to suffer seriously from the consequences of ignorance and want of education in their fellow citizens. It is therefore an allowable exercise of the powers of Government to impose on parents the legal obligation of giving elementary instruction to children."

4th. Since the child has rights of which parents or guardians should not deprive him. Every child is a member of society, and as such, is entitled to all the advantages and privileges which society confers. There can be no greater advantage to each member than an education. It is not only an advantage; it is a necessity. I can scarcely conceive of a greater injury to any member of society than the deprivation of education. When, therefore, this deprivation takes place, the parent or guardian has committed a crime of a two-fold character a crime against his child, and against society. He should therefore be punished as any other criminal.

5th. Because the securing of this right is a sacred obligation resting on the state. I have stated above that "the state has an existence through powers delegated to it by the people in consideration of protection in the enjoyment of those rights not transferred." This protection must be secured to each individual or the state has failed to perform its obligations. The child is a member of society and consequently can justly demand that his rights be jealously guarded by the state. And, inasmuch as he does not know, nor appreciate his rights, and is unable to exact them in fact is entirely helpless in so far as obtaining an education is concerned when parental authority or negligence intervenes, therefore the state is bound and impelled by every sentiment of humanity, by virtue of its exalted office of the protector of the injured and the punisher of the wrong-doer, by the very principles which underlie its constitution, to the faithful and wise discharge of the duty of bringing to each child the priceless blessing of knowledge. The state is the fountain of justice. May there ever flow from it, alike to rich and poor, to parent and child, the grand streams of freedom and equality; regulating and making more harmonious every relation of life!

6th. As the only *effectual* means of securing to each child his rights. We know that these rights are infringed every day and in thousands of cases. Although the School-house has been built in almost every section, although its doors stand invitingly open and the teacher is enthusiastic in his work, yet the stubborn and unwelcome fact remains, that many children in New Brunswick are growing up in total ignorance, that many more are receiving such an insignificant amount of knowledge in such a desultory manner that it is a caricature upon education. Through the culpable negligence, parsimony, ignorance, or stupidity of the parents of thousands of children, these children are receiving no education adequate for the present or for future times. And this condition of things will remain; the evil perpetuates itself. There is no hope in anything save in a compulsory School law. I appeal to the teachers here before me to say whether their best efforts to give a fair Common School education to many of those who are placed under their care have not been balked. Have you not seen them slipping away beyond your control through a thousand petty excuses? And yet although you loved them and saw them losing the choicest treasure of youth, what could you do? You were powerless. But what of those never placed there? Shall there be no one to look after their rights? Is there, then, no necessity for a compulsory law? The existence of this law in other countries famed for their learning testifies to its necessity, and the successful operation of it proves it to be effectual.

7th. As a means of increasing regularity of attendance. No greater hindrance to the Teacher, no greater evil to the School than irregular attendance, exists. The teacher's work is rendered doubly hard, the loss to the absentees is great and to the regular pupil almost as great, the loss to each section and to the Province in labor and money is something fearful. Let the following figures fix this truth in your minds- the per centage of pupils daily present on an average during the period the several Schools were in session, was, for this Province for the year 1880, 57, 41; 7, 2. The children enrolled attended School a little more than one half of the time. To change all this and cause regularity of attendance to become a habit and the rule instead of the exception will be conferring on the

Province an inestimable boon. This can be done by requiring pupils regularly to attend a certain length of time every year up to a certain age.

8th. In order to do justice to the Teacher. At the present time he is required to make bricks without straw. Take away from the mind-artificer the material on which he works; can he accomplish anything? Can he produce a symmetrical and disciplined mind? No.

9th. In order to realize fully the aim of the Public School System—the impartation of a Common School education to every child. What that education is, has been admirably set forth by Dr. Rand, our Chief Superintendent, in his last report. How to render this education possible to the greatest number and at the least expenditure of means is the aim of this paper to show. It is claimed, and rightly, by the heaviest tax-payers that those, for whom the Free Schools were especially designed, are not receiving and do not seem to appreciate, in their widest scope, the advantages of the Free Schools. It is justly claimed that a fearful waste of money and energy goes on from year to year. Finally we should, by a thoughtful and statesmanlike outlook, be preparing our country to receive that large and ever increasing influx of foreigners composed largely of the ignorant and discontented from England, Ireland, Germany and other continental nations, bringing with them hatred towards the Government under which they have lived, whether it were aristocratical as in Great Britain, or despotic as in Russia, who have been weighed down by overpowering competition, and whose personal liberty has been sadly curtailed, bringing with them unrest and hatred towards capital and existing institutions. What shall teach them the great principle of self-government? What shall prevent such social upheavals in this, the New World, as we have lately witnessed and are witnessing in the Old? Already socialism and its kindred evils are rife in such large cities as New York and Philadelphia. Education—the power to think, to weigh, to decide, to act according to right reason, is the only power that can do it. This power can only be fully and effectually attained in properly conducted Common Schools. The pupil cannot of itself provide this instruction for all of its appeals must rest on the work of the School. The press cannot, for it, likewise, rests on the same support. The School System of America is on trial. The successful working of our political institutions, and more especially those of our southern neighbors, depends upon the intelligence and patriotism of the citizens. In the meantime let us see to it that no leakage exists, no hole in the dyke, through which the oncoming flood may find entrance. It, however, seems to me that the neglect of education by so many and the absence of a compulsory law is a serious leakage and threatens danger to the state. A foreign element, uneducated for the most part, is pouring upon our shores, streaming through our land and finding its resting place in our Province, but more especially in the far west. To assimilate this element into the general body and teach it the grand principle of self-government, is a very important part of the great work of the Free Schools.

10. To the enquiry, "Is compulsory education practicable?" I have this answer to give: There are grave difficulties in the way of successfully carrying out a compulsory School law. The indifference of School officers, the feeling that the measure is despotic and is opposed to the free spirit of the English race are the principal. But "enterprises of great pith and moment" must contend against difficulties. However, I am of the opinion that such a law is practicable. In confirmation of which opinion, I shall appeal to history, and, if it can be shown that a compulsory law has been successfully carried out in only one instance, under circumstances similar to our own, my object will be accomplished. But I do not rest content with only one instance. Let me first cite you to Solon and Lycurgus. The former gave a law requiring parents to provide for the education of their children in music and gymnastics, and exempting a man from supporting his father in old age, if the latter had neglected to have him instructed in some profitable trade. In Sparta the state assumed complete control of the boys at the age of seven. The Roman child suffered no state control. We can easily see the reason why glorious Greece required all her children to be educated somewhat, for she was essentially democratic, while Rome was first a monarchy, secondly a republic in which the franchise was limited to a few, but in which eventually the unbridled passions of demagogues and the proletariat paved the way to complete and disastrous overthrow, and thirdly an empire ruled by the sword. But passing rapidly onward toward the centuries of time, we come to Germany, in the sixteenth century, that era of moral and intellectual resurrection, when we find, that the state should compel its subjects to send their children to School, enunciated by some of the wisest and best men of the times. From that time onward the idea gathered strength, until Prussia in 1730 enacted a compulsory School law. Other German States soon followed the example of Prussia—the last, Bavaria, joining the sisterhood in 1802. Who doubts the pre-eminence of German scholarship to-day. And what has given her the commanding position among the nations of the continent? There can be but one answer. Amid all the anarchy of the Napoleonic wars and revolutions and disturbances of later times, no effort has been made to overthrow or lessen the stringency of the law. That Prussia's victory over Austria was possible because of the superior intelligence of her soldiers, Austria, after Sadowa's bloody field, hastily acknowledged by enacting a stringent compulsory law similar to that of Prussia. So, too, France after her memorable defeats at Sedan and Paris, followed Austria's example. In 1872 only 58.2% of the French people could read and write. What does this show? That the education of every child is one of the strongest safeguards in a time of danger, and that an educated army is the best army. Denmark, Switzerland, Scandinavia, Greece, Turkey, Portugal and Spain have compulsory laws. In the former, strongest provisions are in force for the carrying out of the law. As a consequence, Denmark has attained a foremost position among educated nations; while in some of the other countries the law is not carried out, and, in consequence, a small proportion of the population is at school. Ignorance, vice, and crime abound.

Turning now our attention to the English speaking race, we discover much a diversity of opinion and practice. In England compulsory education is under the control of Local School Boards. The cities, such as Manchester, Liverpool, Oxford and London have adopted the provisions of the law. In fact, according to the recent report of the Minister of Education, nineteen-twentieths of the inhabitants of England and Wales have voluntarily adopted the law. A most striking advance in attendance and in the general impartation of knowledge is certified by these boards to have taken place. Thus in conservative old England a compulsory School law is being vigorously carried out.

Connecticut took the lead among the New England colonies by enacting an efficient compulsory law in 1680. This law was well enforced, and, as a result, Connecticut ranked first in regard to the number of pupils at School according to the population, and in regard to the general intelligence of her people. Attendance at School became a habit, and, in great measure, lost its compulsory character.

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But when a foreign element was added in the nineteenth century, the law was amended to meet the changed condition of affairs and render it more effective. The present law of Massachusetts compels the attendance of every child between the ages of eight and fourteen, at least twenty weeks in the year. Other stringent regulations in regard to factories, exist. In Maine, the towns have the power to pass regulations enforcing the attendance of children between six and seventeen years of age. New Hampshire, New York, California, Illinois, New Jersey, Nevada, Michigan, Texas, and other states have compulsory laws requiring children from eight to fourteen, (the ages varying in the different states) to attend school from twelve to sixteen weeks in each year.

Where the laws have proved a failure, the cause lay in their inefficiency to enforce attendance. To enact a compulsory law, without attaching penalties to its violation and taking means to inflict those penalties, is of no avail. In those countries where proper enactments have been made, most beneficial benefits have followed and will follow. To Great Britain, the law is of paramount importance on account of over population, consequent on the enormous increase of the poorer classes through improvidence and early marriages. The safety of the United States depends upon the intelligence of her citizens, and the more general that intelligence the greater her safety. In regard to Canada, the same principle holds good. In justice to the Teacher, to the child and to the community, as a practical agency for the prevention of crime and want, as a most important factor in national prosperity by diminishing taxation on account of crime, by increasing, in an immeasurable degree, the productive capacity of thousands, by increasing the intelligence of the numerous poor, thus strengthening the motive of prudence and diminishing intemperance and vice, as the best plan for securing regularity of attendance and the fulfilment of the design of the common school system, a compulsory school law is demanded in New Brunswick.

E.—Discussion on Resolution relating to the Enrolment of Pupils for entrance upon the First Standard of the Course.

The resolution prepared by the committee having been read—

Dr. Raad said this was a matter with which the Board of Trustees in different localities might deal. The Trustees of Fredericton admitted children but once a year. The St. Stephen Board had a somewhat similar regulation.

Mr. Crocket enquired why the resolution did not embrace all Schools and not only primary Schools.

Mr. D. Morrison said that in the city pupils were admitted by permits issued by the Trustees, but it was in the country that the trouble arose. There no permits, or but few, were given, and scholars were constantly coming and going. This had a damaging effect on the Teacher, and diminished his usefulness to a great extent. If the Board fixed a time for admitting pupils they would confer a great benefit on the Teachers.

Mr. Sievewright said that the question was of more importance than we would think, because at the time of the examination it is expected that a scholar entering the schools two or three months previously shall know as much as pupils present during the whole term. He believed that others suffered as well as he did in this matter, and he would like to hear their opinions.

The Chief Superintendent reminded the speakers that the difficulty was not peculiar to the country Schools, but was just as clamant in the cities and towns. Here in the city of St. John it was a difficult question to deal with. He did not wish to see the subject discussed in the Teachers' interest, but in the interest of the pupils. He wished to see the question discussed on its merits and not forced to a conclusion. The Trustees of Fredericton and of some other large districts had overcome the difficulty.

Mr. Wilbur said it was very well to talk of St. John, Fredericton and other places, but in the northern counties there were children who had to come two or three miles to School. The snow did not leave the ground for many months in the year, and was it fair to keep these children (who had to travel that distance perhaps with bare feet) out of the Schools?

The Chief Superintendent said it could not apply to the general mass of children, but to those only who had never been admitted to the Schools, — those who wished to begin school life for the first time. The Trustees should, of course, admit such at a stated time, and not upon any and every day in the year, otherwise there could be no suitable class assigned for them.

Mr. Crocket would like to see the resolution extended to include the children of all primary Schools.

Mr. Wilbur asked what would be done in the case of a boy of eight years, previously debarred from attending, who desired to be admitted to School?

Mr. Mullin, Inspector, thought the resolution should be considered from the

pupils' standpoint. When a pupil enters late in the term he must undergo a process of cramming to bring him up to the standard of the others. Thus more harm might be done the pupil by admitting him in the middle of the term than by keeping him out.

The Chief Superintendent requested the referring back of the resolution to the committee.

Mr. Wetmore, Inspector, was decidedly opposed to any interference on part of this Institute. If the discretionary power is with the Trustees, why not leave the matter to them. He feared that if more regulations on this subject were made they would do more harm than good. The matter was in the power of the Trustees to deal with; and Teachers should use their influence with them. He hoped the resolution would be voted down.

Mr. Montgomery would not like to see a recommendation to the Board on the subject. Not much difficulty had been admitted. He thought that it should not be said the Schools were not for the convenience of the people. He objected to the expression in the resolution that the Teachers "frittered away" their time. When a boy came late in the term, upon his (Mr. Montgomery) explaining to the parent that he would work under great disadvantage until the next term, the parent would keep the boy away until that term. He did not favor further restriction.

Mr. D. P. Chisholm thought it undesirable to pass the resolution, and hoped it would not pass. The Teachers should use their influence with the Trustees to remedy the matter.

Mr. Creed said that the general interest should be considered and that could be best conserved by admitting pupils as unfrequently as possibly—that is once each term, or even once a year.

Mr. Denton moved that the resolution be referred back to the committee, which was carried.

F. — Addresses by Professor Walter Smith, State Director of Art Education in Massachusetts.

I. ON INDUSTRIAL DRAWING. — (AT THE FOURTH SESSION).

Prof. Smith said: When I received an invitation to come and speak to you on industrial drawing I felt that, though accustomed to receive such invitations, this was one of peculiar interest to me as a professional man and an Englishman. I felt I owed it to the fact that for years I had endeavored to understand this new element of education. It is generally a bore to listen to a man that knows only one subject. But it has some advantages. It is well that some men should be so narrow-minded as to confine themselves to one detail. No man knows the subject of education in any one detail who has not given it much study. A well informed man is one well informed on all subjects, and splendidly informed on some. I ask your indulgence while I speak as a practical teacher, for I am fresh from the class; I bespeak your fellow-feeling for any mistakes I may make; if I can add to your knowledge it will fulfil the purpose of my coming. I have worked in this matter of art education as a pioneer for the last thirty years, in the old world and in the new. I trust, therefore, you will excuse me if I sometimes use the personal pronoun. It is an advantage to be old enough to have made mistakes, to have tried experiments, for final success of the highest character comes from that form of mind which has an absolute inability to be discouraged. The subject of my remarks, I see, is put down on the programme as industrial drawing. To-day I propose to define what industrial drawing is, because it is a subject not generally understood. If I can define to-day what it is and is not I will have done enough. This afternoon I take a general survey of the whole field, historically and educationally. The first question is, What is industrial drawing? Ist. As a subject of education, it is the new subject. In English speaking communities it was about thirty years old. As an elementary subject for common schools, it began after the Exhibition of 1851, when the want of taste of English manufactures in design was made apparent. In 1836 schools of design had been established in England, so that as a speciality of administrative education, it is fifty years old, but as a subject of elementary education, only thirty. Even now it is not universally established: I mean as a public work in public schools. I do not refer to the teaching of it in special and private schools, where it has been taught much longer. What is it? A subject as broadly and generally related to the industry of a civilized people as reading, writing and arithmetic. The three famous R's have practically been increased by this subject, making a fourth R. I fear you are confused at times by the term industrial; but so long as drawing is taught to a child as an elementary subject, it has as much relation to education as reading, writing and arithmetic. Drawing is the representation of form and the originating of form. It is related to all the industries in a general way.

The drawing required to be taught in the public Schools is industrial drawing, not pictorial drawing. It has been so defined, because the accuracy of workmanship and good taste in design, which sound instruction in drawing imparts to the creators of industrial products, are of general interest and pecuniary value in manufactures, whilst the mental habit which scientific accuracy and love of the beautiful will develop in the minds of all will be a social advantage. Experience has proved that the surest way of elevating public taste and improving all manufacturing industries is to educate all the people in the elements of art and science in primary Schools (primary, grammar and high), and to supplement this by instruction in technical subjects given to adults in secondary Schools (Schools

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Art or science, or evening drawing classes). This will give general information to the public, who are consumers, and the germs of a developed taste to all, and special instruction to the few original artists or producers whose occupations require great manual skill, or higher and further knowledge of particular branches of art industry. It will also open the door wide to all those who have special aptitudes in a creative direction, and insure that no budding genius be overlooked or misdirected. Probably there is not as much teaching of drawing in this Province as in some places, but there must be some here who have been taught to draw for the sake of picture-making. Now, I want to draw a distinction. That is not industrial drawing. There is no relation between that and subjects of an industrial character. In private schools the duty of the Teacher often is to be guided by the pupil in the choice of subjects, which is the grave of education. The drawing to be taught in the Schools ignores any one having a gift. Formerly pupils were taught because they were thought to have a gift, and such a thing as a landscape was given the pupil to begin with—something it could not do—and if the pupil failed the Teacher jumped at the conclusion he had no talent. This rule would never be applied to any other subject. It was absurd to expect a pupil to draw without having been taught.

The attention of the British Government was first called to the want of taste in the textile and other manufactures of the country by the manufacturers themselves in 1834. They laid this state of affairs before the Government, showing that the standard of taste was so low that they were losing their markets. It was very suggestive that this complaint did not come from theorists, or enthusiasts in art education, but from manufacturers whose capital was at stake. The Government summoned all the artists of the period, Wilkie, Haydn, Dyce and others, and they advised the establishment of Schools of design. The Government took that advice and determined to give Government aid to all the great centres of manufacture to establish such Schools. This was done, and from 1834 to 1851 there were nineteen schools of design established in the United Kingdom; now there are over two hundred such Schools. But in 1851, when the industry of the world was brought as it were into a nut-shell there was but one opinion, that the skill and taste and attractiveness shown in the goods of foreign manufacture more than compensated for their inferior material, and that English manufacturers were right in saying they were losing the markets of the world; and we date the first effort to that period. At that time there were few native designers in the important manufacturing establishments of England. The chief men were always foreigners. The English workman, as a rule, knew nothing but his miserable rule-of-thumb style of doing things. The reason given was that there was no national capacity for art. It was thought that the Schools of design had failed, and that their failure had proved this national incapacity. The fact was that the Schools of design began at the wrong end. It was like a man trying to build a house from the roof downward, to teach people to make designs before they could draw was an absurdity. The same failure was witnessed in Mechanics' Institutes where mathematics were taught to persons who knew nothing of arithmetic. The classes which at first were full soon dwindled away, because it was impossible to take the last step before the first had been taken. Before leaving this branch of the subject let me say that there are now not more useful institutions than Mechanics' Institutes and Schools of Art or design, because they have been obliged to go back and commence by a system of national education in the day Schools and thus place under the building its foundation. You have had the genius to begin in that way here.

It was quite clear, after the Exhibition of 1851, that something had to be done. Then England found the value of one of her greatest friends, one of her greatest men, the late Prince Consort. He said to the public men, "this is the weak point of your civilization." It was determined, first, that no technical Schools could succeed until pupils were prepared for them by the study of drawing in the National Schools. It was considered that it would be useless for manufacturers to produce beautiful designs when there was no general public taste to be catered for. Thus they introduced elementary drawing in the Schools. Also they resolved that there should be a national museum of industrial art.

That was the beginning of the great South Kensington Museum. I saw the beginning of it drawn on the court yard in one wagon and stored in three small rooms. That was the beginning of an institution of such value that when lately an economist wanted to have it sold for the purpose of raising money the project was ridiculed. But England would no more think of selling that than of selling her fleet to France or Russia. The third agency was the training of Teachers. You all know how difficult it is to establish normal Schools and how difficult it has been to keep them up. There are periodical outbreaks against Normal Schools. Some people think the man who is good for anything else is good enough for a Teacher. Some say Teachers are born, not made. Well, they have been born, of course. But they have to be made, also. I was glad to hear one practical man speak of the subject, and that was when the Mayor said it was the most important profession in the world. I believe the Mayor meant it, and was not merely administering taffy to tired Teachers. Men and women, are not Teachers until they have made and corrected their mistakes, and persevered towards the light. How can the Teacher's office be prepared for by a graduation in the School of failure in everything else? These practical English people thought the next best thing to do was to make Teachers of art. In some of the old Schools of design they had employed painters as Teachers who had been unable to sell their own pictures. At Birmingham they had a miniature painter, who would not point miniatures; at Manchester a landscape painter; at Sheffield a portrait painter. These people were not Teachers and so the Schools failed, and it was determined that a Normal School for the training of Teachers of art should be established, and it was thought in time by these agencies the whole people would be permeated with a love of art. The matter was thought to be of such great national importance that it was not left to local effort, but the Government took charge of it. The Government called to their aid the National School Teachers, and asked whether it was possible to teach drawing in the public Schools. They passed a resolution that if half the time devoted to writing was to be devoted to teaching drawing, the writing would be better and the learning a clear gain. The Teachers undertook to learn to draw, while at the same time they undertook to teach drawing. It was amusing and an object of ridicule to many, but it was the infant Hercules, the first beginnings of a great movement. The pupils in the Art Schools were sent to the National Schools once a week to draw on the black-board, for it is on the black-board mainly that the work has to be done. Now there is scarcely a National School Teacher in the United Kingdom who cannot draw and teach drawing. The use of the black-board in the teaching of drawing, was

discovered at that time. It is cheap, it is in the School, chalk is cheap, and it is suitable for class instruction. Then there was another feature introduced. It was that the understanding of the paper must first be informed, that he must be taught to know, to see, and to do. The principle involved by this class teaching is that drawing is not a speciality, but an element of general education; that it is neither art nor science, but may be the basis of both. As to the subjects taught and time given, it was found that one hour per week was sufficient. The lower children were taught to draw on slates. It is useful, but two years is long enough to keep the child at the slate. The subjects taught were (1) Free hand drawing of ornaments and objects; (2) Geometrical drawing; (3) Object and model drawing.

The Normal Schools of the three Kingdoms were furnished with art teachers: evening Schools have been established—art Schools and Schools for mechanics and working men. The Teachers have been taught, examined and certificated.

I now come to speak of what has been done in America. In 1870 the State of Massachusetts resolved that drawing should be taught in the public Schools, the regular teachers to do the work. I was invited over to carry it out. Formerly special Teachers had been employed to do this, which was employing two people to do one person's work. The first thing I did was to withdraw the special Teachers and get the ordinary Teachers to devote themselves to drawing. This has been quite successful. Referring to the drawings on exhibition, he said they were the work, and all the work, of two Schools in a given time, the work of the geniuses, the stupid, and the medium. They included drawing from memory, enlarging from copies, and time drawings. The greatest difficulty that the Teachers of this generation have to encounter is want of faith. They have not, as a rule, been taught in their youth, but have taken up the subject after reaching manhood or womanhood. They become discouraged and impatient because they do not succeed better. You find it is irksome and you conclude you have no talent and that you cannot succeed, and when you come to teach and the children make mistakes you think it is all your fault. This is very natural, for ambitious people are easily dissatisfied with themselves. Why not apply the same rules of development in this study as in others? If a child makes a poor drawing why should it be so distressing? Teachers survive the mistakes of their pupils in other exercises, and why not in this? All good hard wood is made by very slow growth and so all things in this world that are intended to endure are produced slowly. Geniuses are rare, and if you want to know a first rate, unadulterated nuisance, get introduced to a genius. Nature makes a genius once in a while, and then takes a rest and makes an idiot. Both are about equally useless. We can't prevent their coming, and all we can do is to be kind to them, and endure them. I must plead for the slow children. He said he had been a Teacher all his life, and had ten children of his own, and if this did not entitle him to speak for the children, what would? The average child is slow to learn, and it is with the average child that the Teacher must deal. Be patient with the slow child, and don't take the responsibility if he learns slowly. There is a certain amount of individuality in children, that ought not to be crushed out of them. A child has the inherent right to be as stupid as he will. The Teacher who tries to level up his dull pupils and pull down his brilliant ones, all to the same plane, does not know his business. The best results can not be obtained by giving too much instruction. The child should have the right, if it doesn't know anything, to show that it doesn't. There ought to be many lessons in drawing which you should not correct, for the child should have the opportunity to correct its own work. In regard to the use of mechanical help in drawing, authorities differ greatly. Industrial drawing is not merely picture-making (although it includes it), but also includes drawing ships, machinery, surveying, plane geometry. All these last are done by instruments. That is the mechanical side; the other is the pictorial side. Industrial drawing, therefore, consists of two parts—instrumental and scientific, and free-hand. Good industrial art includes the scientific and the use of instruments. Any scheme of industrial drawing which is not scientific and capable of being applied to mechanical design is not industrial. But the beautiful is also equally necessary. Mechanical help should be used when there are elements in the drawing which cannot be attained accurately by free-hand. But when skill in free-hand drawing will suffice mechanical aid should not be used. [The Professor here produced a large book of elementary drawings and explained his order of teaching in the elementary grades.] I look on drawing as the expression not of skill but of the understanding and intelligence. Drawing is not to be taught as a trick but as the expression of a thought. The beautiful picture exists in the brain before it gets on to canvas. The place to correct a wrong drawing is not on the paper but in the brain. Remember that you are teaching the children to draw, not to make drawings. When the pupil's work grows valuable, and shows signs of originality, it is time for him to leave his Teacher and depend wholly on nature. The Teacher who feels that the destruction of all the drawings in his School would be any loss to the world has been wandering about in the wilderness. The object is not to produce a material thing, but that which is to keep the individual safe in after life. The hand is not skilled except so far as it is the servant of the brain. "Ear for music" and "eye for form" are idiotic expressions. If you have an eye for anything you have an eye for form.

Specialists are not necessary and ought to have no place in public schools. Keep them out, for no child is capable of receiving more instruction than can be given to it by an intelligent man or woman who teaches it all the time.

Rules are very good things unless you make gods of them and think of nothing else. It was actually asked me by a teacher: would you let a child use India rubber? This implied the belief that there were beings running at large, unrestrained, incapable of making a mistake. It is not education, but barbarism, to prevent a child from correcting its mistakes. It is inhuman, and without even the merit of being successful.

2. ON INDUSTRIAL DRAWING.—(AT THE SIXTH SESSION.)

Prof. Smith, in continuation of his first address, proceeded to speak of the question of oral instruction vs. text-books, on which there were high authorities on both sides. The truth, he thought, lay between the two. He believed both in the living teacher and the text-book; the latter is like a sword with which to defend what has been already gained. It is well to make use of the experience of others. Applying this to drawing, some thought that the teaching should be wholly from objects

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and not from flat copies. On the other hand, some liked to teach from copies wholly. Truth takes the good of both these views and produces something better than either. No good teacher of drawing relies wholly on mechanical help or text-books, or refuses to use them when he can enforce instruction by them.

Drawing is intended to develop observation and new modes of thought, and to develop skill and taste by practice of the hand and eye. Elementary drawing may be thus divided: free hand drawing of ornaments and objects in two dimensions, length and breadth, and three dimensions, length, breadth and thickness. Instrumental drawing, geometric, plain, solid and perspective, mixed drawing, memory and design, advanced free-hand, in light and shade, and applied design. He purposed first to take up free-hand drawing in two dimensions. It consisted of an alphabet or form of two letters, the curve and the straight line. He then proceeded to give an illustration of the distinction between symmetry and balance on the blackboard. A man might be balanced upon a rope, but he would not be symmetrical. A form having one axis, with two sides alike, may be said to be symmetrical. A complete form repeated gives us repetition. Balance he illustrated by a curve balanced on opposite sides of a straight line. Balance is the symmetry of unequal parts and symmetry is the balance of equal parts. Form does not depend on size. In drawing a subject may be treated on any scale. Proportion he illustrated by diagrams of a vase and explained how the proportion was attained. He pointed out the importance of proportion by showing three figures of the same shape and height but of different proportions latterly. Stages of illustration in teaching drawing are essential to a true perception of the thing to be taught. He illustrated this on the blackboard by a series of diagrams, showing the successive stages in the growth of an object. As far definitions, he attacked the custom of stuffing children with definitions before they knew what they meant. He understood a definition as a means of retaining what you have learned by facts. He urged the cultivation of the memory, as a good memory is indispensable. He recommended the teacher, before the exercise began in the class, to draw on the blackboard the figure that was required to be drawn by the children. The skeleton should be placed on the board also, and then, if the teacher chose, the main drawing might be obliterated and the mere skeleton left. He illustrated the difference between single and compound curves, the first being merely parts of a circle. In teaching drawing it is useful to cultivate the memory. A knowledge of the regular must precede the irregular in the understanding of any object. As form has nothing to do with size, neither has it anything to do with position. This truth the Professor illustrated by diagrams.

Drawing from dictation is the best possible way of fixing the attention of the pupils. He strongly recommended it as a means of obtaining attention and enabling the teacher to find out how much he had taught.

He then passed on to a more difficult subject, drawing from objects or models. Here he displayed a number of models which he had brought with him. Objects are bound either by plain surfaces or curves. It was the usual practice to commence this study by cubes, but he had never adopted that because it involved perspective, which was difficult. He was accustomed to begin with curved objects such as are made in a lathe or potter's wheel, which were simple objects. People as a rule care not what they see but what they know. Round objects seen at an angle appear an ellipse, the faces of square objects seen the same way, converge. You will often hear a person say, said he, "Cannot I believe my own eyes?" Well, he wouldn't believe a man on his oath—if he did not know how to draw—in his description of an object. There is nothing so easily deceived as the eye. In looking at receding parallel lines they always appear to converge. This fact is not remembered by the beginner, and he draws a cube larger at the top, with the receding lines diverging instead of converging. In England all the pupils in all the schools throughout the island engage in the same exercises at the same time. Samples of the work are then sent to the Government examiners for inspection. He remembered that the first form given to be drawn was a plate. Many of the samples shown were incorrect, the pupil taking a bird's eye view of the plate, and thus forgetting to put in the bottom of the plate. The same mistake is very likely to occur in drawing a chair. The pupil looks at the chair, but after all draws it from the impression he has of it. The bottom of the chair is the most important part of it, and forgetting his responsibility to fill it, draws the bottom very large and out of proportion.

He gave illustrations of the drawing of spherical forms, such as an apple or an orange; of elliptical forms in the lemon and potato; of ovoid forms in the egg and the acorn, and the spiral in a sea shell. All objects turned on a lathe or potter's wheel will be circular in section if the section be perpendicular to the axis and will appear geometrically symmetrical in every view. It took him a good many years to discover that simple truth, that an object such as a vase always appears symmetrical, from every point of view. A cone is always symmetrical. He illustrated this by drawing the long axis of the base of a cone will be at right angles to the base of the solid. Prof. Smith here illustrated how a cylindrical figure such as a mug and a conical figure such as a pail were drawn.

The blackboard is the most important medium of impressing the principles of drawing on a blackboard. A drawing of this kind need not be elaborate, indeed it should not be elaborate. There was no excuse in teachers saying "I can't teach on the blackboard because I can't draw." You can't use the blackboard wrong, if you do your best, and it is not necessary to draw too well on the blackboard. It then proceeded to the subject of design. Any child is capable of making a design, but instead of trying to invent new forms it is better to take natural forms, such as plants, and let the designing be in their arrangement. He illustrated how this might be done and variety obtained. Teaching of drawing and design should be object teaching as far as possible. He then proceeded to answer a few questions that had been submitted to him on paper. One question was, how to get over the difficulty of drawing a circle without moving the paper. He criticised the authors of such a scheme severely, and said that if a person chose to stand on his head and draw—provided he could draw better in that position than on his feet—he was at perfect liberty so to do. In sketching he advocated the greatest freedom.

Prof. Smith then concluded a very instructive address, which occupied three hours, and which was full of interest, but which, owing to the nature of the subject, cannot be fully reported without reproducing the illustrative diagrams.

3. ON INDUSTRIAL ART EDUCATION. (AT THE CLOSING SESSION.)

Dr. Rand, in introducing Prof. Smith to the large audience, made a few observations on the importance of industrial art. He said that he had seen Mr. Park who promised to be present, but he had just received a note from him regretting his inability to attend, which he read. Dr. Rand explained for the benefit of those who considers that in all the Schools of New Brunswick the elements of industrial drawing and designing were taught. We have got that far, and without a revolution because the advance was carefully made. We have been doing a little at it, and at the Normal School, where all the Teachers have received some training in it. He hoped the School Trustees of St. John would move in the matter so as to enable the specially gifted in that direction to receive secondary aid. We are doing an injustice to ourselves if we do not avail ourselves of all the aids for our advancement which are in our reach.

We would like Prof. Smith to clearly point out wherein this subject will come with an economic value to the manufacturers of St. John.

Prof. Smith said that he could not promise to say much that was new, after having spoken on the subject twice already. The whole subject of industrial art education is really an economical one. Industrial drawing is simply an element in general education, but the subject of industrial drawing as applied to manufactures is a much broader one, and on that he proposed to speak. He had never accepted an invitation with more pleasure than that to speak here, for it was accompanied by a report which showed the great progress that had been made in education in New Brunswick, correcting an erroneous impression which he had in some way received. He was glad to see that the subject of color was receiving attention in our Schools. That was a subject of greater importance than had heretofore been considered. It had been found that there is a definite per centage of children who are color blind. About five per cent. of boys are color blind, and only about one girl in two hundred. He accounted for this by the fact that more of our powers than we imagine are the result of education. Girls are accustomed to study colors when very young, but it is otherwise with boys. He was glad to see that in regard to drawing they had begun here at the foundation by making provision at least for the thorough education in drawing of the next generation. He believed that special schools should be established to complete the work of the day Schools, so that the roof might be placed on the completed edifice. We do not do justice to our people if we provide classical studies and give the artisan no chance to obtain an education in industrial art after he has left the day School. He should have an opportunity of becoming as thorough in his business as the surgeon or any other professional man. For the best interests of society there is imposed on us the necessity of giving to the mechanic what has been given for centuries in other walks of life. Look at the changes which are taking place in the world under the influence of modern inventions. They have made skilled labor more than ever valuable and, as it has changed the circumstances of society, we must change our modes of education to meet that change. It is necessary for us to make our education practical as well as to elevate it. The subjects of education are yearly changing. It is not so long since the profession of the scientist was invented. Thirty years ago the man who stands in Huxley's position to-day did not exist, and yet the world owed more to scientists than to any other class.

The subject of industrial art is being taken up by every progressive nation, because without it there can be no improvement and nations who neglect it must lag behind. The world demands more taste and beauty in manufactured articles than formerly, goods must be made attractive, and the value of every textile fabric is increased by its beauty. The whole tendency of modern education is in the direction of increased scientific knowledge. Great technical schools are being established all over England, and these schools will presently overshadow Oxford and Cambridge, great and ancient as they are. The great English towns have all established secondary Schools for the study of industrial art and technical knowledge. The same thing is being done in France. In Paris itself there are four Schools where boys can study actual trades so that they can go at once from them into the workshops and earn good wages. The same is true even of Russia. When every other country is thus making progress it would seem that the time had come for people here to take up the subject for the purpose of seeing what can be done here for the advancement of manufactures by the teaching of industrial art. There is in every race a taste for the beautiful, as well as for the useful. That is a faculty which certainly is not lacking here, and which should be cultivated. The great asset of every country is more skilled labor. Prof. Smith dwelt strongly on the necessity for placing every facility for becoming skilled artisans before the people. As an illustration of the value of skilled labor, he stated that a piece of clay the size of a coin, which was of no value and which might have entered into the composition of a brick, becomes in the hands of a skilled artist a work of art worth more than any coin that ever was made. The value of the products of any nation depend on their attractiveness, for every country must export as well as import. Just in proportion as the soil of a country is sterile, should the education of its people be thorough. The industrial strength of a country depends not on protective tariffs, but on the industry, skill and knowledge of its people. Why should a people lie under any such badge of inferiority? A country should not depend for protection on fiscal laws. It was once said that an Englishman could not produce a work of art over a hundred and fifty years ago England had to import artists from Holland, and until technical Schools were established in England you could not obtain a high class skilled workman of English birth. All this is now changed. The most complete protection which can be had from any foreign aggressor is that of superiority to the power which assails, stronger because more unassailable and more permanent than any Chinese wall of isolation. We must rely on our skill to turn our raw material into gold. Art is not a question of race, but a question of opportunity and of faith. The workmen brought up in our shops have claims upon us. The least we can do for our children is to offer them as good an education as they could have had they been born in any other country. Prof. Smith then turned to the drawings shown on the wall and explained the progressive stages of the art of drawing

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beginning at plain geometrical drawing and ending with the highest branches. He said that the workman in a workshop who could draw a plan and understand it would always be the foreman. He wanted all young mechanics to remember that. These drawings, as before explained, represent the work of three years by two pupils in the Boston School. The first two sets of drawings are the work of one young lady not yet eighteen, the other of a lady not yet twenty-two years old. In concluding, Prof. Smith said that since coming to the Province he had received some favorable impressions from what he saw. He had been impressed with the unselfish public spirit displayed at the meeting at the Mayor's office, and the desire shown by all to get the best without regard to personal considerations. He believed the educationists were in the right way and had taken up this matter of drawing properly, and could not fail to be successful in it. He felt that public education in this Province was in safe hands. After expressing his gratification at his reception in St. John, he sat down amid great applause.

G.—Lecture by Mr. George F. Matthew, A. M.

THE USEFUL MINERALS OF NEW BRUNSWICK.

The first Europeans who settled in Acadia, of which the province of New Brunswick forms a part, found themselves in a country abounding with game and fish, and one where wood was almost too plentiful. In those early days, though there were legends afloat of boundless mineral wealth on the shores of the Bay of Fundy, the reality did not come up to the expectations of the early explorers; and the fisheries and lumber, together with the products of the soil, came to be relied upon as the chief sources of wealth in this new country. As these resources began to diminish, the inhabitants of New Brunswick were led to utilize the wealth hidden beneath the surface of their land. Thus degrees a new class of products was developed, which, as being of a mineral nature are denominated the "Products of the Mine." It is of these I propose to give a very brief outline, and say how knowledge of them may best be imparted in the Public Schools.

The increase of manufactures in our midst, will no doubt cause an increased demand at home for minerals of various kinds, and therefore an intelligent knowledge of such as we possess, if diffused among the community, would be a great gain to all, and it would also lead to the discovery of useful minerals of which we are now ignorant. As a contribution to this knowledge, and with the hope of exciting a desire to study the sources of information on this subject, which are available, I shall give in the first place a brief sketch of (1) The Useful Minerals of New Brunswick.

Secondly say a few words about (2) The best practical means of promoting a general acquaintance with them, on the part of the Teachers and pupils in the Public Schools.

And lastly lay before you (3) A Collection of Minerals and Descriptive Catalogue for your information and in illustration of the subject in hand.

In describing the useful minerals of New Brunswick, I do not propose to limit myself to the simple minerals, or to speak more accurately of the mineral species, but to describe as well, the various compounds and impure substances of mineral origin, or composition, which are available for economical purposes. In this connection various earthy deposits and rocks, which have a homogeneous structure will be mentioned. The mineral species themselves will be described in connection with the chief branch of my subject, and I will therefore allude here only to those of primary importance. There are a number of these mineral species, which, from their occurrence in large masses, or as they are more valuable than others, are worthy of a place among the economic minerals; and among these the ores of metals hold a prominent place.

A knowledge of the use of metals has grown up among men by slow degrees. Our ancestors once knew nothing of them: all their weapons and implements were made of stone, wood, bone, shell, ivory or other substances which came to their hand without the chemical processes, through which they are more important of the metals can be procured. The occurrence in New Brunswick of many of these metals would still be unknown, but for the researches which have given to modern chemistry the power to analyze and pick them out from their combinations. We may, therefore, anticipate the discovery of many more deposits of ore and other useful mineral substances, when the means of analyzing them become more generally known.

Flux—Prominent among the metals, the possession of which may be reckoned as of vital importance to a community, is *Iron*. Ores of this metal are known to exist at several localities in New Brunswick, but only those of Woodstock in Carleton County have been largely mined and smelted. The Woodstock ore is chiefly of the species known as Hematite, and extends over a wide stretch of territory, viz.: from Arisostock County in Maine, to and across the Saint John river into the Parish of Peel in Carleton County, New Brunswick. The ore-beds of this range are of a bright red or orange red color and are interstratified with grey clay-slates; and some are as much as eight feet thick. About 40,000 tons are said to have been smelted at the Woodstock Iron Works, and the iron obtained is stated to be remarkable for its hardness and strength, and well adapted for the manufacture of steel. Some of the iron ore-beds of this district are peculiar in having a large percentage of manganese. Similar manganeseiferous iron ores of considerable promise, are found at the Manganese Falls at Markhamville, in Kings County, and are now being tested. At West Beach, in Saint John County, there are beds of Hematite ore, but they have not been worked up to any extent.

A kind of iron ore which is a secondary product resulting from the decomposition of other iron ores is called *Boj Iron*. This ore is found in thick beds in certain parts of the province, and especially in the carboniferous districts of York, Queens and Sunbury.

Hematite or Black oxide of iron is a third ore of this metal which has been found at a number of localities in the province; but so far, either in such small veins, or so mixed with impurities, as to be unsuitable for the manufacture of iron.

Magnetite ore of iron, and one which is largely employed in Scotland and England for the production of iron, is the *Carbonate*. Beds of this ore have been found in the coal measures of Queens County and elsewhere, but no use has yet been made of the ore.

Malachite ore to which I may refer, and which occurs in many places, but usually in small quantities

is the *Sulphuret of Iron*. This ore is valued not so much on account of the iron, as of the sulphur it contains. Sulphur is now so generally used in manufacturing processes, and is so much needed what are known as Chemical Works, that the knowledge of a source from which it may be obtained is of importance to us. Such a locality is Moore's Mills, near St. Stephen, in Charlotte County, where beds of this ore are found with actinolite schist. The pyrites at this place is intimately mingled with calcite, and the deposit extends in an east and west direction for several miles.

MANGANESE.—Another metal, the ores of which occur in large quantities in New Brunswick is Manganese. A deposit of the ore of this metal was found at Markhamville, in Kings County, about twenty years ago. The ore occurs in several irregular beds and is chiefly the grey oxide (Manganese), but the black oxide (Pyrolusite), which is more valuable, also occurs. The whole amount of ore removed from this mine has been about 7000 tons and the yearly output is now between 500 and 1000 tons.

Manganese ore is found at three other places in New Brunswick. Quaco is an old locality which has been recently re-opened, and has the advantage of being on the seaboard. At Shepody Mountain Manganese was mined for several years; and recently a new mine has been opened at Hopewell far from this mountain.

On the Tête-a-gouche river, near Bathurst, the slates contain veins of Manganese ore, which has been mined to some extent.

COPPER.—The Copper ores of New Brunswick are mostly sulphurets, and are of common occurrence in the altered and hardened rocks of the southern counties, but owing either to the irregularity of the deposits, or to mismanagement of the mines that have been opened in them, this mining industry has not had a healthy or continuous life. The amount of ore at several localities which have given a better result. Adams' and Simpson's Islands and La Tête peninsula in Charlotte County, and Salmon River in Albert County, are the most promising places for copper-mining.

LEAD.—*Galena* or the sulphuret of Lead is the only ore of this metal, the occurrence of which in New Brunswick, is worthy of mention. In most cases it is found in association with copper and zinc ores, but occasionally alone. The quantities found have been small, and it is now where used for the extraction of lead. It is an ore however, with which in this region silver is often associated, and veins of it may be valuable on this account.

ZINC.—Zinc ore is not plentiful in New Brunswick, but has been found at several places as Capreol and La Tête in Charlotte County.

ANTIMONY.—Antimony however, a rare metal in most countries is not uncommon in this. It is known to exist in at least four places, among which Lake George in York County is best known. Mining operations have been carried on at this place with more or less vigour since 1862, and large quantities of ore have been extracted. Much of the ore is reduced at the mines and converted into Regulus or Metallic Antimony, and also to some extent into the alloy called Rabbit Metal. The product of one of the mines is exported to the United States and reduced there.

OTHER METALS.—Ores of other metals as Silver, Gold, Bismuth and Molybdenum which occur in small quantities will be described in the third part of this paper.

MINERALS IN ROCK-MASSSES.—Among minerals which occur in such large quantities, as to form rock-masses, may be named Gypsum or Sulphate of Lime, and Limestone or Carbonate of Lime.

GYPSUM.—Deposits of Gypsum of great extent and purity are found in New Brunswick. One of the largest is that of Hillsboro' in Albert County, where extensive quarries have been opened and worked for many years. The Hillsboro' quarries have been carried to a depth of 100 feet without reaching the bottom of the deposit. Some parts of the Gypsum rock are of a snowy whiteness, and most of it is compact, fine grained and of a white color, forming the variety known as alabaster. Great quantities of Gypsum have been taken from these quarries for exportation, and for calcining and grinding at the large mill of the Albert Manufacturing Company.

At Petitcodiac there are also extensive beds of Gypsum, but a texture different from the Hillsboro' rock, being crystalline and coarse grained. At Petitcodiac the Gypsum has a breadth of forty rods and is exposed for a length of a mile; for the greater part of this distance it is traversed by a vein of the variety called selenite, eight feet wide.

Gypsum is found also at Upham and Studholm in Kings County, Tobique river, Carleton County, and in other places.

LIMESTONE.—Limestone and Marble occur at so many places in New Brunswick that only a few can be referred to. Pure white crystalline Marble, and white Marble mixed with serpentine, forming the variety called Verd Antique Marble, are found in the hills of Portland, Saint John County, and the variegated Red Marble near Gagetown, in Queen's County,

COMBUSTIBLE MINERALS.—Of Combustible Minerals, four kinds occurring in New Brunswick are worthy of notice.

BITUMENOUS COAL.—Bitumenous Coal has been discovered at a number of places in the Province and has been mined at Quaco, Richibucto, Clones, and Grand Lake, but the last is the only district where coal-mining has been extensively carried on. The beds at Newcastle on this Lake are nearly horizontal. They are near the surface and can be worked with small expenditure of capital. The principal coal-seam here is from 22-26 inches thick; and the coal obtained is a highly bitumenous caking variety, well adapted for household and smith's use. The annual production of the mines at Grand Lake is about 3000 chaldrons.

ALBERTITE.—Albertite or Albert Coal is a rare mineral, found only in a few localities, and receives the name it bears from having been first found in Albert County. It differs from true coal in being homogeneous throughout its mass, in having no layers of vegetable remains, and in being found in a vein and not in a bed parallel to the layers of the containing rock, as coal is.

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The mine of this mineral at Hillsboro' was for a number of years very profitable, returning yearly 60 per cent. on the capital invested; but now it is thought to be exhausted. In twelve years (from 1833-1874) 155,000 tons of Albitrite were exported from Hillsboro'. Its value consists chiefly in the large amount of bitumen which it contains, for it is capable of yielding 100 gallons of crude oil, or 4,500 cubic feet of gas to the ton.

BITUMENOUS SHALES.—Bitumenous Shales form masses of rock of considerable thickness in Albert and Westmoreland Counties and extend into Kings. There are two belts of these Shales which traverse the counties named for a length of fifty miles. At Baltimore, a few miles east of the Albert Mines, they are very rich in Bitumen; and extensive works for distilling oil from the Shale were once in operation there, but had to be abandoned after the discovery of Petroleum in Pennsylvania. The richest bed in Baltimore yielded sixty-three gallons of oil per ton or 7,000 cubic feet of gas. The Shales of Shale in Westmoreland County have been quarried for exportation, and more recently borings and pits have been made in them in search for Albitrite.

BOG PEAT.—Bog Peat is the fourth combustible to which I referred. It is a substance which results from the slow decay of Peat Mosses, plants of a low order, which grow in wet hollows, and in the course of centuries produce masses of Peat many feet thick. At the present time this substance is used in New Brunswick, but in Europe is extensively used for fuel, both in its natural state when dried, and also in a condensed form. By a preparatory process and by forcing through a cylindrical press, hard blocks of fuel are produced from it, equal in density to coal. Peat in this form may be used for all purposes to which ordinary fuel is applied, even to the generation of steam, or the smelting of iron. Extensive beds of Peat are found in various parts of New Brunswick.

BUILDING STONES.—Another class of mineral products of a compound nature are the Building Stones. Among these the compound nature of *Granite* is patent to every one, who examines it with attention. This rock is so common in many parts of New Brunswick, that I shall only refer to a few places of special interest.

GRANITE.—At Hampstead, west of Spoon Island on the Saint John River, is a Granite quarry which has been in operation for many years. Stone from this quarry has been largely used for building purposes in various parts of the province. The rock is of a grey color and the three minerals Feldspar, Quartz and Mica, composing Granite, are present in the usual proportions.

This, however, is not the case with the Granite of Saint George, in Charlotte County, in which the scaly mineral Mica is very scarce; and some of the Saint George Granite consisting as it does, to a great extent, of two minerals only, comes under the name of Binary Granite. The two minerals of which it is composed are capable of receiving a high polish, and hence this stone is particularly well adapted for ornamental purposes. Other varieties of the Saint George rock contain sufficient Silica to be denominated Syenite.

On the West Branch of the Musquash river, there is a peculiar variety of Granite, which would be valuable for ornamental purposes on account of the large size of the feldspar crystals scattered through it. These crystals are one-and-a-half or two inches long, and are zones with flesh and cream colored shades in an unusual way. The rock on account of the large crystals scattered through it is a Porphyritic Granite.

SANDSTONES.—Sandstones which are also much used in building operations, on account of the ease with which they can be worked, are quarried at a number of places in New Brunswick. There has been an active demand for the excellent freestone or soft sandstone of Albert and Westmoreland Counties. Large quantities of this stone are shipped annually to the United States, where the rock is highly prized. From the Budreau quarries there are shipped annually 5,000 to 7,000 tons, and from the Caledonia 4,000 to 6,000 tons; and other quarries also send large quantities. A great deal of freestone, both from the Westmoreland and the Albert quarries, has been used in the cut-stone work of buildings erected in Saint John since the great fire of 1877.

CLAY FOR BRICKS.—Among materials used in building operations, may be named clays, for the manufacture of brick. Beds of clay suitable for this purpose are to be met with at many points in the valleys throughout this province. Those which are found near Saint John are generally "too strong," and the clay needs to be mixed with sand to produce a brick which will stand drying and firing, but at some localities inland the proper proportion of sand and clay is found in the claybeds, and from such clays bricks can be prepared with greater facility.

Beds of fire-clay, a substance from which bricks that will withstand a high furnace heat, can be made, exist in coal measures at Grand Lake in Queens County and elsewhere. The clay from these beds is brought to Saint John for the purpose of making terra-cotta drain pipes, and chimney tops, and for the manufacture of fire brick.

STANCES OF ORGANIC ORIGIN.—Among mineral substances of organic origin (beside the commonest minerals already described) which are capable of being used in the arts, or as fertilizers, may be mentioned Phosphate of Lime, Calcareous Marl, Marsh Peat, Diatomaceous Earth and Graphite.

PHOSPHATE OF LIME. Phosphate of Lime as is well known is a valued product of the Laurentian rocks of the Upper Provinces, and although it has not yet been found in these rocks in New Brunswick, a deposit of similar composition, but certainly of organic origin, exists in the Cambrian slates of Saint John. This deposit consists of great numbers of little shells of a black color, packed together in dense layers with sand, forming beds of from one to two inches in thickness. A piece of this rock on analysis yielded thirty-one per cent. of Phosphate of Lime and thirty-two per cent. of Silicious sand; the remaining thirty-seven per cent. being chiefly Carbonate of Lime.

CARBONATE OF LIME. Among the fertilizers of animal origin, chiefly consisting of Carbonate of Lime, may be named Calcareous Marl. This substance is found in many fresh water lakes, especially where the surrounding slopes are formed of limestone or calcareous slate. Such deposits are often more or less peaty from the presence of vegetable matter, and then are no less valuable for fertilizing purposes than when more purely calcareous.

MARSH PEAT.—This variety may pass into Marsh Peat which differs in its origin from Bog Peat. Marsh Peat consists largely of the finer part of alluvial deposits brought down by rivers and streams and deposited on marshy or submerged flats. Extensive areas of this material will be found to exist in the valleys of the Saint John River, and its tributaries, from Saint John to Fredericton. A great part of it has been submerged beneath river level, along the main river and its tributaries, by the gradual sinking of the land. Experiments made with this substance show that, like the mussel-mud of Prince Edward Island, it is valued as a fertilizer.

DIATOMACEOUS EARTH.—Diatomaceous Earth is another product of organic origin, whose chief value consists in the fine silicious shells of which it is composed. It is largely used in several manufacturing processes, as well as in the original state, in which condition it forms an excellent polishing powder, and in origin is similar to the Tripoli of commerce. Diatomaceous Earth has been found at the bottom of several lakes in Saint John, Kings and Albert Counties.

GRAPHITE.—Lastly I mention the mineral Graphite, which though now hard and stone-like, is believed to be a product of the decay and change of plants. In the Parish of Portland there are beds of this mineral several feet in thickness, and of sufficient purity to find a useful application in the arts. A mine was opened many years ago in the beds near the Falls of the Saint John and has been worked at intervals since. The product of this mine has been employed chiefly as Stove lead and as a coarse lubricator.

These remarks on the economic minerals of New Brunswick might be extended to a greater length, but what has been said will satisfy you that as sources of wealth to the community our minerals are likely to become increasingly valuable. I therefore pass on to the second branch of my subject, viz. :—

The best practical means of promoting a general acquaintance with the Useful Minerals of our country.

And here I feel that I should speak with some diffidence, as the subject has not come before me in the practical way that it has before you as Teachers. Nevertheless there are two points upon which I will offer a few suggestions which I hope may be of value.

As the study of Natural Science, in its elements at least, forms a part of the Curriculum of your School course, it seems to me that some way should be found to give the study a more practical turn than is at present possible. In many branches of knowledge books will give access to the subject to be investigated. The Mathematician, the Student of Belles Lettres, the Historian, the Linguist can roam through the field of knowledge at will. Such however is not the case with the naturalist,—to him pre-eminently object-teaching is a necessity. I think I am not wrong in saying that the natural science which is obtained from books alone is scarcely worth the time spent in its acquirement. Some Teachers of these sciences even go so far as to exclude the use of books entirely in the earlier stages of teaching.

As an exercise of the mind, and as a help to the acquisition of sound judgment and nice discrimination, no branch of study is superior to Natural History. But such habits are not acquired by swallowing wholesale, the statements of authors, but by applying to them the touchstone of evidence—by taking these statements to Nature herself, and seeing how far the printed page agrees with the object described. Hence I may say that without the use of natural objects, Natural Science cannot be properly taught. Take for instance Mineralogy, the study which it is my privilege to bring before you on this occasion. Who can describe by words the different lustres of quartz, feldspar and calcite, the odour of arsenical compounds, or the more homely one of clay? Yet he who has once practically tested these characteristics, can always thereafter recognize them.

Nature too is thoroughly honest and makes no mistakes; and facts obtained from her go to furnish a store-house of knowledge which never loses its value. Books may become obsolete, opinions may change, the leaders of thought of one generation may lose their hold on the admiration of the next. But Nature is always fresh, and, in this aspect, unchanging. There is need also that in pursuing this line of studies, tallies should be provided by which the student may be able to fix in his memory the facts (if they be such) which are presented to him on the text-book. Of such tallies, there is at present in the machinery of the Free Schools, a woeful deficiency; and to supply this want only two methods, so far as I can see, present themselves: there are the alternatives of purchasing the necessary outfit, or of obtaining it by exchange within the province. Of these the latter seems to me the more desirable plan, as it will not only interest the Teachers themselves in the object sought, but will provide a collection of materials such as would be most likely to find their counter-parts in the various School districts to which such objects would be distributed. Fredericton and Saint John would be the most desirable centres to which such collections of Natural Objects could be sent, and from which they could, after examination, be distributed. In this way a knowledge of the minerals found in one part of the province would be made known in another, and by multiplying the number of observers, the chances for the discovery of valuable mineral deposits would be increased.

There is another method through which a more general acquaintance with useful minerals and other sources of natural wealth might be increased, viz.: by oral instruction to the Teachers themselves. For how can Teachers be expected to instruct their pupils unless they themselves have first acquired the knowledge which their position requires them to impart. If the various branches of Natural Science indicated in the Curriculum of study are to be anything more than ornamental headings—if real teaching is to be done, some means must be adopted similar to those which in Boston preceded the introduction of the study of the Natural Sciences into the course of study in their public Schools. I have been informed that "The Boston Society of Natural History have been carrying on for some years, under the patronage of a wealthy and public spirited citizen, what they call a Teacher's School of Science. It consists of courses of lectures to Teachers, illustrated by specimens. Each student is furnished with specimens, and taught how to observe and use them. The average attendance at first was about fifty and it has risen of late years to about one hundred. These exertions are now producing their legitimate results. This year the oral teaching, which has been introduced into Boston Schools by the School Board, caused the society, encouraged by the assistance of several ladies noted for their efforts in behalf of education, to attempt a still more direct application of this method of imparting knowledge to those Teachers who were to employ it

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in the primary and grammar Schools. The arrangement was made on the former basis of one hundred, and they now find applicants to the number of nearly six hundred, for a course which is to consist of Botany by Prof. G. L. Goodale; Minerals by L. D. Burbank and Zoology by Prof. Alphonso Hyatt.

There are to be twenty-four of these lectures, given on Saturday afternoons, and the number of specimens to be supplied will amount for some lectures to two or three thousand. No great amount of pure science is to be taught, only the structure, habits, &c., of common plants, minerals and animals, and in such a manner that the information obtained can be made directly useful to the child, in teaching it to observe common things, and compare them, in fact shewing it how to do well, what it will have to do in the world after school-days are over,—observe, compare and conclude from its own observation and experience."

This training of the mind, as I have already remarked, is one of the greatest advantages of the proper study of Natural Science. No other branch of knowledge is more conducive to the rooting out of superstitions, the training in self-reliance and independence of thought, and the formation of a calm and intelligent judgment; and I therefore anticipate great advantages from the introduction of these studies into the Schools, if they be accompanied by the necessary object-teaching, and carried to their legitimate result.

H.—Speeches by Gentlemen present as visitors.

SIMEON JONES, Esq., Mayor of St. John, speaking at the first session, said he was glad to meet the Teachers, and in doing so he was reminded of his boyhood, for then he was afraid of them, and in old age he was afraid of them still. He was much pleased at the change which had taken place in educational matters from the days of his youth to the present time. Then anything was good enough for the Schools, and a garret was respectable enough for it to be held in; now, there was this splendid building devoted to Common School purposes. But there had been even a greater change in the standing of the Teachers. Then they were hardly acknowledged in society, now we were all proud of them. They were fast becoming the foremost profession in public esteem, and the next generation would be what they made it. He was confident that, in the near future, they would be remunerated better than now. He had great pleasure in welcoming them to the city, and hoped they would enjoy their vacation and return with new strength and vigor to enter upon the duties of their noble profession.

REV. JOHN BURWASH, A. M., *Professor of Chemistry and Experimental Physics in Mount Allison Wesleyan College*, being called on to speak at the close of Mr. Matthew's address, said he agreed with the opinion expressed by Mr. Matthew that the natural science learned from books was not worthy of the name. It was the same thing in physiology—a pupil might be able to describe any object by reading from the books, but when the object was placed before him he could not tell. He thought the County Institute could do a great deal towards helping to form a collection. Let the Teachers living in one district gather together a number of specimens and when they attend the Provincial meeting they could exchange one with the other.

At the opening of the last session, when requested to occupy a few minutes, Prof. Burwash proceeded to congratulate the Institute on the good work done. He thought it had given an impetus to education that would not die out, and that it showed the Teachers of New Brunswick were fully up to modern methods. The importance given to the study of science and art were steps in the right direction. Modern education was distinguished by the influence of the outside world on the man. We find in this outside world nature around us to be the educator of man, the true, the beautiful and the good in nature correspond to the true, the beautiful and the good in man. Yours is one of the highest occupations at which human beings can be employed, and I trust that you will not measure its importance by the remuneration which attaches to it.

HON. JOHN BOYD, Senator, Chairman of the Board of School Trustees of St. John, at the closing session of the Institute, expressed his thanks to Prof. Smith for the interesting address. In the course of his remarks, Mr. Boyd said that the Trustees of St. John had desired to introduce more industrial instruction into the Schools than there is at present, but he would say that here in St. John we have the best public Schools on this continent, and he did not thank Dr. Jack, who was present, for taking away one of our best Teachers from the Grammar School. When he heard the hearty applause which the mention of Prince Albert's name evoked, he could not help thinking of his daughter who in this country had done

so much good work. Mr. Boyd then referred to the establishment of a cooking school in this city than which nothing was more desirable, and he could only wish the Government would endeavor to engraft that in the public Schools. He had no doubt that if a competent teacher was employed, and a number of pretty girls got as assistants, a sufficient number of young men would be attracted to see them cook, so that the expense would be fully met. He was glad to hear Prof. Smith speak of the necessity of giving our young people the best education so as to enable them to make their own way in life, so that when the young people rise up to maturer years (instead of going to Boston or New York) they will be able to get employment here and give us the benefit of their skill and taste. Mr. Boyd said that a prominent merchant of Boston told him a short time ago that he had three hundred young men and women from St. John in his establishment, and they are the best he had, and not one had to be found fault with. Isn't it a shame that we have to send them away? He was glad that Prof. Smith touched that chord—how to teach young men and women how to do for themselves, and us here what they have to do for others, and that is by establishing higher schools of technology. He (Mr. Boyd) was glad to hear Dr. Rand speak of the ten years Prof. Smith had spent at Kensington, the ten years at Leeds, and ten years in Boston, and the hope that he had expressed that he would be induced to come to Canada for ten years. He saw that an evening paper credited him with possessing the ear of the Ministry of this great Dominion (something he was not aware of before), but he would endeavor to use what little influence he had with the ministry to get Prof. Smith to come to the Dominion and become one of us.

A selection by the choir followed, after which Dr. Rand tendered the thanks of the Institute to them. A vote of thanks was passed to Dr. Rand, the President, and the Institute adjourned.

MINERALS OF NEW BRUNSWICK,

With Descriptions, and simple Tests for determining the Species.

BY G. F. MATTHEW, M. A.

INTRODUCTION.

As we look around us on the objects of nature we soon learn to distinguish three classes—the *animals*, the *plants*, and the *rocks, earth and water* which compose the visible substance of the earth. These three classes of objects constitute the three Kingdoms of Nature.

If we take an object belonging to one of these classes, as for instance, a stone, and compare it with other stones, we soon notice that all stones are not alike; there will be differences of color, of hardness, of size, &c., in the particles of which the several stones are composed. Perhaps the stone we are examining will be found to consist of grains of three different kinds; one of which, of a dark color, has shining or pearly surfaces; another kind is flesh-colored or white, with bright reflections from certain sides of the grains; and the third kind seems like grains of dirty grey glass: on inquiry we ascertain that this stone is called *granite*. Armed with the foregoing observations on its character, we arrive at the conclusion that granite is not a simple mineral substance, but an aggregate of three different kinds, each of which has unvarying characters peculiar to itself. It is the province of mineralogy to describe the appearance and properties of the different simple mineral substances, of which granite and other rocks are composed, so as to make their determination easy and certain. Each of the substances of which this science treats, having properties peculiar to itself, and, within certain limits unvarying, is called a species; and it is to give an elementary knowledge of such of these species as are found in New Brunswick, that the following pages are prepared.

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3. Specific

The plan followed in the arrangement of the following list of species is Prof. J. D. Dana's adaptation of the systems of Berzelius and Rose. Thus the elements occurring uncombined and the more simple mineral species are described first, and then those of a more complex composition. A description of its more prominent characteristics follows the name of each species, and simple tests are given, by the use of which it is believed that most of the minerals met with in New Brunswick can be determined. The characters of the species are arranged in the following order:—

I. The *Crystalline form*. Each mineral species has a fundamental type of crystal to which all its varying forms (in some cases quite numerous) can be referred. These types are six in number.

I. *Monometric*, including the *cube* (1), and derivative forms such as the *regular octohedron* (2), and the *rhombic dodecahedron* (3).

II. *Dimetric*, such crystals as have the *right square prism* (4), or the *square octohedron* (5), for their primary form.

III. *Trimetric*, such as are derived from the *right rectangular* (6), and the *right rhombic prisms* (7), or the *rhombic octohedron* (8).

IV. *Monoclinic* forms derived from the *right rhomboidal* (9), and *oblique rhombic prisms* (10).

V. *Triclinic* includes crystals which have the *oblique rhomboidal prism* (11) for their primary form.

VI. *Rhombohedral* includes the *hexagonal prism* (12) and the *rhombohedron* (13).

The skeleton figures represent the basal outline of the crystalline forms besides which they are placed.

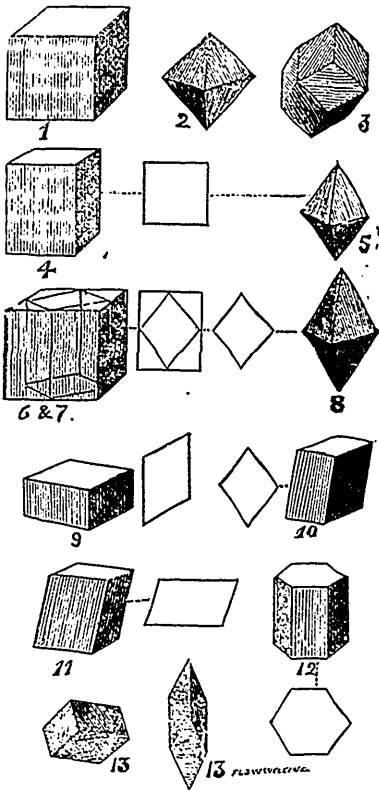
One or other of these six different types is indicated by its Roman numeral after the name of each species in the Descriptive Catalogue.

2. The *hardness*. This property is indicated by the letter "H" following the numeral which stands for the crystalline form, and the degree of hardness is marked by the number following "H." The standards of hardness to which the numbers following "H" refer, are—1 Talc, 2 Gypsum, 3 Calcite, 4 Fluor Spar, 5 Apatite, 6 Feldspar, 7 Quartz, 8 Topaz, 9 Sapphire, 10 Diamond. Hardness is determined by drawing a file alternately two or three times across the mineral being examined, and across the standards of hardness, and thus deciding to which of these it comes nearest. The standards above Quartz, (7) are seldom required in testing the more common minerals.

As the minerals of the Standard scale of hardness are not always to be had, Chapman's scale of hardness which corresponds in the numbers to the standard scale is given—

- 1 Yields easily to the nail.
- 2 Does not yield to the nail. Does not scratch a copper coin (cent).
- 3 Scratches a copper coin, but is also scratched by one.
- 4 Not scratched by a copper coin. Does not scratch glass.
- 5 Scratches glass feebly. Yields easily to the knife.
- 6 Scratches glass easily. Yields with difficulty to the knife.
- 7 Does not yield to the knife. Yields with difficulty to the edge of a file.
- 8, 9, 10, Harder than flint or rock crystal (No. 7).

3. *Specific gravity*. Indicated under each species by a "G," with numbers fol-



lowing. The specific gravity of a mineral is its weight compared with water which is assumed to be 1. The "gravity" is obtained by weighing the mineral in air and then in water, and dividing the weight in air by the difference between the weight in water and that in air.

Synonyms and chemical composition of each species is given on the line beneath that on which the above characters are indicated; and then

4. *Other physical properties.* As Lustre, Color, Streak, Refraction, Phosphorescence, Magnetism, &c. "Streak" is the color of a mineral where it is scratched. Phosphorescence is observed in the dark in certain minerals when they are placed on a red-hot iron. Magnetism is observable in some compounds of iron, and the assays of others when calcined. To test this quality a small magnet is required.

Cleavage is the property which many minerals have of splitting in certain directions. The planes along which they split are called cleavage planes.

Sectile.—A mineral is sectile when it may be cut by a knife without crumbling. *Weathering* is the change which takes place by the decomposition of the surface of a rock or mineral from long exposure to the atmosphere and rains.

Malleable.—A mineral is so described when it may be beaten out with a hammer without breaking.

5. *Behaviour before the Blowpipe.* This is one of the most valuable tests and involves the use of certain accessories. Besides the blowpipe itself, which may be of very simple construction, an oil or spirit lamp (not paraffine), charcoal and platinum forceps are required. And a few inches of fine platinum wire is desirable for testing with fluxes, such as borax and soda (carbonate). The end of the wire should be formed into a small ring or loop which is to be filled with the broken or powdered flux, and this melted to a clear bead before the blowpipe. When the mineral is powdered the heated borax-bead will if applied to the powder, pick up as much of it as may be required. Two other fluxes may occasionally be required—salt of phosphorus, for trying chlorids and fluorids, and silica to use with soda in testing sulphates.

The cone of flame produced by the blowpipe in blowing through the flame of a lamp or candle consists of two parts, the inner cone or *reducing* flame of a blue color, and the outer or *oxydizing* flame of a yellow color. The hottest part of the cone is just at the tip of the blue flame.

To test the presence of water or volatile matter, the mineral should be heated in a glass tube or vial about three or four inches long and as large as a goose quill. The flame should be directed against the outside of the tube beneath the assay, and the water or volatile matter will condense in the upper part of the tube.

The initials "B.B." used in the description of species in the following list signifies "Before the Blowpipe":—

6. *The Action of Acids.* Acids are used to distinguish certain minerals, as *carbonates*. The acid for testing should be diluted with an equal quantity of water, and the mineral should be coarsely powdered and dropped into it, when bubbles of gas will arise, producing an effect called *effervescence*.

Another effect of the action of acids is the formation of a *jelly*. In this experiment *strong* acid is used. The powdered mineral is dropped into a small quantity of the acid placed in a glass tube and after a while a jelly-like mass is formed. Most minerals of the *Zeolite family* (No. 38-47) undergo this change (gelatinize) in acid. The acids used are nitric, muriatic and sulphuric.

7. *Chapman's Table for determining Minerals—applied to this Catalogue.*

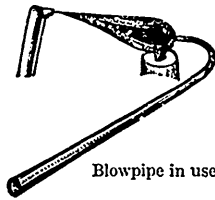
ASPECT METALLIC.—*Hard enough to scratch glass* (common window glass):

Color—Light brass yellow. 12. (See number preceding name of species in the following catalogue or list).

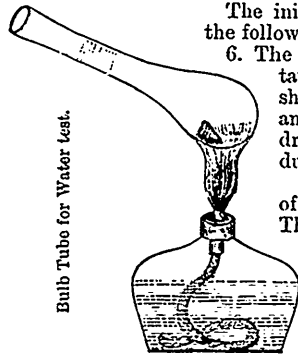
Color—Tin white or silver white. 13.

Color—Steel grey, black, or brown. 19*, 20, a & b & c, 22, 23a.

* Varieties of the same mineral will be found in different parts of the Table.



Blowpipe in use.



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ASPECT METALLIC.—*Not hard enough to scratch glass:*

Malleable or ductile. 1, 2.

Yielding to the nail. 4, 6, 14, 21, 30.

Not yielding to the nail. 5, 7, 8, 9, 10, 11, 15, 22.

ASPECT NON-METALLIC (stony, glassy, &c.)—*Hard enough to scratch glass:*

Infusible, very hard, not yielding to the knife. 19, 24, 25, 31, 32, 33, 34.

Fusible, not yielding water in the bulb tube. 26, 27, 28, 29, 31, 32, 34.

Fusible, yielding water in the bulb tube. 40, 41, 42, 43, 44, 47.

ASPECT NON-METALLIC (stony, glassy, &c.)—*Not hard enough to scratch glass:*

Soluble, having a saline taste. 16.

Take fire when held in thin splinters in the flame of a candle. 3, 58.

Does not take fire, but burns with a red glow when heated. 3a.

Incombustible, streak colored. 18, 20, 21a, 23b & c, 52, 57.

Incombustible, streak white.—*Not yielding water in the tube:*

Yielding to the nail. 27c, 30, 35.

Effervescing strongly in cold acids. 53.

Effervescing feebly in cold, but sensibly in hot acids. 54, 55.

Fusible. 7, 49.

Infusible, 9, 19, 50, 56.

Incombustible, Streak white.—*Yielding water in the bulb tube:*

Yielding traces only, or a very small amount of water, 26a, 30, 35.

Yielding a considerable amount of water.

B.B. Fuses on the edges with difficulty. 36, 37.

B.B. Exfoliates and crumbles. 51.

B.B. Fuses easily. 38, 39, 45, 46.

B.B. Infusible. 48.

NATIVE ELEMENTS.

1. GOLD.—I. $H = 2.5 - 3$; $G = 15.6 - 19.5$.—Color golden yellow. Sectile. Malleable. Not affected by any single acid, but soluble in a mixture of nitric and muriatic acids. Has been found in streams in the northern part of New Brunswick, and sparingly by analysis in ores of iron, zinc, &c., in Charlotte County. Used in jewelry, coinage, &c.

2. COPPER.—I. $H = 2.5 - 3$; $G = 8 - 9.4$.—Color copper red. Sectile. Malleable. Dissolves in nitric acid, and when metallic iron or steel is immersed in the solution it becomes coated with copper. Found sparingly at Little Salmon River, St. John County, and at Clark's Point and Grand Manan, Charlotte County. This was the only metal used by the North American Indians of this region before the discovery of America, and was brought by them from Lake Superior, where there are very large deposits.

3. COAL.— $H = 1 - 2.5$; $G = 1.2 - 1.75$.—Color black to dark brown. Combustible. B.B. entirely consumed except the mineral impurities called "Ash."—The varieties are:—

3a. *Anthracite* or Hard Coal. This consists of carbon with 4 to 7 per cent. of water and more or less ash.—There are small seams of this mineral in the grey sandstones near Saint John, and an important bed of granular anthracite with a heavy ash (specific gravity 1.84) occurs with similar sandstones at Lepreau Basin, Charlotte County, where it is mined.

Bituminous Coal. Carbon with 10 to 60 per cent. of bitumen and 3 to 20 per cent. of "Ash."—Of this there are several kinds, viz.:—

3b. *Pitch or Caking Coal*, which needs to be stirred to help combustion. Suitable for grate-fires and forges.—Mined at Newcastle and Coal Creek, Queens County.

- 3c. *Cherry or Dry Coal.* Burns more rapidly than the last and without caking. The best soft coal for close stoves and furnaces.—Mined at Springhill, N. S., &c.
- 3d. *Canal Coal.* Compact in texture, glimmering lustre, conchoidal fracture and receives a good polish. Used for making gas (and formerly for oil). Occurs at Caledonia, Albert County.
- 3e. *Albertite, or Albert Coal.* Has many of the properties of bitumen and mineral pitch. It is very pure, with only 2 per cent. of ash, and is used in the manufacture of gas. Mined at Hillsborough, Albert County. The mine is more than 1000 feet deep, and has lately been closed.
- 3f. *Peat.* Is a combustible mineral in which the process of conversion into coal has begun by the decay of vegetable matter. It is found in many localities in mossy bogs and low marshy land, Torryburn, Simonds, &c.
4. **GRAPHITE.**—VI. H=1-2; G=2·1.—“Black Lead,” “Plumbago,” “Carbonyl,” with usually some iron (which however is not essential). Color black, lustre metallic, laminated (*i. e.* leaf-like plates) or granular. Leaves a metallic streak on paper. Not attacked by acids. Occurs in irregular beds and pockets in limestone and slate from Pisarinco, Lancaster, to Hammond River, Kings County, also at Dunbarton Ridge, Charlotte County.
- The St. John mineral has been mined at several places and used for stove polish and for lubricating purposes. A finer quality, not as yet found in New Brunswick, is used for making lead pencils.

SULPHURETS AND ARSENIURETS.

[Sulphurets when heated give readily the stifling fumes of sulphur. Arseniurets give off a white vapor with a garlic-like odor. The ores of this section may be recognized by their behaviour before the blowpipe, &c. *Antimony* gives white fumes. *Lead* yields a bead of metallic lead. *Zinc*, with soda on charcoal exhibits the peculiar bluish flame of burning zinc. *Copper*, with borax or soda, affords metallic copper. *Manganese*, with borax, gives an amethystine globule. *Iron*, with the same flux, gives a pale green glass. *Bismuthine* melts in the flame of a candle. All the minerals of this section except Blende have a metallic lustre. For method of using the blowpipe and application of fluxes, borax, soda, &c., (See Sec. 3 of the Introduction).]

5. **BISMUTHINE.**—III. H=2-2·5; G=6·4-6·55.—Sulphuret of Bismuth. Color and streak lead gray. B.B. gives off white inodorous fumes, with a yellow deposit on the charcoal and is finally volatilized. Occurs with other ores in a vein at the head of La Tête Harbor, Charlotte County. Bismuth is used in type metal, plumbers' solder, mosaic gold, and fusible metal; and in the toilet preparation called “pearl powder.”

6. **STIBNITE.**—III. H=2; G=4·5.—“Antimony Glance,” or Sulphuret of Antimony. Color and streak lead gray; often in bladed crystallizations (*i. e.* long columnar plates). B.B. fuses easily, giving off copious white fumes, with a white deposit on the charcoal and is at last volatilized. Important veins exist at Lake George, York County, where there are several mines; and the mineral has been found at other localities. Antimony is used in making printing type, Britannia metal, and in medicine.

7. **ERYBECITE.**—I. H=3; G=4·4-5.—“Purple Copper,” Sulphuret of Copper and Iron. Color between copper red and pinchbeck brown. Tarnishes quickly. B.B. fusible to a globule, attractable by the magnet. In veins at Adam's Island and La Tête, Charlotte County, and Martin's Hd., Goose Creek and Pt. Wolf, St. John County. A useful ore of copper.

8. **GALENA.**—I. H=2·5-2·75; G=7·25-7·7. “Blue Lead,” Sulphuret of Lead. Color and streak lead gray. Cleavage cubic perfect, also granular. B.B. on charcoal decrepitates (*i. e.* snaps or crackles) and finally yields a globule of lead. Occurs at Campobello Island, La Tête, and Frye's Island, Charlotte County; Norton and Upham, Kings County; and Tobique River, Victoria County. This is the principal ore of lead and not infrequently contains a considerable proportion of silver.

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9. **BLENDE.**—I. $H=3.5-4$; $G=3.9-4.2$.—"Black Jack," Sulphuret of Zinc. Color from yellow through brown to black. Has a resinous look. B.B. infusible alone and with borax. Dissolves in nitric acid. Found at La Tête and Campobello and Frye's Island, Charlotte County, Quispamsis Station, &c. This is one of the most abundant ores of zinc.
10. **CHALCOCITE.**—III. $H=2.5-3$; $G=5.5-5.8$.—"Copper Glance," "Vitrous Copper," Sulphuret of Copper. Color and streak blackish lead gray. B.B. fuses easily, boils and finally yields a globule of copper. Occurs at Grand Manan, Simpson's Island and Crow Harbor, Charlotte County; Upper Salmon River, Albert County; and Dorchester, Westmoreland County. It is one of the principal ores of copper.
11. **PYRRHOTINE.**—I. $H=3.5-4.5$; $G=4.4-4.7$.—"Magnetic Pyrites," Sulphuret of Iron. Color between bronze-yellow and copper-red. Speedily tarnishes. Slightly attracted by the magnet. B.B. fuses, glows, and affords a black magnetic globule. Found with copper ores at La Tête, and with galena at Campobello. Same uses as the next species.
12. **PYRITES.**—I. $H=6-6.5$; $G=4.83-5$.—"Mundic," Persulphuret of Iron. Color pale yellow. Strikes fire with steel (hence the name). B.B. affords a magnetic globule. This ore is very widely distributed and of frequent occurrence both in veins and disseminated through the rocks. In company with calcite and actinolite it forms regular beds in the schists at Moore's Mills, Charlotte County. It is used for the manufacture of sulphuric acid, green vitriol, alum and sulphur.
13. **MISPICKLE.**—III. $H=5.5-6$; $G=6-6.4$.—"Arsenical Pyrites, Arseni-Sulphuret of Iron. Color silver white, streak dark greyish black. B.B. affords arsenical fumes and then a globule which is magnetic. Has been found at Wawig River, near St. Stephen, and Sand Brook in Clarendon, Charlotte County.
14. **MOLYBDENITE.**—VI. $H=1-1.5$; $G=4.4-4.8$.—Sulphuret of Molybdenum. Color lead-gray. Laminated; thin scales, very flexible, not elastic. B.B. infusible. Dissolves in nitric acid. Found in loose boulders near St. Stephen; also on Nepisiguit River,
15. **CHALCOPYRITE.**—II. $H=3.5-4$; $G=4.1-4.3$.—"Copper Pyrites," Sulphuret of Copper and Iron. Color brass-yellow, streak greenish-black. B.B. fuses to a globule which is magnetic. Distinguished from gold by crumbling under the knife, and from pyrites by its softness and deeper color. Found at many localities along the coast of Charlotte County and the eastern part of St. John County. Mined at La Tête. This is the most abundant copper ore.

FLUORIDS AND CHLORIDS.

[When *fluorids* are heated with salt of phosphorus previously melted in an open glass tube, the *glass is corroded*. A dull green bead, made by dissolving a little oxyd of copper in salt of phosphorus, becomes surrounded by a *fine blue or purple flame* if a *chlorid* be added.]

16. **COMMON SALT.**—I. $H=2.5$; $G=2.1-2.3$.—Chlorid of Sodium. Color white or grayish. Soluble. Taste saline. Snaps and crackles when heated. Obtained from brine springs at Sussex and "Salt Springs," Kings County.
17. **FLUOR SPAR.**—I. $H=4$; $G=3.14-3.2$.—"Blue John," Fluorid of Calcium. Color white, purple or green. Phosphoresces on hot iron. B.B. deceptates and ultimately fuses. This mineral occurs on N. E. Branch of Magaguadavic River, at Frye's Island, Charlotte County; Upham, Kings County, and (Beach Hill) Dorchester, Westmoreland County. Used for the manufacture of hydrofluoric acid.

OXYDS OF THE METALS.

[Behaviour of the various metals before the blowpipe is described above under the head of "Sulphurets and Arseniurets."]

18. **CUPRITE.**—I. $H=3.5-4$; $G=5.85-6.15$.—"Red Copper," Oxyd of Copper. Color dull red, streak brownish red. B.B. yields a bead of copper on charcoal. Dissolves in nitric acid. Found at Vernon Mine, St. John County, and Upper Salmon River, Albert County.

19. **MAGNETITE.**—I. H=5.5-6.5; G=4.9-5.2.—“Magnetic Iron Ore,” Peroxyd of Iron. Color and streak black. Strongly attracted by the magnet. B.B. infusible. Found at Scotch Settlement and Springfield, Kings County; ; Dolan Loch Lomond, St. John County; New River and Deer Island, Charlotte County. A valuable ore of iron, and one widely diffused.

20. **HEMATITE.**—VI. H=5.5-6.5; G=4.5-5.3.—Peroxide of Iron. Color steel gray to ochre-red. Streak dark brownish red to ochre-red. B.B. infusible. The varieties are:—

20a. *Specular Iron.* Specimens having a perfect metallic lustre. Found at Musquash and West Beach, St. John County, &c.

20b. *Micaceous Iron.* Specular Iron with a foliated structure. Found at Tête, Campobello, West Beach, &c.

20c. *Red Hematite.* A dull earthy looking compact variety. At Woodstock, New Bandon, Dorchester; and Black River in St. John County, &c.

20d. *Red Ochre.* Soft and of a brighter color, contains clay. At Brighton, Harvey, Blissville, Sussex, &c.

20e. *Jaspersy Clay iron.* A flinty variety of hematite. West Beach.

20f. *Clay iron stone.* Similar to the last in appearance but not jaspersy. Hematite is one of the principal ores of iron.

21. **PYROLUSITE.**—III. H=2-2.5; G=4.8-5. “Grey Manganese ore,” Anhydrous binoxyd of Manganese. Color and streak black. B.B. alone infusible; charcoal loses oxygen. This and the next species differ from magnetite (magnetic iron ore, in being softer; these are frequently fibrous, magnetite is not. Occurs at Markhamville, Kings County; Quaco, St. John County; Bathurst, Gloucester County.

21a. *Wad or Bog manganese* an earthy variety found at Richibucto, Lincoln, Fredericton, Woodstock, &c.

22. **MANGANITE.**—III. H=4; G=4.2-4.4. “Grey manganese ore,” Hydroxyd peroxyd of manganese. Color steel grey. Streak brownish black. B.B. alone fusible. Found at Markhamville and Tête-a-gouche River.

Manganese ores are used in bleaching, glassmaking, steel manufacture, &c.

23. **LI-MONITE.**—H=5-5.5; G=3.6-4. “Brown Hematite,” Hydrous peroxyd of Iron. Color dark brown to ochre-yellow. Streak yellowish brown to ochre yellow. Often fibrous with a mammillated surface, or massive, or earthy. Yields water in a tube. B.B. Blackens and becomes magnetic and the yellow varieties turn red. The varieties are:—

23a. *Brown Hematite.* Massive and compact or fibrous. Salmon River, Queens County.

23b. *Bog iron ore.* Massive, more or less cellular. Found at Campobello, St. Stephen, Richibucto, Lincoln, &c.

23c. *Yellow Ochre.* Earthy, of a bright yellow, contains clay. Found at Brighton, Enniskillen in Petersville, &c.

QUARTZ.—(SILICIC ACID.)

24. **QUARTZ.**—VI. H=7; G=2.6-2.7. [This mineral varies greatly in color and outward appearance. It is always present in granite and many other rocks and forms the principal part of the sand, gravel and boulders on the sea-shore. It may be recognized by its hardness, for it will scratch glass and turn the edge of a file. It cannot be split, and it does not melt before the blowpipe. It is not affected by acids. The hardness and absence of cleavage will serve to distinguish it in almost all its varieties. Some of these are the following]:—

I. **VITREOUS VARIETIES.**—(Lustre of broken surfaces like that of glass, i. e. vitreous.)

24a. *Rock Crystal.* “White stone” of the jewellers, or pure crystals of quartz. Transparent like glass. Found at Diamond Hill, Musquash; Miespec Barrens and West Beach, Simonds, &c. At West Beach are large green crystals coated and penetrated by chlorite. (37).

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- 24b. *Milky Quartz*. Of a milk-white color. Massive and with the lustre of glass on broken surfaces. Very common.
- 24c. *Ferruginous Quartz*. Similar to the last, but colored or stained by iron, opaque or nearly so. Red, brownish or ochre-yellow. Also very common.

II. CHALCEDONIC VARIETIES.—(Lustre glimmering like that of wax.)

- 24d. *Chalcedony*. Has the subdued lustre of wax, is either translucent or sub-translucent (though it includes milk white opaque varieties.) Found loose at Darling's Lake (Hampton) and Bellisle Bay, and *in situ* (i. e. in ledges of rock) on S. shore of Washdemoak Lake.
- 24e. *Carnelian*. A red variety of chalcedony, generally of a bright tint. Occurs with the last in the localities named and at Campbelltown.
- 24f. *Agate*. A variegated chalcedony, the colors in clouds, spots or bands. Found with the two former varieties.
- 24g. *Hornstone*. Allied to chalcedony, but with dull colors and more opaque. Seams are found at Crescent Lake, Portland, in red conglomerate and it also occurs with the chalcedonies of Kings County.

III. JASPERY VARIETIES.—(Lustre dull or earthy.)

- 24h. *Jasper*. Red, yellow, brown or green, compact, nearly or quite opaque, and possessing little beauty until polished. Common in veins of the hard green rocks of Musquash, Loch Lomond and Quaco in St. John County.
- 24i. *Lydian stone* or *Touch stone*. A black variety used for trying the purity of the precious metals. Found at Saint John, Black River, &c.

Rocks, composed chiefly of Quartz, are:

- 24j. *Granular Quartz*. A massive compact rock of a granular texture, colors various and dull. Portland, N. B., Grand Manan, Brighton in Carleton County, &c.
- 24k. *Sandstone* consists of quartz sand cemented into a rock. A variety much used by stonecutters is *Freestone*.
- 24l. *Sticified wood* is wood petrified by silica or quartz; it usually retains the original structure of the wood. Found at Saint John, Grand Lake, Chatham, &c.

Quartz is an essential constituent of granite, gneiss, mica schist and other allied rocks. The chalcedonic varieties are mostly found in vesicular cavities and veins of basalt and other trap rocks.

Rock crystal and the chalcedonic varieties are used in jewelry, jasper in ornamental work, and the commoner varieties for glassmaking, ornamental stone-work, &c.

25. OPAL.—H = 5·5 - 6·5; G = 1·9 - 2·3.—Silica, in its gelatinizing state (See Sec. of the Introduction). Colors, white, grey, brown, &c. No cleavage or crystalline structure. B.B. infusible. Two varieties have been observed in New Brunswick:

- 25a. *Chacolong*. Porcelain white, adheres to the tongue.
- 25b. *Silicious Sinter*. Porous, stalactitic, (see 53c).

Both found in trap rocks at Grand Manan.

SILICATES.—(I. ANHYDROUS.)

[Silicates along with quartz are the principal constituents of all rocks except limestone. Those which are most common are Nos. 26, 27, 30, 31, 36 and 37. These minerals are not so easily recognized as those previously described, but the characters given for the different species will, it is believed, make their determination sufficiently sure. Anhydrous silicates do not yield water in a glass tube when heated.]

26. PYROXINE.—IV. $H=5-6$; $G=3.23-3.5$.—Silicate of Lime, Magnesia and Iron. Color various shades of green to brown and black, streak white to gray. Brittle. (For other characters see Hornblende). Several varieties occur:

26a. *Diallage*. Brown laminated, pearly. In serpentine at St. Stephen.

26b. *Hypersthene*. Greenish black, cleavable, with the lustre of bronze. At Dolan's Lake, Simonds, St. John County.

26c. *Green Earth*. Dark olive green, lining cavities of trap at Grand Manan.

26d. *Augite* or *Pyroxine* is an important constituent of the trap rocks (dolerites), &c., of Grand Manan, and also of those along the borders of the coal measures in Central New Brunswick.

27. HORNBLENDE.—IV. $H=5-6$; $G=2.9-3.4$.—Silicate of Lime, Magnesia and Iron. This mineral very much resembles *Pyroxine* in appearance and composition, but has a different form of crystal. Hornblende is often in six-sided prisms, with angles approaching 120° , or rhombic prisms of $124\frac{1}{2}^\circ$; while *Pyroxine* crystals are commonly four-sided prisms near 90° in the angles, or eight-sided prisms near 135° at each angle. Both species are fusible before the blowpipe and have an uncolored streak. In color they range from white to black through grass-green and olive-green shades, and are distinctly cleavable; prisms, when broken lengthwise, often show a cleavage plane, or have a splintery look. The varieties of Hornblende are:

27a. *Tremolite*, (Silicate of Lime and Magnesia). White or greyish crystals often in long slender blades, or grouped in columnar or radiated masses. In the limestone rocks of Portland, &c.

27b. *Actinolite*. Bright green bladed crystals, or columnar forms. The fibrous or radiated crystallizations are named *Asbestiform Actinolite*. In veins of trap rock at Sheldon Point and Manawagonis Island, near St. John, Newton, Kings County, Martin's Head, &c.

27c. *Asbestos*. Similar to the last but more finely fibrous. From the same localities.

27d. *Hornblende*. This name is confined to the dark green and black varieties and it may be in crystals or massive. At Indiantown in Portland, near Bald Mt. in Petersville, in Springfield, &c. Hornblende is always present in the rocks called *Syenite* and *Diorite*. The variety *asbestos* is used for making fire-proof roofing and for lining fire-proof safes. The ancients made cloth of it, and also wicks for their temple lamps.

28. GARNET.—I. $H=6.5-7.5$; $G=3.15-4.3$.—Silicate of Alumina and Iron. Color red, brown, &c., streak white. Transparent to opaque. Brittle. B.B. fuses to a dark vitreous (i. e. glassy) globule. Small red crystals are found in mica schists at Moore's Lake, Charlotte County. Used in jewelry.

29. EPIDOTE.—VI. $H=6-7$; $G=3.25-3.5$.—Silicate of Alumina, Lime and Iron. Two varieties are known in New Brunswick:

29a. *Pistacite* (Silicate of Alumina, Lime and Iron), "Lime and Iron Epidote." This resembles some varieties of *Pyroxine* and *Hornblende*, but may be distinguished by its peculiar yellowish green color; the crystals and columnar forms differ from those two minerals in having no very distinct cleavage, and in the absence of a splintery appearance in the fracture. B.B. fuses on thin edges and swells up. Found in diorite rocks at Beaver Harbor and New River, Charlotte County; Clifton, Kings County, and various points in St. John County.

29b. *Zoisite*, "Lime Epidote" (Silicate of Alumina and Lime). Fibrous flexible masses are found with *pistacite* in a vein at Sheldon Point, Lancaster County.

30. MUSCOVITE.—V. $H=2-2.5$; $G=2.75-3.0$.—"Common Mica," Silicate of Alumina, Iron and Potash. Color white, grey, yellow, brown, &c. Cleavage parallel to the base of the prism very distinct, dividing it into thin shining laminae or plates, which are flexible and elastic. B.B. fuses on thin edges only. Occurs at Moore's Mills, Charlotte County; Land's End in Westfield, Brookville Station, Simonds, &c. Mica is used for doors of stoves and lanterns, and for preserving

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gnesia and other rocks. It is a constituent of granite, mica schist, gneiss and other rocks.

31. ORTHOCLASE.—IV. $H=6$; $G=2.4-2.6$.—"Potash Feldspar," Silicate of Alumina and Potash. Color white, grey, flesh-red, &c. Occurs either in tabular crystals or cleavable masses, never fibrous, but sometimes granular. Lustre vitreous, inclined to pearly. There is one perfect cleavage giving a smooth surface, and another less perfect at right angles to it. B.B. fuses on the edges. Crystals of orthoclase are to be had at Nerepis Station, Land's End and Clifton in Kings County. This mineral is a constituent of granite, syenite, mica schist, felsite and other rocks. It is used for the manufacture of porcelain, artificial teeth, &c.

31a. *Kaolin* is the name applied to a clay that results from the decomposition of feldspar. It is used for making porcelain and china ware. Found in the eastern part of St. John County, &c.

31b. *Clay* is mostly derived from the decay of feldspar rocks, and is usually composed of one part of alumina and two of silica; when iron is present the clay burns red.

32. LABRADORITE.—V. $H=6$; $G=2.67-2.76$.—"Labrador Feldspar," Silicate of Alumina, Lime and Soda. Color gray, brown and dark greyish green; worn and exposed surfaces weather (See Sec. 4 of the Introduction) chalky white. There is usually a play of colors, blue, green, &c., from the interior of translucent crystals. Cleavage like orthoclase, except that the planes are inclined (not at right angles, but at angles of 86° or 114°). B.B. more fusible than orthoclase. Occurs with hypersthene at Dolin's Lake, Simonds, and elsewhere. This mineral is a constituent of labradorite-rock, dolerite, and other rocks. The translucent varieties are cut for ornamental purposes.

33. ANDALUSITE.—III. $H=7.5$; $G=3.1-3.2$.—Silicate of Alumina. Color flesh-colored or pearl-gray. Tough. Nearly opaque. B.B. infusible. Long rhombic prisms, imbedded in mica-slate, are met with at Moore's Lake, Charlotte County.

34. TOURMALINE.—VI. $H=7-7.5$; $G=2.94-3.3$.—"Schorl," Silicate of Alumina and Iron, with boric acid. Color black, &c., streak uncolored. Brittle. B.B. fuses with difficulty to a black slag. Differs from the black varieties of Pyroxene and Hornblende in having no cleavage or splintery look when broken. Occurs in veins of feldspar, mica and quartz, at Brookville Station, St. John County, also in granite at Clarendon Station, Queens County, and in quartz veins at Moore's Mills, Charlotte County.

SILICATES.—(II. Hydrous.)

[Most hydrous silicates when heated in a tube yield water. For other characters see note on silicates under Anhydrous silicates.]

35. TALC.—III? $H=1-1.5$; $G=2.56-2.8$.—"Soapstone," Silicate of Magnesia. Color white, apple green to dark green. Laminated, laminae flexible, not elastic. Lustre pearly. Also compact. Greasy to the touch. B.B. loses color but does not melt; with borax forms a clear glass. The variety:

35a. *Steatite* or Compact Talc has been found at the Narrows of St. John River, and at Lily Lake, Portland; also at Woodstock. Steatite or Soapstone is used for fire-stones in stoves and furnaces and for sinks, hot-air registers, &c. One variety is called *Taylor's* or *French Chalk*.

36. SERPENTINE.—III? $H=3-4$; $G=2.5-2.6$. Silicate of Magnesia (with more water than Talc). Color oil green to blackish green. Massive and fibrous. Lustre resinous. Streak white. Sectile. Gives water when heated in a tube. B.B. on charcoal scarcely fuses on the edges. Dissolves readily in borax. The following varieties:

36a. *Precious Serpentine*. Translucent and of a rich oil green color. In limestones of Lancaster, Portland and Rothesay.

36b. *Common Serpentine*. Of a dull greenish black color. Near the town of St. Stephen.

36c. *Chrysolite*. A fine asbestiform variety of an olive-green color and silky lustre is found at Pisarinco, Lancaster and Portland in precious serpentine.

36d. *Verd Antique Marble* is a mixture of carbonate of lime and serpentine.

37. CHLORITE.—VI. $H=2-2.5$; $G=2.65-2.85$.—"Pipe Stone." Silicate of Alumina, Magnesia and Iron. Granular and laminated, laminae *not* elastic. Color dark green to nearly black. Sectile. Gives water when heated in a tube. B.B. on charcoal fuses to a globule, or on thin edges. A glass made with borax and colored green (by iron) when chlorite is added. Chlorite is found at Clifton Kings Co., at New River, Beaver Harbor and Grand Manan, Charlotte Co., and at various points in St. John Co. It was formerly used by the "Indians" of New Brunswick for making pipe bowls.

ZEOLITES.—(BOILINGSTONES).

[These are hydrous Silicates of alumina and some alkali—as potash, soda, lime, &c., (magnesia is always absent). They are not disseminated through the body of a rock, but are implanted on the sides of fissures, or fill cavities in the rock. They boil or swell up when placed in the blow-pipe flame.]

Three species have a pearly cleavage.

38. HEULANDITE.—IV. $H=3.5-4$; $G=2.2$. In flat six-sided or rhomboidal prisms. Color white, red, &c.

39. STILBITE. IV. $H=3.5-4$; $G=2-2.2$. In flat tabular pointed crystals and sheaf-like groups. Color white, yellow, brown, &c.

40. APOPHYLLITE.—II. $H=4.5-5$; $G=2.34$. In flat rectangular prisms. Color white to pale apple-green.

Three species have slender prismatic forms.

41. THOMPSONITE.—III. $H=5-5.5$; $G=2.35-2.4$. In radiating crystals. Color white. B.B. bubbles and becomes white and opaque. When powdered gelatinizes in nitric acid.

42. NATROLITE.—III. $H=5-5.5$; $G=2.17-2.24$. In needle-like, usually separate, crystals. Translucent. B.B. fuses quietly to a glassy globule. Forms a thick jelly with acids.

43. SCOLESITE.—IV. $H=5-5.5$; $G=2.2-2.7$. In acicular, usually imbedded, crystals. Translucent. White. B.B. curls like a worm and melts to a shining slag.

Two species are granular when massive.

44. ANALCIME.—I. $H=5-5.5$; $G=2.07-2.27$. The crystals are trapezohedrons (a 24-sided solid of which each face is a trapezoid). Color white or brownish. Gelatinizes in muriatic acid with difficulty.

45. CHABAZITE.—VI. $H=4-4.5$; $G=2.08-2.17$. The crystals are rhombohedrons (a 6-sided solid of which each face is a rhomb) nearly cubic in form. Color white, grey, red.

One species whitens and crumbles after lengthened exposure to dry air. This is

46. LAUMONITE.—IV. $H=3.5-4$; $G=2.3$. The crystals are oblique rhombic prisms. Color white to gray. Gelatinizes in nitric acid.

All these zeolites are found in the trap rocks (hard rocks similar to the lava of volcanoes) of Grand Manan. Heulandite also occurs in trap at Newcastle and Hampstead in Queens Co. and at Chamcook Lake, Charlotte County. Laumontite is met with in a vein at Quispamsis Station, Kings County.

47. PREHNITE.—III. $H=6-6.5$; $G=2.8-2.95$. Crystallized and massive. Color pale green. This species is distinguished from the other Zeolites by its hardness. Found in veins in diorite (a hard dark green crystalline rock) at Clifton Kings County.

48. CHRYSOCOLLA.— $H=2-3$; $G=2-2.3$. Hydrous silicate of copper (not a zeolite) usually an incrustation on other copper ores. Color pale to bluish green. Translucent to opaque. Streak white. Brittle. B.B. Blackens on charcoal without melting. Gives a green bead with borax. Found at Upper Salmon River, Albert County.

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Use

SULPHATES.

[A glass made of soda and silica becomes red or orange-yellow when sulphur is present (by the addition of a mineral containing it). All the sulphurets except blende have a metallic lustre. Hence with this exception any *unmetallic species* in this list containing much sulphur, must be a sulphate. Blende may be distinguished by the test for zinc (See Sulphurets).]

49. **BARYTES.**—III. $H=2.5-3.5$; $G=4.3-4.7$.—"Heavy Spar." Sulphate of baryta. Color white inclining to yellow, red, &c. Streak white. Transparent to opaque. B.B. decrepitates and fuses with difficulty. Occurs at Swallow Tail, Grand Manan, Frye's Island, Charlotte Co., and with Manganese at Markhamville and Shepody Mountain. This mineral is largely used in the manufacture of paint.

50. **ANHYDRITE.**—III. $H=3-3.5$; $G=2.9-2.96$.—Anhydrous sulphate of Lime. Color white, grey, bluish and reddish. Streak greyish white. B.B. whitens but does not exfoliate, (*i. e.* open out into leaf-like layers) and finally is covered with friable enamel. In beds with gypsum at Hillsborough, Albert Co. Same uses as gypsum.

51. **GYPNUM.**—IV. $H=1.5-2$; $G=2.3$.—Sulphate of lime. In crystals; also granular, fibrous and compact. Color usually white; also grey, brown, &c. Lustre on some faces (of crystals) pearly; when massive the lustre is glistening to dull. Streak white. B.B. becomes opaque white, opens out into leaf-like layers and falls to a powder which, if moistened, soon becomes solid and hard. The varieties are:

51a. *Selenite*. Transparent crystals. In the mud of a spring at Sussex.

51b. *Alabaster*. The massive varieties of fine grain and pure color. Of excellent quality at Hillsborough, Albert Co.

51c. *Satin Spar*. Translucent fibrous variety. Albert and Westmorland Co's.

51d. *Fibrous Gypsum*. White fibrous variety. Albert and Westmorland Co's.

51e. *Common Gypsum*. The massive and impure varieties of a dull color. Extensive beds of gypsum are found in Albert, Westmorland and Victoria Counties. *Plaster of Paris* is gypsum rock, calcined and ground, and has various uses in the arts. The uncalcined plaster is extensively used for improving soils. *Alabaster* is cut into vases and ornaments, and *Selenite* is used for optical instruments.

PHOSPHATES.

52. **VIVIANITE.**—IV. $H=1.5-2$; $G=2.66$.—Color blue. Streak bluish. B.B. fuses to a dark brown scoria or slag that effects the magnetic needle. Affords water in a glass tube. Dissolves in nitric acid. Occurs in clay at Quisabis River, Saskatchewan County.

CARBONATES.

[Carbonates effervesce with dilute muriatic acid and more briskly with strong acids].

53. **CALCITE.**—VI. $H=2.5-3.5$; $G=2.5-2.8$. "Calc Spar." Carbonate of lime. This mineral is next in abundance to quartz and as varied in its aspect. A knife easily scratches it, and a drop of dilute nitric or muriatic acid produces an immediate frothing on its surface. B.B. gives an intense white light and burns to quicklime. The sparry varieties are—

53a. *Iceland Spar*. Transparent crystals. These exhibit the property of double refraction, which calcite possesses in an eminent degree. Objects seen through a crystal of this spar, held in a certain position, seem double. Large crystals have been found at Belledune, Gloucester County. Iceland spar is used in optical instruments.

53b. *Calcareous Spar* or *calc spar* has a variety of crystalline forms such as "nail-head spar," "dog's-tooth spar" and the hexagonal prism found at Fort Howe Hill, Portland, and Lawlor's Lake, Simonds; and simple and modified rhombohedrons found at Markhamville, Kings County, and Goose Creek, Saint John County.

53c. *Stalactite* and *Stalagmite*. Icicle forms produced by the dripping of calcareous water from the roofs to the floors of caverns. Dipper Harbor and the caves of Portland, St. John County, are localities for these varieties. Used for ornamental work.

53d. *Granular Limestone* or *Marble*. A massive crystalline rock. Found at Lancaster, Portland, Canterbury, Brighton, &c. Statuary and other crystalline marbles are included here.

The earthy varieties are:

53e. *Compact Limestone*. Of dull grey, bluish, brown and black colors and dull lustre. It is of common occurrence. Extensively used in the manufacture of lime.

53f. *Hydraulic limestone* is largely composed of silica and alumina (clay) and magnesia. Occurs in beds in Albert County and elsewhere. Used in the manufacture of hydraulic cement.

53g. *Agaric Mineral*. A loose friable variety deposited from the water of caverns. Caves in Portland, St. John County.

53h. *Marl*. A mixture of carbonate-of-lime and clay, found in lakes and marshy land, and due to the decomposition of the shells of fresh water molluscs, (water snails, &c.) Found at Lawlor's Lake, St. John County, at Bathurst, &c. Used as a fertilizer.

54. **MAGNESITE**.—VI. $H=3\cdot5-4\cdot5$; $G=2\cdot8-3$.—Carbonate of Magnesia. Color white, yellowish or greyish. B.B. infusible. Dissolves slowly with little effervescence in nitric acid. Occurs with serpentine in Portland and in magnesite schist at West Beach, Simond's. Used in the manufacture of Epsom Salts.

55. **DOLOMITE**.—VI. $H=3\cdot5-4$; $G=2\cdot85-2\cdot9$.—Carbonate of Lime and Magnesia. When in crystals the faces of the crystals are usually curved. Color as a calcite. Brittle. B.B. acts like calcite. Soluble in acids, but more slowly than calcite.

The varieties are:

55a. *Dolomite*. White crystals and massive granular kinds. Found at Portland, Frye's Island, Kars, Kings County, and Grand Manan.

55b. *Pearl Spar*. Crystals with curved faces and pearly lustre. Musquash Harbor and Markhamville.

55c. *Brown Spar*. Contains 5 to 10 per cent. of oxyd of iron and has a rusty look when exposed to the weather. Found at Taylor's Island, Lancaster, and Lepreau Basin.

55d. *Magnesian Limestone*. Is a name for the earthy varieties of dolomite. Lime from dolomite makes a more durable cement than that from common limestone.

56. **CHALYBITE**.—VI. $H=3\cdot5-4\cdot5$; $G=3\cdot7-3\cdot9$. "Spathic or sparry iron ore." Carbonate of Iron. Color ash grey to brown, faces of crystals often curved. Streak white. Brittle. B.B. blackens and at last yields an oxyd of iron attractable by the magnet. Colors borax pale green. Dissolves with difficulty in nitric acid, and scarcely effervesces unless previously pulverized. Occurs at Petersville, Queen's County and Grand Manan, Charlotte County.

56a. *Clay iron stone* is an earthy variety occurring in nodules and seams in coal measures. Found at Dorchester, Newcastle, Grand Lake, &c. Both this and the sparry variety are used for the production of iron.

57. **MALACHITE**.—VI. $H=3\cdot5-4$; $G=3\cdot7-4$. Green carbonate of copper. Color bright green, streak paler green. B.B. yields water and blackens. On charcoal fuses, giving a globule of copper. Dissolves without effervescence in acids. Found at Simpson's Island, Charlotte County, and at Martin's Head and Gosport Creek, St. John County, and at Bathurst in Gloucester County. Smelted with other copper ores, and some varieties are used for ornamental work.

ORGANIC COMPOUNDS.

58. **BITUMEN**—(A hydrocarbon). Liquid to solid. Dark brown to black in color. Inflammable. Three varieties are found in New Brunswick.

58a. *Asphaltum*, or mineral pitch. At Ayer's farm, Petitecodiac.

58b. *Maltha*, or mineral tar. At Godie's farm, Petitecodiac.

58c. *Petroleum*, or mineral oil. At Ayer's farm, Petitecodiac.

Used for making burning and lubricating oils, varnish, &c.

A
acids, Action of, S
Actinolite, 270.
agate, 21f.
Agaric Mineral, 53g.
Albite, 3e.
Albaster, 51b.
Anthracite, 3a.
Antimony Glance,
Andalusite, 32
Analcime, 44.
Anhydrite, 50.
Apophyllite, 40.
Archeolite, 50.
Asbestos, 27c.
Asphaltum, 58c.
Augite, 26f.

B
Barytes, 49.
Bituminous Coal, 1
Blasphemy, 5.
Blumen, 58.
Blowpipe, behavior
of minerals u
Blende, 9.
Blue Lead, 8.
Black Jack, 9.
Black Lead, 4.
See John, 17.
See Iron Ore, 23b.
Building Stones, 33-
Brown Hematite, 2
Brown Spar, 55c.

C
Cannel Coal, 3c.
Carnelian, 24c.
Carbonates, 53-57.
Calcite, 53.
Calcarius Spar, 53f.
Cherry Coal, 3c.
Chalcolite, 10.
Chalcopyrite, 15.
Chalcolony, 24d.
Chalcolony, 25a.
Crysolite, 36c.
Sphrite, 37.
Cinnabar, 45.
Crysocholla, 48.
Chalybite, 56.
Clay, Iron, Stone, 2
Clay, 31b.
Clay, Sec. 4.
Copper, 2
Coral, 3.
Copper Glance, 10.
Copper Pyrites, 15.
Cannon Salt, 16.
Cannon Serpentine
Cannon Gypsum, 5
Compact Limestone,
Crystalline Forms (of
Sparite, 18.

D
Dolomite, Sec. 5.
Dolomite, 26a.
Dolomite, 27d.
Dolomite, 55, 55a.
Dolomite, 52, 26a.

E
Epidote, 7.
Epidote, 29.

F
Felspar, Potash, 31.
Felspar, Labrador,

REFERENCE SUMMARY.

	A	F	O
Found and other	Acids, Action of, Sec. 6.	Felsite, 31.	Oxys of the Metals, 18-23.
Colors and the mass	Actinolite, 27b.	Ferruginous Quartz, 24c.	Opal, 25.
Clay and Used in	Agate, 21f.	Fibrous Gypsum, 51d.	Orthoclase, 31.
Water	Americ Mineral, 53g.	Fluorids and Chlorids, 16-17.	Organic Compounds, 58.
Lakes and fresh water in County	Albite, 3c.	Fluor Spar, 17.	
Asia. Color little effect magnesia lts.	Albaster, 51b.	Fluxes, Sec. 5.	P
and May color as a only this	Anthracite, 3a.		Peat, 3f.
at Port	Antimony Glance, 6.		Physical Properties, Sec. 4.
Musquash	Andalusite, 32.	G	Pearl Spar, 55b.
as a rusty and, la-	Ancalime, 44.	Galena, 8.	Petroleum, 58c.
dominate a common	Anhydrite, 50.	Garnet, 23.	Phosphates, 52.
iron ore l. Streak etable by acid, and Queen	Apophyllite, 40.	Gold, 1.	Pitch Coal, 36.
seams in Sec. Bed	Arsenical Pyrites, 13.	Gneiss, 24c, 30, 31.	Pistacite, 29c.
f copper lens. O in acids and Goss lited with	Asbestos, 27c.	Granite Composition, 24e, 30, 31.	Pipe Stone, 37.
	Asphaltum, 58a.	Graphite, 4.	Plumbago, 4.
	Aspite, 20d.	Granular Quartz, 24j.	Potash Feldspar, 31.
		Green Earth, 26c.	Precious Serpentine, 36a.
	B	Granular Limestone, 53d.	Prehnite, 47.
	Barytes, 49.	Gypsum, 51.	Purple Copper, 7.
	Stenonous Coal, 36-3d.		Pyrrhotine, 11.
	Bitumene, 5.	H	Pyrites, 12.
	Blumen, 58.	Hardness of minerals, Sec. 2.	Pyrolusite, 21.
	Blowpipe, behaviour of minerals under, Sec. 5.	Hematite, 20.	Pyroxine, 26, 26d.
	Blende, 9.	Heulandite, 33.	Q
	Blue Lead, 8.	Heavy Spar, 49.	Quartz, 24.
	Black Jack, 9.	Hornstone, 24g.	R
	Black Lead, 4.	Hornblende, 27, 27d.	Red Copper, 18.
	Black John, 17.	Hypersthene, 26b.	Red Hematite, 20c.
	Best Iron Ore, 23b.	Hydraulic Limestone, 53f.	Red Ochre, 20d.
	Boiling Stones, 33-47.	I	Rock Crystal, 24a.
	Brown Hematite, 23a.	Iceland Spar, 53a.	S
	Brown Spar, 55c.		Sandstone, 24k.
		J	Satin Spar, 51c.
	C	Jaspery Clay Iron, 20c.	Scetile, Sec. 4.
	Canal Coal, 3c.	Jasper, 24h.	Selenite, 51a.
	Canfield, 24c.		Schrol, 31.
	Carbonates, 53-57.	K	Scolesite, 43.
	Clate, 53.	Kaolin, 31a.	Serpentine, 36.
	Clearious Spar, 55b.		Selenite, 51a.
	Cherry Coal, 3c.	L	Silicified Wood, 24l.
	Chalcolite, 10.	Labradorite, 32.	Silicious Sinter, 25b.
	Chalcopyrite, 15.	Labradorite Rock, 32.	Silicates, 26-48.
	Chalcedony, 24d.	Labrador Feldspar, 32.	Silicates, Hydrous, 35-48.
	Chalcolong, 25a.	Laminated, Sec. 4.	Soapstone.
	Chrysofile, 36c.	Laumontite, 46.	Specific Gravity, to determine, Specular Iron, 20a. [Sec. 3.
	Chroite, 37.	Limonite, 23.	Spathic Iron, 56.
	Chabazite, 45.	Lime Epidote, 29b.	Stibnite, 6.
	Chrysocolla, 48.	Lime and Iron Epidote, 29a.	Stearite, 35a.
	Chrybite, 56.	Lydian Stone, 24i.	Stilbite, 39.
	Clay, Iron, Stone, 20f, 56a.		Stalactite, 53c.
	Clay, 31b.	M	Stalagmite, 53c.
	Clayage, Sec. 4.	Magnetic Pyrites, 11.	Streak, Sec. 4.
	Copper, 2.	Magnetite, 19.	Sulphurets and Arseniurets, 5-15.
	Coral, 3.	Magnetic Iron Ore, 19.	Sulphates, 49-51.
	Copper Glance, 10.	Malleable, Sec. 4.	Syenite, 27d, 31.
	Copper Pyrites, 15.	Manganite, 22.	T
	Common Salt, 16.	Marl, 53h.	Talc, 55.
	Common Serpentine, 36b.	Magnesite, 51.	Thompsonite, 41.
	Common Gypsum, 51e.	Magnesian Limestone, 55d.	Tourmaline, 34.
	Compact Limestone, 53c.	Malachite, 57.	Tremolite, 27a.
	Crystalline Forms (of minerals) Aspite, 18. [Sec. 1	Maltha, 55b.	V
		Mispickite, 13.	Verd Antique Marble, 36d.
	D	Micaceous Iron Ore, 20b.	Vitreous Copper, 10.
	Darcipitates, Sec. 8.	Milky Quartz, 24b.	Vivianite, 52.
	Dalryge, 20c.	Mica (common), 30.	W
	Dorite, 27d.	Mica Schist, 24c, 30, 31.	Wad, 21a.
	Dumortite, 55, 55a.	Molybdenite, 14.	Weathering, 4.
	Dumortite, 52, 22a.	Mundic, 12.	Y
		Muscovite, 30.	Yellow Ochre, 23c.
	E	N	Z
	Epidote, 29.	Native Elements, 1-4.	Zeolites, 38-47.
		Natrolite, 42.	Zoisite, 20b.
	F		
	Feldspar, Potash, 31.		
	Feldspar, Labrador, 32.		

TEACHERS' INSTITUTES.

The Chief Superintendent regrets that he has found it impracticable to provide for extended notices of the transactions of the Annual Meetings of the County Institutes.

ALBERT COUNTY INSTITUTE.—The fourth annual meeting was held at Hopewell Hill, on September 1st and 2nd, 1881. Committee of Management: Wm. J. Jones, (*President*); Ralph Colpitts, (*Vice-President*); J. Truceman Steeves, (*Secretary-Treasurer*); Josephine Kinnie; Mary J. Steeves. The next meeting is to be held at Elgin, September 7th and 8th, 1882.

CARLETON COUNTY INSTITUTE.—The annual meeting took place in the Grammar School Room, Woodstock, July 7th and 8th, 1881. Committee of Management: Inspector W. G. Gamce, A. B. (*President*); R. W. Grover, A. B., (*Vice-President*); E. W. Stevens, (*Secretary-Treasurer*); L. Faulkner; Mary Miller. The next meeting is to be held in Woodstock, September 7th and 8th, 1882.

CHARLOTTE COUNTY INSTITUTE.—The annual meeting was convened in the Mark Street School House, St. Stephen, July 7th and 8th, 1881. Committee of Management: Inspector I. B. Oakes, A. B., (*President*); David Main, (*Vice-President*); James D. Lawson, (*Secretary-Treasurer*); A. W. Wilkinson, A. B.; Melvin Young.

GLOUCESTER COUNTY INSTITUTE.—The annual meeting took place at the School House, Clifton, June 23rd and 24th, 1881. Committee of Management: Inspector V. A. Landry, (*President*); J. Blanchard, (*Vice-President*); G. W. Morsereau, A. B., (*Secretary-Treasurer*); Miss Burns, J. Carruthers. The fifth annual meeting is to be held in the School House, New Brandon, in June, 1882.

KENT COUNTY INSTITUTE.—The annual meeting was convened at Kingston, July 7th and 8th, 1881. Committee of Management: G. A. Coates, (*President*); D. W. Gillies, (*Vice-President*); C. H. Copertwhate, A. B., (*Secretary-Treasurer*); Miss McDougall; Miss Mary Chrystal. The next meeting will be held at Kingston, on the Thursday and Friday immediately preceding the Summer Vacation 1882.

KINGS COUNTY INSTITUTE.—The fifth annual meeting took place in Victoria Hall, Sussex, July 7th and 8th, 1881. Committee of Management: Inspector D. P. Wetmore, (*President*); J. H. Wright, (*Vice-President*); F. H. Hayes, (*Secretary-Treasurer*); E. Puddington; J. W. Hickson. The next meeting will be held at Hampton, on the Thursday and Friday immediately preceding the Summer Vacation, 1882.

NORTHUMBERLAND COUNTY INSTITUTE.—The fifth annual meeting was held in Newcastle, in the Harkin's Academy Building, October, 1881. Committee of Management: Inspector Philip Cox, A. B., (*President*); C. M. Hutchison, (*Vice-President*); Charles G. D. Roberts, M. A., (*Secretary-Treasurer*); James McIntosh; Miss K. M. Williston. The sixth annual meeting is to be held at Chatham, on the Thursday and Friday immediately preceding the Summer Vacation, 1882.

QUEENS COUNTY INSTITUTE.—The Institute met in annual session in the Temperance Hall, Narrows, Cambridge, January 27th and 28th, 1881. Committee of Management: Inspector D. P. Wetmore, (*President*); L. J. Flower, (*Vice-President*); T. William Perry, (*Secretary-Treasurer*); T. W. Smith; A. McDonald. The next meeting is to be held at Lower Jemseg, School District No. 1, Cambridge, on February 9th and 10th, 1882.

RESTIGOUCHE COUNTY INSTITUTE.—The fifth annual meeting was held at Dalhousie, July 7th and 8th, 1881. Committee of Management: Rev. Thomas Nicolson, (*President*); Inspector Philip Cox, A. B., (*Vice-President*); J. M. Palmer, A. B., (*Secretary-Treasurer*); W. Firth; Nancy Robins. The next meeting is to be held at Campbellton.

SAINT JOHN COUNTY INSTITUTE.—The fourth annual meeting was convened in the Hall of the Victoria School Building, St. John, July 7th and 8th, 1881. Committee of Management: Inspector W. Dole, A. B., (*President*); Wm. M. McLean, (*Vice-President*); John Lawson, (*Secretary-Treasurer*); Daniel O'C. McGinnis; Grace Murphy. The fifth annual meeting will be held at the same place on the Thursday and Friday immediately preceding the Summer Vacation, 1882.

SUNBURY COUNTY INSTITUTE.—The fourth annual meeting was held at Sheffield Academy, September 1st and 2nd, 1881. Committee of Management: Inspector J. B. Oakes, A. B., (*President*); Bessie Bridges, (*Vice-President*); Geo. H. V. Bulyca, A. B., (*Secretary-Treasurer*); S. H. Estabrook; C. T. McCutcheon. The next meeting is to be held at Fredericton Junction, on September 7th and 8th, 1882.

WESTMORELAND COUNTY INSTITUTE.—The annual meeting of this Institute was held in Lingley Hall, Sackville, May 12th and 13th, 1881. No report has been received from the Secretary.

YORK COUNTY INSTITUTE.—The annual meeting was held in Temperance Hall, Fredericton, September 13th and 14th, 1881. The Secretary's Report has not been received.

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Northesk; anTo be visit
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School district



OFFICIAL NOTICES.

No. 1.

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

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

To be visited during the Winter Term, beginning November 1st :—The schools and districts in the Parishes of Blackville, Blissfield, Ludlow, Derby; Nos. 2, 6 and 7, Newcastle, Alnwick, Chatham, Northesk; and Nos. 1½, 5 and 6, Glencelg.

To be visited during the Summer Term, beginning May 1st :—The schools and districts in the Parishes of South Esk; Glencelg (except Nos. 1½, 5 and 6); Newcastle (except Nos. 2, 6 and 7); Nelson, Hardwick, Beresford, Durham, Colborne, Dalhousie, and Addington.

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

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

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

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

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

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

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

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

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

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

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

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

INSPECTORAL DISTRICT No. 6.—*Ingram B. Oakes, A. B., Inspector.*

To be visited during the Winter Term, beginning November 1st :—The schools and districts in the Parishes of St. Stephen, Dufferin, St. Croix, and St. Andrews; school districts Nos. 1, 3, 4, 5, 6, 7 and 7½, in the Parish of Dumbarton, and School district No. 1, Parish of St. Patrick; all School Districts in the Parish of St. David, except No. 4½; School districts Nos. 1, 3, 11, 12, 13, 14 and 16 in the Parish of St. George; School districts Nos. 3, 8, 9, 10, 1½, 14, 15, 16 and 18 in the Parish of St. Elizabeth; and the towns of St. Stephen and Milltown.

To be visited during the Summer Term, beginning May 1st :—The schools and districts in the County of Sunbury; the Parishes of West Isles, Campobello, Grand Manan, Penfield and Lepreaux; School district No. 2, in Dumbarton; the Parish of St. Patrick, except School district No. 1; School

district No. 4½ in the Parish of St. David; School districts Nos. 2, 4, 5, 6, 7, 8, 9*, 10, 15 and 18* in the Parish of St. George; and School districts Nos. 1, 2, 4, 5, 7 and 17 in the Parish of St. James. [The districts marked with an asterisk embrace parts of two or more Parishes.]

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

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

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

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

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

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

No. 2.

SPECIAL AID TO POOR DISTRICTS.

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

2. The Districts named below are hereby notified that a portion of them are to receive special aid to October 31, 1882; and a portion to April 30, 1883. Those which receive their annual visitation from the Inspector during the Summer Term (see "Official Notice No. 1") belong to the former class, while those which receive their annual visitation from the Inspector during the Winter Term, belong to the latter.

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

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

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

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

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

ALBERT COUNTY.

[See Explanations at the head of this Notice.]

Parish of Alma: Goose River, No. 1; Hastings, No. 3; Bennet Road, No. 4; Sinclair Hill, No. 5; New Ireland, No. 7; Hebron, No. 8; McFadden, No. 9.

Parish of Coverdale: Niagara, No. 6; Turtle Creek, No. 7; Nixon Settlement, No. 12.

Parish of Elgin: Pollet River, No. 1; Swift's Settlement, No. 4; Churchill, No. 5; Lake, No. 7; Mollin, No. 8; Mapleton, No. 10; Highland, No. 15; River Vale, No. 16; Graves' Settlement, No. 18.

Parish of Harrey: Shepody Road, No. 6; Doran, No. 7; Brookvale, No. 8; Tingtletown, No. 9; West River, No. 10; Lunnsdon, No. 11; Mount Gideon, No. 13.

Parish of Hillsboro: Osborne, No. 3; Rosevale, No. 13; South Hillsboro, No. 15.

Parish of Hopewell: Memel, No. 4; Ridge, No. 9.

CARLETON COUNTY.

[See Explanations at the head of this Notice.]

Parish of Aberdeen: Nos. 2, 3, 13, 14, 15, 17.

Parish of Brighton: Nos. 6, 11, 15, 16, 17, 19.

Parish of Kent: Nos. 5, 7, 8, 9, 11, 12, 13, 17.

Parish of Northampton: Nos. 7, 8, 9.

Parish of Richmond: No. 17.

Parish of Peel: Nos. 4, 5, 6.

Parish of Wakefield: No. 13.

Parish of Wilmot: Nos. 2, 3, 13, 14, 15, 17.

Parish of Woodstock: Nos. 9, 11.

Parish of Wicklow: Nos. 3, 8.

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CHARLOTTE COUNTY.

[See Explanations at the head of this Notice.]

- ish of *Grand Manan*: Fog Whistle (North Head) No. 1; Two Islands, No. 17; Cheney Island, No. 8.
- ish of *Lepreau*: New River Mills, No. 4.
- ish of *Dumbarton*: Tryon Settlement, No. 4; Sorrel Ridge, No. 5.
- ish of *Pennfield*: Black Harbour, No. 5; Bayside, No. 6 (and *Lepreau*).
- ish of *St. David*: Dickie Settlement, No. 2; Smith Settlement, No. 7; Mann's Mills, No. 4½ (and *St. James*).
- ish of *St. George*: Breadalbane, No. 13; Lee Settlement, No. 7; Somerville, No. 8; Red Rock, No. 9; Pomroy Bridge, No. 8½; Pischagan, No. 10; Cuthness, No. 11; L'Étang, No. 115.
- ish of *St. James*: Anderson, No. 14; Meredith, No. 5; Basswood Ridge, No. 8; Canoose, No. 11; Little Falls, No. 13; Gleason Road, No. 13; Boverly, No. 17; Beaconsfield, No. 19.
- ish of *St. Patrick*: Linton, No. 3; McMini, No. 14; Roix, No. 9; Dig. Mills, No. 10.
- ish of *St. Stephen*: Burnt Hill, No. 4½; Heathland, No. 16.
- ish of *West Isles*: Indian Island, No. 1; North Harbour, No. 16½; Lambert's Cove, No. 6.

GLOUCESTER COUNTY.

[See Explanations at the head of this Notice.]

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

KENT COUNTY.

[See Explanations at the head of this Notice.]

- ish of *Acardiaville*: McMinis Brook, No. 11; Acardiaville, No. 12; Acardiaville, No. 13; Railway, No. 14; Railway Bridge, No. 15.
- ish of *Carleton*: Mouth of Kouchibouguas, No. 12; Kouchibouguas (above Mills) No. 14; Lake, No. 16; Flanagan's, No. 6½; Portage River, No. 17; Cape Sable, No. 8.
- ish of *Dundas*: Landry, No. 2½; Hay's Settlement, No. 15; Cocagne Cove, No. 9; Trafalgar, No. 110.
- ish of *Hareourt*: Lake Stream, No. 1; Little Forks, No. 3; Dun's Forks, No. 14; Railway, No. 16; Coal Branch, No. 17; Birch Ridge, No. 8.
- ish of *Richibucto*: Gaspereau Creek, No. 13; Lawson, No. 9 A; Mill Creek, No. 9.
- ish of *St. Louis*: Guimond, No. 1; Cameron's Mill, No. 15; Upper Northwest, No. 8; Lake Road, No. 19; Mouth of Kouchibouguasis, No. 110; Babinault, No. 11; Butler's Brook, No. 12.
- ish of *St. Marys*: Trout Brook, No. 3; Dollard Settlement, No. 14; Collet Settlement, No. 15; McLean Settlement, No. 16; Peulerin Settlement, No. 7; Bishop's Land, No. 8; Bishop's Land, No. 9; Rhomboid, No. 11; Rhomboid, No. 12; Girouard Settlement, No. 16.
- ish of *Weldford*: Main River, No. 14; Murphy, No. 5½; Louisbourg, No. 6; French Settlement, No. 7; Spring Brook, No. 11; Big Cove, No. 13; McLaughlan Road, No. 118; Canaan, No. 20; Colebrook, No. 121; Culvert, No. 122; Lorne Settlement, No. 23.
- ish of *Wellington*: Little River Bridge, No. 4; Dixon's Point, No. 5; Noel Creek, No. 16; Bay District, No. 17½; Thibedault, No. 112.

KINGS COUNTY.

[See Explanations at the head of this Notice.]

- ish of *Carluell*: Upper Sussex, No. 2; Goshen, No. 4; Pollet Lake, No. 5.
- ish of *Hammond*: Shepody Road, No. 2; Sackloback, No. 5; Martin's Head Road, No. 7.
- ish of *Bazelock*: Creek Road, No. 6; Salem, No. 11; Thorne Settlement, No. 14.
- ish of *Kars*: Eastern Kars, No. 4.
- ish of *Kingston*: Long Island, No. 8; Midland, No. 9; Walton's Lake, No. 14.
- ish of *Norton*: Guthrie Road, No. 10; Middleton, No. 11.
- ish of *Rothsay*: Westmoreland Road, No. 1; Forrester's Cove, No. 6.
- ish of *Springfield*: Cromwell Hill, No. 16; Sprague's Brook, No. 113; Old Kingston Road, No. 114.
- ish of *Sussex*: Salt Springs, No. 3; Mill Brook, No. 14; McCain, No. 15; Erb Settlement, No. 12.
- ish of *Studloth*: Dingley Couche, No. 1; Northup, No. 2; Keohan, No. 6; Jordan Mountain, No. 7; Isaac Sharp, No. 114; Bunnel, No. 122; Riverbank, No. 126.

Parish of Ugham: Primrose, No. 2; Conner Settlement, No. 25 (and *St. Martins*).
Parish of Waterford: Philmunro, No. 1; Wolf Lake, No. 3; Donegal, No. 4.
Parish of Westfield: Grand Bay, No. 1; McGovern, No. 4; Cheanie, No. 5; Land's End, No. 6; Kennebécasis Island, No. 9; Milkish, No. 10; Sea Dog Cove, No. 11.

MADAWASKA COUNTY.

[See Explanations at the head of this Notice.]

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

NORTHUMBERLAND COUNTY.

[See Explanations at the head of this Notice.]

Parish of Alnwick: Oak Point, No. 1; Morrison's, No. 11½; New Jersey, No. 22; Neguac, No. 23; Tabusintac (North Side) No. 6; Johnston, No. 82; French Cove, No. 9; Portage, No. 11; Fair Isle, No. 12.
Parish of Blackville: Keenan, No. 8; McDonald, No. 83; The Forks, No. 9; Otter Brook, No. 10.
Parish of Blissfield: Moran's, No. 1; Cain's River, No. 1½; Bamford, No. 3.
Parish of Derby: Elm Tree, No. 2.
Parish of Glencig: Black River, No. 1; Black River Road, No. 2; Weldfield, No. 3; Lower Napan, No. 5; Point Au Car, No. 6; Graham's Mills, No. 83; Powers, No. 10.
Parish of Hardwick: Hardwoods, No. 2; Eel River, No. 3; Village, No. 4; New Dominion, No. 5½; Bay du Vin River, No. 6.
Parish of Ludlow: McNamee, No. 11; Wilson's, No. 11; Pond Settlement, No. 2.
Parish of Nelson: Semiwanag, No. 14; Upper Barnaby River, No. 6; Carleton Station, I. C. R. No. 10; McCool's, No. 10½; Rogerville, No. 11; Richardsonville, No. 12; Pleasant Ridge, No. 13.
Parish of Newcastle: Little Bartibogue, No. 2½; Meadow Brook, No. 4.
Parish of North Esk: Chaplain Island Road, No. 11; English Settlement, No. 2; Three Islands, No. 13; Sugary, No. 11½.
Parish of South Esk: Little South West (*North Esk* and *South Esk*) No. 7; Upper Little South West, No. 8.

QUEENS COUNTY.

[See Explanations at the head of this Notice.]

Parish of Brunswick: Never's Rapids, No. 4; Brookvale, No. 5; Berry Vale, No. 6; Hunter's Home, No. 7.
Parish of Cambridge: The Den, No. 7.
Parish of Canning: Baltimore, No. 3; Sypher's Cove, No. 4; Bailey's Point, No. 6.
Parish of Chipman: Iron Bound Cove, No. 2; Salmon River, No. 3; Upper Salmon River, No. 7; Red Bank, No. 18; Harley Road, No. 10; Head Grand Lake, No. 12; Coal Creek, No. 13; Dufferin Settlement, No. 14; Brown Settlement, No. 15.
Parish of Gagetown: Lawfield, No. 11; Mill District, No. 4.
Parish of Hampstead: Ottnabog, No. 13; African Settlement, No. 10.
Parish of Johnston: Lower Rapids, No. 6; Upper Rapids, No. 17; Bagdad, No. 8; Upper Salmon River, No. 13; Boyd and Cornwall, No. 115; Goshen Settlement, No. 17.
Parish of Petersville: Mill District, No. 12; Lower Clones, No. 113; Speight Settlement, No. 16; Golden Ridge, No. 19.
Parish of Waterborough: Cox's Point, No. 2; Cumberland Bay Creek, No. 3; Cumberland Bay, No. 15; Young's Creek, No. 8; Union Settlement, No. 9.
Parish of Wickham: Lewis Cove, No. 18; Henderson Settlement, No. 110.

RESTIGOUCHE COUNTY.

[See Explanations at the head of this Notice.]

Parish of Addington: Rafting Grounds, No. 6; Randville, No. 7; Churchville, No. 8; Riverside, No. 9.
Parish of Colborne: Heron Island, No. 4.
Parish of Dalhousie: Mountain Brook (and *Colborne*) No. 1½; Cove, No. 4; Eel River Cove, No. 19; Blair Athol, No. 10; Roberts' Settlement, No. 12.
Parish of Durham: Becketville, No. 1½; Doyle Settlement, No. 5; Sunnyside, No. 10.

SAINT JOHN COUNTY.

[See Explanations at the head of this Notice.]

Parish of St. John: Partridge Island.
Parish of Lancaster: Spruce Lake, No. 4; Pissarino, West, No. 11; Pissarino, No. 12; Princeton, No. 5; Western District, No. 17.
Parish of Musquash: Dipper Harbor, No. 7; Chance Harbor, No. 8; Cranberry Head, No. 9; South Side of Musquash, No. 110.
Parish of St. Martins: Bayne's Corner, No. 1; Grier Settlement, No. 4; Bayfield, No. 5; Mount Theobald, No. 6; Martin's Head, No. 7; Goose Creek, No. 8; Wood Lake, No. 9; Patterson Settlement, No. 12; Salmon River, No. 13; Long Beach, No. 14; Little Salmon River, No. 15; Mountain District, No. 30.

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Parish of Simonds: Frog Pond District, No. 2; Golden Grove, No. 3; Latimore Lake, No. 6; Loch Lomond, No. 7; West Beach, No. 11; Bloomsbury, No. 15; Hibernia, No. 17; Upper Golden Grove, No. 19 (Border District); Lake District, No. 20 (Border District); Grove Hill, No. 21; Church Hill, No. 22.

SUNBURY COUNTY.

[See Explanations at the head of this Notice.]

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

VICTORIA COUNTY.

[See Explanations at the Head of this Notice.]

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

WESTMORELAND COUNTY.

[See Explanations at the head of this Notice.]

Parish of Botsford: Woodville, No. 1; Emigrant Road, No. 4; Lower Cape, No. *7; Little Cape (South), No. 18; Little Cape (North), No. 19; Cape Bald, No. 20.
Parish of Dorchester: Woodville, No. 4; Lower Bonhomme, No. 7; Dungiven, No. 9; Mill, No. 11. Upper Dover, No. 20; South Rockland, No. 21; Upper Bonhomme, No. 26.
Parish of Moncton: Hainesville, No. 2; Richie, No. 8; R. R. Crossing, No. 15; Groundwater, No. 17; Budd, No. 20; McLaughlan Road, No. 21; New Scotland, No. 22; Caledonia, No. 23; Cherryfield, No. 24; Canaan Station, No. 25; Lake Settlement, No. 26; Gould, No. 27.
Parish of Sackville: Second Westcock, No. 1; Upper Rockport, No. 3; Grandance, No. 4; Cole's Island, No. *8; Cherryvale, No. 15.
Parish of Salisbury: Central Pollet River, No. 4; Harewood, No. 9; Scotch District, No. 10; Constantine, No. 14; Rockland, No. 22; Hicks, No. 15 (and Havelock).
Parish of Shediac: St. Andrews (A) No. *1; Aboujagou, No. *5; Scoudouc, North, No. 13; Scoudouc, South, No. 14; Painssee, No. 15; Moncton Road, No. *16; Shediac River, No. 18, St. Andrews (c), No. *21.
Parish of Westmoreland: Midgie Road, No. 9; Centre Village, No. 10; Brooklyn, No. 11.

YORK COUNTY.

[See Explanations at the Head of this Notice.]

Parish of Bright: Nos. 6, 7, 19.
Parish of Canterbury: Nos. 6, 10, 12, 13, 20, 22.
Parish of Douglas: Nos. *10, 12, 14, 16, 18, 19.
Parish of Dumfries: Nos. 6, 8, 9.
Parish of Kingsclear: Nos. 17, 18, 9, 11, 12.
Parish of Manners-Sutton: Nos. 7, 10, 11.
Parish of New Maryland: No. 13.
Parish of North Lake: Nos. 13, 17, 19.
Parish of Prince William: Nos. 6, 8, 11.
Parish of Stanley: Nos. *1, 2, 4, 17, 8, 10, *13, 14, *15, 16.
Parish of Southampton: Nos. 12, 13, *14, 15, 16, 17, 18.
Parish of St. Marys: Nos. 9, 10, 11, 14.

No. 3.

ORDERS OF THE BOARD OF EDUCATION.

"The Board of Education desires that Boards of Trustees maintaining Graded Schools shall carefully arrange, year by year, that any transfer of Teachers in their employ from one department to another, be made at the close of the School Term in which such departments are to be annually inspected. Should, however, exceptional circumstances, in any year, render it necessary that any transfer be made at another time, such exceptional transfers, if forthwith notified to the Education Committee by the Trustees, shall not render the departments ineligible for classification in such year, — excepting always the cases where the Teacher shall have been in the employ of the Trustees, (immediately preceding the time of the annual inspection), for a period less than that required by 5 (3) (1) of Note 1." — April, 1881.

"A Teacher (whose School shall have already obtained a rank) removing from the School District during the first term of its inspection year shall be allowed bonus for such term according to the rank last received by the School while in his charge; and a Teacher taking charge of a School during the last term of its inspection year shall be allowed bonus for such term according to the rank which shall be obtained by the School at its first classification while in charge of such Teacher."—June, 1881.

"With a view of securing the most efficient carrying out in the Schools of the Province of the requirements of the Course of Instruction respecting lessons on the conditions of HEALTH, it is ordered by the Board of Education that the instruction given in Hygiene in the Provincial Normal School shall, among other things, emphasize the importance of TEMPERANCE (including the chemistry applicable to this subject), as set forth in the prescribed texts of Dr. W. B. Richardson ('Temperance Lesson Book'), and Dr. Brown ('Physiology and Hygiene')."—December, 1881.

No. 4.

ENGLISH LITERATURE, EXAMINATION OF 1882.

The questions set for the Examination for School License, 1882, will, for Classes II. and I., be upon the following texts:—

For Class II.

Reader V., Part II.

For Class I.

Reader V., Part II., and Hamlet.

No. 5.

ISSUE OF SCHOOL LICENSES: (AUGUST EXAMINATION, 1881.)

GRAMMAR SCHOOL CLASS.—Edwin T. Miller; Wm. S. Carter, A. B.; Samuel C. Murray, A. B.; George Ed. Croscup, A. B.

FIRST CLASS.—Andrew D. Macpherson, A. B.; Hedley V. B. Bridges, A. B.; Robertson Gardiner; Robert J. Love; I. Franklin Scribner; Alex. Robinson; Fred. O. Sullivan; Wm. W. Wells; M. Jackson Steeves; Wm. D. Carter; Grace Orr; Edith M. McBeath; Agnes E. Livingstone; Helen Adam; Helen J. McLeod; Mary Kerr; M. Maude Narraway; Georgia A. Wheeler; Maggie Stothard; Clara V. O'Sullivan; Margaret Robertson; Mary B. O'Sullivan; Maria C. Baldwin; Geo. C. P. Palmer; Alicia R. Green; Edith Darling.

SECOND CLASS.—Fred. W. Cowperthwaite, A. B.; Geo. R. Devitt, A. B.; Samuel M. Burnet; Fred. Goodwin; Edwin Steeves; W. Carvill Steeves; F. H. Oulton; Theop. A. Patterson; Chas. W. Nevers; Jos. E. Lanteigne; Walter S. Mitchell; Elmer E. King; Geo. F. Hartin; John S. Covert; Budd DeM Branscombe; Robt. T. Baird, Singleton S. Allen; Carrie M. Stuart; Ada M. Everett; Annie A. Young; Minnie Wheeler; Cath. Walsh; Phebe K. Vanwart; Alice M. Vandine; Muggie C. Sutherland; Ellen B. Sanders; Emily Markee; Annie McIntyre; Helen L. McLean; Sarah A. Meek; Bella P. Nugent; B. Emma Orchard; Lillian E. Parlee; Ida L. Rutherford; Annie C. Smith; Mary Agnes Devereaux; Laura J. Eddie; Eliza E. Elligood; Eliza Hillock; Annabell Hooper; Julia A. Howie; Minnie Johnson; Georgina E. Kay; Helen M. King; Mary E. Knowlton; Melanie Légère; Agnes F. Barker; Mary A. Horrigau; Jessie R. McLeod; Grace H. Barnes; Annie Beattie; Mary G. Carnmont; Josephine A. L. Dougherty; Bessie M. Creighton; Benj. Parker; Leonora L. Rogers.

THIRD CLASS.—Aaron H. Libby; Grace A. Toms; M. Josephine Meahan; Lizzie M. Murphy; Eliza M. M. Allen; Whitefield O. Dunham; Wm. H. Fowler; Simeon H. Jones; John J. McKinnis; Louis Pelletier; Francis J. Sweeney; Harry H. Ferguson; Maggie E. Parker; Grace Schofield; Annie J. Grieves; Dora McBean; Sophia M. Harshman; Eva J. McFarland; Lelia E. Wetmore; Annie H. Alexander; Lizzie G. Corbet; Augusta Curran; Eliza A. Dodds; Caroline Johnson.

Issued to Students of the French Preparatory Department of the Normal School.

THIRD CLASS, valid for three years:—Daniel Arsenaault; Pierre M. Belliveau; Olga Boudreau; Philomene Boudreau; M. Celine Bourque; Luce Blanchard; Sarah H. Bourque; Sara Bourque; Ferd. M. Cormier; Cyrille Cormier; Anna Corbin; Catharine M. Daigle; Jane Doucet; Pierre P. Frenette; Elmire Fourier; Bernard D. Ferguson; Francois X. Fountaine; Agnes Frenette; Theophile M. Goguin; Victoria L. Gagnon; Justine Gallant; Catharine Gray; Maria A. Haché; Tharsille J. Haché; Pierre H. Légère; Marie U. Landry; Edith T. LeBlanc; Vitaline Légère; Pierre F. Richard; Philias A. Richard; Julia Rossignal; Eugene H. Theriault.

No. 6.

EDUCATIONAL INSTITUTE OF NEW BRUNSWICK.

The Sixth Annual Meeting of the Educational Institute of New Brunswick will be held in the Assembly Hall of the Provincial Normal School, Fredericton, on the 11th, 12th, and 13th of July next, beginning on Tuesday the 11th, at 2.30 o'clock, p. m.

THEODORE H. RAND,

Chief Supt. Education

Education Office,

January 3rd, 1882.

The following
is as filled

1st Session.

2nd Session.

3rd Session.

4th Session.

5th Session.

6th Session.

7th Session.

8th Session.

9th Session.

10th Session.

11th Session.

12th Session.

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20th Session.

21st Session.

22nd Session.

23rd Session.

24th Session.

25th Session.

26th Session.

27th Session.

28th Session.

29th Session.

30th Session.

31st Session.

32nd Session.

33rd Session.

34th Session.

35th Session.

36th Session.

37th Session.

38th Session.

39th Session.

40th Session.

41st Session.

42nd Session.

43rd Session.

44th Session.

45th Session.

46th Session.

47th Session.

48th Session.

49th Session.

50th Session.

51st Session.

52nd Session.

The following is the programme arranged for the Sixth Annual Meeting of the Educational Institute, as far as filled up at present :-

EDUCATIONAL INSTITUTE OF NEW BRUNSWICK.

JULY 11, 12, 13, 1882.

1st Session.--Routine and other Business.

2nd Session. Opening Address, by H. C. Creed, A. M. : "Physical Education—its place and scope in Public School work."

3rd Session. Report of Committee on High School Course. Discussion. Paper on "How to insure success in teaching Writing."

4th Session.—Paper on "Organization in Ungraded Schools," by Eldon Mullin, Inspector of Schools. Discussion.

5th Session. Paper by William Crocket, A. M. : "Can the method of teaching the first steps in Reading suggested in the Course be justified on principle and by experience?" Discussion.

6th Session.—Addresses in relation to Lessons on Temperance in Schools. Election of Executive Committee, etc.

7th Session.—Paper on "Oral Instruction on Minerals, Plant Life and Animal Life," by Wm. Crocket, A. M. Discussion.

8th Session.—Address on "The History and Capabilities of this Province." Resolution relating to Educational display at the proposed Exhibition of 1883. Miscellaneous business.

Music will be provided as usual.

N. B.—Teachers who are members of County Institutes are eligible for membership in the Educational Institute; and, by order of the Executive Committee, certificates for free return fares by railways and steamboats will be granted to those who enrol themselves as members.

The Executive Committee earnestly solicit the attendance of Teachers generally.

HERBERT C. CREED,
Secretary to Ex. Committee.

Fredericton, January 3rd, 1882.

No. 7.

TO TRUSTEES AND TEACHERS.

On receipt of the money, the Chief Superintendent will forward by mail Hannay's *History of Acadia*, for one dollar a copy. [The publisher's price is three dollars.] This *History* should be in every School Library. No more suitable book could be selected by Trustees for School Prizes.

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